WE’RE ALL IN THIS TOGETHER

by:
Hilda B. Laxa
Teacher III, Mariveles National High School - Cabacaben

“Ma’am, can we have it individually?”

This is the most common question my students always ask me every time we have a group activity. I don’t know why students complain on having such in their class because I personally believe that group activity is very enjoyable and important.

Many researchers had proven that participatory or social activities promoted by group dynamics improve the students’ individuality. Kornbaber, Fierros and Veenema (2004) emphasized that many students learn more effectively in when they are grouped in which they can take responsibility on various roles, learn and accept other’s opinion, intermingle constantly with their classmates, make adjustments with each other’s attitude and find solution when problem arises. Aside from this, students develop sense of teamwork, humility and compassion through group work.

Though group activity is widely encouraged inside the classroom, many teachers are still hesitant to apply this more often inside their own class. Factors such as grading system, classroom management, time-on-task and individual differences are alarming. But these factors should not hinder teachers to try social learning activities.

Teachers as managers of educative wheel should know how to manoeuvre classroom activities. They should carefully plan the strategies on how to make their classroom pedagogy more interesting. Group dynamics is one of the best techniques for the students’ learning. As to Zulueta and Sevilla (2012), a teacher should be able to catch students' attention, interest and involvement in the lesson and their development should
be carefully observed. After which, constructive and encouraging feedback is given to students to sustain further improvement.

Though group work entails careful planning, it brings many advantages not only to students but to teachers as well. Bear in mind that the success of the lesson is not solely dependent to the teacher or students alone. It is a joint and mutual force between them. After all, there are only two main entities inside the class, the teacher and the students.

So next time, when students ask you the same question. Gladly answer them: WE ARE ALL ON THIS TOGETHER!

References:

Kornbaber, Fierros and Veenema, (2004): MI: Best Ideas from Research and Practice