SOMETHING TO PONDER FOR SCIENCE TEACHERS

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“Science teachers have an exciting opportunity in teaching kids about how science makes the world work. Unfortunately, reduced teaching budgets and apathy on the part of students sometimes make it difficult to get students interested in topics like biology, earth science, anatomy, physics, and chemistry”. - (Grace Ann Stanford-edunova.com)

Teachers nowadays use different techniques in teaching Science. These techniques help the students become more engaged and understand the importance of Science.

Grace Ann Stanford, in her articles presented at edunova.com, suggested few techniques that would help Science teachers teach the subject more effectively.

1. **Peer-to-Peer Teaching** – One of the effective techniques is by using peer-to-peer teaching. Here, the students could help each other understand Science because they work in groups. The activities will be accomplished in small groupings. There are students who will be little teachers in the group. Research as cited by Briggs (2013) also indicates that peer learning activities typically yield the following results for both tutor and tutee: team-building spirit and more supportive relationships; greater psychological well-being, social competence, communication skills and self-esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes.

2. **Real-Life Connection Through Technology** – Science could be more understood if taught using real-life examples. Integrating games, interactive lessons plans, and many other teacher educational resources can encourage students to be more active, mentally and physically.
3. **Use of Current Events** – In this way students could be more interested because they enjoy the discussion as the teachers uses current events in the lesson. According to Rink (2016), as an educator, it’s our job to make sure that learners are armed with the tools necessary to distinguish between fact, fiction, and plain old opinion; between research or evidence-based statements and empty rhetoric; between exaggeration and reputable journalism – not just “factoids” from Facebook, Instagram, Twitter, or other information feeds.

4. **Hands-on Activities with Follow-up Work** – As Confucius once said in the ancient Chinese proverb: “I hear and I forget. I see and I remember. I do and I understand.” Role-playing, problem-solving exercises, and task simulations are activities that work well in a live classroom setting. Let the students actually experience the experiments for further retention and understanding for your learners. Demonstrate the task and then let them discover more by giving follow-up activities.

By means of putting a twist in your lesson, the students are more likely to enjoy learning Science, as long as students will work together and share their own ideas of what they know and what will they know and discover from their observations, real-life situations, integrating games and other educational resources that will enhance the learners to become physically, and mentally active.
References:

