UNDERSTANDING THE TRAITS OF A HIGH SCHOOL LEARNER

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Of course, now that we are using the K 12 program in the Philippines, the high school here would be those from Grades 7 to 10. But for the purpose of pointing out the age group or the level as most are used to, let us for this article, call this group as high school learners. What you will observe with this group is how very different they are with younger learners.

It is like you are teaching lessons to those “who already know”. This is because you are teaching them subjects with higher levels of concepts and processes yet some of them, especially those that are bright make you feel like they already know everything. And yes, they make you feel it literally.

What you, as a teacher, can do is to understand the cognitive and social characteristics of high school learners. Identify and utilize the appropriate instructional techniques so that you can maximize the learning benefits and deal with their learning challenges. This can spell a huge difference in the success of the high school learners.

Normally, as Piaget described, high school students have already achieved the formal operational stage. This means they are able to think abstractly and can comprehend complex thought patterns without many concrete examples. With this, most of them would need to understand the relevance and aims of instructional activities. They may lack self-confidence thus resorting to self-imposed cognitive difficulties. Some may have “turned off” in a few(or lots) of cognitive areas and should be helped to learn to conquer these barriers to learning. They are at the age where they want to build urgent and long-term personal goals and to assume personal accountability for learning and development toward goals.
Understanding these characteristics, you can guide these high school learners who seemed to be always experimenting with adult-like relationships. Providing them opportunities to express themselves and assume adult-like responsibilities can help them gain success in their endeavors.

References:

