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PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

**MAGTAYO: A PROPOSED INSTRUCTIONAL FRAMEWORK
IN TEACHING SOCIAL CONSTRUCTIVIST STRATEGIES
FOR JUNIOR HIGH SCHOOL (JHS) SOCIAL STUDIES**

A Dissertation Presented

To the Faculty of

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment of the Requirements for the Degree

Doctor of Philosophy in Curriculum and Instruction

By

MARIVIC MENDOZA PIMENTEL

February 2023



APPROVAL SHEET

This dissertation entitled "**MAGTAYO: A PROPOSED INSTRUCTIONAL FRAMEWORK IN TEACHING SOCIAL CONSTRUCTIVIST STRATEGIES FOR JUNIOR HIGH SCHOOL (JHS) SOCIAL STUDIES**" prepared and submitted by **MARIVIC M. PIMENTEL** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION**, is hereby recommended for approval and acceptance.


RODRIGO D. ABENES, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree **Doctor of Philosophy in Curriculum and Instruction** by the Oral Examination Committee.


MARILYN U. BALAGTAS, Ph.D.
Chairperson


DENNIS D. APOLEGA, Ph.D.
Member


ARLYNE C. MARASIGAN, Ph.D.
Member


BERT J. TUGA, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree **Doctor of Philosophy in Curriculum and Instruction**.

February 7, 2023
Date


MARILYN U. BALAGTAS, Ph.D.
Dean
College of Graduate Studies and
Teacher Education Research



DEDICATION

To the Father in Heaven

*and His son, **Jesus Christ**, my Savior and*

Redeemer, for the endless love

To my family

***Papa Geff**, for always being there for me and*

whose support and love has always been a

source of strength and inspiration

Martheena Germaine, John Thomas and Baby Angel Joaquin*

To my parents and siblings

Ate Richie and Bojo

Lola Masing

Kuya Peter

To all of you,

this study is sincerely dedicated.

M.M.P.



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ABSTRACT

Name : Marivic M. Pimentel

Title : MAGTAYO: A Proposed Instructional Framework in Teaching Social Constructivist Strategies for Junior High School (JHS) Social Studies

Key Concepts : Junior High School, Magtayo Instructional Framework, Social Constructivism, Social Constructivist Strategies, Social Studies

Degree : Doctor of Philosophy

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The study investigated the social constructivist practices and experiences in teaching social constructivist strategies of the Junior High School (JHS) Social Studies teachers and attempted to develop an instructional framework based on the findings. It was conducted in School Year 2020-2021, and participated by thirteen (13) Social Studies teachers in the selected basic education public Junior High School (JHS) in the six districts from DepEd Division of City Schools Manila, a highly urbanized city. It was explored by conducting pre-assessment survey, interviewing the Social Studies teachers, observing their teaching demonstration, focus group discussion and gathering available documents related to their practice. A qualitative exploratory case study method of research was employed. Results of the study revealed that the social constructivist teaching practices of JHS Social Studies teachers were opportunities for



expressions of constructions, opportunities for collaboration, corrections on constructions, and broadening basis of constructions. On the other hand, the Social Studies teacher-participants experiences in teaching social constructivist strategies were found to be misconceptions about social constructivist strategies, lower student interactions in flexible learning, and high student engagement in learning. Based on these findings, the MAGTAYO Instructional Framework was proposed in teaching social constructivist strategies for Junior High School (JHS) Social Studies.



CHAPTER I

The Problem and Literature Review

Background of the Study

The educational curricula and teaching methodology are shifting. Asian countries which have extensively implemented the K to 12 curriculum for the past decades already reached best management practices that are contributory to their efficiency, effectiveness, and success. According to the study of Beloy and Villena (2016), to be able to transform society and its people, Philippine education must itself be transformed through objective curriculum planning and evaluation.

The teacher's role in the traditional curriculum is to transmit information to students, which is passive listener. In the current development in the curriculum especially the K to 12 curriculum, instructions focus from teacher-centered to the student-centered. The implementation of the K to 12 curriculum is an answer to the needs of global education, as emphasized by Peñano (2017). It is a paradigm shift and transition in learning, which means that "there is an emphasis on both learner and learning" (Lambert & McCombs, 1998, p.143). Constructivist teaching, for instance, focuses on individual learners, one's heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs, along with learning where the best available knowledge about learning and how it occurs, as well as teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for



all students are made available. The generally accepted principle of constructivism is that a person is not a passive receiver of knowledge but a builder of knowledge (Jonassen, 1991); hence, learners should be guided by teachers how to operate within their world (Grabe & Grabe, 2001). Constructivism is the idea that individuals create their own knowledge and representations of information based on their own experiences and knowledge (Martin, 2012).

Moreover, according to Corpuz et al. (2006) in Bonganciso (2016), learning, as espoused by constructivists, is a dynamic process that comes from self-constructed meanings, in which a meaningful link is built between prior knowledge and the current learning activity. They went on to say that it is built on the concept that each learner constructs and reconstructs meanings based on prior experiences. They continuously reflect and evaluate their accumulated knowledge in order to create new meaning. In addition, Corpuz and Salandanan (2013) stated that the teachers in a constructivist classroom provide students with information or activities that allow them to hypothesize, analyze, control objects, engage in discussion, discover, research, create, and construct. The constructivist classroom is engaging. It motivates students and teachers in interactional sharing of ideas. The teacher's responsibility is to assist learning through allowing interesting conversation that enables meanings to evolve and be constructed. The teacher guides the students through proper thought processing and using smart questioning, making inquiry teaching appropriate for the constructivist. The problems are provided by the teacher, who asks the students



questions, and allows students to freely explore specific topics. Both the teacher and the students take part in the conversation and discussion, honest exchange of their ideas, and help each other in drawing conclusion. "Classroom activities must begin by assessing the role of students' present understanding, guiding students how to construct meaning, and understanding the significance of the activity in acquiring knowledge," as Penner (2001) explained.

Many educators recognized the pioneering efforts of psychologists Jean Piaget and Lev Vygotsky, who introduced constructivist learning theories. They claimed that learners develop their own knowledge rather than teachers just passing on information. Individual learners intentionally engage in the contextual knowledge construction by associating what school systems want them to learn with their own experiences. They create particular meaning for themselves, discuss social significance in peer groups, make a decision on shared meaning for themselves with other learners in the classroom, and then consider each other's interpretation with a teacher as they negotiate their thinking process.

Vygotsky was a social constructivist who argued that rather than relying only on oneself, learners may and should use the input of others when forming their constructs. Learning, according to Vygotskian theory, is a social and collaborative approach in which students must make use of the contributions of others, such as peers, parents, friends, and a variety of other people and data sources such as the Internet, books, videos, and movies; whereas the teacher serves as a guide. Knowledge is built through



interactions in social and cultural instances where students perceive, interpret, and extract meaning from their experiences, according to social constructivism. This social view of constructivism was the focus of this study.

The commonalities among constructivists are their aversion to the typical teacher-dominated classroom, in which the educator governs, regulates, and feeds information to students (Page, 1990, in Marlowe & Page, 2005). The conventional approach of teaching Social Studies (Araling Panlipunan or simply AP) involves teacher-centered tasks such as memorizing of factual knowledge. Social studies more commonly known in secondary schools as Araling Panlipunan (AP) took its important place in the K to 12 Curriculum because this is one of the subject areas in Basic Education that studies man, community, and society, as well as how they lived in the past and today. *Araling Panlipunan's* primary goal is to assist in the preparation of the country's youth for constructive engagement in society. It is a term that refers to both a school topic and a systematic study of the social sciences and humanities that enhance civic competency. This is a curricular framework that instills in learners content knowledge, ability to think critically, and attitudes they will need to make informed and reasoned decisions as productive citizens in a culturally diverse, democratic society, and interconnected world (Maxim, 2006; National Council for the Social Studies [NCSS], 1993).

Social Studies teaching is considered to be constructivist in orientation, which gave emphasis on meaning making and knowledge creation by making meaningful



connections with social science theories, principles, and concepts with actual problems, challenges, and realities (Simeon, 2016). The social studies curriculum, however, is at risk, according to Raikko (2012). Many learners view social studies classes as uninteresting and meaningless; social studies is not evaluated at about the same level as other major academic subjects; and rising state standards has undermined many teachers' belief in the use of creative approaches due to the pressure to "get through" the content. With the general and current impression of Social Studies as dull and boring (Chiodo & Byford, 2004), among the most serious challenges Social Studies teachers point out, on one hand, is helping students gain knowledge, abilities and values essential to become active participants in the world of 21st century, and on the other hand, organizing and conducting lessons that offer a blend of pleasure, intrigue, variety, active involvement and excitement. They need to adopt teaching strategies, approaches and design activities that are interesting and appropriate for students. Activities being carried out in the classroom must be aligned to curriculum goals. Assessment of students' learning and motivation of students' behavior to be self-directed and independent learner able to solve real-life problems must be designed in such a way to support the Social Studies curriculum.

De Mesa and De Guzman (2006) did a study called "*Portrait of Filipino teachers' classroom practices: traditional or constructivist?*" The findings of the study revealed that Filipino teachers are still traditional in their pedagogical practices. They also recommend that in the teaching and learning process, teachers needed to be



resocialized into their new responsibilities, and students needed to become more involved in learning.

The application of social constructivism theory, according to Teague (2000), is one recommended technique to change this process. Social constructivism emphasizes the importance of social interaction in the creation of knowledge. This concept states that knowledge is generated through social interaction and consensus. Social studies could be efficiently addressed from this approach. According to Maxims (2006), with social constructivism, teachers are concerned not just with selecting resources that promote inquiry and thinking, but also with solidifying strong adult-student and student-student relationships, with a particular focus on efforts that lead to initiative, experimentation, and collaboration. "Social studies teachers must encourage their students to participate in collaborative learning, employ higher-order thinking abilities, develop their own knowledge of social science subjects, and connect classroom lessons to their lives and experiences" (Rice & Wilson, 1999, p.32). This can be achieved by incorporating social constructivism into social studies classes, which would transform classroom management as well as the roles of the teacher and student. It would establish a learning community in the classroom that is not just concerned with enhancing success and learning skills, but also with assisting students in their mental development (Nuthall, 2000).

Constructivist approaches, such as discovery learning in real-world settings, peer interaction, hands-on activities, and student challenges that question current



conceptions and beliefs, are commonly recommended by social studies educators (Maxim, 2006). If social constructivism is used correctly in the social studies classroom, it would achieve the ultimate purpose that all educators should strive for to benefit students (Teague, 2000).

According to Phillips (2000, p.1) constructivism is now one of the most extensively employed educational theories, describing it as "a currently fashionable magic word in the Western intellectual firmament." Constructivism is a pedagogical theory that has been receiving more attention than in the past few years. In the Philippines, it has been used extensively in K to 12 classrooms (DepEd Order No. 42, s. 2016). Some of its teaching models may have even been used by teacher without realizing it. It could also be implemented by teachers on the way they say it or do, without understanding the why behind the actions. Or, since most of them were taught this way by their teachers they respected, this is what they model. The researcher also observed that there is very little research devoted to constructivism, specifically to social constructivist teaching practices in the field of Social Studies (Araling Panlipunan) and Social Sciences. Most of the studies were about constructivism and its effects on teaching approach and on students' conceptual understanding of Introductory Calculus (Cruz, 2002); effects of constructivist teaching method on the achievement and subject matter retention in Analytic geometry of students (Valdez, 2001); and social and radical constructivism, teaching context, and student belief (Aggabao, 2006). Said studies were all in the field of Science and Mathematics. The



result of the study of Cuayzon (2014) focused on the effectiveness of constructivist approach in teaching Social Studies, which emphasized that using this approach increased the performance of the students in Social Studies, because it promoted active involvement, creativity and independence on the part of the learners. The best features of constructivist approach should be employed in the teaching of Social Studies also, and can even be integrated in making curriculum guide. However, there is still a dearth of research in the Philippines on social constructivism that clarifies how it is used or applied in the classroom and what constitutes effective social constructivist teaching practices and experiences in using this approach knowledgeably and effectively among Social Studies teachers.

In the light of the aforementioned discussion, the researcher, being a social studies internship supervisor, deemed it proper to determine and investigate the current social constructivist teaching practices among the Social Studies teachers in Junior High School (JHS), which could be an input to a proposed instructional framework. This is a qualitative exploratory case study research among Social Studies teachers in the selected public schools in the Division of Manila. Participants of the study were the Social Studies teachers teaching Asian Studies (*Araling Asyano*), World History (*Kasaysayan ng Daigdig*), Economics (*Ekonomiks*), and Contemporary Issues (*Kontemporaryong Isyu*) in Grades 7, 8, 9, and 10 students under the present Social Studies curriculum. The researcher assumed that the findings and results from the data would help her to know the social constructivist teaching practices of the Social



Studies teachers in the Junior High School (JHS). It is hoped that such could be used and adopted by other Social Studies teachers and as reference for other teachers in the field and inputs in coming up with best social constructivist teaching practices suited to the need of the students. In addition, teachers, especially, the social studies teachers, would further understand the use of social constructivism, improve and strengthen their constructivist skills, and ensure that the curriculum and instruction are relevant, current, so that what they do in the classroom would reflect constructivist classrooms that make learners construct knowledge. It could serve as a guide for school administrator to help teachers toward the proper implementation of the Social Studies curriculum especially in teaching Social Studies subjects in the K to 12 Basic Education Program. The findings may serve as reference in the training of Social Studies teachers. For the students, this involves assisting them in learning how to learn by utilizing prior knowledge and real-world experience, learning to hypothesize, testing hypotheses, and finally forming conclusions based on their results. By creating their own knowledge and understanding via their own work, they can make links between new knowledge and previous classroom activities. For instructional materials, to writers and future researchers, the findings of the study could further enrich the dearth of literature that is aligned and concerned with social constructivism and social studies. This could serve as a reference in making scholarly works that is related to this study.



Literature Review

As this study is concerned with the social constructivist teaching practices and experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies, this part of the chapter presents the review of foreign and local literature and studies relevant to the present study: social constructivism as an educational philosophy, social constructivism as a teaching practice in the classroom, the teacher's role in a constructivist classroom, the student's role in a constructivist classroom and strategies in teaching Social Studies related to constructivism.

Social Constructivism as an Educational Philosophy

The concept of constructivism used as umbrella term differs according to one's point of view and position. In educational contexts, there are philosophical meanings of constructivism, along with personal constructivism as described by Piaget (1967), social constructivism by Vygotsky (1978), radical constructivism by von Glasersfeld (1995), and constructivist epistemologies and educational constructivism by Mathews (1998) as stated in Jones and Brader-Araje (2002).

In education, constructivism refers to not only "what" students know, but also "how" they acquire and organize knowledge in their heads, the process by which they think and explain. Constructivism is a philosophical view that people construct their own reality knowledge (Oxford, 1997). The word "to construct" is derived from the Latin *con stuer*, which means "to arrange give structure." Constructivism's conceptual heart is the continuing structuring (organizing) processes (Mahoney, 2003 in Abd



Rahman et al., 2008). Constructivism has a philosophical base (Smith, 1999). Epistemology is a philosophical explanation of the nature of knowing (Airasian & Walsh, 1997) and is mainly based on psychological and social science studies, both of which have intellectualized learning perceptions (Windschitl, 2002). Though constructivist differ in their focus, all of them rejected the traditional teacher-dominated classroom.

In particular, constructivism is a theory that explains how people learn in particular. It is a theory that learning is active questioning, interpreting, problem-solving, and constructing knowledge. One of the results of this learning is a deeper knowledge (Marlowe & Page, 1998). In the learning process, it highlights the value of an individual's knowledge, beliefs, and talents (Garbett, 2011). Constructivists claim that knowledge is a product of how a person creates learning from his or her experiences, not a function of what someone else says is true (Jonassen et al., 1995 in Baculod, 2013). They, unlike behaviorists and cognitivists, do not believe that knowledge is mind-independent and can be mapped onto the learner. They believe that humans generate meaning rather than acquire it. Both the learner and the environment are crucial, and knowledge is created when these two concerns are combined (Crawford et al., 2009). Constructivism emphasizes that learning is a personal interpretation of the reality, similar to how behaviorism and cognitivism allow for multiple viewpoints. According to constructivist theory, learners construct or at least interpret their reality based on their perception of experiences. As a result, a person's



understanding of objects and events is founded on his or her prior experiences, mental processes, and beliefs (Jonassen, 1991).

There are three lenses or categories to consider in the constructivist theory of education: psychological, radical, and sociological. Despite the fact that all three approaches share the same epistemological assumptions about how knowledge or meaning is generated, their focus is different.

In contrast to social constructivism, psychological constructivism focuses on how knowledge originates in the human mind as well as how meaning is exchanged within a social society (Richardson, 2003; Yilmaz, 2008). On the other side, radical constructivism is concerned with mental processes and how humans construct knowledge of the world from within (Yilmaz, 2008). von Glasersfeld (1995) characterized radical constructivism as a "way of thinking about knowledge and the act of knowing (p.3)." On the other hand, Doolittle and Hicks (2003) gave a good summary of radical, social, and cognitive constructivism. Social constructivism, sometimes known as "socioconstructivism," emphasizes social interaction as a source of knowledge production: whereas cognitive constructivism views information as existing externally before being restructured internally by the student.

Michael (2009) presents a matrix that summarizes the two major cognitive theories, see Table 1 on page 13.

**Table 1***Summary Matrix of Constructivist Theories*

Concepts	Cognitive Constructivism	Social Constructivism
Principle Theorists	Piaget, Perry, Bruner	Vygotsky, Dewey
Concept of Knowledge	• Knowledge is actively constructed by individuals through a series of internal intellectual stages or steps.	• Knowledge is a product of social interaction (authentic tasks in meaningful, realistic settings).
Concept of Learning	• Learning is an ongoing effort to adapt to the environment through assimilation and accommodation. • Emphasis on identifying prerequisite relationships of content.	• Understandings are created by 'assembling' knowledge from diverse sources appropriate to the problem at hand. • Learners build personal, situation-specific interpretations of the world based on experiences and interactions, with the potential for development limited to the ZPD.
Instructional Strategies	• Links to prior knowledge • Explanations, demonstrations, examples • Schema Theory • Outlining & Concept Mapping • Generative Learning • Repetition • Interactivity • Corrective feedback	• Modeling • Problem-based learning • Scaffolding • Coaching • Collaborative learning
Concept of Motivation	Motivation is intrinsically driven	Motivation is intrinsically and extrinsically driven

Note: The Constructivist Theories from An Introduction to Constructivism and Authentic Activity. Retrieved April 30, 2022 from <https://www.semanticscholar.org/paper/An-Introduction-to-Constructivism-and-Authentic-Michael/94e701b77b6f63ccd69435d0c7707af3458653c4>. Copyright 2009 by C. Michael.



Social constructivism may also appear similar and is related to social constructionism, socioconstructivism and socio-cultural theory.

Gergen (1995) advocates for a type of social constructivism known as social constructionism. The social constructivist idea of how individuals create knowledge is quite similar to this approach. In addition, Yilmaz (2008) used the term social constructivism and social constructionism interchangeable and bear the same concepts, where it refers to the framework of power, economic, social, and political pressures, and in which knowledge development theory is examined. This theory examines how these characteristics affect how people acquire formal knowledge and awareness of their surroundings. Individuals within a social group define the meaning of a phenomenon, which is then formalized as knowledge.

On the other hand, Doolittle and Hicks (2003) in Sullivan (2005) averred that social constructivism can also be called socioconstructivism. To explain further, the inclusion of the Vygotskian prefix "socio" to the term "constructivism" suggests that cultural and contextual aspects in learning environments are taken into consideration.

In New Zealand, cognitive constructivism and socio-cultural theory (sometimes known as social constructivism) are two popular learning theories (Matthews, 2000). In the constructivist theory of education, there are three primary schools of thinking, and for the purposes of this dissertation, the term "social constructivism" was used and was the focus of this study, which is concerned about the social context of learning. This theory has been rooted and attributed in the works of Lev Vygotsky, a Russian teacher



and psychologist, who formed the foundation of social constructivism in educational settings. Vygotsky developed his idea in a series of books within the backdrop of the communist Soviet Union, on the first three decades of the twentieth century. In their focus on the effect of culture and society on learning in his home country, his theories were considered socialist for capitalist countries. They also thought it was excessively reactionary because of his emphasis on ability testing and individual differences. His works were only made publicly available in both Russia and English-speaking nations following Perestroika at the end of the Cold War (Kerr, 1997).

Vygotsky's (1978, in Gunduz & Hursen, 2015) theory of social constructivism or the social constructivist view posits that learning is essentially a social activity where learners' new knowledge is created through their prior experiences. The basic principle of social constructivism is that knowledge emerges from social interaction and is a result of social processes (Gergen, 1995), making it a community rather than an individual experience (Prawatt & Floden, 1994).

Learning occurs and arises in major physical, social, and cultural settings through interventions and interactions (Kugelmass, 2007). Social constructivism also gives emphasis to the importance of culture and context in forming understanding (McMahon, 1997). Duffy and Cunningham (2003) also consider that social constructivism stresses both the cultural and social settings of thinking; consequently, working in a team and interaction is significant features of this perspective.

The distinction between constructivism and social constructivism, according to



Vygotsky (1981, in Nacario, 2017) is that students are integrated into a knowledge community based on culture and language in social constructivism. However, the goal of learning in Vygotsky's theory is to develop an independent, self-regulated, problem-solving individual. To realize this, help is needed from "the more capable others" (teachers, parents, more competent peers and others) who offer assistance to the learner.

With regard to social context many other educators and scholars have developed and implemented Vygotsky's theory of learning in classrooms. In his study, Dimaculangan (2015) stated that everything humans learn happens in the social environment, beginning at birth and continuing throughout their lives, as their relationships with others form their perspective of the world. Parents talk with their children, kids play together, and teachers help students learn. Individuals interact with the author, the novel's social and cultural setting, and, in certain ways, other people who have read the same book even when they sit alone reading it. Learning takes place through people interactions and communication with others.

Learning is a collaborative activity that is divided into two developmental levels in social constructivism, the zone of proximal development (ZPD) which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The actual developmental level and the zone of proximal



development of a child can be used to determine the child's intellectual development. Children learn more effectively in this zone when they attempt to do a task on their own before receiving support. Children develop knowledge and meaning based on what they can do independently when they act on what they can do first and then receive support from a teacher (Vygotsky, 1978). Collaboration and scaffolding promote the ZPD by allowing students to proceed to the next level of comprehension (Powell & Kalina, 2009). The ZPD idea aids in understanding how development and knowledge are rooted in specific social and cultural environments (Gordon, 2009). Vygotsky strongly believes that learning could only take place within a cultural and social setting but not in isolation (Vygotsky, 1978).

Wood et al. (1976, as mentioned in Maxim, 2006), described scaffolding as a concept connected to ZPD. They claim that scaffolding is a procedure in which an expert or teacher aids a student in solving a problem or completing a task that the learners are unable to complete on their own. Scaffolding occurs when the teacher assumes control of the elements of the work that are beyond the learner's ability. As the learner's skills developed, the scaffold would be gradually removed until the learner's performance stood alone (Gray & Feldman, 2004).

On the other hand, to Maxim (2006), cooperative learning may be broadly defined as any classroom learning situation in which students work together in structured groups toward a joint or common goal. Of all the student-centered instructional options available for social constructivist classroom, teachers seem to



prefer this form of teaching to any other. Cooperative learning and social constructivism are a natural combination because cooperative learning requires students to work together to attain goals that they could not achieve on their own. Students are tasked with creating a learning community in which all students contribute in substantial and meaningful ways, rather than competing with other students in the classroom. Students in a cooperative learning classroom collaborate in small groups to negotiate, initiate, plan, and assess their learning. In a cooperative learning classroom, the social constructivist teacher's role switches from directing the entire class through the learning cycle to monitoring small group learning teams.

Social Constructivism as a Teaching Practice in the Classroom

The National Council for the Social Studies (NCSS), the largest professional association for social studies educators in the world, encouraged that constructivist methods should be used in the classroom. As cited in Sunal and Haas (1993),

Social studies is an area of the curriculum deriving its goals from the nature of citizenship in a democratic society which links to other societies. Drawing its content from social sciences and other disciplines, it also incorporates the personal and social experiences of students and their cultural heritage. It links factors outside the individual, such as cultural heritage, with factors inside the individual, particularly the development and use of reflective thinking, problem solving and rational decision-making skills, for the purpose of creating involvement in social action. (p. 101)



Consistent in the Curriculum Standards for Social Studies (NCSS, 1994) is the statement,

Knowledge is constructed by learners as they attempt to fit new information, experiences, feelings and relationships into existing or emerging intellectual... construct ... If we want our students to be better thinkers and better decision-makers, they must have contact with those accustomed to thinking with precision... and clarity. (p. 7)

The Department of Education (DepEd) recognizes the importance of instructional planning for effective teaching and learning (Dick & Reiser, 1996) and issues DepEd Order No. 42, s. 2016. Policy Guidelines for K to 12 Basic Education Program Daily Lesson Preparation, in which the curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative.

Social studies curriculum focuses on several areas of learning, including history, geography, economics, and government; addresses skill acquisition, including inquiry, data processing, research, and concept communication; and highlights the ideals of citizenry in a democratic system. To Martorella (1997) and Teague (2000), social studies teachers also must cover other areas such as sociology, anthropology, psychology, philosophy, and others. To do this, social studies teachers need to be knowledgeable in other area of discipline. In the Philippines' present K to 12 curriculum, new Social Studies curriculum is composed of concepts about self,



community, and local history. In the case of Social Studies in the secondary level: (1) 1st year-Asian Studies; 2nd year-World History; 3rd year-Economics; and 4th year-Contemporary Issues, a combination of spiral progression and discipline-based approaches from Grade 1 to Grade 10 (K-12 Primer) in the Junior High School.

Furthermore, the K to 12 Araling Panlipunan Curriculum's objectives are based on four learning pillars: learning to know, learning to do, learning to live together, and learning to be (K-12 Gabay Pangkurikulum, 2016). The *Gabay Pangkurikulum* (K to 12 Curriculum Guide) identified the wide range of Araling Panlipunan subjects. Critical thinking, informed decision-making, research and investigation, historical skills, communication and global perspective, and creativity are anticipated to be cultivated and developed among students throughout the *Araling Panlipunan* subjects.

Social studies, more commonly known in secondary schools as *Araling Panlipunan* (AP), took its important place in the K to 12 Curriculum because it is a basic education academic subject that analyzes man, his community, and society, as well as how they lived in the past and present. *Araling Panlipunan's* primary goal is to assist in the preparation of the country's youth for constructive engagement in society. It is considered a title for a subject in school and a systematic study of the social sciences and humanities that promote civic competence, a curriculum vehicle that instills in learners the disciplinary knowledge, critical thinking skills, and values they will need to make informed and reasoned decisions as engaged citizens in a culturally diverse, democratic society, and interdependent world (Maxim, 2006; NCSS, 1993). It also



covers a variety of topics, including history, geography, economics, and governance. It is here that their awareness of Philippine society and the globe deepens in light of many cultures and traditions, as well as differing perspectives on issues that impact the human race's very survival (Tuazon & Claveria, 2016).

According to Lemlech (2006), social studies can be both fascinating and challenging in the classroom. The emphasis of social studies is citizenship responsibility. Before students come to school, their group experiences are often limited to the family or the neighborhood. Learning how to work with a partner or in a group and use group process skills are developmental processes. The interaction that occurs when working in a peer group is different from that which occurs in the family group. The assumption of the group role cannot be learned unless one experiences social organization. Interaction in groups requires understanding and adhering to group norms, roles and social control. Teaching social studies helps to equip students to participate in a democratic society and assist people in becoming more compassionate, reasonable, and understanding individuals who will contribute to the protection and sustainability of society. Doing these help to realize that effective citizenship necessitates particular abilities, knowledge, beliefs, and attitudes, and the school is responsible for promoting civic virtue and citizenship. These goals serve as the foundation for the social studies program.

When social constructivism as an educational philosophy is applied in the classroom, it affects the way teachers manage the classroom and the roles they play.



Instruction needs to value the learners' learning styles and represent the world in which students will grow up. According to Teague (2000), two ways that social constructivism can appear in the classroom are cooperative learning activities and the use of technology, which means moving away from the "traditional" educational model of memorization of facts, lectures, and a heavy reliance on textbooks and toward teacher-centered activities. However, Villagomez (2015) emphasized that the social character of learning theorized by Vygotsky (1962) gave importance to collaborative work and discussion in literacy and language learning. Moreover, according to Sunal and Haas (2002, in Blaik-Hourani, 2011), when discussing social constructivism and teaching Social Studies, not only are the pedagogy and techniques are considered, but also the content and the extent to which constructivism is incorporated in the teaching material that conforms to constructivist pedagogy. This refers to the depth and breadth of content available to support constructivist teaching and learning.

Constructivism views learners as active constructors of knowledge based on their understanding. Fortes (2016) supported this in Teaching Abstract Online, providing a constructivist learning environment, with the teacher encouraging them to connect prior knowledge or experiences with new content. In addition, in the constructivist view of teaching and learning, the teachers are very important factor to engage the students to meaningful learning by using learner-centered and constructivist teaching methods and strategies. When planning lessons, teachers should provide students the opportunity to organize or reorganize their thinking and



produce information that is valuable to them (Piaget, 1950). This can be accomplished by ensuring that students are engaged and challenged in their classes while also tapping into their zone of proximal development (ZPD), or the gap between their present and potential developmental levels (Vygotsky, 1978). He also suggested that teachers employ strategies to increase student participation so that learners of various abilities might benefit from engaging with one another.

The teacher must give lessons that students may apply in real-life situations in order to assert the social constructivist technique (Jonassen, 1991). Social studies should use a diversity of ways and procedures to help each student perform as optimally as possible. Different learning styles and intelligences exist among students (Ediger, 2000). Students' multiple intelligences can be accessed in a variety of ways with social constructivism. Students are exposed to an actual learning experience through problem-solving exercises (Cole & Wilson, 1991). On the other hand, Brooks and Brooks (1993) suggested that "assessment is interwoven with teaching and occurs through student exhibits and portfolios (p. 96)." Because children learn in a variety of ways, they should be assessed using a range of methodologies. Social constructivism allows for the majority of activities and lessons to be student-centered. The importance of student-centered instruction is emphasized in constructivist pedagogy (Driscoll, 1994).

Dimaculangan et al. (2015) used two principles to determine if an activity is relevant and authentic for constructivist education. A meaningful work is one that



provides the student with relevant and intelligible information. An authentic task is one that is directly related to the course of study and is applicable in the actual world. The student is in charge of their own learning, with the teacher acting as a guide. Constructivism, according to Nacario (2017) advocates to use curricula that are adapted to students' prior knowledge, emphasizing hands-on problem solving and minimizing standardized curriculum. When it comes to instruction, educators focus on connecting information and producing new knowledge in students. With regard to student responses, teachers actively select and prepare their teaching strategies, encouraging students to investigate, understand, and forecast facts. Teachers use more open-ended inquiries and encourage students to talk for longer periods of time. When it comes to evaluation, constructivism calls for the elimination of grades and standardized testing. Instead, assessment becomes an important element of the learning process, allowing students to track their own development more accurately.

Constructivist pedagogy is defined by Richardson (2003) as the creation of classroom environments, activities, and methods based on a constructivist theory of learning, with the goal of individual students developing deep understandings in their subject areas of interest as well as habits of mind that will help them learn more effectively in the future. According to Richardson, researchers have identified constructivist instructional approaches that include the following qualities such as: personalized attention and respect for students' backgrounds, as well as building understandings and opinions about domain aspects (also known as student-centered);



facilitation of group discourse that investigates a domain element with the goal of creating and sharing a common understanding of a topic; the deliberate and frequently unintentional introduction of formal subject knowledge into the discussion by direct instruction, textual references, Web site investigation, or other means; providing chances for students to determine, challenge, revise, or contribute to current views and understandings by participation in structured exercises, and (5) the growth of students' metawareness of their own learning and comprehension processes.

However, according to Schuget et al. (in Sunal & Haas, 1993), the social studies instructional strategies that students prefer are more active teaching approaches that incorporate group projects, field excursions, independent work, less reading, conversations, clear examples, student planning, demanding learning experiences, class activities, role acting, and simulations are all examples of how to engage students in group projects, field trips, and independent work. Only through experiences that allow students to absorb facts and combine them into abstract ideas about how people interact can social studies be learned. Social Studies aspires to generate persons who are both introspective and active participants in society, because everyone must interact with others in organizations, communities, and nations.

Maddux et al. (1997, cited in Ilyas et al., 2013) describe several Vygotskian classroom principles. First, learning and growth is a collaborative and social endeavor. Second, the ZPD can be used as a reference for curriculum and lesson preparation. Third, school learning should take place in a relevant context and connect out-of-school



experiences to the child's school experience. However, according to Johri (2005), there are three important phases or modes of learning in Vygotsky's social constructivist learning: modeling or imitation learning (observation); instructed learning (scaffolding); and collaborative learning (construction of within social groups).

According to Jones and Brade-Araje (2002), constructivism equips teachers with teaching practices that are in line with current learning research. Teachers can design curriculum and instructional methodologies that go beyond rote learning to consequential learning, which is more likely to lead to deeper, longer, and permanent knowledge sustenance, by viewing learning as a dynamic process, taking into account student prior knowledge, building on preconceptions, and eliciting cognitive conflict.

The Teacher's Role in a Constructivist Classroom

Managing a classroom is crucial for developing and sustaining any classroom system just like the social constructivist one. The task which involves teachers in a social constructivist classroom, according to Maxim (2006), is to encourage learning. In dynamic social studies classrooms, social constructivist teachers see students as active participants on a journey to understanding. They eagerly take on the role of "tour guide" on this journey, bringing as much of the world to school as they can, creating an environment in which children are actively engaged in their learning, and escorting students as they strive to complete more difficult tasks or progress toward increasingly complex understandings. In addition, constructivist teachers are flexible; sometimes they present knowledge, but more often they are collaborators and facilitators.



Teachers in constructivist, dynamic social studies classrooms do not commit themselves to any single method as the exclusive “right way to teach.” Sometimes as collaborators in social constructivist situations, they will “bring the action to the children” demonstrating, assisting and explaining to help their students construct knowledge or refine skills. At other times, as facilitator in cognitive constructivist situations, they will guide as children initiate the action, supporting students emotionally and intellectually as they independently strive to explain a puzzling question or problem.

Further, in such classroom, the function of the teacher is to guide, facilitate, and run the discussion. As a result, the teacher's primary attention should be on helping students through the process of developing their own judgments about the subject by asking questions (Bauersfeld, 1995). To Airasian and Walsh (1997) constructivist teachers must not become lecturers. They also believe that they must become guides or facilitators for student learning. Instead of being knowledge dispensers, supervisors, or disciplinarians, teachers manage classrooms as partners, team leaders, and mentors. Constructivist teachers like to ask questions rather than give instructions, model rather than explain, and keep out of the spotlight as much as possible so that their students can shine and become self-sufficient doers. This means that they will not always direct classroom dialogue; often the students will do initiating (Marlowe & Page, 2005). A constructivist technology-rich environment, according to Vygotsky (1978), pushes the teacher to take on a new role. In contrast to traditional “top-down” teaching, he



advocates for a bottom-up teaching style in which the teacher promotes rather than dictates what and how students absorb concepts both within and outside the classroom. Teachers should play a key role in creating a learning environment for their students that is enhanced by the use of technology. The teacher's role is that of a facilitator, coach, and co-learner, not just a teacher. It is her/his responsibility to support and guide students as they learn (Phye, 1997). Providing advice to learners, according to Vygotsky, includes pushing them to go beyond their current abilities (i.e., activating the zone of proximal development). In addition, the teacher should have ICT skills and be able to use technology into her or his instruction (Baker et al., 1994).

The goal of constructivist teachers, according to Powell and Kalina (2009) is to create a learning environment in which students are motivated to study by providing content and resources and arranging constructivist learning activities. Teachers use methodologies from both theories, cognitive and social constructivism, to develop individual learning tactics such as discovery learning and social interaction activities to stimulate peer collaboration.

The teacher in a constructivist classroom prioritizes the students' interests over the material. The role of the teacher is to help students relate new content to their prior knowledge as well as to have them “process and apply knowledge” (Brahier, 2000; Good & Brophy, 1994, in Kindsvatter, 1999).

In his research, Valdez (2001) emphasized the relevance of the teacher in the constructivist approach to learning and teaching. In a constructivist view, the teacher



continually makes a conscious attempt to see both his/her own and the students' action from the students' point of view. Thus, the teacher must be skillful enough to be able to put into practice the constructivist processes. The constructivist approach to teaching assumes that learning involves a rational interaction between new concepts and student's prior ideas. Teacher should begin with what students know and believe and help them distinguish between their own ideas and what is scientifically accepted knowledge.

According to Wu (2008), in order to retain knowledge and talents and overcome problems, students must study with comprehension. Constructivist teachers, in particular, are concerned with teaching for comprehension, which means they expect their students to be able to explain, locate evidence and examples, generalize, apply, and portray an idea or principle in a new way (Perkins & Blythe, 1994, in Kindsvatter, 1999). Chen (1997) argues that rather than conveying and delivering facts to students and correcting their mistakes, teachers' role is to develop students' conceptual and personal comprehension. In the study of Dimaculangan (2015), students with conceptual understanding knew more than isolated facts and methods. They organized their data in such a way that they can learn new concepts by connecting them to what they already know. Conceptual understanding helps with retention. Information and procedures taught through understanding are easier to remember and apply, and they can be rebuilt if forgotten. If students comprehend a process, they are less likely to recall it poorly. They keep track of what they remember and try to make sense of it.



They can try to explain the process to themselves and rectify it if necessary. Although conceptual comprehension does not have to be explicit, teachers commonly look for evidence of conceptual knowledge in students' skills to convey links between concepts and representations. Students frequently understand before they can express themselves.

A constructivist teacher should have the following qualities, capacities, and skills: a cheerful and enthusiastic attitude capable of inspiring students to pursue their work with sincerity and dedication; a spontaneous but well-cultivated interest in observing students with deep insight and sympathy; the ability to guide and counsel; the ability to handle self-learning equipment, audio visual instruments, and various types of new learning materials; and the ability to teach (Santhoshi & Ravi Babu, 2014).

Further, Duffy et al. (2003) mentioned the teachers' role as a means of enculturation, arranged by experienced and knowledgeable specialists to tutor students. Speech and language are crucial components of intelligence, and the zone of proximal development recognizes a student's readiness to build ties with others. As regards constructivism, Brooks and Brooks (1999) identified teachers' pedagogical roles to reconcile curriculum to meet students' assumptions, illustrate difficulties that learners may encounter, assess students' learning in the context of instruction, seek out students' thoughts, and create learning based on primary concepts.

Moreover, Martin (2012) identified twelve descriptors of constructivist teaching based on research in practical environment classrooms, as mentioned by



Brooks and Brooks (1999). They encourage and accept student autonomy and initiative; use raw data and primary information sources with manipulative, interactive, and physical materials; use cognitive terminology, such as "classify," "analyze," "predict," and "create"; allow student responses to drive lessons, shift instructional strategies, and alter content; inquire about students' understandings of concepts before sharing their own understandings of concepts; encourage students to share their own understandings of concepts before sharing their own understandings of concepts; encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of one another; seek elaboration of students' initial responses; engage students in experiences that may lead to contradictions to their initial hypotheses and then encourage discussion; allow time after posing a question; allow time for students to construct relationships and create metaphors and nurture students' natural curiosities. Pagana et al. (2015) agreed to these roles, and added that teachers should encourage students to ask questions (constructivist teachers allow time for students to ask questions); teachers should encourage thoughtful discussion among students; constructivist teachers allow erroneous responses in order to clarify students' misconceptions; constructivist teachers provide time for students to build relationships, and teachers employ scaffolding as a teaching strategy.

Aljohani (2017) enumerated the nine characteristics of a constructivist teacher such as one of many resources available to students, not the sole source of information;



the teacher engages students in experiences that challenge their preconceived notions about what they already know; the teacher incorporates student replies into lesson planning and encourages students to elaborate on their initial responses; by asking open-ended questions, the teacher invites students to raise questions and engage in conversation; when structuring activities, the teacher uses cognitive language such as classify, analyze, develop, organize hierarchy, and so on to help students comprehend their own cognitive processes (metacognition); by releasing classroom authority, the instructor supports and embraces student autonomy and initiative; the teacher makes raw data and primary resources, as well as manipulative and interactive physical tools, available to the students; the teacher does not distinguish between knowing and the process of determining nouns and verbs; the teacher encourages students to communicate clearly in writing and verbally, assuming that communication is based on a strong structural comprehension of the topics being expressed. They have truly incorporated the new learning when they can communicate effectively and meaningfully.

Kim (2005) made a summary of what is expected of a teacher in a constructivist classroom, very similar to the authentic learning as follow: encourage student leadership, cooperation, information seeking, and presentation of ideas; modify instructional strategies in the teaching process based on students' thought, experience, and or interests; use printed materials as well as experts to obtain more information; encourage free discussions by way of new ideas inviting by students; questions and



answers; assist students in putting their ideas to the test; invite students' ideas before presenting them with ideas and instructional materials; encourage students to question others' concepts and ideas; use cooperative teaching strategies such as student interaction and respect, sharing ideas and learning tasks and encourage students to respect and use other people's ideas.

Constructivist teachers, according to Henson (2004), must be able to recognize the most essential concepts in their courses to assist students in improving their understanding. Instead of teaching concepts, constructivist teachers may demonstrate knowledge based on students' current understanding, causing mental dissonance, he added. Students will see that constructivist teachers value them as individuals, and teachers will get a deeper knowledge of their needs and interests. Furthermore, constructivists felt that true understanding occurs when new information is linked to prior knowledge, and that it is the teacher's responsibility to facilitate this. When learning occurs, students change present understanding, making the current state of knowledge temporary. When confronted with fresh data, learning is the act of discovering connections between new and old data. Constructivists believe that event learning is most effective when students help one another and are enthusiastic about learning. Russian psychologist Lev Vygotsky called the process of learning together “socially negotiating meaning.”

To Hidalgo (2015), the teacher in a constructivist classroom makes the learners feel in control of their learning; provides opportunities for active engagement



(cognitive, kinesthetic and social); and uses the learners' previous experiences and contexts. Likewise, learning experiences are based on the given curriculum and contextualized when necessary; the teacher debates and questions students; is sensitive to the emotional and cultural aspects of learning experiences; contextualizes exercises with real-life situations; and supports the learning process.

Another crucial role for teachers is lesson planning. Conjectures about student thinking must be included in constructivist lessons by teachers (Windschitl, 2002). He also identified some guidelines to follow when planning a lesson: teachers must be aware of their students' prior knowledge of ideas, have a clearly defined conceptual goal, include teaching strategies that challenge initial ideas, provide opportunities for students to use new ideas, and create a classroom environment that encourages students to put forth and discuss ideas. Likewise, a constructivist lesson includes conceptualization, clarification, questioning, planning, realizing, testing, modifying, interpreting, reflecting, and celebrating (Alesandrini & Larson, 2010). On the other hand, constructivist pedagogy and instructors should support students' active intelligence (Gregory, 2002).

In Singh et al. (2008) von Glaserfeld (1989) claimed that assessment in constructivist classrooms should be based not only on examinations, but also on observation of the student, the student's work, and the student's points of view. Teachers in constructivist classrooms should create a sense of depth about a subject that necessitates a greater focus on process rather than products. According to Henson



(2004), rather than administering examinations, teachers in constructivist classrooms should assess students through observation, work, and viewpoint.

In addition, according to Irzik (2001, p. 169), in Tan (2016), a constructivist teacher is more interested in the learners' varied interpretations than on the "right" solution. According to constructivists, measuring the extent of active participation, conceptual novelty and creativity, concept mapping, and meaning compatibility between the teacher and the student, and among students themselves, a task is made particularly difficult by the indeterminacy of linguistic communication.

Constructivist teachers, on the other hand, have opposing perspectives on reflection, instruction, planning, and concept. Traditional teachers are unable to implement constructivist concepts and methodologies in their classrooms; whereas constructivist teachers can train their students to use these methods (Oguz, 2008).

Hoagland (2000) stated that when teachers adopt a constructivist method throughout a course, their teaching style is substantially altered. Constructivist methods necessitate a different type of planning and execution than objectivist methods. They take longer to accomplish as well. However, the return on investment could be significant. When a course focuses on higher order thinking and grasping an idea in greater depth, a constructivist method can be quite beneficial. Teaching students to relate new content to past knowledge, according to Henson (2016), requires careful planning. Students can participate in a range of learning activities if they plan adequate time to study each concept (Trends in International Mathematics



and Science Study [TIMMS], 2003). Teachers must assign students activities in which they must articulate how they learn new content in connection to what they already know.

Teachers in a constructivist classroom, likewise, design scenarios in which students confront one other's preconceptions. As a result, a constructivist teacher must create learning environments that challenge traditional teaching and learning assumptions. According to Lester and Onore (1990), teachers' personal views about teaching (their construct systems) are important in defining the sorts and extents of changes they can make. Teachers, they added, see teaching and the issue through the lens of their own personal construct system. Thus, the concept that knowledge is built by humans is the fundamental construct determining a teacher's ability to teach in a transactional, constructivist manner. Furthermore, in order to truly improve their teaching, teachers would need to modify their thinking and change their beliefs about knowledge. Gieryn (1999) supports these claims, believing that using a constructivist framework in the classroom allows teachers to move in a different direction than how they were taught. If teachers tend to teach the way they were taught rather than the way they were taught to teach, according to Fosnot (1996), teacher education should begin with these traditional beliefs and then challenge them throughout the program through activity, reflection, and discourse in both coursework and field work. Reflecting on teaching practice, on the other hand, helps to the teacher's ability to cross the bridge in terms of how he or she thinks and believes about teaching, according to



Mezirow (1990) in Gray (1997).

Another big challenge with integrating the constructivist approach in the classroom is that most teachers were trained in a variety of ways; thus, they lack the conceptual knowledge needed to model their classroom (Windschitl, 2002). Hands-on activities are frequently confused with constructivist activities by teachers (Alesandrini & Larson, 2010).

We lack "instruction of constructivism" that can be easily implemented in classrooms, according to Airasian and Walsh (1997). Non-rote assignments and active student participation in the learning process, on the other hand, are thought to be more likely to improve students' knowledge generation.

Mowatt and VanName (2002) on the other hand, created a checklist for teachers that included a list of issues and challenges that must be solved before using a constructivist approach in the classroom. First difficulty was the facilitator's own readiness. This component necessitates both an understanding of one's own learning style and respect for the learning types of others. This component also demands the individual's understanding of group processing and the ability to make judgments based on observations in order to maximize group processing. The second component is environment structuring, which entails ensuring that the area is set up to support group work by having proper workstation arrangements and ample seating for everyone. Setting the tone is the third component. The tone is set by addressing a number of issues. First, the setting must be safe for everyone to feel comfortable in



sharing ideas and understanding that all contributions are valued while maintaining anonymity. Small organizations that stimulate contributions and appreciate and reward all contributions are used to satisfy social and physical needs. The instructional format component requires an agenda, which establishes the work for the day and assigns group work, work, and reading for the next session. The facilitator draws key connections between previous knowledge and new ideas. The teacher's final responsibility is to keep track of group activity and facilitate conversation.

Teachers in New York, Delaware, and Maryland were surveyed by Lucks (1999) cited in McCray (2007) to find out how they felt about constructivism and why. Constructivism was good in the special education inclusion class as several of the teachers said, adding that higher-order thinking and cooperative learning practices were promoted. Using this strategy made the teachers to be more organized. However, Lucks (1999) pointed out that teachers that applied constructivism in the classroom had a lot of work ahead of them. Constructivism was ineffective in and of itself. To learn successfully, children require modeling and example; yet, when it came to rules and sequencing, constructivism was not really ideal.

According to Cardenas (2016), constructivism learning theory asserted that people derived meaning from new information and experiences based on their existing knowledge. Constructivism was seen as more of a learning theory than a teaching theory. A recurring issue in the literature was a lack of clarity about its classroom uses and what constitutes successful constructivist teaching practices. Many teachers



struggle to apply this strategy effectively because they lack a thorough understanding of the theory and its consequences for teaching and learning. Researchers looked into the implications of constructivism for students with disabilities in general education classrooms, arguing that constructivist and traditional teaching and learning approaches should be mixed. The goal of this qualitative case study was to look into how elementary special education instructors use constructivist teaching techniques, as well as the factors that influence implementation and how these practices help students with disabilities be included in the classroom. This study included six elementary special education educators from Guam's Department of Education (GDOE). Data was gathered using the Constructivist Teaching Inventory (CTI), semi-structured interviews, observations in the resource room, and a review of lesson plans. The findings revealed that constructivist teaching practices were used in the resource room by elementary special education teachers; however, certain factors influenced implementation. These practices were beneficial for students with disabilities, and collaboration was critical for students with disabilities to succeed in an inclusive environment. A similar study with primary regular education instructors using the Constructivist Learning Inventory (CTI) and a study of constructivism in various situations were two future research recommendations.

The teacher's role in constructivist view, according to Vazalwar and Dubey (2017), was to adapt to the needs of the students and allow them to construct knowledge for themselves. Every student was treated as an individual, with their



cultural background, personality, and past knowledge all having an impact on their success. Constructivist educators considered themselves content teachers who used content to teach subject-specific abilities. Because stimulation was so vital in enhancing learning rate, they used rich multimodal materials, vivid activities, and created a sense of delight wherever possible.

Social constructivism clarifies the teacher's position in the teaching/learning process, which supports instructional pedagogy. This suggests that teachers should use teaching methods that are: learner-centered, collaborative in nature and teacher guided (Akpan et al., 2020).

The Student's Role in a Constructivist Classroom

Constructivists believe that students should be active participants in shaping their education, considering "how" students learn and organize knowledge in their heads, as well as their thinking and reasoning processes. Students direct their own learning in a constructivist classroom, but they do not have unlimited freedom; the teacher must still guide, focus, advise, lead, and frequently evaluate the students' progress.

As a matter of fact, according to Hidalgo (2015), the learners in a constructivist classroom are goal-driven, self-managing, own the result, set their target/s, seek knowledge on their own with guidance from the teachers, are self-directed, are transformed from passive recipients of information to active participants in the learning process, and they construct their own knowledge.



Knowledge is built in a constructivist classroom where students are active learners, and do collaborative work. When students are free to acquire personal knowledge based on their own experiences and reflections, they learn best. One's personal knowledge, attitude, and learning experiences help to shape one's unique perspective on the educational process, which informs mature decisions as an administrator, manager, or policymaker (Santhoshi & Ravi Babu, 2014). In addition, constructivist classrooms must allow students to investigate, speculate, and brainstorm in an emotionally supportive environment. In order to pursue issues in depth, students must be willing to participate in activities and conversations, and write about their experiences. Group projects, such as reader's theatre, in which students develop dramatic scenes from a book and perform them in front of the class, are examples of engaging activities. Students must also be driven to work through challenges and understand that there are correct and incorrect solutions as part of the learning process (Passman, 2001).

Instead of a teacher standing and delivering most or even all of the content material in a constructivist classroom, students investigate, explore, and analyze a problem, critical question, topic, or theme to uncover, discover, and reflect on the content and their ideas of it. Through these procedures, students gain and are encouraged to develop the ability to think independently and critically, which includes the ability to discriminate between the relevant and irrelevant, assess topics from various perspectives, and comprehend and analyze written and electronic material.



Students demonstrate their understanding and learning in a variety of ways. They may generate new critical questions, write a video script, summarize key ideas in their own words, create or construct something, and/or frame and solve problems (Marlowe & Page, 2005).

Students, likewise, engage in active research and take responsibility for their own learning (Scott & Hannafin, 2000). The learner must be provided opportunity to assimilate knowledge, ask questions, solve difficulties, and make judgments (Jonassen, 1998). The learner should not be given knowledge, but rather should gain it through an open inquiry process. Students in a constructivist learning environment participate in both cognitive and metacognitive skills, as well as social skills. That is, they are actively involved in their learning (King, 1990).

Valdez (2001) admitted that students' opinions are elicited and debated in constructivist teaching. Students are encouraged to reflect on their experiences and review what they have learned. Thus, the strength of constructivism is that it leads one to think critically and imaginatively about the teaching and learning process. As to Shapiro (2000), students' interests and needs are factored into the process of teaching and learning, and students are given increasing opportunity to make choices in a constructivist classroom. Students are also responsible for defending, showing, justifying, and communicating their ideas to the rest of the class. Ideas are only accepted as truth if they make sense to society and so reach the level of taken as shared (Fosnot, 1996).



Atweh (2007), on the other hand, emphasized the necessity of students actively participating in their own new learning and rejected learning models that focus on the transmission of pre-packaged knowledge from the teacher to the student. To put it another way, rather than simply hearing or comprehending what the teacher says, students build their own concepts through activity. In some ways, this knowledge is personal, as it is founded on their previous experiences and views, as well as on the demands of new activities. Many critics of constructivism have misinterpreted this innovative learning method. A student acquires socially acceptable and viable knowledge through negotiation with teachers and other students, as well as the application of their knowledge to school and everyday life challenges, according to constructivism.

Wertsch (1997), for example, recognized the learner's uniqueness and complexity, and supported, utilized, and rewarded the learner as an intrinsic element of the learning process. The learner's own version of the truth, affected by his or her background, society, or world knowledge, was encouraged by social constructivism or socioculturalism. The necessity of the learner's social connection with knowledgeable members of society was also emphasized by social constructivism. Knowing how to employ key symbol systems and obtaining social meaning, according to Wertsch, was reliant on social interaction with other more knowledgeable people or members of the society. He also felt that young children's mental capacity is enhanced through interaction with other children, adults, and the physical world. From a social



constructivist perspective, it is critical to incorporate the learner's history and culture during the learning process. The learner's past affects the information and truth that he or she develops, discovers, and achieves during the learning process. A constructivist approach to learning, according to Fosnot (1996), allowed students to have concrete, contextually significant experiences in which they could explore for patterns, ask their own questions, and design their own models, concepts, and approaches.

Christie (2005) added that constructivism aids students in pursuing particular interests and objectives, using and developing learners' talents, building on existing knowledge and experiences, and developing lifelong learning. Constructivism encouraged students to enhance their ability to address real-world situations (Huang, 2002). To Kroll (2004), students in constructivist classrooms should be allowed to establish their own visions of learning, teaching, development, and knowledge.

Strategies in Teaching Social Studies Related to Constructivism

Cooperative and collaborative teaching strategies, allow more capable students to scaffold activities as they interact with less capable students. This approach is comparable to Vygotsky's concept of the zone of proximal development, in which interactions with those who are more knowledgeable assist those who are less knowledgeable. Mvududu (2005) also claimed that students can work in cooperative learning groups, many of which align with constructivist learning principles. Learning by doing, learning by intuition, learning by listening, learning by practice, and learning



by conscious reflective thinking are all examples of different methods of education that can be used to build knowledge. Students can build valuable but diverse types of knowledge by participating in these activities. Instructors must learn to balance various activities in order to fulfill the diverse needs and objectives of their students (Mvududu, 2005).

Moreover, according to Atweh (2007), there are two important aspects of development in the writing of Vygotsky. First is the concept of Zone of Proximal Development (ZPD). At each level of development there is a gap between what is the child is capable of and his/her potential of learning. Actual development is what a child can achieve without adult assistance, whereas potential development is what a child can achieve with adult assistance. The difference between these levels is the ZPD. Through interactions with more experienced adults or more capable peers, a child has a room for developing further abilities. Learning can only occur in this zone and scaffolding refers to adults guiding the child through this ZPD to develop higher level of learning. There are several implications of this view of learning for teaching as scaffolding of development. First, educational tasks that students are involved in should aim a level higher than their current level of abilities. There are no benefits in doing tasks that they can do routinely. In terms of a child's overall growth, he argued that learning aimed toward already-attained developmental levels is useless. It makes no attempt to progress to the next phase of development; instead, it is lagging behind (Vygotsky, 1978). Similarly, classroom instruction, both in the activities selected and



the actual physical space, should aim at maximizing peer instructions, collaboration and small group instruction. Other implications for the teacher's profession include reciprocal teaching, which allows students and teachers to develop a discourse. This two-way communication becomes an instructional strategy by encouraging students to participate in the discourse rather than merely responding to questions. The teacher and students took turns leading small group reading discussions. After demonstrating four reading skills, students began to take on the role of instructor. Another method for putting Vygotsky's ideas into practice was Cognitively Guided Instruction. The teacher and students examined arithmetic problems and then shared their varied problem-solving skills in an open discussion (Riddle & Dabbagh, 1999).

The function of culture in the learning process is the second part of Vygotsky's theory. Social interactions that give rise to development do not occur in vacuum. According to Vygotsky, psychological/culture instruments employed in social interactions include various counting systems, mnemonic techniques, algebraic symbol systems, works of art, writing, schemes, diagrams, maps, technical drawings, all kinds of conventional signs, and so on (Vygotsky, 1982:137, cited in Nicholl, 1998).

Murphy (1997) produced a list of 18 constructivist learning qualities associated to competency-based learner-centered learning, social constructivism, and, more especially, collaborative knowledge generation components (Schreurs & Dumbraveanu, 2014). There are five categories in this new constructivist paradigm. There is an active and directed learning process, as well as deep conceptualized



learning from various viewpoints, fresh learning material generation, collaborative learning, and a future-oriented learning orientation. As many constructivist learning features as feasible should be included in constructivist learning activities: reading about a chosen topic on the Internet and discussing it with other students and the teacher; finding and presenting a real-world example of a chosen topic; speaking with an external domain expert about a chosen topic, reporting on it, and exchanging that knowledge with other team members; searching for additional knowledge, such as scientific articles on the topic; teamwork and practice; solving a real-life problem by discussing it, searching for the necessary knowledge and methods, discussing it with experts, and reporting on the solution; presenting learner reaction in an article based on prior knowledge; reporting via a 400-500-word essay by each team of learners, explaining their interpretation and reaction to their colleagues' postings; and elaborating a wiki (structured by the teacher) about a chosen topic as a teaser.

The article *"Review of Constructivist Teaching Practices"* of Kadir et al. (2014) stated that constructivist teaching practices, according to many researchers, allow students to engage in exploratory and discovery activities (Brooks, 1999; Cobb 1994). Constructivist teachers can help students with the process of discovery and exploratory activities by employing a variety of constructivist teaching tools. Promoting student social involvement in the classroom is one strategy. Researchers suggested using reciprocal teaching strategies to enable students to act, react, and interact with groups through discussion, collaboration, and problem-solving activities;



and reflecting and constructing the primary rules and norms for learners to cooperate with others to achieve this goal. Another strategy is to encourage students to: (a) make decisions based on their own goals and seek their own solutions rather than relying on their teacher's response; (b) use higher-order thinking skills to identify, evaluate, and critically reflect their learning; and (c) be autonomous thinkers to increase their level of learning responsibility. Put yourself in the shoes of a teacher who guides and motivates students to develop knowledge as the third strategy. They identified a few ways that can help teachers become better facilitators. In order to extract learners' expansive and deep thinking about their concepts, one technique is to ask questions. Another method is to offer meaningful, open-ended questions that encourage students to use their higher-order thinking skills to solve problems on their own. They can also tell if students have enough time to think about questions by making learners ask questions in order to identify the issues they are having. The final technique is to encourage teachers to design learning experiences around the learners' prior or current experiences. In order to achieve this goal, constructivist teaching approaches should employ some instructional tactics. They can recognize each student's unique needs and differences; take into account the values, experiences, and knowledge that students bring to class; and work to merge their understanding with new experiences by using images and examples that are related to the learner's existing knowledge to explain new knowledge.



The constructivist approach to learning can lead to a wide range of teaching methods. In its broadest definition, it usually means encouraging students to generate new knowledge using active methods such as experiments and real-world problem solving, and then reflecting on and discussing what they have learned. The teacher makes sure s/he knows the students' preconceptions before directing the activity to address and expand on them (Parra, 2013).

Wheatly (1991) cited by Tobin (1993) suggested curriculum methods be based on constructivism as a reference point. To make sense of activities and set out to overcome complex difficulties, students collaborate in small groups. This is referred to as problem-based learning. In such situations, the teacher serves as a vital mediator, determining what students know, and assigning assignments so that they can build knowledge structures that are compatible with topic knowledge. Wheatly explained how students negotiate meaning in small groups before reaching an agreement in the larger group. The teacher's role is to assess students' understandings and facilitate dialogues so that all students may express themselves and participate in tasks like clarifying, elaborating, justifying, and analyzing different points of view.

Four primary tools are used in constructivist approaches: narrative (writing or telling one's own story), action (exploring parts of one's self such as culture, values, and beliefs), construction (constructing identity in context), and interpretation (directing one's route using personal meanings) (Chen, 2003 in Reed & Ganuza, 2011).



Student discourse, such as students chatting and sharing teaching strategies, is one activity suggested by Henson (2006) for understanding the positive influence of cooperative, small-group work on learning. In the classroom, discourse brings concepts, ideas, and conclusions together. Eminent Russian psychologist Lev Vygotsky referred to small-group discussions as “negotiating understanding.” A common technique used by constructivist to promote discourse in diverse settings is storytelling. Two sources of stories are daily newspapers and interviews with community members. However, they explained that one way of employing this strategy is by engaging students in discussions about cultures excluded from curriculum materials (Johnson & Sellers, 2004).

Constructivist strategies used by social studies instructors included discovery learning in real-world situations, peer interaction, hands-on activities, and student tasks that challenge preconceived concepts and beliefs (Maxim, 2006). Some practices, like cooperative learning, focus on student engagement; while others, like classroom discourse, focus on teacher-student interactions. He also discussed the learning cycle, which is a mechanism for facilitating learning with the help of a teacher. What contribution does the learning cycle make to social constructivism? The learning cycle is a student-centered teaching approach that emphasizes conceptual progress through social interactions. The learning cycle considers students' skills and employs instructional strategies according to their developmental stage. The learning cycle consists of three major elements or phases, each requiring distinctive student and

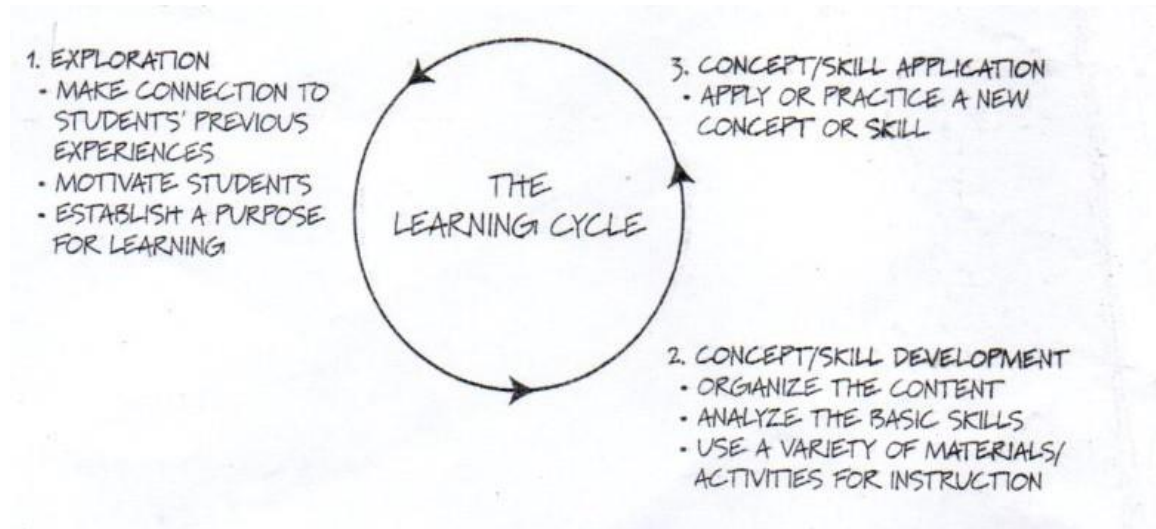


teacher actions and interactions: (1) exploration (during this phase the students become actively involved in trying out or experimenting with new social studies idea or skill, it is also where activating the students' prior knowledge happens); (2) concept/skill development phase (the teacher assists the students as they attempt to construct their own meaning from the learning experiences), and (3) concept /skill application phase (the students transfer and apply freshly learned understanding or skills to new circumstances; it also focuses the students' attention on the instructional task by establishing a clear purpose for learning).

Figure 1 on page 52 presents the learning cycle, a teaching approach designed to facilitate learning through a teacher's supportive assistance.

Figure 1

The Learning Cycle



Note: The Learning Cycle consists of three major elements or phases: exploration, concept/skill development and concept/skill application. G. W. Maxim, 2006, Pearson Merrill Prentice Hall.

Guillaume (2012) underscored that the learning cycle technique is inductive, moving from firsthand experiences to well-formulated subject knowledge and real-world application. It is based on constructivist learning theory, which describes learning as the process and outcome of questioning and interpreting, applying cognitive processes and information to grow and improve our understanding, and integrating current and previous experiences (Marlowe & Page, 1998). In contrast to other inductive approaches, the learning cycle model requires that the early and last



parts of the lesson be grounded in real-world or genuine experiences. By ensuring that all students have firsthand experiences to gain background knowledge and deepen content knowledge, the learning cycle approach helps level the playing field.

Teachers must also understand the relevance of prior information in learning and provide opportunities for students to recall what they already know, thereby encouraging links between the new and the old. In Tileston's (2005) *"10 Best Teaching Practices,"* Pyle and Adre (1986) echoed these findings, stating that what a student learns from instruction is affected as much by what the learner already knows as by the form of the lesson. Using prior knowledge to expand on the information offered aids its retention in long-term memory.

Vygotsky's external mediator is another name that can be used because social constructivist technique is mostly based on his works (Bodrova & Leong, 1996). An early suggestion, task, or activity serves as an external mediator, providing a basic overview of the new information and connecting it to the students' existing experiences or knowledge. Teachers must also employ these "tools of the mind" as scaffolding devices in the Vygotskian framework until students evolve into self-regulated learners (Marlowe & Page, 2005). In constructivism, prior knowledge is critical to actively create knowledge. But what is knowledge, exactly, and how does it relate to previous knowledge?

Before beginning to introduce a new area of learning, teachers must be aware of their students' past understanding of the subject. Teachers may only hope to modify



students' methods of thinking or alter their schema (Von Glasersfeld, 2005), if they are aware of the learners' prior experience and knowledge of the topic. Prior knowledge about a topic or concept can be activated by drawing analogies, suggesting examples that link to the new content, or brainstorming what students know (or think they know) about the topic before beginning, allowing students to 'hang' their new learning onto something they already know (Good & Brophy, 2008).

Other specific strategies/techniques to activate prior knowledge are appended (see Appendix W).

Apart from the specific strategies listed in the Appendix Z, the goals of the Social Studies course, which mirror many facets of real life, necessitate the use of many teaching methodologies in the classroom (Wronski, 1981). In one country, an integrated approach to social studies is likely to take a quite different shape than in another. Secondary school students in Denmark not only study about social democracy, but also put it into reality by voting on class projects jointly. Primary school children in Egypt take part in a role-playing exercise to illustrate the pressing issue of population expansion. In China, social studies deal with real and significant issues where the fact that such issues are also controversial is not a deterrent to including them in the curriculum. In Poland, affective dimensions of the social studies are especially well illustrated. In addition to learning names, dates and places, students also acquire attitudes, feelings and values; it deals with the heart as well as the mind. In Thailand, the teachers explain that the main function of history is to deal with the past and not



with the present or very recent events. In such a classroom, history is having immediate utilitarian value. It is a separate subject having its own integrity and validity. Its benefit to students is its capacity to develop in them a long-range, balance perspective that is not attainable through the study of contemporary-oriented social sciences.

One of the most obvious places where the impact of social constructivist ideas may be observed, according to Jones and Brader-Araje (2002) is in the design and organization of classrooms. Individual study carrels, which appeared with behaviorism, have vanished. Today's teachers understand the importance of peer-to-peer interactions and the larger classroom community in learning. In the United States, many classrooms feature specific areas for small group work as well as accommodations for whole-class discussions. Small group reading areas, math centers, and science stations are common in elementary classrooms. Middle and high schools have switched from fixed desks to flexible seating arrangements that allow for small group work.

Henson (2006) explained that people learn best when they can connect new information to past knowledge and utilize it to generate or "construct" new understanding. Constructivists think that true understanding occurs when new information is linked to previously learned knowledge, and that the teacher's responsibility is to facilitate this to change existing understanding each time students learn, making current state of knowing transitory. Learning is the process of discovering connections between new and old data while confronted with new data.



Constructivists think that this event (learning) occurs best when students help one another and are motivated to learn. By the turn of the millennium, 80 percent of American teachers reported working with small groups of students at least twice a week and with individual students at least once a week (Henson & Eller, 1999). Furthermore, research demonstrates that encouraging cooperation rather than rivalry enhances achievement among Mexican American and African American students.

A study conducted by Aumento (1998) on assessment of selected physics teachers' readiness to use constructivism as a teaching approach and its effects on their classroom practices revealed that the participant (Ss) encountered several difficulties in changing to a constructivist approach: (1) the possibility of not finishing the syllabus during the time table set, (2) the unsuitability of the constructivist approach to their less intelligent students, (3) the inability of the students to express themselves in English, the language used to teach physics, (4) the intensity of preparation that the teachers had to do, (5) the manner of evaluating the students, (6) the fear of loss of classroom control, and (7) the large class size and lack of materials. On the other hand, the Ss perceived the need for changes in their teaching within these areas: (1) deciding what concepts to teach, (2) determining students' prior ideas, (3) the need to act as a facilitator, not as a controller inside the classroom, (4) initiating experiments and simple activities, (5) the need for more intensive preparation, (6) the need for more students' consultation, and (7) the need to initiate and encourage student-led discussions. Also, the participants (Ss) realized these benefits from the use of



constructivism: (1) more self-confidence on the part of the students, (2) broadened knowledge on the part of the teacher, (3) more harmonious relationship between teacher and students, (4) more intellectual stimulation for the teacher, and (5) the ability to address more issues inside the classroom. The observation checklist revealed that the participants displayed more constructivist teaching practices, specifically those geared towards giving the students more responsibility for their learning after the use of the teaching unit. In sum, the Ss found constructivism a beneficial alternative to their regular teaching approach provided they undergo necessary changes and were properly trained. Further studies could be done on the suitability of constructivism to the Philippine educational system in relation to student achievement, and the possibility of incorporating it into the teachers' preservice education.

Still in relation to science education, Yager (1991) asked how science teachers can move towards constructivist approaches. It may not be a significant shift from existing practice, but rather reorganization with new emphases. In fact, many exemplary teachers instinctively use many procedures that illustrate the constructivist learning model (CLM). Some of these include: seeking out and using student questions and ideas to guide lessons and whole instructional units; accepting and encouraging student initiation of ideas; promoting student leadership, collaboration, location of information, and taking actions as a result of the learning process; using students thinking, experiences, and interests to drive lessons (this means frequently altering teachers' plans); encouraging the use of alternative sources of information both from



written materials and experts; using open-ended questions and encouraging students to elaborate on their questions and their responses; encouraging the students to suggest causes for events and situations, and encouraging them to predict consequences; encouraging students to test their own ideas, i.e. answering their questions, their guesses as to causes, and their predictions of certain consequences; seeking out student ideas before presenting teacher ideas or before studying ideas from textbooks or other sources; encouraging students to challenge each other's conceptualizations and ideas; using cooperative learning strategies that emphasize collaboration, respect individuality and the use division of labor tactics; encouraging adequate time for reflection and analysis; respecting and using all ideas that students generate; and encouraging self-analysis, collection of real evidence to support ideas and reformulation of ideas in light of new experiences and evidence. Researchers at the National Center for Improving Science Education have proposed a teaching model that uses constructivist learning model (CLM). It includes four aspects: invitation, exploration, proposed exploration and solution, and taking action. This model illustrates strategies that characterize CLM (see Table 2 on page 59 for The Constructivist Strategies for Teaching from The Constructivist Learning Model).



Table 2

Constructivist Strategies for Teaching

Invitation	Observe surroundings for points of curiosity Ask questions Consider possible responses to questions Note unexpected phenomena Identify situations where student perceptions vary
Exploration	Engage in focused play Brainstorm possible alternatives Look for information Experiment with materials Observe specific phenomena Design a model Collect and organize data Employ problem-solving strategies Select appropriate resources Discuss solutions with others Design and conduct experiments Evaluate choices Engage in debate Identify risks and consequences Define parameters of an investigation Analyze data
Proposing Explanations	Communicate information and ideas Construct and explain a model Construct a new explanation Review and critique solutions Utilize peer evaluation Assemble multiple answers/solutions Determine appropriate closure Integrate solution with existing knowledge and experiences
Taking Action	Make decisions Apply knowledge and skills Transfer knowledge and skills Ask new questions Develop products and promote ideas Use models and ideas to illicit discussions and acceptance by others

Note: The Constructivist Strategies for Teaching from The Constructivist Learning Model. In ProQuest Central. Retrieved January 16, 2019, from <https://search.proquest.com/docview/214620202?accountid=173015>.
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Valdez (2001) used a quasi-experimental non-equivalent control group design with four intact classes of first-year students pursuing Bachelor of Science in Civil Engineering and Architecture enrolled in Analytic Geometry as respondents in his study on the effects of constructivist teaching methods on student achievement and subject matter retention in Analytic Geometry. The constructivist technique was used to teach the experimental group, whereas the traditional method was used to teach the control group. The study found that students who were taught using the constructivist method performed better than students who were taught using the traditional way. It was also discovered that students who were taught using the constructivist method retained the subject matter better than students who were taught using the traditional way. The students where parents are degree holders achieved better than those parents are non-degree holders. There were substantial interactions between and among the instruction style, mathematical competence, and parental educational attainment. As a result, the constructivist method functioned equally well with kids with strong and low arithmetic abilities.

Cruz (2002) looked at how constructivist-based instruction affected students' conceptual grasp of Introductory Calculus. The study, which took place during the second semester of the school year 2001-2002 at the Philippine Normal University (PNU), involved two groups of PNU students: experimental and control. Students taught in a constructivist manner fared significantly better on five quizzes, an achievement test, and a think-aloud test than students taught in a traditional manner. Using the scores as



basis suggested that the experimental group's degree of knowledge was higher than the control group's scores. When the experimental group's performance in the accomplishment and talk-aloud tests was compared, the latter did equally well. The control group, on the other hand, performed better on the written test than on the talk-aloud test, which probed the factor of time for deep thinking. All of the foregoing findings show that the constructivist-based teaching strategy is more effective than the traditional approach in enhancing students' conceptual comprehension of introductory calculus. The constructivist approach is also more effective than the traditional technique in creating long-term and deep knowledge of calculus topics, as indicated by the findings of the talk-aloud interviews.

Aggabao (2006) conducted a study entitled "Social and Radical Constructivism, Teaching Context, Student Belief." His study on the effects of radical and social constructivist teaching methodologies against the traditional teaching method on motivational beliefs of students in terms of control and goal orientations, math self-efficacy and interest and value beliefs; and on the effects of constructivist teaching methodologies and motivational beliefs on the conceptual knowledge, problem-solving and procedural knowledge achievement and retention of respondents. Aggabao offered the following recommendations: (1) Teachers can consider the implementation of the radical and social constructivist teaching approaches in their teaching practice; (2) Classroom teachers can pursue action research on the implementation of these teaching approaches at the classroom level; (3) Teachers can also consider periodic



assessment of their student's motivational beliefs as they implement these teaching approaches.

Constructivism is at the heart of the learner-centered environment. Cunningham and Codeiro (2003) discussed some of the modern instructional practices in a learner-centered classroom. These were inquiry learning, induction approach, lecture approach, practice and training, active learning and differentiated instruction. In inquiry learning, the teachers gave learners the opportunity to enhance their higher order thinking skills by thinking critically and creatively, deciding wisely and solving problems systematically. To attain objectives, the teachers planned in advance, the learning experiences, activities and projects that stimulated learners' competencies in prediction, analysis and synthesis regarding topics recently learned and correlated them to prior experiences to be interpreted in terms of new understanding and judgment. In the induction approach, the learners are guided by the teacher to work by themselves in forming generalizations that are developed by asking sequential questions arranged from simplest to the most complex, thus through concepts gained the learners collaborate in practice exercises and cooperative learning activities enjoyable. In implementing the lecture approach, the competent teacher prepares the lesson several days before teaching and organizes questions and activities logically to ensure that learning will be acquired easily. In the case, the learners were motivated to apply their profound thinking in perception, analysis, synthesis, application and evaluation. Through practice and training, learners enhanced their competencies in



applying the basic knowledge and understanding acquired. Active participation was enhanced through question and answer exercises. In active learning, learners were facilitated to work together harmoniously in cooperative groups. The members gained a feeling that they could work on their own through genuine guidance of the teacher. They helped, assisted and inspired each other, thus making learning enjoyable and fruitful. In differentiated instruction, all kinds of learners were given attention through varied approaches employed by teachers. Since the learners are unique with different abilities, interests and needs, the teachers utilized the most effective activities and experiences that deepened the learners' skill in creating, inventing, applying, interpreting and evaluating.

De Mesa and de Guzman conducted a qualitative study in 2006 on the portrait of Filipino teachers' classroom practices, both traditional and constructivist. The master teachers' pedagogical understanding and classroom behaviors were described in the study as aggregate sample subjects. A qualitative examination of 13 teacher-participants' classroom activities and journal entries in the core learning areas of the Basic Education Curriculum was provided, in which the analysis of results led to the finding that the teachers' instructional techniques were still traditional. Additionally, it was recommended that teachers resocialize to their new duties, and students be more involved in the teaching-learning process.

Johnson, Stanne, and Johnson did a study called *"Cooperative Learning Methods: A Meta-Analysis"* (May, 2000 in Belbase, 2006). Cooperative learning is one of the most



common and fruitful fields of theory, study, and practice in education, according to the authors' abstract, adding that research reviews have either focused on the full literature, which includes research undertaken in non-educational settings, or merely a limited collection of studies, which may or may not accurately represent the entire literature. Accordingly, there has never been a complete evaluation of the evidence on the usefulness of cooperative learning methods in schools in enhancing accomplishment. They claim that a thorough search turned up 164 research on eight cooperative learning strategies, with 194 independent effect sizes measuring academic accomplishment. All eight cooperative learning strategies had a considerable favorable influence on student achievement, according to the data. Learning Together (LT) had the greatest effect when compared to competitive learning, followed by Academic Controversy (AC), Student-Team-Achievement-Divisions (STAD), Teams-Games Tournaments (TGT), Group Investigation (GI), Jigsaw, Teams-Assisted Individualization (TAI), and finally Cooperative Integrated Reading and Composition (CIRC). When comparing the effects of cooperative lessons to individualistic learning, they found that LT has the largest influence, followed by AC, GI, TGT, TAI, STAD, Jigsaw, and CIRC. Finally, the authors claimed that the consistency of the results as well as the variety of cooperative learning approaches provided significant evidence of its usefulness.

Many college and university teachers believe constructivism recommends a "hands-off" style to instruction, according to Lattuca (2006) in the study of Go (2008).



Constructivists believe that teachers should not provide answers or solutions to problems to students since they must seek the answers for themselves. While a teacher acknowledges that students learn best when they participate in class, he is skeptical that his students will be able to develop an ethical code without leading the conversation. He stated that his students benefit from his twenty-plus years of practical expertise, and that dominating the discussion would violate the pedagogical goal of training students to teach themselves. He claimed that he could not use a true constructivist method since he wanted to share his experience. To Acosta (2006), constructivist pedagogy is commonly known to be practiced in the University of the Philippines; in fact, many scholars would argue that this pedagogy is perhaps one of the main reasons behind the state university's success in breeding top caliber professionals and leaders.

Furthermore, according to Belbase (2006) in his dissertation, cooperative learning has a strong philosophical foundation in constructivism. Learning, according to constructivist theory, is built. New information is constructed utilizing what learners already know; that is, what they construct is influenced by their prior knowledge. Learning appears to be active in the constructivist approach, rather than passive in the traditional model. Students face their understanding in light of what they encounter in the constructivist approach. Students were found to adapt knowledge by applying understanding and noting pertinent parts.



To Jonassen (1994), collaborative learning environments foster "collaborative construction of knowledge through social negotiation, not competition among learners for recognition." A constructivist approach to cooperative learning has a variety of consequences for teachers. First and foremost, the teacher serves as a guide rather than a leader in this approach, as students develop their own knowledge. Furthermore, because of their diverse backgrounds, not all students comprehend things in the same manner. As a result, the teacher can have students participate in cooperative learning activities that assist them to comprehend their own and their peers' cognitive processes simply by allowing them to articulate them in group settings. The zone of proximal development, to Vygotsky (1978), is the difference between what a student can do alone and what he or she can do with supportive cooperation or cooperative group activities. It also implies that all learning must occur in collaborative environments, as cognitive connections cannot be created without collaboration. Adopting a systematic, cooperative approach, he believes, provides faculty members with both the intellectual and practical skills they need to alter their teaching. Cooperative structures encompass a wide range of activities that are appropriate for various objectives. A roundtable activity, for example, in which student groups of 4-5 add ideas to a revolving paper as they say them aloud, provides a controlled brainstorming strategy that can lead to significant learning.

Rosenshine (2012) presents the most effective teaching practices that are efficient, capable, caring, committed and influential to advance learning. It was



suggested primarily to start a lesson with a short recall of former lessons taught to enhance the ability to recall prior learning and connect them to new lessons. Then teachers present new lesson step by step in the order of difficulty, ask questions from the easiest to the most difficult, give materials and activities that learners can manage at a prescribed time and make directions and explanations clear. Afterwards, they have to check answers to questions on the spot for understanding, facilitate high level of active practice for all learners and give thorough guidance as practice goes on, shows models of worked-out problems, demonstrates the steps, and encourages them to summarize learning gained. Reminder was given to be tactful in providing systematic feedback and corrections, allocating additional time for clarifications, stimulating them to give as many examples as possible, being sensitive to acquisition of learning and reteaching the topics when needed. In these ways, teachers were assured that learners were given the opportunities for independent practice, monitor their learning, and experience success and achievement.

In her dissertation, Reyes (2012) investigated the teaching practices used by Lyceum University System faculty in teaching chemistry laboratory in order to achieve the seven goals of science laboratory instruction: a) mastery of the subject matter, b) scientific reasoning, c) understanding the complexity and ambiguity of empirical work, d) practical skills, e) understanding the nature of science, f) interest in science and learning science, and g) teamwork. The descriptive design was used in the qualitative-quantitative research method. Eighty (80) students enrolled in General Chemistry



during the Second Semester of the SY 2011-2012 and four (4) chemistry instructors were the subjects of the study. Findings of the study revealed that the best practices of faculty in teaching chemistry laboratory are those in which students participate in experiential learning, active learning, meaningful learning, and cooperative learning. It showed up in the students' attitude/motivation, laboratory abilities, and achievement, as well as their personal interest in chemistry and learning chemistry, cognitive and manipulative skills, and conceptual understanding. For effective chemistry laboratory education, the proposed constructivist teaching learning process paradigm should be used.

Cuayzon (2014) examined the effectiveness of constructivist approach in teaching Social Studies among the intermediate students of Philippine School in Doha, Qatar. Her study was experimental in nature in which the participants were the identified lowest section in the Grade Five level in terms of mental abilities. This group of students was treated with constructivist approach, specifically the different research-made activities created and utilized in each specified topic in Social Studies. There was a substantial difference in student performance before and after exposure to the constructivist method, according to the findings. Therefore, it was inferred that constructivist approach increased the performance of the students in Social Studies, as it promoted active involvement, creativity and independence on the part of the learners. Results revealed that the best features of constructivist approach should be employed in the teaching of Social Studies, and can even be integrated in making



curriculum guide. In addition, further studies may be conducted on constructivism as a teaching approach. The current study's findings that the Social Studies teacher-participants experience high student engagement in using social constructivist in teaching Social Studies subjects seemed similar to Cuayzon's finding that there was a substantial difference in student performance before and after exposure to the constructivist approach as it increased the performance of the students in Social Studies, promoted active involvement, creativity, and independence on the part of the learners.

Blaik-Hourani (2011) conducted a case study in Abu Dhabi, United Arab Emirates (UAE) to investigate the areas in which Social Studies as a school subject needed improvement. The participants were in-service Social Studies teachers in public schools as well as Emirates College for Advanced Education students (ECAE). The study found that, on a micro level, the Emirates College for Advanced Education, as a teacher's college, played a significant role in increasing the quality of teaching and learning in Abu Dhabi Public Schools. To strengthen the Post Graduate Diploma in Education (PGDE) program at ECAE, the following should be considered: constructivism should be modeled in terms of classroom-based in-service training. In-service teachers were aware of the theoretical notion of constructivism but were unable to develop constructivist instructional material. As a result, a teachers' resource center should be formed to help in-service teachers create and provide constructivist teaching-learning materials. To become more critical, ISTs (In-Service Teachers) must



improve their reflecting skills. They should be taught not just how to do descriptive reflection, but also how to conduct dialogic and critical reflections. On a larger scale, the Ministry of Education, Abu Dhabi Education Zone, and Abu Dhabi Education Council must produce Social Studies content and methodology at the same time. The current structure of the Social Studies curriculum prevents constructivist teaching-learning, both on a pedagogical and content level. Furthermore, at the school level, administrative and structural organizational innovations go hand in hand with curriculum structuring, resulting in constructivist teaching-learning. Another point to consider in terms of what the school administration should improve was on parental involvement. In order to educate parents about constructivist teaching-learning methodologies, they must be included to help the teachers' evolving position in the new constructivist teaching-learning trend, especially since the teachers' role is evolving in terms of teaching-learning becoming more student-centered. Enhancing constructivist teaching-learning in Social Studies is a multilayered process that requires teachers and educational administration on the micro and macro levels, as well as parental involvement, to unfold pragmatically and progressively on the content, pedagogical, and administrative levels.

Ilyas et al. (2013) conducted a quasi-experimental study to find out the effect of teaching of Algebra through social constructivist approach on 7th graders' learning outcomes in Sindh, Pakistan. As the control and treatment groups, two in-tact sections of grade 7 (7th A and 7th B) of a government high school in district Jamshoro were



chosen. Pre- and post-test analyses were completed. The first pattern t-test analysis revealed that both groups were similar; however, the second posttest analysis revealed that the treatment group, which was taught using a social constructivist approach, outperformed the control group in terms of achieving statistically significant learning outcomes. The researchers also determined that Vygotsky's social constructivist approach functioned better than traditional one-way instruction based on the outcomes of a quasi-experimental investigation. It not only improved learning outcomes, but it also allowed students to communicate with one another, share their ideas and listen to those of others (peers or teachers), build social interaction and communication skills, and study cooperatively in a free and welcoming setting. In the fields of pedagogy, curriculum reform, and pre and in-service teacher trainings, much work needs to be done to move the paradigm from one-way to interactive social constructivist teaching and learning in developing nations. The results of their studies were similar to the result of the present study as regards the positive effect of social constructivist teaching, which contributed to high student engagement in learning.

The research "The Praxis of Constructivism in the Nigerian Classroom: Beyond the Dictates of Theory to the Realities of Practice" by Oyetoro et al. (2019) recognized the tendency towards constructivism as a learning theory and the current reference to it as a teaching theory (constructivist pedagogy). It also covered the two most frequently accepted types of constructivism: social constructivism and psychological constructivism. The specific issues and challenges in the translation of constructivism



into classroom realities in Nigeria's educational system were on fixed time schedule in schools, overloaded curricula that most often tend towards specialization earlier in the education spectrum than the provision of a generic broad based education to learners, emphasis on content coverage and passing of examinations than on the creation of worthwhile experiences for the students, content coverage and students' performance in external examinations as an indirect measure of teacher effectiveness, poor school and home learning environment, inadequate consideration of constructivism and constructivist strategies in the undergraduate, graduate and continuing professional teacher education curriculum, poor yet differing students' entry behavior, poor teacher motivation and attitude to work due largely to both intrinsic and extrinsic factors, apathy of teachers and school management towards teaching innovations and Continuing Professional Development Programmes (CPDP), weak professional teacher support system that seeks to maximize the gains teachers make of innovations, inadequate considerations for innovation diffusion and implementation in the nation's educational system, poor funding of the education sector, lack of internet facilities in majority of schools and classrooms in Nigeria, multiple perceptions and relative lack of consensus on how constructivism is to be practiced among scholars and curriculum implementers in different subject areas and fields of study, and teachers' work overload. In conclusion, in adapting this theory within the Nigerian educational system, there is a need to consider those challenges and a conscious effort to abate them by all concerned in the business of education.



Adanza (2017) on the other hand, conducted a study titled "Social Constructivism and Clinical Teaching in a Selected Higher Education Institution in Cavite, Philippines," with the goal of formulating a model of social constructivism in clinical teaching by determining the extent to which social constructivism has been used in clinical teaching and education. The descriptive-comparative design was used, and it involved 358 student participants by cluster sampling. The study's findings revealed that social constructivism was occasionally useful in clinical teaching; its application was not uniform and consistent across all disciplines and programs; students closely observed social constructivism in clinical teaching because it manifested in the educational environment; and the practice or application of social constructivism in clinical teaching promoted positive perceptions about its usefulness in clinical teaching. Teachers that included social constructivism into clinical teaching found that students appreciated it more.

Synthesis

The aforementioned literature and studies were found very significant as bases for the current study. Recognizing that constructivism may be divided into numerous categories, this study looked at social constructivism as a teaching style that stresses collaboration and social interaction. The "father" of social constructivism, Lev Vygotsky, believed that social involvement was an important aspect of learning. He believed that learning is a social and collaborative activity, in which people construct meaning through their interactions with one another. This idea was the focus of this



research study.

The review of literature also examined social constructivism as an educational philosophy, social constructivism as a teaching practice in the classroom, the teacher's role in a constructivist classroom, the student's role in a constructivist classroom and strategies in teaching Social Studies related to constructivism. Moreover, the literature and studies strengthened the concepts related to the study and served as sources of important data about social constructivism, social constructivist teaching practices and strategies closely linked to constructivism in teaching Social Studies.

The present study was slightly parallel to most of the works done already in the past about constructivist approaches and practices. However, the researcher noticed that there is a dearth of studies in the field of Social Studies and social constructivism, specifically social constructivist practices in teaching Social Studies subjects. The key point that made this study different was that the present study needed to look into the social constructivist teaching practices and the experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies in the four learning areas. This was a qualitative exploratory case study among Social Studies teachers in the selected public schools in the six districts, Division of City Schools, in the City of Manila in the National Capital Region (NCR), classified as highly urbanized city (HUC). The findings and results from the data gathered helped the researcher to develop and proposed an instructional framework in teaching Social Studies in the present Philippine Basic Education curriculum (K to 12 Curriculum) on Asian Studies (*Araling*



Asyano) in Grade 7, World History (*Kasaysayan ng Daigdig*) in Grade 8, Economics (*Ekonomiks*) in Grade 9, and Contemporary Issues (*Kontemporaryong Isyu*) in Grade 10.

Research Problems

This study sought to develop an instructional framework for Social Studies teachers based on their social constructivist teaching practices and experiences in teaching social constructivist strategies in the subjects Asian Studies (*Araling Asyano*) in Grade 7, World History (*Kasaysayan ng Daigdig*) in Grade 8, Economics (*Ekonomiks*) in Grade 9, and Contemporary Issues (*Kontemporaryong Isyu*) in Grade 10 in the Junior High School (JHS) in the selected public schools in the six districts, Division of City Schools in the City of Manila, identified as highly urbanized city (HUC).

Specifically, the study answered the following questions:

1. What are the social constructivist teaching practices of JHS Social Studies teachers?
2. What are the experiences of JHS Social Studies teachers in teaching social constructivist strategies?
3. Based on the findings of the study, what instructional framework in teaching social constructivist strategies for Junior High School (JHS) Social Studies could be proposed?



Conceptual Framework

The concepts on social constructivism, social constructivist teaching practices, and experiences in teaching social constructivist strategies are presented as bases of the study. It also includes discussion of researches related to the study.

Constructivism in education, to Aina (2017), is based on cognitive and social constructivism. The former is based on Piaget's (1981) work, which coined the term schemata, or mental maps or concepts. Knowledge, according to cognitive constructivism, is not directly transmitted from person to person; but rather is created or discovered independently. The importance of social contact and communication in cognitive growth is emphasized in Vygotsky's work, which focuses on social production of knowledge in 1986. Vygotsky's contribution to constructivism is social constructivism, which deals with the knowledge students construct through social interaction.

Social constructivism can be regarded from a social and cultural perspective. Lev Vygotsky (1978) proposed the social constructivism hypothesis, which stated that learning is greatly impacted by social and cultural interactions. Knowledge, according to Vygotsky, cannot be separated from its social and cultural context. All higher mental functions, he claimed, have a social foundation and are rooted in a sociocultural environment (Vygotsky, 1978, in Dagar & Yadav, 2016). Social constructivism emphasizes learning in context and through collaboration within learning community (Gros, 2002). Knowledge is individually constructed, but constantly negotiated through



interactions within the community, which leads to evolving communal and individual knowledge (Angelo, 2000 in Go, 2008).

Social constructivism asserts that knowledge is formed not just through personal experiences but also through social interactions with others (Jones, 1996). As reality is created during physical and social activity, knowledge is mutually constructed or socially constructed. Each person's knowledge construction is unique; yet there is also knowledge that is "taken-as-shared" (Cobb 1991, cited in von Glaserfeld, 1996). An individual understands and alters "taken-as-shared" knowledge or meanings between self and others through self-reflection. New ideas, constructions, and contrasts may emerge as a result of these reflections (Fosnot, 1996). Furthermore, according to Lev Vygotsky (Aljasan, 2011 referenced in Bonganciso, 2016), one's social context is accountable for one's first perception of knowledge. Furthermore, social constructivists argue that learning is a dynamic process in which learners must uncover principles, theories, and realities for themselves. Furthermore, according to Brooks (1999), Vygotsky's theory emphasized the significance of others and community in learning. He believed that people's life experiences are crucial to their growth, advancement, and learning. He emphasized the social context, where meaning is produced from reality rather than passively absorbed information from the environment, according to Vygotsky (Liu & Chen, 2010). Both the context in which learning occurs and the social circumstances that learners bring to the classroom are important, according to social constructivism (Kim, 2001). According to Schreiber and



Valle (2013), learning in social constructivism is a social and collaborative activity in which people build meaning through their interactions with one another, as defined by Aina (2017). Interaction with the teacher and other classmates helped learners develop ideas.

Social constructivism also considers knowledge to be a cultural product. It suggests that information is produced in order to facilitate social interaction. The viability of constructed knowledge is determined by the degree to which people of a culture can come to an agreement based on their diverse perspectives and experiences (Heylighen, 1997).

Meaningful learning, to Snowman and Biehler (2000), occurs when people are explicitly taught how to use the psychological tools of their culture (such as language, mathematics, diagrams, and problem-solving approaches), and then given the opportunity to use these tools to create a common, or shared, understanding of some phenomenon. Furthermore, central to constructivism is the idea that learning involves individual knowledge construction and occurs through natural interaction with one's environment or "culture," with constructivists asserting that learning is directly related to the degree to which the environment provides a rich source of engaging experiences (Rieber in Tobin, 1993).

Language, culture, and the perspective of the participants can all impact a social encounter. Language is achieved in social constructivism through the previously mentioned relationships. During the interaction, two or more people negotiate



meaning, leading the language to make sense. The use of language is contextual. Where the encounter takes place influences how language is used and perceived. In social interactions, language's principal job is to provide a communal function. Language enables participants to interact with others and function in a community (Gergen, 1995 in Teague, 2000). To Phillips (2000), a current proponent of social constructivism, and to social psychologist Kenneth Gergen, accept the relevance of language in the role of knowledge. In order for a community to develop knowledge, it must have a means of verifying that information and sharing it with others. Gergen believed that people may share their knowledge. Language then becomes a necessity for confirming and sharing knowledge. Vygotsky, like Gergen, recognized the role of language in the development and creation of knowledge in children. Words develop a shared definition that everyone in the conversation understands. This shared meaning can be used to comprehend new information and concepts (Vygotsky, 1978).

A participant's perspective is another component that can alter the scenario. The point of view from which a person observes the encounter is referred to as perspective. Knowledge is formed amongst the participants in social interactions, not in their heads (Gergen, 1995).

Furthermore, Vygotsky in Maxim (2006) said that children's verbal interactions with more capable members of the culture have the greatest impact on learning about their culture. Furthermore, Vygotsky believes that language and learning are inextricably linked. As children communicate with more capable members of the



culture—family, friends, teachers, classmates, casual acquaintances, and all humans—concepts and skills develop.

Teachers and parents, according to Pitsoe (2007), serve as transmitters for cultural instruments. Vygotskian Principles in the Classroom essentially hold that: learning and growth are social and collaborative activities that no one can "teach," and students must construct their own mental models of understanding. During this procedure, the teacher acts as a facilitator; the zone of proximal development can be used to provide the right settings for a learner to get the help they need to succeed; keep in mind that learning should take place in meaningful situations, ideally the context in which the knowledge will be applied, while generating relevant circumstances and extracurricular activities and school activities should be integrated. Students gain a sense of connecting to their community and learning by including photographs, news snippets, and personal stories into classroom activities.

The researcher used the social constructivism definition for this study, which holds that knowledge is a product of social interaction. Further, knowledge is built through interactions in social and cultural instances where students perceive, interpret, and extract meaning from their experiences.

On the other hand, teaching practices are the specific actions and discourse that take place within the lesson and that take physical enact the approach and strategy (Westbrook et al., 2013 in Belmi, 2017). When a teacher uses constructivist



teaching, the students actively participate in the learning process as opposed to being treated as passive recipients.

Constructivist teaching uses the student's prior knowledge as a building block to integrate new understanding with prior learnings. The teacher designs active learning opportunities for students to engage in explorations, theory development, and experiments so that they can generate and organize data and communicate with others. As the learner acquires new information, existing beliefs and concepts may shift as new interpretations are developed (Lemlech, 2006).

To Pritchard and Woollard (2010) in the classrooms or other settings for learning, the teacher can assist the students in achieving the learning objectives established for the instruction such as activating prior knowledge; computer-mediated collaboration; working in pairs, adults learning about teaching, collaborating to learn; cross-curriculum collaboration; paired game making; and coming to a joint conclusion.

According to Maxim (2006) constructivist practices among Social Studies educators generally includes discovery learning in real-world environments, peer interaction, hands-on activities, and student tasks that challenge existing concepts and beliefs. Constructivist teachers are flexible, sometimes they present knowledge, but more often they are collaborators and facilitators. Teachers in constructivist, dynamic social studies classrooms do not commit themselves to any single method as the exclusive "right way to teach." Sometimes as collaborators in social constructivist situations, they will "bring the action to the children" demonstrating,



assisting and explaining to help their students construct knowledge or refine skills. At other times, as facilitator in cognitive constructivist situations, they will guide as children initiate the action, supporting students emotionally and intellectually as they independently strive to explain a puzzling question or problem.

Teaching strategies are also important to the teaching and learning process this is because teaching strategies refer to teachers' capacity to select the most effective and strategic pedagogical strategy to give students real-world connections to their subject matter that are relevant to the lesson objectives (Kyrgiridis et al., 2014). To Corpuz and Salandanan (2013) a teaching strategy is a long-term plan of action created to accomplish a specific objective.

In a so-called "constructivist" classroom, some or all of the following strategies for promoting learning will be visible: the teacher will encourage learner autonomy and initiative; make use of primary sources and physical materials; take into account the responses of the learners and make use of them to move learning on; find out about learners' understanding of new ideas in advance of teaching about them; encourage learners to engage in dialogue with both the teacher and each other; encourage learners to think and enquire by asking thoughtful, open-ended questions and encouraging them to ask questions of each other; seek elaboration of learners' responses; engage learners in experiences that might bring about contradictions and then encourage discussion (Brooks & Brooks, 1993 as cited in Pritchard & Woollard, 2010).



Teachers can use the following learning strategies to create a constructivist learning environment: multimedia/teaching aids, scaffolding, case studies, role playing, storytelling, group discussions/group activities (reciprocal learning), probing questions, project-based learning, and the use of learning strategies for students' social and emotional learning (Vygotsky, 1978, in Dagar & Yadav, 2016). To Michael (2009) the instructional strategies for social constructivism are: modelling, problem-based learning, scaffolding, coaching and collaborative learning.

In addition, learning strategies to include in a socially assisted learning environment (Taylor & Cox, in Dagar & Yadav (2016) are: a) use of a reflection board where members can share publicly their representation of the problem; b) peer collaboration; c) reflective questioning; d) scaffolding; e) shared ownership; f) quizzes, feedback, and rewards; and g) daily lessons in regular classrooms. In addition, multimedia, Socratic dialogues, scaffolding, role playing games, simulations, narrative, and case studies are all part of the active creation of knowledge learning technique. Furthermore, the following pedagogical goals were established to create a constructivist learning environment: provide learning experience with the knowledge construction process; provide learning experience in and appreciation for multiple perspectives; embed learning in realistic and relevant contexts; encourage ownership and voice in the learning process; embed learning in social experience; encourage the use of multiple modes of representation; and encourage self-awareness.



The widespread use of cooperative and collaborative teaching methodologies such as Teams-Games-Tournament, Student Teams Achievement Division, Jigsaw, Numbered Heads Together, and Peer-Peer Tutoring are examples of social constructivist uses in schools (Slavin, 1980a, 1990b). Each of these focuses on getting students to collaborate while sharing ideas and criticizing one another's opinions (Jones & Brader-Araje, 2002). To DüNDAR (2018) in constructivist learning environments, teachers mostly use teaching methods such as discovery learning, inquiry learning, problem-based learning, and cooperative learning that help students construct their own knowledge through active participation. To Schrader (2015) new media and technology, particularly social media, are the new mediators of learning, as learners collaborate to generate and share co-constructed expertise and knowledge.

According to the study of Toraman and Demir (2016) constructivist teaching significantly and favorably affected students' perceptions of courses. On the other hand, the study of Muhammad (2021) on how social constructivist affected history teachers' perceptions of social science education, it found out that using social constructivist methods in social science instruction has many difficulties, such as lack of resources, a climate of fear, and a lack of adequate public infrastructure. The study also revealed a number of obstacles include a dearth of adequate well-designed instructional materials, a lack of sufficient precise instructions, inadequate classroom lack of freedom for teachers and their autonomy.



Social Studies Teachers: Challenges

On a global basis, the importance of social studies education is expanding. Programs in social studies are those that are based on the demands of the society in which they are provided (Okpokwasili, 2003). On one hand, one of the most major issues that Social Studies teachers confront is assisting students in acquiring the knowledge, skills, and values required to become active participants in the twenty-first century world. Students have a hard time understanding the connection of events to present and real life situations. It takes a lot of effort for the teachers to convince and motivates learners to appreciate Social Studies. In addition, the teaching of Social Studies (*Araling Panlipunan*) poses problems to the Social Studies teachers on how to prepare instructional materials to aid the classroom learning and what activity for students to engage in.

Based on the foregoing discussion and literature review, the social constructivist teaching practices and the experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies in the selected public schools in the six districts in the DepEd Division of City Schools in the City of Manila recognized as highly urbanized city (HUC) will be identified. The result of the study would be the basis of the proposed instructional framework in teaching social constructivist strategies for Junior High School (JHS) Social Studies.

Figure 2 on page 86 shows the conceptual framework of the study.



Figure 2

Conceptual Framework of the Study

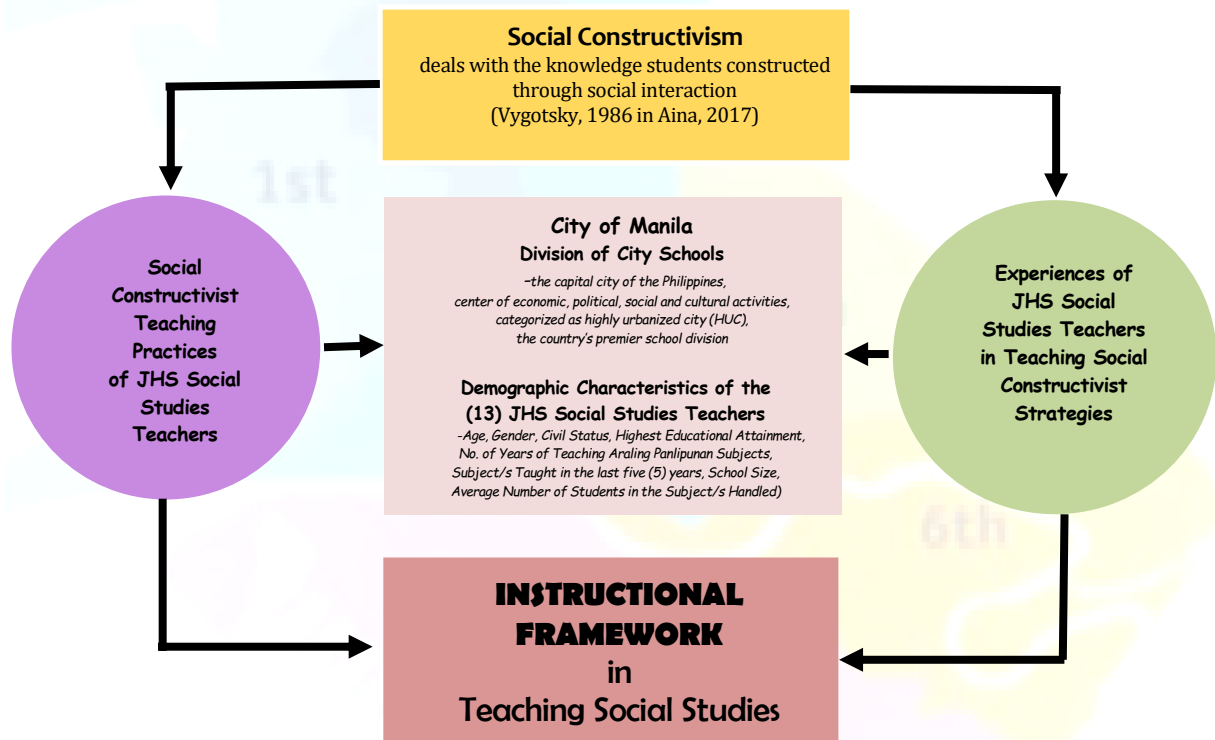


Figure 2: The conceptual framework of the study describes that the theory of social constructivism is considered in teaching Social Studies subjects. This is signified by the two arrows in the diagram that stemmed from the theory of social constructivism to the social constructivist teaching practices and the experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies. Further, the social constructivist



teaching practices and the experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies were identified in the City of Manila, specifically in the Division of City Schools located in the capital city of the Philippines, center of economic, political, social and cultural activities, categorized as highly urbanized city (HUC) and known as the country's premier school division. The demographic characteristics of the thirteen (13) JHS Social Studies Teachers who participated in the study were age, gender, civil status, highest educational attainment, no. of years of teaching *Araling Panlipunan* subjects, subject/s taught in the last five (5) years, school size, average number of students in the subject/s handled. Then, guided by the two arrows, those social constructivist teaching practices and experiences of the Social Studies teachers in teaching social constructivist strategies served as bases of the proposed instructional framework in teaching Social Studies subjects in the four learning areas in Junior High School (JHS) which include Asian Studies, World History, Economics and Contemporary Issues under the K to 12 curriculum.

Scope and Limitations of the Study

The selection of the school was done through purposive sampling method. The study was conducted by purposely selecting Junior High Public Schools across the 6 congressional districts in the DepEd-Division of City Schools in Manila. DepEd Manila



is a school division with 32 secondary schools spread over the six congressional districts of the city. The researcher preferred 2 schools per district, with a total of 18 Junior High School (JHS) across the six districts, most of which were also offering and prepared for their two (2) years of Senior High School (SHS) track.

The scope of this study was focused on the social constructivist teaching practices and experiences in teaching social constructivist strategies by the Social Studies teachers in the selected public Junior High School (JHS) in the Division of City Schools, Manila in the National Capital Region (NCR).

The purposive sampling, was utilized in the selection of the Social Studies teacher-participant for this study. The participants involved in this study were limited only to the Social Studies or *Araling Panlipunan* teachers teaching Asian Studies (*Araling Asyano*), World History (*Kasaysayan ng Daigdig*), Economics (*Ekonomiks*), and Contemporary Issues (*Kontemporaryong Isyu*). The teachers came from different grade levels and handling Grade 7, 8, 9, and 10 students, this School Year 2020-2021. The researcher looked for the social constructivist teaching practices or pedagogical practices and experiences of Social Studies teachers using social constructivism in teaching *Araling Panlipunan* or Social Studies subjects in Junior High School (JHS).

The research questions of this study were concerned with social constructivist teaching practices and experiences in teaching social constructivist strategies among the Social Studies teachers in Junior High School (JHS), in which findings of the study could help design an instructional framework in teaching social constructivist



strategies for Junior High School (JHS) Social Studies.

The present research was a qualitative exploratory case study, in which a researcher-made pre-assessment survey or the questionnaire for the Social Constructivist Survey was developed, which served as a preliminary survey to at least one hundred (100) participants. In this study, the researcher was able to administer the pre-assessment survey to 125 Social Studies teacher-participants. This helped the researcher select or create a shortlist on who among those Social Studies teachers got high score on social constructivist teaching practices. The results of the pre-survey were provided using descriptive statistics solely, not for statistical testing, to provide an overall picture of the use of constructivist teaching practices. Then, they were considered in the observation and in the interview that was conducted by the researcher. They also participated in the focus group discussion (FGD), which was conducted by the researcher during pandemic.

Observations in the classroom, lesson plans, classroom activities, semi-structured interviews, and documentations of the Social Studies teacher-participant in the JHS was used to collect data.

Definition of Terms

For a clear understanding of the terms that were used in the study, the following are their operational definitions:

Constructivism. It pertains to a theory of learning in which learners actively construct their own meaning rather than passively absorbs the knowledge from another.



Junior High School. It pertains to Grades 7, 8, 9, and 10.

Instructional Framework. It pertains to a proposed plan developed based on the social constructivist teaching practices and experiences of Junior High School (JHS) Social Studies teacher in teaching social constructivist strategies.

Magtayo Instructional Framework. It pertains to a proposed plan to build, construct or organize activities and materials in teaching social constructivist strategies in the classroom for a more effective and better learning of students.

Social Constructivism. It pertains to knowledge students constructed through social interaction or knowledge is a product of social interaction.

Social Constructivist Strategies. It pertains to some examples of social constructivist strategies which include collaborative and cooperative strategies, problem-based learning and inquiry learning, as used in this study.

Social Studies. It pertains to the curricular offering of the Department of Education (DepEd) which include Asian Studies for Grade 7, World History for Grade 8, Economics for Grade 9 and Contemporary Issues for Grade 10 in the Junior High School (JHS).

Social Studies Curriculum. This pertains to the new K to 12 Social Studies Curriculum in the Junior High Schools (JHS): Asian Studies for Grade 7, World History for Grade 8, Economics for Grade 9 and Contemporary Issues for Grade 10.



Social Studies Teachers. It pertains to Junior High School (JHS) Social Studies teacher-participants who were involved in this study teaching Asian Studies for Grade 7, World History for Grade 8, Economics for Grade 9 and Contemporary Issues for Grade 10.

Teaching Practices. It pertains to the social constructivist teaching practices of Junior High School (JHS) Social Studies teacher these include strategies in communication, problem posing, asking or formulating questions and others.

Teaching Strategies. It pertains to the processes or steps of Social Studies teachers in teaching social constructivist strategies.



CHAPTER II

Procedures

This section of the research paper shall discuss the methodology that the researcher employed to answer the research questions in the study. This shall also provide a discussion of the research design, selection of participants, data collection, data analysis, the role of the researcher, methods of validation, and ethical considerations.

Qualitative Design and Methodology

This study used qualitative research because it is helpful in acquiring detailed information about specific populations' behaviors, experiences, attitudes, beliefs, and social contexts (Denzin & Lincoln, 2011). The qualitative research is best suited for investigating variables that are unknown and need to be discovered (Creswell, 2012).

Specifically, the study used the case study method of research. According to Stake (2000), case study is a choice of what to research rather than a methodological choice. However, others presented it as a strategy of inquiry, a methodology, or a comprehensive research strategy (Denzin & Lincoln, 2005; Merriam, 1998; Yin, 2003). The qualitative case study approach, according to Creswell (2013), is an investigation of the "bound system" or case through time by extensive in-depth data collecting involving many sources of information, each with its own sampling, data collection, and analytic strategies. The end result is a case description with case-based themes.



A case study, according to Yin (1994) is an empirical inquiry of contemporary phenomena in real-life setting, especially when the borders between phenomenon and environment are not readily visible. The case study is also chosen for exploring into complicated issues in a real-world setting while permitting the use of multiple sources of evidence. Yin (2003) in Houser (2015) proposed that several different approaches to case study may be distinguished and that there may be single or multiple case studies. A single case study clearly involves focusing only on one case. This study is a single case study because the researcher explored a case for looking into the social constructivist teaching practices of the purposely selected Social Studies teacher-participants handling Asian Studies (*Araling Asyano*), World History (*Kasaysayan ng Daigdig*), Economics (*Ekonomiks*), and Contemporary Issues (*Kontemporaryong Isyu*) in the selected basic education public Junior High School (JHS) in the six districts, DepEd Division of City Schools, Manila.

In addition, according to Braddock et al. (1995) in Ganal (2017), case studies tend to be exploratory, descriptive or explanatory. Exploratory case study aims to generate explanations for the occurrences with which they are concerned. It is also a type of case study that is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes. On the other hand, according to Meadows (2003), the single exploratory case study design allows the researcher to gain an in-depth understanding of the participant's opinions and ideas using interviews, surveys, and case studies.



The qualitative single exploratory case study design was deemed most appropriate for this study because this involved the exploration of a phenomenon (the social constructivist teaching practices) within its context (the classroom) using a variety of data sources such as pre-assessment survey, interview, classroom observation, and school documents and audiovisual materials.

The pre-assessment using the Social Constructivist Teaching Practices survey was used to know who among the teacher-participants had high use of social constructivist teaching practices. The pre-assessment survey, interview and classroom observations were conducted by the researcher during the pre-pandemic (January 2020-March 2020) while focused group discussions (FGD) of the purposely selected Social Studies teacher-participants were conducted during pandemic (February, 2022). According to Herbst and Coldwell (2004), in qualitative research, the researcher interprets the data gathered logically based on ideas, sentiments, implications and other components that cannot be measured or counted. In this study, qualitative method was used to transcribe and interpret Social Studies teacher-participants' responses on their social constructivist teaching practices and experiences in teaching social constructivist strategies like using collaborative and cooperative learning, problem-based learning, inquiry learning in Social Studies subjects, the results of which served as basis in developing an instructional framework.



Research Site

The schools were purposely selected where the researcher looked into the performance of the public Junior High School (JHS) across the six districts of Manila. The geographical scope of the study included the Social Studies teachers in Junior High School (JHS) in the city of Manila, Department of Education, Division of City Schools.

The city of Manila is divided into 6 congressional districts with 16 administrative districts, 100 zones, and 897 barangays. Tondo, with 24 zones, is divided into two-Tondo 1, which is the first congressional district; and Tondo II, which is the second congressional district. District III has 16 zones which include Binondo, Quiapo, San Nicolas, and Sta. Cruz. District IV, with 17 zones, is comprised of Sampaloc alone. District V, with 32 zones, includes Ermita, Intramuros, Malate, Paco, Port Area, and San Andres; District VI, with 11 zones, is comprised of San Miguel, Pandacan, Sta. Ana, and Sta. Mesa (Department of Education Manila, 2011).

A permission to get the list of Junior High School (JHS) was requested to the Division of City Schools-Manila. Based on the list given to researcher, DepEd Manila is a school division with 73 public elementary and 32 secondary schools located over the city's six congressional districts. This study concentrated on the purposely selected public schools in Junior High School (JHS) in the Division of City Schools, Manila.

Figure 3 and Figure 4 show the Map of the City of Manila and Map of Manila School District.



Figure 3

Map of the City of Manila



Note: Map of the City of Manila, Source: DepEd Manila Public Schools,

<http://depedmanila.blogspot.com/p/deped-manila-public-schools.html>



Figure 4

Map of Manila Schools District





The researcher first conducted a pre-assessment survey on the Social Constructivist teaching practices of the Social Studies teachers in the purposively selected Junior High Schools (JHS), 2 schools per district, a total of 12 Junior High Schools across the six districts in the City Schools of Manila. After administering the pre-assessment survey and identifying those teachers who scored high in the social constructivist teaching practices survey, the researcher sought the approval of concerned authorities for classroom observation and interview during pre-pandemic, followed by the conduct of focus group discussion (FGD) during the pandemic period.

This study sought to develop an instructional framework for Social Studies teachers based on their social constructivist teaching practices and experiences in teaching social constructivist strategies in the City of Manila which was categorized as highly urbanized city (HUC). Furthermore, the researcher chose the City of Manila, specifically the Division of City Schools Manila because it is located in the capital city of the Philippines, center of economic, political, social and cultural activities, and known as the country's premier school division, drawing inspiration from its rich and colorful history. The Department of Education in Manila has the best school buildings, teachers, and students in the country. Its strong leadership guides the growth and development of schools around the country. Its educational achievements and innovations reflect DepEd's flag colors representing several fields of education (Department of Education Manila, 2022).



According to the information obtained by the researcher, a lot of successes had been observed in the said school division, and the schools had been excelling in numerous competitions both locally and internationally. While the schools won several accolades outside of the country, they also won numerous awards at the division, regional, and national levels. These all showed that the City of Manila has marked its way towards victorious peak of achievements and proved their division maxim “Quality First...where excellence is a lifestyle!” (Q1).

The pictures of participating schools and Social Studies teacher-participants were taken for verification and proof of legitimacy. (Please see Appendix E for the pictures of selected Junior High School (JHS) across the six districts in the City Schools of Manila where the study was conducted, the places where classroom observation were held, place during the interview, Social Studies teacher-participants of the study, during the administration of the instrument during the pre-pandemic and focused group discussion (FGD) via zoom with the Social Studies teacher-participants during pandemic).

Selection Criteria and Participants

a. Sampling Technique

The study utilized the purposive sampling technique. Purposive sampling is very useful for such as this study, where there is a need to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. Polit and Beck (2014) in Ching (2016) described a purposive sample as a non-probability sampling



strategy in which the researcher chooses participants based on a set of criteria to find the most informative ones. In the study of Zulieta (2016), purposive sampling was used when particular subjects were deemed more fit for the study or have sufficient knowledge about the study compared to other individuals. In addition, in purposive sampling, the researcher selects individuals and settings with the purpose of learning or understanding the fundamental phenomenon, and the criteria for selecting participants and sites are if they are information rich (Creswell, 2005). Hence, this was used as a way of selecting the teacher-participants of the study, with a total of 12 Junior High School (JHS) teachers across the six districts in the City Schools of Manila.

b. Criteria for Selection of Participants

According to Creswell (2009) in the study of Cruz and Dacanay (2019), the goal of qualitative research is to find a place or people who can help the researcher better grasp the situation and the study questions. The researcher employed purposive sampling in the selection of the Social Studies teachers based on their knowledge and experience in the classroom, along with the following criteria:

- (1) a public basic education Junior High School (JHS) in the Philippines in the 6 districts of Manila, Division of City Schools, a highly urbanized city.
- (2) Social studies teachers handling Asian Studies (*Araling Asyano*) for Grade 7, World History (*Kasaysayan ng Daigdig*) for Grade 8, Economics (*Ekonomiks*) for Grade 9, and Contemporary Issues (*Kontemporaryong Isyu*) for Grade 10 students;



- (3) BSE Social Studies or Social Science graduate or those who earned units or specialization in Social Studies or Social Science; and
- (4) Teacher-participants with at least three years of experience as an in-service teacher, as they are believed to have adjusted and established themselves in the teaching profession.

c. Participant-Selection Process

The selection of the Social Studies teacher-participants underwent the following phases:

Phase I - The researcher first coordinated and sought the permission from Schools Division Superintendent (SDS). She wrote her letter of intent, explained her study, and presented the instruments for gathering data. After receiving the approval of the city division superintendent, the researcher immediately sought the permission of the respective school principals and Social Studies heads in the different schools in DepEd Manila by submitting a letter of permit for the Social Studies teachers to participate and cooperate in the study. Attached in the letter of permission were the approved letter of permission from the Schools Division Superintendent and the pre-assessment survey with regard to the social constructivist teaching practices of Social Studies teachers.

Phase II - Upon the approval of the letter of permission by respective school principals and Social Studies heads, the researcher then sought the approval of the Social Studies teachers to answer the Pre-Assessment Survey about Social Constructivist teaching



practices. After this, the researcher administered the pre-assessment survey with 2 Junior High Schools per district, a total of 12 Junior High Schools across the six districts in the City Schools of Manila (see Table 2).

Phase III – The researcher met the Social Studies participants and thoroughly oriented them about the conduct of the study. The researcher considered the time and date for the retrieval of Pre-Assessment Survey of the Social Constructivist Teaching Practices. The researcher asked permission to the department head/coordinator or to the Social Studies teachers when it could be done and when they could answer the survey, like during their vacant time or when they were available. Profile of the Social Studies teacher-participants was gathered, which provided additional information in the study. The Social Studies teacher-participants also gave the researcher the time and date for the retrieval of the pre-survey on the social constructivist teaching practices.

Participants of the Study

Table 3 on page 103 shows the distribution of Social Studies teacher-participants who answered the pre-assessment survey of the social constructivist teaching practices, and the total number of participants from each district. As shown in the table, Junior High School 4 (JHS4) in District 2 has the greatest number of participants in the pre-assessment survey among the different Junior High School (JHS) in the Division of City Schools, Manila.



Table 3

Distribution of Social Studies Teacher-Participants

District	Junior High School City School Division of Manila	No. of Social Studies Teacher-Participants (Pre-Assessment Survey)
D1	JHS 1	9
	JHS 2	8
D2	JHS 3	13
	JHS 4	22
D3	JHS 5	10
	JHS 6	13
D4	JHS 7	8
	JHS 8	6
D5	JHS 9	14
	JHS 10	4
D6	JHS 11	6
	JHS 12	12
Total		125

Note: The Distribution of Social Studies teacher-participants in the Pre-assessment Survey of the Social Constructivist Teaching Practices from the six (6) districts, Division of City Schools, Manila.

Profile of the Social Studies Teachers

The demographic profile of teacher-participants involved in this study included age, gender, civil status, highest educational attainment, number of years of teaching *Araling Panlipunan* subjects, subject/s taught in the last five (5) years, school size, and



average number of students in the subject/s handled.

Descriptive tools such as frequency and percentage distribution tables were used to summarize the occurrence of a particular participant's characteristic for a given variable. As seen in Table 4 the profile of participants in the selected Junior High School (JHS) in the Division of City Schools Manila who participated in the pre-assessment survey of the social constructivist teaching practices in this study.

Table 4

Profile of Social Studies Teacher-Participants who Participated in the Pre-assessment Survey of the Social Constructivist Teaching Practices

Characteristics	<i>f</i>	%
A. Age		
24 and below	3	2.40
25-34	34	27.20
35-44	41	32.80
45-54	23	18.40
55-64	12	9.60
No answer	12	9.60
Total	125	100.00
B. Gender		
Male	39	31.20
Female	77	61.60
No answer	9	7.20
Total	125	100.00
C. Civil Status		
Single	58	46.40
Married	57	45.60
Widow(er)	1	0.80
No answer	9	7.20
Total	125	100.00



Table 4 Continued

Profile of Social Studies Teacher-Participants who Participated in the Pre-assessment Survey of the Social Constructivist Teaching Practices

Characteristics	<i>f</i>	%
D. Highest Educational Attainment		
Master's Units	64	51.20
Master's Degree	9	7.20
Doctorate Units	2	1.60
Doctorate Degree	1	0.80
No answer	3	2.40
Total	125	100.00
E. Specialization		
Social Studies	34	27.20
Social Science	16	12.80
Public Administration	2	1.60
Administration and Supervision	6	4.80
Philippine Studies	1	0.80
Political Science	1	0.80
Transformational Leadership	1	0.80
History	13	10.40
BSBA (Economics)	3	2.40
Educational Management	3	2.40
Physical Education	1	0.80
Office Management	1	0.80
No answer	43	34.40
Total	125	100.00
F. No. of Years of Teaching Araling Panlipunan Subjects		
1-5	34	27.20
6-10	24	19.20
11-15	24	19.20
16-20	13	10.40
21-25	12	9.60
26-30	5	4.00
30 and above	12	9.60
No answer	1	0.80
Total	125	100.00



Table 4 Continued

Profile of Social Studies Teacher-Participants who Participated in the Pre-assessment Survey of the Social Constructivist Teaching Practices

Characteristics	<i>f</i>	%
G. Subject/s Taught in the last five (5) years		
Asian Studies	49	39.20
World History	54	43.20
Economics	44	35.20
Contemporary Issues	31	24.80
Others, please specify, Society, Culture and Politics; Values	2	1.60
No answer	5	4.00
H. School Size		
Small (students' population- below 2000)	17	13.60
Medium (students' population-2000-3999)	26	20.80
Big (students' population-4000 and above)	80	64.00
No answer	2	1.60
Total	125	100.00
I. Average Number of Students in the Subject/s Handled		
40-44	29	23.20
45-49	29	23.20
50-54	21	16.80
60-64	3	2.40
No answer	43	34.40
Total	125	100.00

Note: This table shows the Profile of Social Studies Teacher-Participants according to Age, Gender, Civil Status, Highest Educational Attainment, No. of Years of Teaching *Araling Panlipunan* Subjects, Subject/s Taught in the last five (5) years, School Size, Average Number of Students in the Subject/s Handled

Table 4A shows the number and percent of teachers' profile by age. The data show that there are five (5) groups of Social Studies teachers according to age: Only three (3) out of one hundred twenty (125) were 24 and below. Thirty-four (34) teachers



or 27.20% belonged to 25-34 years old; forty-one (41) or 32.80% belonged 35-44 years old; twenty-three (23) or 18.40% were 45-54 years old. Twelve (12) teachers or 9.60% were 55-64 years old; and twelve (12) or 9.60% teachers had no answer. It could be deduced that majority of the Social Studies teachers were 35-44 years old and above.

Table 4B depicts the number and percent of teachers' profile by gender. The data show that seventy-seven (77) out of one hundred twenty-five (125) Social Studies teachers or 61.60% were female and thirty-nine (39) teachers or 31.20% were male; nine (9) or 7.20% had no answer. This conforms to common observations that teaching is a female dominated profession.

Table 4C shows the number and percent of teachers' profile by civil status. The data show that fifty-eight (58) out of one hundred twenty-five (125) Social Studies teachers or 46.40% were single. Fifty-seven (57) teachers or 45.60% were married. Only one (1) teacher or 0.80% was a widow; while nine (9) or 7.20% social studies teachers had no answer. These data indicate that majority of the Social Studies teachers during this time of study were single.

Table 4D shows the number and percent of teachers' profile by highest educational attainment. The data show that there were five (5) groups of Social Studies teachers according to highest educational attainment: Forty-six (46) or 36.80% out of one hundred twenty (125) Social Studies teachers had Bachelor's Degree. Sixty-four (64) teachers or 51.20% was with master's units; nine (9) or 7.20% were holder of master's degree; two (2) or 1.60% had doctorate units; and one (1) or 0.80% had a



doctorate degree. From these data it is deduced that majority of the Social Studies teachers pursued their graduate studies and already had master's units in Social Studies, History, and Educational Management.

Table 4E shows the number and percent of teachers' profile by specialization. Thirty-four (34) or 27.20% out of one hundred twenty-five (125) Social Studies teachers were with Social Studies specialization. Sixteen (16) teachers or 12.80% were Social Science major; thirteen (13) or 10.40% were History majors; six (6) or 4.80% were Administration and Supervision; three (3) with BSBA Economics and three (3) Educational Management, both had a percentage of 2.40%. One (1) teacher had specialization in Philippine Studies, one (1) Political Science, one (1) Transformational Leadership, one (1) Physical Education. and one (1) Office Management or equivalent to 0.80%.

Table 4F shows the number and percent Social of teachers' profile by number of years of teaching *Araling Panlipunan* subjects. The data show that there were seven (7) groups of Social Studies teachers according to number of years of teaching *Araling Panlipunan* subjects: Thirty-four (34) or 27.20% out of one hundred twenty (125) Social Studies teachers were with 1-5 years of teaching *Araling Panlipunan* subjects. Twenty-four (24) teachers or 19.20% with 6-10 years; twenty-four (24) or 19.20% had 11-15 years of teaching experience; thirteen (13) or 10.40% had 16-20 years; twelve (12) or 9.60% had 21-25 years; five (5) or 4.00% with 26-30 years; twelve (12) or 9.60% were 30 and above; and one (1) or 1.80% with no answer. From these data it is



deduced that majority of the Social Studies teachers had 1-5 years in teaching *Araling Panlipunan* subjects.

Table 4G shows the number and percent of teachers' profile by subject/s taught in the last five years. The data show that forty-nine (49) out of one hundred twenty-five (125) Social Studies teachers or 39.20% taught Asian Studies. Fifty-four (54) teachers or 43.20% taught World History; forty-four (44) or 35.20% Economics; thirty-one (31) or 24.80% Contemporary Issues; five (5) or 4.00% no answers. Two (2) or 1.60% specified that they taught Society, Culture and Politics, Values. These data indicate that majority of the Social Studies teachers taught World History in the last five years.

Table 4H shows the number and percent of teachers' profile by school size. The data show that there were three (3) groups of Social Studies teachers according to school size: Seventeen (17) or 13.60% out of one hundred twenty (125) Social Studies teachers were employed in small school with students' population of 2000 and below. Twenty-six (26) or 20.80% in a medium school with students' population of 2000-3999; eighty (80) or 64.00% in a big school with a students' population of 4000 and above, and two (2) or 1.60% with no answer.

Table 4I shows the number and percent of teachers' profile by the average number of students in the subject(s) handled. The data show that there were four (4) groups of Social Studies teachers according to the average number of students in the subject(s) handled. Twenty-nine (29) or 23.20% out of one hundred twenty (125)



Social Studies teachers with 40-44 and 45-49 students were the average number of students in the subject(s) handled. Twenty-one (21) or 16.80% with 50-54; three (3) or 2.40% with 60-64 students, and forty-three (43) or 34.40% with no answer.

After getting the results of the pre-assessment survey to determine who among the teachers had high use of social constructivist practices in the selected schools, the researcher began the interview and classroom observation. The sample social constructivist assessment survey raw scores can be found in Appendix I, result of pre-assessment survey on the social constructivist teaching practices of Social Studies teacher-participants from 12 schools can be found in Appendix J and for the sample of Statistical Package for the Social Sciences (SPSS) computation, see Appendix K.

While only 8 Social Studies teacher-participants (2 per subjects: 2 Social Studies teachers teaching Asian Studies, 2 for World History, 2 for Economics, and 2 for Contemporary Issues) were originally intended to be invited for the study, those who got high scores or used social constructivist teaching practices, regardless of the number of participants and as suggested by the panelists, five more were added to gather further data. The researcher's adviser also suggested having a backup in case some unavoidable circumstances arise. It could be noted that there were three (3) Social Studies teachers teaching Asian Studies, (5) for World History, (2) for Economics, and (3) for Contemporary Issues. Hence, a total of thirteen (13) Social Studies teacher-participants were involved in the interview and classroom observation.

On the other hand, the researcher was able to administer to the Social Studies



teacher-participants, the pre-assessment survey on Social Constructivist Teaching Practices in the two (2) Junior High Schools (JHS) in District 6, DepEd Division City Schools Manila. However, the researcher encountered a problem in the retrieval of the pre-survey questionnaire due to class suspension, lockdown, and Covid-19 pandemic last March 2020. The researcher was not able to determine who among those Social Studies teachers had high use of social constructivist teaching. Also, the researcher was not able to conduct the interview, classroom observation and focused group discussion to the Social Studies teacher-participants in this district (District 6) because of restrictions and health protocols.

In total, the number of interviewed and observed Social Studies teacher-participants was thirteen (13) as shown in Table 5 and Table 6.

Table 5

*Number of Interviewed and Observed
Social Studies Teacher-Participants*

Junior High School in the Division of City Schools, Manila	Number of Social Studies Teacher- Participants
JHS1	3
JHS2	4
JHS3	4
JHS4	1
JHS5	1
Total Number of Participants	13

Note: This table shows the summary of number of teacher-participants interviewed and observed Social Studies Teacher-Participants in the classroom with the total of 13 participants in the selected Junior High School in the Division of City Schools, Manila.



Table 6

*Number of Interviewed and Observed
Social Studies Teacher-Participants with their Specific Learning Areas*

District	Junior High School	Social Studies Teachers Teaching Social Studies Subjects				Total
		<i>Asian Studies</i>	<i>World History</i>	<i>Economics</i>	<i>Contemporary Issues</i>	
D1	JHS1	1	1		1	3
D2	JHS2	1	1	1	1	4
D3	JHS3	1	1	1	1	4
D4	JHS4		1			1
D5	JHS5		1			1
Total		3	5	2	3	13

Note: This table shows the summary of number of Social Studies teacher-participants interviewed and observed in the classroom with their specific learning areas such as Asian Studies, World History, Economics, and Contemporary Issues.

Table 5 shows the number of interviewed and observed Social Studies teacher-participants. On the other hand, Table 6 shows the number of interviewed and observed Social Studies teacher-participants with their specific learning areas such as Asian Studies, World History, Economics, and Contemporary Issues. In District 1 (D1), in Junior High School 1 (JHS1), there were three (3) Social Studies teacher-participants, one (1) teaching Asian Studies, one (1) for World History, and one (1) Contemporary Issues. In District 2 (D2), in Junior High School 2 (JHS2) there were four (4) Social Studies teacher-participants teaching the four (4) learning areas of Social Studies subjects in Junior High School. The same was with District 3 (D3), in Junior High School 3 (JHS3), four (4) Social Studies teachers participated in the data gathering. However,



for District 4 (D4), in Junior High School 4 (JHS4) only one (1) Social Studies teacher teaching World History in Grade 8 participated. In District 5 (D5), in Junior High School 5 (JHS5), there was also only one (1) Social Studies teacher of World History in Grade 8 who participated. The thirteen (13) Social Studies teacher-participants in this study had high use of social constructivist practices in the pre-assessment survey on Social Constructivist Teaching Practices.

Table 7 shows the Frequencies and Percentage of Demographic Characteristics of the Interviewed and Observed Social Studies Teacher-Participants which had high use of social constructivist practices in the pre-assessment survey on Social Constructivist Teaching Practices.

Table 7

Frequencies and Percentage of Demographic Characteristics of the Interviewed and Observed Social Studies Teacher-Participants

Characteristics	<i>f</i>	%
A. Age		
25-34	7	53.85
35-44	5	38.46
45-54	1	7.69
Total	13	100.00
B. Gender		
Male	6	46.15
Female	7	53.85
Total	13	100.00
C. Civil Status		
Single	7	53.85
Married	6	46.15
Total	13	100.00

**Table 7 Continued**

Frequencies and Percentage of Demographic Characteristics of the Interviewed and Observed Social Studies Teacher-Participants

Characteristics	<i>f</i>	%
D. Highest Educational Attainment		
Bachelor's Degree	6	46.15
Master's Units	6	46.15
Master's Degree	0	0
Doctorate Units	1	7.69
Total	13	100.00
E. Specialization		
Social Studies	5	38.46
Social Science	2	15.38
Administration and Supervision	1	7.69
History	3	23.08
No answer	2	15.38
Total	13	100.00
F. No. of Years of Teaching <i>Araling Panlipunan</i> Subjects		
1-5	8	61.54
6-10	1	7.69
11-15	2	15.38
16-20	2	15.38
Total	13	100.00
G. Subject/s Taught in the last five (5) years		
Asian Studies	6	46.15
World History	7	53.85
Economics	4	30.77
Contemporary Issues	2	15.38
H. School Size		
Small (students' population- below 2000)	3	23.08
Medium (students' population-2000-3999)	6	46.15
Big (students' population-4000 and above)	4	30.77
Total	13	100.00



Table 7 Continued

Frequencies and Percentage of Demographic Characteristics of the Interviewed and Observed Social Studies Teacher-Participants

Characteristics	<i>f</i>	%
I. Average Number of Students in the Subject/s Handled		
45-49	1	7.69
50-54	6	46.15
60-64	0	0
No answer	6	46.15
Total	13	100.00

Note: This table shows the Frequencies and Percentage of Demographic Characteristics of the Interviewed and Observed Social Studies Teacher-Participants which had high use of social constructivist practices in the pre-assessment survey on Social Constructivist Teaching Practices.

Table 7A shows the number and percent Social Studies teacher-participants' profile by age. Out of 13 participants interviewed and observed, seven (7) teachers or 53.85% belonged to 25-34 years old; five (5) or 38.46% belonged to 35-44 years old; and only one (1) participant or 7.69% belonged to 45-54 years old. From these data it can be said that majority of the Social Studies teacher-participants were young in the teaching profession.

Table 7B depicts the number and percent of teachers' profile by gender. The data show that seven (7) out of 13 Social Studies teachers or 53.85% were female and six (6) teachers or 46.15% were male. It is not surprising to note that majority of teachers are female, as teaching is a female-dominated profession.



Table 7C shows the number and percent of teachers' profile by civil status. The data show that seven (7) out of thirteen (13) Social Studies teachers or 53.85% were single and six (6) teachers or 46.15% were married, indicating that majority of the Social Studies teachers were single.

Table 7D shows the number and percent of teachers' profile by highest educational attainment. The data show that both of the six (6) teacher-participants or 46.15% had bachelor's degree, pursuing master's units; and only one (1) or 7.69% had doctorate units.

Table 7E shows the number and percent of teachers' profile by specialization. Five (5) or 38.46% out of thirteen (13) Social Studies teachers were with Social Studies specialization. Three (3) or 23.08% were History majors. Two (2) or 15.38% of the teacher-participants answered that their specialization was Social Science; however, 2 participants had not answered. One (1) teacher-participant answered Administration and Supervision as specialization or equivalent to 7.68%.

Table 7F shows the number and percent of teachers' profile by number of years of teaching *Araling Panlipunan* subjects. Eight (8) or 61.54% out of thirteen (13) Social Studies teachers were with 1-5 years of teaching *Araling Panlipunan* subjects. Two (2) or 15.38% both answered 11-15 and 16-20 years. One (1) teacher-participant or 7.69% was with 6-10 years. Majority of them had 1-5 years in teaching *Araling Panlipunan* subjects.



Table 7G shows the number and percent of teachers' profile by subject/s taught in the last five years. The data show that seven (7) out of thirteen (13) Social Studies teachers or 53.85% taught World History. Six (6) teachers or 46.15% taught Asian Studies; four (4) or 30.77% Economics, and two (2) or 15.38% taught Contemporary Issues. Majority of the Social Studies teachers taught World History in the last five years.

Table 7H shows the number and percent of teachers' profile by school size. Six (6) or 46.15% out of thirteen (13) Social Studies teachers were employed in medium school with students' population of 2000-3999. Four (4) or 30.77% taught in a big school with a students' population of 4000 and above; and three (3) or 23.08% were in a small school with students' population of below 2000.

Table 7I shows the number and percent of teachers' profile by the average number of students in the subject(s) handled. The data show that there were six (6) or 46.15% out of thirteen (13) Social Studies teachers with 50-54 the average number of students; however, six (6) participants had not answered; and one (1) participant had 45-49 students, the average number of students in the subject(s) handled.

A brief description of the schools and the teachers who were interviewed and observed is presented next.

Profile of Junior High School 1

Junior High School 1 was formerly an annex of Torres High School in 1952. It was named Fugoso Annex, after the owner of the site and building. The school was



constructed at an area of 510 square meters in Yangco Street with only two curriculum years taught at that time. After five years, Fugoso Annex became the lone adjacent of Gregorio Perfecto High School.

On October 25, 1966, the school was officially given a name, by virtue of Executive Order No. 62, series of 1966. It was named after a former Manila Mayor and a public secondary school under DepEd-NCR, Division of City Schools of Manila. The school building was demolished in 1995 and the students were distributed in various places like Isabelo delos Reyes Elementary School, Jose Rizal Elementary School, Antonio J. Villegas High School, and Tondo Sports Complex. It was in 1995 that the former principal worked on acquiring a site and building of its own. Records showed that the school rented a compound for 22 years. Finally, the newly-constructed school building was occupied by its students in October 1997.

It is located in Tondo, Manila with a lot area of 2,858,625 square meters facing Capulong Highway with an enrolment of 2,270 students who belong to low-middle class. Through its 52 years of existence, the school has expanded. It has now an additional building inaugurated on July 29, 2011.

Each classroom has a capacity to occupy a maximum of 40-50 students. It offers Grades 7 to 10 for Junior High school (JHS) and Grade 11 to 12 for Senior High School (SHS). The number of students is approximately 5000.

The school mission is to raise school standards based on community needs and resources; cultivate a climate of shared responsibilities; partnership; collaboration



among stakeholders; take a more active role in the development and implementation of appropriate school initiatives; increase participation, completion, retention, and achievement (Department of Education Manila, 2011).

Social Studies Teacher 1

Profile of Participant

The first (1st) interview was conducted in District I (D1) Junior High School 1 (JHS1) with a social studies teacher who is twenty-seven years old (27), female and married. She holds a Bachelor of Secondary Education (BSE) degree with specialization in Social Studies. She has been teaching Araling *Panlipunan* subjects for a period of 1-5 years teaching Asian Studies. The school population is considered “medium” with about 2000-3999 students.

The researcher was able to communicate and make arrangement with her through face-to-face conversations, only a day before the actual classroom observation and interview. She was very approachable even when it was the first time that the researcher met her.

Social Studies Teacher 2

Profile of Participant

The second (2nd) interview was conducted in District I (D1) Junior High School 1 (JHS1) with a social studies teacher who is thirty-seven years old (37), female and married. She earned a bachelor's degree in secondary education (BSE) with specialization in Social Studies. She has been teaching Araling *Panlipunan* subjects for a period of 1-5 years teaching World History subject. The school population is



considered “medium” with about 2000-3999 students.

Social Studies Teacher 3

Profile of Participant

The third (3rd) interview was conducted in District I (D1) Junior High School 1 (JHS1), with a social studies teacher who is thirty-three years old (33), male and single. He is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies, with Master’s units in Administration and Supervision. He was teaching *Araling Panlipunan* subjects for a period of 6-10 years. He has taught Asian Studies subject in the last five (5) years. The school size is considered “big” where students’ population is about 4000-above. His average number of students in the subject handled is 200 which means 50 students per class.

He is one of the master teachers in the Department of *Araling Panlipunan* in this school. He is also very accommodating and very willing to help.

Profile of Junior High School 2

Junior High School 2 is one of Tondo's 2nd District's most competitive high schools. Before the Spanish colonists had subdued Manila, the school was named for its last chieftain (1503-1589). This school was established in 1962, and is currently overseen by the Division of City Schools-Manila (District II), which is part of the Department of Education.

The school is known for having some of the best mentors in the world, as well as teachers who went above and beyond to bring out the best in each student.



Social Studies Teacher 4

Profile of Participant

The fourth (4th) interview was conducted in District 2 (D2) Junior High School 2 (JHS2) with a social studies teacher who is thirty-three years old (32), female and married. She is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies, with Master's units. She has been teaching *Araling Panlipunan* subjects for a period of 1-5 years handling Asian Studies subject. The school size is considered "big" where students' population is about 4000-above. Her average number of students in the subject handled is 350 where each section is composed of more or less 50 students.

During the interview, Social Studies Teacher 4 was relaxed and answered the questions with utmost confidence. The researcher, on the other hand, created a friendly atmosphere to gain her trust.

Social Studies Teacher 5

Profile of Participant

The fifth (5th) interview was conducted in District 2 (D2) Junior High School 2 (JHS2), with a social studies teacher who is twenty-seven years old (27), male and single. He is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies. He has been teaching *Araling Panlipunan* handling World History subject in the last five (5) years. The school size is considered "big" where students' population is about 4000-above. His average number of students in the subject handled is 50 students.



Social Studies Teacher 6

Profile of Participant

The sixth (6th) interview was also conducted in District 2, with a social studies teacher who is forty-two years old (42), female and married. She is a graduate of Bachelor of Arts (AB) with specialization in History, with Master's units. She has been teaching *Araling Panlipunan* for a period of 11-15 years handling Asian Studies, World History, Economics, and Contemporary Issues in the last five (5) years. The school size is considered "big" where students' population is about 4000-above. Her average number of students in the subject handled is 360, with each section composed of more or less 50 students.

Social Studies Teacher 7

Profile of Participant

The seventh (7th) interview was also conducted in District 2, with a social studies teacher who is forty-six years old (46), male and married. He is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies, with Master's units. He has been teaching *Araling Panlipunan* for a period of 16-20 years, handling Contemporary Issues in the last five (5) years. The school size is considered "big" where students' population is about 4000-above.

Profile of Junior High School 3

This Junior High School was established by Manila City Ordinance 4934 of 1961, which stated that "large schools should be separated into small independences for some effective administration." This school named officially in September 1962, during



the tenure of then-Mayor Arsenio H. Lacson.

Mrs. Carmen Javier, who was then the Assistant Principal at Arellano High School, was named the school's first principal in 1962. She was also the driving force for the establishment of evening sessions at this school, which was a watershed moment in the school's history. In its first year, there were four sections, three for the third year, and one for the fourth year. Only six students from the batch graduated, and they attended the day classes' graduation ceremony. This Junior High School, which has been shaping the children for many years, was able to obtain its own facility in 1992.

This Junior High School is in Manila's 3rd District, near Alvarez and Ipil Streets. The school was named one of the five cleanest in Manila by the Division of City School Superintendent Paraluman Giron. In 2001, extensive repairs were done to the school offices, library, stage, school boundary, and waterways, where her descendants gave a bust of this Junior High School. This school underwent many remodeling projects between 2003 and 2005. However, in 2007, a fire broke out in an adjacent school, causing damage to that school as well. The City Council was instructed to release roughly P4.8 million towards the rebuilding of the damaged facilities under the leadership of previous City Mayor Alfredo Lim. Former President Gloria Macapagal Arroyo also paid a visit to this school to assess how the destroyed institution was being repaired.



Social Studies Teacher 8

Profile of Participant

The eighth (8th) interview was conducted in District 3 (D3) Junior High School 3 (JHS3) with a social studies teacher who is twenty-seven years old (27), female and single. She is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies. She has been teaching *Araling Panlipunan* for a period of 1-5 years handling Asian Studies subject. The school size is considered “small” where students’ population is below 2000.

Social Studies Teacher 9

Profile of Participant

The ninth (9th) interview was conducted in District 3 (D3) Junior High School 3 (JHS3), with a social studies teacher who is twenty-six years old (26), male and single. He is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies. He has been teaching *Araling Panlipunan* for a period of 1-5 years handling Word History and Economics subjects. The school size is considered “small” where students’ population is below 2000. The average number of students in the subjects he handled was 50 students in one section.

Social Studies Teacher 10

Profile of Participant

The tenth (10th) interview was conducted in District 3 (D3) Junior High School 3 (JHS3), with a social studies teacher who is twenty-eight years old (28), female and single. She is a graduate of Bachelor of Secondary Education (BSE) with specialization



in Social Science. She has teaching *Araling Panlipunan* for a period of 1-5 years, handling Economics subject. The school size is considered “small” where students’ population is below 2000. Her average number of students in the subject handled is 300 where each section was composed of more or less 50 students.

Social Studies Teacher 11

Profile of Participant

The eleventh (11th) interview was conducted in District 3 (D3) Junior High School 3 (JHS3) with a social studies teacher who is forty-one years old (41), female and married. She is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies. She has been teaching *Araling Panlipunan* for a period of 16-20 years handling Word History in the last five (5) years. The school size is considered “small” where students’ population is below 2000. The average number of students in the subjects he handled was 50 students in one section.

Profile of Junior High School 4

Former Manila Councilor Ernesto Maceda suggested the building of this Junior High School to the Municipal Board in 1960 after learning that a vacant government lot with an area of 4,197.5 square meters in his district had been identified for a school site. The idea was approved by then Vice Mayor and Municipal Board Presiding Officer Hon. Antonio Villegas, in the absence of Mayor Arsenio H. Lacson.

This Junior High School has won the respect of the academic community over its 55 years of existence by producing distinguished alumni. This Junior High School



continues to be a school dedicated to God and Country, providing lifelong learning and functional literacy to the Filipino youth (Department of Education Manila, 2011).

Social Studies Teacher 12

Profile of Participant

The twelfth (12th) interview was conducted in District 4 (D4) Junior High School 4 (JHS4) with a social studies teacher who is thirty-nine years old (39), male and single. He is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies and with Master's units. He has been teaching *Araling Panlipunan* for a period of 11-15 years handling Philippine History, Asian Studies, World History, and Economics. The school size is considered "small" where students' population is below 2000. The average number of students in the subjects he handled was 50 students in one section. He manifested a remarkable enthusiasm in sharing his social constructivist teaching practices.

Profile of Junior High School 5

Since late 1975-79, this Junior High School (JHS) has been one of the greatest public high schools in Manila's 4th district, serving the poor and working-class learners from Malate, Ermita, Pandacan, Paco, and Sta. Ana. At present, this Junior High School maintains the standards of teaching and discipline that were brought to this archipelago by the Thomasites.



Social Studies Teacher 13

Profile of Participant

The thirteenth (13th) interview was conducted in District 5 (D5) Junior High School 5 (JHS5) with a social studies teacher who is thirty-eight years old (38), male and single. He is a graduate of Bachelor of Secondary Education (BSE) with specialization in Social Studies, with Master's Degree, and with Doctorate units with specialization in History. He has been teaching *Araling Panlipunan* subjects for a period of 11-15 years, handling History in the last five (5) years. The school size is considered "big" where students' population is 4000 and above. The average number of students in the subjects he handled was 47 students in one section.

Social Studies Teacher 13 was very cooperative and shared valuable information about his subject, Contemporary Issues. He also showed the researcher his Results-based Performance Management System (*RPMS*) and other documents that were in current use.

Research Instruments

To determine the Social Studies teachers' social constructivist teaching practices, three instruments were developed and content validated by experts. These instruments were developed after thorough review of literature and studies about social constructivism.

1. Pre-Assessment Survey on Social Constructivist Teaching Practices

The researcher-made questionnaire, as the main instrument for pre-assessment



survey in this study, was composed of two parts: Part I was on the profile of Social Studies teacher-participants. This one-page information sheet served as the source of basic information about them, providing option NOT to give nor write their names based on their preference. Part II contained the items on their social constructivist practices and experiences when teaching social constructivist strategies in the four learning areas of Social Studies in the Junior High School (JHS) which include Asian Studies (*Araling Asyano*), World History (*Kasaysayan ng Daigdig*), Economics (*Ekonomiks*), and Contemporary Issues (*Kontemporaryong Isyu*) under the K to 12 Araling Panlipunan Curriculum. The Social Studies teacher-participants handled Grade 7, 8, 9, and 10 students, during the School Year 2020-2021. Of the 67 items in the pre-assessment survey, on the social constructivist teaching practices of Junior High School (JHS) Social Studies teacher-participants, 13 items were about the approaches, 21 items on methods/strategies, 15 items on techniques, and 18 items on the experiences in teaching social constructivist strategies.

The Social Studies teacher-participants answered it before the researcher proceeded to the interview and observation of the social constructivist teaching practices. This pre-assessment survey on the social constructivist teaching practices as part of this research study aimed to create a shortlist and select those Social Studies teacher-participants who got high use of the social constructivist teaching practices. Also, to establish baseline information among the Social Studies teacher-participants. The researcher constructed the pre-assessment survey on social constructivist



teaching practices were presented to the researcher's adviser for comments and suggestions; afterwards, it was revised and refined as needed. The revised pre-assessment survey was subjected to expert's evaluation as well, done by five (5) experts in the field for content validation. One validator was a curricularist from the Philippine Normal University-Manila; one was a test validator from the Measurement and Evaluation Department; and three Social Studies teachers, one of which was teaching in the State University, and two teaching in the public schools. All comments, suggestions, and recommendations were incorporated to revise the instrument for achieving content validity of the instrument. (The copy of the Pre-Assessment Survey on Social Constructivist Teaching Practices is found in Appendix L.)

2. Interview Guide

This study also utilized and validated an interview guide. According to McCance et al. (2011) an interview guide gives participants enough time to finish their answers without interruption, which increases the likelihood of them telling stories rather than giving short answers. The semi-structured interview involved asking some planned questions and then allowing the participants to speak about related issues that are important to them. It is also a smart technique to ensure that the researcher's questions are addressed while giving participants the option to offer additional information (Hendricks, 2013). The interview guide was validated in terms of contents by the researcher's adviser. The draft was presented to the adviser for comments and suggestions. After improving it, the questions in this semi-structured interview were



validated by the five (5) experts as well.

Specifically, the semi-structured interview was conducted to supplement the information solicited from the pre-assessment survey on the social constructivist teaching practices among Social Studies teacher-participants. This semi-structured interview helped to obtain additional information, clarify, validate some answers and actions of the Social Studies teacher-participants, and asked to reflect on their experiences as well. This also included sharing their personal philosophy and experiences in teaching social constructivist strategies in Social Studies. (A copy of the Interview Guide is in Appendix N)

3. Social Studies Teacher Class Observation Checklist

This observation checklist was used as an instrument to validate actual classroom practices. The researcher observed selected classes of Social Studies teacher-participants handling Grade 7, 8, 9, and 10, during the School Year 2020-2021 focusing specifically on the part of implementation of the lesson, in the initiatory, developmental, and closing activities (see Appendix M).

Most of the items in the checklist were based on and with reference from the research of Reyes (2012), Reteracion (1996), and the Constructivist Teaching Inventory of Margaret A. Greer in 1999. Other items were based on various literature about it.

The Social Studies Teacher Class Observation Checklist was composed of the following items as reflected in Table 8.



Table 8

The Social Studies Teacher Class Observation Checklist

The Social Constructivist Teaching Practices of JHS Social Studies Teachers		Number of Items
I.	The Exploration/Preparation Phase	
	• Activating Prior Knowledge/ Motivational Activities/ Graphic Organizers	11 items
II.	Development Phase	
	• Social Interaction/Group Activities	15 items
	• Art of Questioning/Discussion	7 items
	• Problem-Solving Skills	3 items
III.	Closing/Concluding Activities	
	• Abstraction/Generalization	3 items
	• Concept/Skills Application	9 items
IV.	Teaching Methods/Strategies Used	16 items
V.	Assessment	6 items

Note: This table shows the Class Observation Checklist for the Social Constructivist Teaching Practices.

It also contains Response, which is Observed and Not Observed, and Remarks/Comments to the Teacher. Every item observed in the classroom had 3 responses on Observation Rating such as 1-Never Practiced; 2-Frequently Practiced; and 3-Always Practiced. (A complete copy of the Social Studies Teacher Class Observation Checklist is in the Appendix M.)



4. Documents

Another data source in qualitative research is the documents reviewed by the researcher. Documents consist of public and private records that qualitative researchers obtain about the participants in the study. It is a valuable source of information in qualitative research according to Creswell (2012).

In this study, personal and official documents were gathered with permission of the Social Studies teacher-participants. The personal documents were samples of lesson plans or teaching log, copies of some parts of the textbooks, DepEd modules and screenshot or picture of the PowerPoint presentations (Ppts) which gave support to the observed lesson. Official documents referred to curriculum standards and relevant regulations issued by the Department of Education like DepEd Order No. 42, s. 2016, Republic Act (RA) No. 10533, and others. Teacher assessment policy and lesson evaluation were studied as well. These documents were used to support the social constructivist teacher practices of Social Studies teacher-participants. It also helped to determine if the standards and competencies set by the Department of Education (DepEd) in the preparation of lesson plans/lesson logs were being followed. The researcher kept notes and documented anything else that could be relevant to the study at hand (see Appendix O for the Sample Copy of Lesson Plans and Appendix P for the Sample Observation Notes on Social Studies Teacher's Lesson Plan).



Data Collection

The researcher secured the certificate of authorization, endorsement and permission from Philippine Normal University graduate school authorities to conduct this research study. After this, the researcher observed the following phases to complete this study.

As illustrated in Figure 5, the 4 phases were: Phase 1-Planning and Preparation Stage; Phase 2-Permission/Approval to Conduct the Research (Pre-Data Gathering); Phase 3-Gathering Qualitative Data on the Social Constructivist Teaching Practices (Pre-Pandemic); and Phase 4-Post-Data Gathering (Pandemic Period).

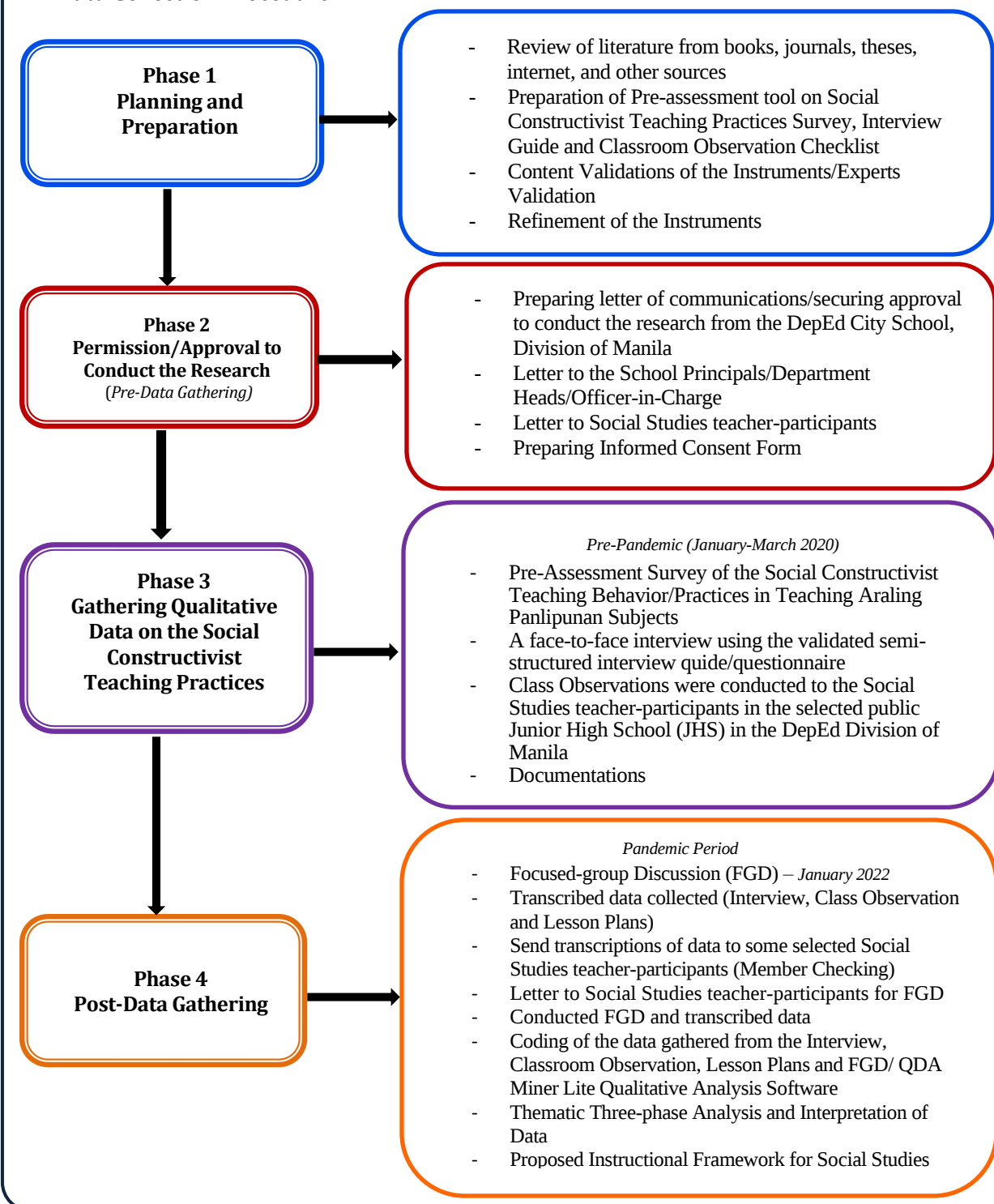
Then, the development of the Proposed Instructional Framework on Social Constructivist Teaching Strategies in Junior High School (JHS) Social Studies under the present K to 12 *Araling Panlipunan* Curriculum.

Figure 5 shows the Data Collection Procedure of the study on page 134.



Figure 5

Data Collection Procedure



Note: Figure 5 shows the Data Collection Procedure of the study composed of four phases: Phase 1: Planning and Preparation, Phase 2: Permission to Conduct the Study, Phase: Data Gathering and Phase 4: Post-Data Gathering.



Phase 1. Planning and Preparation

This phase included a review of the relevant literature for the current study as well as the creation of the study's instruments. The researcher analyzed various documents from the existing literature like books, journals, thesis, dissertations, and online resources to expound the distinct characteristics of social constructivist theory, social constructivism as a teaching practice, the role of teacher, the role of students, and sample strategies/techniques related to social constructivism. The researcher also reviewed the K to 12 Curriculum, the Social Studies curriculum and DepEd Orders. From the constructs that were gathered, the researcher developed the Pre-Assessment Survey for the Social Constructivist Teaching Practices, the interview guide for the Social Studies teacher-participants, and the Social Constructivist Class Observation Checklist for the classroom practices. The prepared instruments were presented to the dissertation adviser for comments and suggestions. To ensure that the developed instruments was valid, experts in the field were consulted. The researcher considered an item developer, a curricularist for the content and Social Studies teachers in validation of the pre-assessment survey, interview guide and class observation checklist. A total of five validators. Comments, suggestions and recommendation were highly considered for the refinement of the instruments.

Phase 2. Permission/Approval to Conduct the Research

(Pre-Data Gathering)

Phase 2 includes securing and asking permission/approval from the DepEd,



City Schools, Division of Manila, to the respective school principals, social studies department heads /coordinator, and from the Social Studies teacher-participants.

Seek approval to conduct the research. The researcher secured an approval letter from the Schools' Division Superintendent of the Division of Manila in conducting the research and sought the permission to have lists of Junior High School in the six districts of the Division City Schools of Manila where the schools were selected using purposive sampling. A request letter was drafted and submitted to the Division Office of Manila in December 9, 2019 and February 28, 2020 asking permission to conduct the research study. It was approved a day after, December 10, 2019, and the second letter was approved also on the same day, February 28, 2020 (see Appendix B).

Send letter of introduction and consent form to teacher-participants. A letter of introduction addressed to the principal/officer-in-charge, and letter to the Social Studies teacher-participants were drafted, then signed by the researcher's adviser. The informed consent form was also prepared and given to each Social Studies teacher-participant. The letter contained information orienting the teacher-participants on the purpose of study and instructions on how to accomplish the Pre-Assessment Survey for the Social Constructivist Teaching Practices (see Appendix A for the Letter of Invitation for Social Studies Teacher-Participant).

For the qualitative part of the study, the interview guide questions were attached to the Letter of Request for the Social Studies teacher-participants to give them ideas on what to share during the interview (see Appendix A and Appendix N).



Phase 3. Gathering Qualitative Data on the Social Constructivist Teaching

Practices (*Pre-Pandemic*)

Having secured approval for the research from the concerned authorities, the third phase covered the processes or series of activities on how the data were gathered. The data collection technique used in the study is qualitative. The suitability of research site/locale and safety and protection of the Social Studies teacher-participants were ensured by knowing and researching first on the location of the school and studying the situation or its environment.

The Pre-Assessment Survey on Social Constructivist Teaching Practices.

Having granted permission to conduct the study, the researcher prepared all the documents needed in the pre-assessment. A letter of introduction addressed to the principal/officer-in-charge, the approved memorandum from the Division of City Schools Manila, letter to the Social Studies teacher-participants, and the informed consent form were brought and to each principal/officer-in-charge, indicating the details of the data gathering. The researcher also conducted courtesy call to the school principal or Officer-In-Charge (OIC) and to the department head of Social Studies department. When the researcher obtained the permission from the concerned authorities, the department heads introduced the researcher to the Social Studies teachers in their department.

When the researcher met the Social Studies teacher-participants, she briefly introduced herself and explained the purpose and procedures of the study. She sought



their consent by explaining to them the contents of the informed consent form and how to answer the pre-assessment survey. She stressed that their participation was entirely voluntary, and that all information and data acquired for this research would be kept completely confidential. The Social Studies teacher-participants were asked to fill out the Social Constructivist Teaching Practices Survey after agreeing to participate and signing the informed consent form to determine who among them used social constructivist teaching practices frequently. This served as a preliminary survey to at least one hundred (100) participants. In this study, there were 125 Social Studies teachers who participated in the pre-assessment survey (see Table 3 on the Profile of the Social Studies Teacher-Participants). The data gathering for the Pre-Assessment Survey was held from January to February 2020. Retrieval of the duly accomplished pre-assessment survey took one to two weeks.

The results of the pre-assessment survey were presented as descriptive statistics only, not for statistical testing, to provide an overall picture of the application of the social constructivist teaching practices. The number of answers to an item was determined using the frequency count method. In this study, the number of responses in the 67 items in the pre-assessment survey, and the percentage were used to compare two or more magnitudes to determine their relationship. The Social Studies teacher-participants also rated their responses 1, 2, and 3 (1-Never Practiced, 2-Frequently Practiced, and 3-Always Practiced) according to how they used the social constructivist teaching practices in Social Studies subjects. After identifying those who scored high



in the preliminary survey, the researcher began the interview. For the interview, regardless of the number of participants and as suggested by the panelists, 8 Social Studies teacher-participants (2 per subjects: 2 Social Studies teachers teaching Asian Studies, 2 for World History, 2 for Economics and 2 for Contemporary Issues) were invited for the study; then, five more were added as her dissertation adviser instructed her to have a backup and to gather further data, having a total of thirteen (13) Social Studies teacher-participants of the study.

The Interview. Interviews are a common approach to data collection for those conducting qualitative research (Houser, 2015). Also, in the field of social science research, because interviews tend to provide extensive descriptions of individuals and events in their natural surroundings, they have long been acknowledged as "typically" a crucial part in qualitative research (Alshenqeeti, 2014).

Upon receiving a favorable response to proceed from the Research Ethics Committee (REC), the request for an interview schedule was based on the Social Studies teacher-participants or interviewee's convenience. One by one, the interviews were conducted. Before the start of the interview, the researcher sought their consent again by having each sign the informed consent form. Some of the Social Studies teacher-participants preferred to put their signatures as their agreement to participate. The researcher reiterated that their participation was completely voluntary, and that all information and data collected were to be treated with strict confidentiality and used solely for the objectives intended.



The study gathered data through semi-structured individual interviews that lasted for an average of 37 minutes and 25 seconds, more or less. The data gathering was held from February to March 2020. The interview took almost 2 months, depending on the availability of the Social Studies teacher-participants, conducted in their respective schools-- a naturalistic setting. According to De Gula et al. (2014), a naturalistic setting is preferably in the school canteen, nearby coffee shop, offices, and vacant school rooms according to where the participants wanted to conduct the interview; so that the participants could freely express themselves in their environment. In this study, the interview took place in the faculty room, in the library, and in some instances, in the principal's office where the researcher and the teacher-participants were free to interact with each other for privacy and confidentiality of interview. The researcher started the interview by introducing herself and stating the purpose of the study. An interview guide was used to structure the responses. They were informed that their answers to the interview questions would be "quoted" in the study; but the names of the Social Studies teacher-participants were not identified. The interview was documented through note-taking or making handwritten notes and with the use of voice/audio recorder in the cellphone with their permission. The researcher was allowed to take photos. The researcher assured them of the confidentiality of the responses. The responses were qualitatively evaluated and interpreted.

Specifically, the semi-structured interview helped to know the Social Studies teacher-participants' personal philosophy in teaching Social Studies, how this



philosophy contributed to their teaching, what are their social constructivist teaching practices, what are the strategies they used, what kind of classroom activities their students are involved in, what are their experiences using social constructivism, and what are the benefits of using the social constructivist teaching practices. The semi-structured interview described the teaching practices implemented by the Social Studies teachers, substantiated, and validated the responses to the Pre-Assessment Social Constructivist Teaching Practices survey, explored and determined the congruence between the survey responses and the interview. The interview took 15-20 minutes, and it was supplemented by class observation.

The Classroom Observation. After interviewing the Social Studies teacher-participants, classroom observations were conducted to gather pertinent data. started after the scheduled interview, the schedule of which depended on the availability of the time or schedule of the Social Studies teachers. Class observation took an hour, based on the time allotment in teaching Social Studies subjects. In the actual classroom observation conducted by the researcher, it lasted for an average of 50 minutes and 47 seconds. In conducting observations, the researcher used the Social Studies Teacher Class Observation Checklist to further validate and determine the presence of social constructivist teaching practices in teaching Asian Studies (*Araling Asyano*) for Grade 7 students, World History (*Kasaysayan ng Daigdig*) for Grade 8, Economics (*Ekonomiks*) for Grade 9, and Contemporary Issues (*Kontemporaryong Isyu*) for Grade 10.



The Social Studies Teacher Class Observation Checklist had two parts: Part I on Background Information and Part II on the Social Constructivist Teaching Practices of JHS Social Studies teachers observed from the initial or exploration phase, developmental, and closing activities. The observable items from the social studies teacher class observation checklist was checked if they were observed, with remarks written when other practices were not included in the checklist. It was also rated 1,2, 3 (1-Never Practiced, 2-Frequently Practiced, 3-Always Practiced) according to how the Social Studies teacher-participants implemented the social constructivist teaching practices. During the observations, the researcher also took details on every part of the lesson plan or teaching log and the routinary activities in the classroom with the help of the Observation Notes on Social Studies Teacher's Lesson Plan (see Appendix P). The analysis and interpretation of the observation data were done qualitatively. Actual classroom observation was documented by photographs, and the actual demonstration teaching was recorded with permission.

The researcher also adopted some of the applicable classroom observation protocols of Philippine Normal University when collecting classroom observation data. Obtaining permission from the administrator and teacher, and signing in when visiting the school were all examples of this. Doing courtesy call to the school head and to the department head concerned, and providing them with copies of approved visits or memorandum from the Regional Office or the Division Office), meeting with the teacher for observation before the conduct of class observation, observing proper



etiquette during and after class observation, were also practiced and considered. During each observation, the researcher audiotaped/voice recorded the entire execution of the lesson, took notes on separate paper, and avoided interacting with students. Observations focused on student activities, teacher performance, and learning environment (PNU-Technical Report Professional Practice among Basic Education Teachers through Action Research, 2016).

Table 9 shows the Schedule of Interviews, Classroom Observations and FGD of the Social Studies teacher-participants.

Table 9

Schedule of Interviews, Classroom Observations, and FGD

Code of the Social Studies Teacher-Participants	Date and Time	Interview	Observation	FGD
D1-JHS1-SST1-AS	February 26, 2020 2:30-3:30pm	✓	✓	
D1-JHS1-SST2-WH	February 24, 2020 1:00-2:00 pm	✓	✓	
D1-JHS1-SST3-CI	February 24, 2020; 11:30-12:30pm	✓	✓	
D2-JHS2-SST4-AS	February 26, 2020, 10:10-11:00am	✓	✓	
D2-JHS2-SST5-WH	February 26, 2020 7:20-8:20am	✓	✓	
D2-JHS2-SST6-E	February 26, 2020 2:40-3:30pm	✓	✓	✓ January 28, 2022 10:00am
D2-JHS2-SST7-CI	February 26, 2020 8:10-9:00am	✓	✓	
D3-JHS3-SST8-AS	February 26, 2020 11:30-12:30pm	✓	✓	✓ January 28, 2022 10:00am



Table 9 Continued

*Schedule of Interviews,
Classroom Observations,
and FGD*

D3-JHS3-SST9-WH	February 27, 2020 11:30-12:30pm	✓	✓	✓
D3-JHS3-SST10-E	February 27, 2020 1:30-2:30pm	✓	✓	January 28, 2022 10:00am
D3-JHS3-SST11-CI	February 26, 2020 10:30-11:30am	✓	✓	✓ January 28, 2022 10:00am
D4-JHS4-SST12-WH	February 28, 2020 1:25-2:15	✓	✓	
D5-JHS5-SST13-WH	March 6, 2020 10:00-11:00am	✓	✓	

Note: This table shows the Schedule of Interviews, Classroom Observations and FGD of the Social Studies teacher-participants.

A total of thirteen (13) interviews and thirteen (13) classroom observations were conducted. On the other hand, focus group discussion (FGD) as post-data gathering was conducted during pandemic period.

Documentations. In this part of gathering qualitative data, the researcher, with the permission of the Social Studies teacher-participants, reviewed, studied, and analyzed the content of their lesson plans or learning plan, teaching logs, and other materials that reflected social constructivist teaching practices. The documentations acquired by the researcher with consent during the study were a significant supplement to these data-gathering processes.



During the time of interview and class observation, the Social Studies teacher-participants and social studies department heads shared and gave the researcher some documents like the copies of their lesson plans/teaching logs in hard copy; but when there was no available copy of the lesson plans/teaching logs or photocopy in the selected schools, the researcher took pictures of the lesson plans to serve as evidence. Some also showed their portfolio on the Results-based Performance Management System (*RPMS*), and its content, along with how to prepare it, and what was its purpose in the promotion of the teachers in the public schools.

Phase 4. Post Data Gathering

The responses of the Social Studies teacher-participants to the research questions were tabulated; then they were transcribed by doing the following: listening to the whole recording several times for accuracy and clarity of data capture on audio. The researcher also started to think about the interview format and then how to transcribe the whole recording.

For purposes of transparency and fairness, some selected Social Studies teacher-participants were provided with truthful feedback by sending them a copy of transcription through their e-mail and messenger accounts to omit and add information, if necessary (see Appendix S for Sample Summary Returned Member Check Document). Then, the researcher also conducted focused group discussion (FGD) as part of post data gathering during the time of pandemic (see Appendix R for the Sample Focused Group Transcription).



Focused Group Discussion

In the focus group discussions, the researcher sent letter of invitations to the thirteen (13) participants who participated in the interview and classroom observation; however, only four (4) Social Studies teacher-participants responded to the invitations which was conducted last January 28, 2022. These were the participants from D2-JHS2-SST6-E, D3-JHS3-SST8-AS, D3-JHS3-SST9-WH and D3-JHS3-SST11-CI (see Table 9 for the Schedule of FGD and Appendix D).

According to Carreon et al. (2016), focused group discussion (FGD) is a form of qualitative research in which group of persons shares their perceptions, opinions, beliefs, and attitudes towards the facilitation skills topic. It is an open discussion within a small group of not more than ten (10) people so that participants could have ample time to speak, avoiding the feeling of being left out. Rich discussion can be generated if enough participation was made (Elliot, 2005). In this study, this FGD as post data gathering was conducted online via Zoom during pandemic period because the researcher was not able to do it after she conducted class observation and interview due to lockdown with the Covid-19. (Please see the Sample Focus Group Discussion Transcriptions in Appendix R and Appendix E for Pictures of Focused Group Discussion.)

Social Studies teacher-participants discussed their social constructivist teaching practices and experiences in teaching social constructivist strategies during pre-pandemic and pandemic period, which helped the researcher in proposing an



instructional framework for Junior High Social Studies. The focused group discussion (FGD) lasted for 1 hour and 15 minutes.

Data Analysis

Analysis of data is a process of making meaning. According to Polit and Beck (2008) cited in Fernandez et al. (2017) the goal of data analysis is to organize, structure, and interpret research data. The process of analysis of data was done using Creswell's 6 steps in qualitative research data analysis (Creswell, 2014).

Step#1 – The researcher organized and prepared the data for analysis. According to Creswell (2014) the first step in organizing the data is to become familiar with the data. Data from the interview, classroom observation, lesson plans and focused group discussion (FGD) were transcribed (see Appendix Q and Appendix R for sample transcripts of the Social Studies teacher-participants). Profile of the Social Studies teacher-participants and school participants were also properly labelled, sorted, arranged and filed in a plastic envelope.

The data was transcribed manually. The researcher reviewed audio tapes from interview and classroom observation and zoom recording for FGD and transferred into word documents based from the responses to the research questions of the thirteen (13) Social Studies teacher-participants in the selected Junior High School (JHS) in the six districts of the City School Division of Manila. The data from observation notes on Social Studies teacher's lesson plan was also prepared (see Appendix P).

Step#2 – The researcher reviewed or examined all of the data, giving a broad overview



of the information and an opportunity to consider its overall significance.

Step#3 – Coded all the data. According to Rossman and Rallis (2012) as cited by Creswell (2014) coding is the process of organizing the data by bracketing, segmenting and writing word representing a category in the margins. Charmaz (2001) in Saldaña (2009) describes coding as the “critical link” between data collection and their explanation of meaning.

Step#4 – The coding method was used to create a description of the settings or individuals, as well as categories or themes for study to establish a descriptive understanding of the data, the process for which included the following:

First, manual coding was employed. The transcripts were analyzed both in English and Filipino. Second, a computer-assisted qualitative analysis software–QDA Miner Lite was used. It was developed by Provalis Research and designed to help researchers in coding and analyzing qualitative data. The researcher also consulted expert in coding to validate the codes, categories and the generation of the themes.

The thematic three-phase analysis was also done. Significant statements for coding were identified. Multiple coding was applied which means that some selected statements were coded more than once. In the first cycle coding, 35 open codes were generated where open descriptive codes in English were used. This cycle allowed the researcher to make a preliminary list of codes. The researcher also has a code book which contains the definition for every open codes used in the analysis (see Appendix U). This was followed by the second cycle coding where codes were grouped into 6



categories: (1) practices in teaching (2) practices in assessment, (3) practices in resources, (4) misconceptions, (5) challenges, and (6) effects. These categories that emerged from the interview, classroom observation, lesson plans and focused group discussion were reviewed, the relationships among these categories were also studied. The third phase was the theme generation. To proceed from specific codes to more broad themes, an inductive approach was adopted (Elo & Kyngas, 2008).

Using the lens of the social constructivist perspective, the researcher pay attention to what they were saying and to the responses on the social constructivist teaching practices and experiences in teaching social constructivist strategies of the Social Studies teachers in the selected Junior High School (JHS) in the Division of City Schools, Manila. From the data sources, the theme was then aligned with the guiding research questions. To the social constructivist teaching practices of JHS Social Studies teachers, the four themes identified are (1) opportunities for expressions of constructions, (2) opportunities for collaboration, (3) corrections on constructions and (4) broadening basis of constructions. To the experiences of JHS Social Studies teachers in teaching social constructivist strategies, the three themes identified are (1) misconceptions about social constructivist strategies, (2) lower student interactions in flexible learning and (3) high student engagement in learning.

Table 10 on the next page shows the number of repeating words or phrases that help with theme identification. On the other hand, Table 11 shows sample of generated theme and description.



Table 10

Frequency of Codes Across Data Points

Research Questions	Themes	Occurrences Across Data Points		
			Frequency*	%
1. What are the social constructivist teaching practices of Junior High School (JHS) Social Studies teachers?	Theme 1: Opportunities for Expressions of Constructions	Communication	9	38.5%
		Reporting	26	84.6%
		Pose problems	22	69.2%
		Questions	72	100.0%
		Creating projects	11	30.8%
		Expression	9	46.2%
	Theme 2: Opportunities for Collaboration	Collaboration and cooperation	96	100.0%
		Interactive environment	27	100.0%
		Peer teaching/ learning	4	23.1%
		Formulate questions	4	7.7%
		Group activity	6	38.5%
	Theme 3: Corrections on Constructions	Feedback and Correction	5	15.4%
		Opportunity to revise answer	3	15.4%
		Self-check	1	7.7%
		Peer assessment	6	38.5%
		Discussion	31	100.0%
	Theme 4: Broadening basis of constructions	Giving input	12	53.8%
		Reflect on other ideas	2	15.4%
		Research	7	38.5%
		Social Media	2	15.4%
		Books and modules	10	69.2%
		Media	14	69.2%
		Peers	8	61.5%
		PowerPoint	12	69.2%
		Videos	22	69.2%



Table 10 Continued

*Frequency of Codes
Across Data Points*

2.) What are the experiences of the JHS Social Studies teachers in teaching social constructivist strategies?	Theme 1: Misconceptions about social constructivist strategies	Misconceptions about social constructivist strategies	7	46.2%
		Still learning	1	7.7%
		Effect of sections	6	15.4%
		Low mastery	2	15.4%
	Theme 2: Lower student interactions in flexible learning (context is FL)	Online interactions	14	38.5%
	Theme 3: High student engagement in learning	High engagement	2	15.4%
		Promotes thought and expression	7	38.5%
		Shared ownership	1	7.7%
		Social skills	1	7.7%
		Promotes teamwork	1	7.7%

Note: * Multiple responses



Table 11

Generated Theme and Description Sample

Generated Theme	Sample Verbatim Transcripts	Category	General Description of the theme
Theme 1: Opportunities for Expressions of Constructions	<i>"In my class they have this pair, pair sila kapag nagwowork usually mayroon kaming tinatawag na presentation, they will present their output, so they are going to talk, or present kung ano ung naging output nila doon sa task na ibinigay sa kanila, so we have this presentation."</i> (D2-JHS2-SST6-E)	Practices in Teaching	Students are provided with opportunities to express their own constructions of meaning both in teaching and assessment. This helps the teacher monitor the students' understanding during the discussion through reporting, communication of group output to the rest of the class. These understandings are also surfaced when the teacher pose problems and give questions for students to answer.

Note: This table shows the Generated Theme and Description Sample for the
Social Constructivist Teaching Practices of the Social Studies Teacher-
Participants



Step#5 – The researcher thought about description and themes represented in the qualitative narrative to convey the findings of the analysis. This discussed the social constructivist teaching practices and experiences of JHS Social Studies teacher-participants in teaching social constructivist strategies. For anonymity, confidentiality and privacy, each district was coded as D1, D2, D3, D4, and D5; each Junior High School was coded as JHS 1, 2, 3, 4, and 5; and each Social Studies teacher-participant was coded as D1-JHS1-SST1-AS to D5-JHS5-SST13-WH (see Appendix V for the Code of Social Studies Teacher-Participants). A descriptive information about each participant school and Social Studies teacher-participant was also presented.

According to Creswell (2018), a detailed description of the location or individuals is required for case study research, as each is analyzed for themes or concerns (Stake, 1995; Wolcott, 1994). Since it was a single case study, the data were taken as one single case regardless of the districts and schools.

Step#6 – The final step was making analyses and interpretations of the data, with conclusions based on the findings of the study. In this part, the researcher finally interpreted the themes by asking herself, “What were the lessons learned from the social constructivist teaching practices of Social Studies teachers?” and “What instructional framework can be proposed?”

A Proposed Instructional Framework in Teaching Social Constructivist Teaching Strategies in Junior High School (JHS) Social Studies was developed based on the findings of the study.



Role of the Researcher

The researcher believed that this study gave her the understanding of the context, knowledge and sensitivity on the social constructivist teaching practices of the Social Studies teacher-participants in the Junior High School (JHS) in the selected public schools in the Philippine Department of Education, Division of City Schools-Manila. The role of the researcher as the main data collection instrument required the identification of personal values, assumptions and biases at the outset of the study to gather information and not to make judgments.

In addition, in qualitative research, according to Kyale (1999) as cited by Tampus (2014), the interviewer himself/herself is the research instrument. This means that the interviewer must be an expert on the topic. He or she must immediately be able to decide what questions to ask and how to ask them, to discern which of the participants' answers need follow up, and to choose which answers to interpret so that the participants could be assisted in unfolding their narratives.

Methods of Validation

The validity of the instruments utilized in this study was tested using proper procedures. According to Messick (1989) in the study of Urbiztondo (2017), the degree to which empirical data and theoretical rationales support the appropriateness of interpretations and actions based on test scores and other types of assessment is referred to as validity which was established quantitatively and/or qualitatively (Field, 2009). It is also defined as "measuring what it intends to measure."



To make sure that the instruments addressed the problem of the study qualitatively, experts in the field were consulted to evaluate and validate the pre-assessment survey on social constructivist practices, the interview guide and the classroom observation checklist. This constituted the content validation. Content validity based on the knowledge of people who are familiar with the construct being measured. It requires the use of recognized experts to evaluate whether the items assess a defined content (construct), and a degree of agreement about what the construct represents.

For the development of instrument, the researcher considered an item developer, a curricularist for the content and Social Studies teachers (preferably a master teacher) in validation of the instruments (see Appendix F for the Sample Letters to Expert Validators and Appendix G for the Summary of Profile of Expert Validators). The experts were asked to retain, reject or revise the items accordingly. For an item to be retained in the item pool, the three experts had to agree to it 100%. Their suggestions and comments were included in the final draft of the questionnaires (see Appendix H).

In the data collection which involved the Social Studies teacher-participants, the method of validation was through informal members checking. For the data analysis, the researcher conducted triangulation through interview, classroom observation and focused group discussion (FGD) with the Social Studies teacher-participants, and data



from documents like lesson plans were also analyzed. According to Yin (2009) in Aro (2017) the triangulation of data is the most important aspect of qualitative data analysis and is used to determine what data stays constant in varying context. Meanwhile, finding of the study was validated through the formal member checking (see Appendix S for Sample Summary of Returned Member Check Document). According to Bryman (2003), member check, also known as respondent validation is a procedure in which a researcher gives the transcriptions to the participants who are the source of those materials for the purpose of checking. This double-checking guarantees that the researcher accurately expressed their thoughts on the subject.

Table 12 shows the process in establishing validity of the study.

Table 12*Establishing Validity of the Study*

Part of the Study	Method of Validity	Instruments Used	People Involved
Development of Instruments	Experts' validation	Self-constructed instrument for interview, Classroom observation and focused group discussion	Experts 1-Item developer (Professor teaching Measurement and Evaluation) 1- Curricularist 3 - Social Studies/Science Teachers
Data Collection	Informal members checking <i>(for clarifying responses)</i>	Audio recorder	Selected Social Studies Teacher-Participants



Table 12 Continued

*Establishing the
Validity of the Study*

Data Analysis	Triangulation	Interview, classroom observation and focused group discussion (FGD) data from Social Studies- teacher- participants, data from documents like lesson plans	Researcher Expert in data analysis
Findings	Formal members checking	Member Checking form	Selected Social Studies teacher- participants

Note: This table shows the process in establishing validity of the research study.

Ethical Considerations

This study was guided by the ethical principles on social research set out by the university. In writing the paper, the researcher used relevant and adequate citations. Furthermore, in order to avoid violating any intellectual property rights or committing plagiarism, the researcher offered full attribution to the authors of the used related material, related studies and subjected the research study to authenticity testing.

During the data collection phase, all Social Studies teacher-participants were informed that there would be no risk in participating in this research. Before asking for



their approval to participate, the participants were given extensive information about the study. The participants were given an informed consent form by the researcher, along with an explanation of the purpose of the study. The Social Studies teacher-participants were informed about the goals and objectives, as well as the data collection process. The informed consent form was hand-delivered to each participant and his/her school seeking permission from the subject coordinator/principal for his/her participation in the research. Consent forms were accomplished by the Social Studies teacher-participants to ensure that they agreed with the researcher. Participation in the research study was entirely optional, and they were informed that they have the right to withdraw from the study at any time during the research procedure without being asked any questions. As stated in the American Educational Research Association (AERA, 2011) in the study of Hernandez (2018), protection of privacy and confidentiality of participants' information was considered. The records regarding their personal information were kept in private and saved in computers.

Authorization to access private information was included in the consent form; even as private information not to be disclosed to anyone, but only to the researcher. The Social Studies teacher-participants were assured that their individual responses would not be shared with others under any circumstances. As Calimag and de Guzman (2010) stated that each participant should be told about the research's rationale, technique, and benefits, as well as the anonymity of their responses, as data would only be coded in aggregate.



The research was conducted only in the selected public Junior High School (JHS) in the Philippine Department of Education, Division of City Schools, Manila. The specific schools that served as research site was determined once the pre-assessment survey on social constructivist teaching practices had already been answered. It was conducted during regular school days of the Social Studies teacher-participants. The interview was conducted in the place of work (school) during their vacant time or with reference to the appointment time and date agreed upon by both the Social Studies teacher-participants and the researcher. The researcher explained that anything they say or do would be kept confidential; all identifying information was removed from transcription and field notes; and once the transcription was completed the recording was erased or deleted (Corbin & Strauss, 2015). In this study, all of the researcher's participants have been given a pseudonym in order to protect their identities, as per the ethical considerations of this paper (see Appendix V for the Code of the Social Studies teacher-participants).

In addition, the means for sharing findings to the participants and to the community where the research was conducted was also a concern of the researcher. The researcher would provide the selected Junior High School (JHS) in the DepEd Division of Manila a copy of the results to inform them about the findings and recommendations. With reference to American Educational Research Association (AERA, 2011) in the study of Hernandez (2018), the research findings were made known fully and relevant data were not omitted. The results were reported whether



they contradicted or supported the expected outcome. Particular care was observed in stating the findings and interpretation of the research as they were presented in consonance with the consent form signed in order to gain success. In addition, the effects and impact of research on a wide range of societal phenomena and trends would be shared with their prior agreement to the results of the interaction between study findings and other factors.

Specifically, this study was conducted to explore the social constructivist teaching practices and experiences in teaching social constructivist strategies among the Social Studies teachers in Junior High School (JHS) which contributed to the proposed instructional framework on social constructivist teaching strategies under the present K to 12 *Araling Panlipunan* Curriculum



CHAPTER III

Findings and Discussion

This chapter presents the data gathered in the study. It includes the presentation, analysis, and interpretations of the social constructivist teaching practices and the experiences of the JHS Social Studies teachers in teaching social constructivist strategies which guided the researcher in developing an instructional framework for Junior High School (JHS) Social Studies. The presentation and discussion that ensue are arranged based on the research problems of the study.

1. What are the social constructivist teaching practices of Junior High School (JHS) Social Studies teachers?

The Social Studies teacher-participants described their social constructivist teaching practices in terms of teaching, assessment and resources to meet the needs of students and to give them opportunities to express their own constructions of meaning or knowledge, to interact in social groups, to give students the chance to correct their wrong constructions, and to broaden their construction of meaning or knowledge through various resources.

Table 13 on page 162 shows the summary of the social constructivist teaching practices of the Junior High School (JHS) Social Studies teacher-participants.



Table 13

Summary of Social Constructivist Teaching Practices of Junior High School (JHS) Social Studies Teachers

Themes	Specific Practices
Theme 1: Opportunities for Expressions of Constructions	Practices in Teaching <i>Communication</i> <i>Reporting</i> <i>Problem posing</i> <i>Questions</i>
	Practices in Assessment <i>Creating projects</i> <i>Expression</i>
Theme 2: Opportunities for Collaboration	Practices in Teaching <i>Collaboration and cooperation</i> <i>Interactive environment</i> <i>Peer teaching/ learning</i> <i>Formulating questions</i>
	Practices in Assessment <i>Group activity</i>
Theme 3: Corrections on Constructions	Practices in Teaching <i>Feedback and Correction</i> <i>Opportunity to revise answer</i>
	Practices in Assessment <i>Self-check</i> <i>Peer assessment</i>
Theme 4: Broadening Basis of Constructions	Practices in Teaching <i>Discussion</i> <i>Giving input</i> <i>Reflecting on other/other's ideas</i> <i>Research</i>
	Practices in Assessment <i>Social Media</i>
	Practices in Resources <i>Books and modules</i> <i>Media</i> <i>Peers</i> <i>PowerPoint</i> <i>Videos</i>



Theme 1: Opportunities for expressions of constructions

The first theme is opportunities for expression of constructions. In the opportunities for expression of constructions practices, students are provided with opportunities to express their own constructions of meaning both in teaching and assessment. This helps the Social Studies teacher monitor the students' understanding during the discussion through reporting, communication of group output to the rest of the class. These understandings are also surfaced when the Social Studies teacher poses problems and gives questions for students to answer. In assessment, students' constructions are seen through the activities that allow them to express understanding (e.g., oral recitation or write ups) or development of projects.

Table 14 provides a summary of the open codes under the categories, and the themes that emerged from the data gathered in the study on opportunities for expressions of constructions.

Table 14

Summary of Codes on Opportunities for Expressions of Constructions

Theme	Specific Practices
Theme 1: Opportunities for Expressions of Constructions	Practices in Teaching
	<i>Communication</i>
	<i>Reporting</i>
	<i>Problem posing</i>
	<i>Questions</i>
	Practices in Assessment
	<i>Creating projects</i>
	<i>Expression</i>



Practices in Teaching

The particular acts and discussions that occur within the lesson, the approach and strategy into action are referred to as teaching practices (Westbrook, et al., 2013 as cited in Belmi, 2017).

The Social Studies teacher-participants shared their practices in teaching. These practices include strategies in communication, reporting, problem posing, and questions.

Learning takes place through people interactions and communication with others. According to Vygotsky in Walker and Shore (2015), verbal communication between children and adults is a key aspect in helping them acquire conceptual comprehension. Vygotsky (1978) emphasized on perception and construction of meaning in a social environment through language and other social devices (in Ilyas et al., 2013). In other words, in a collaborative learning setting, learners develop their ideas through language during interactive discussion (Akyol & Fer, 2010). In addition, constructivist teachers encourage speaking and verbal communication on the part of the students by encouraging them to ask thoughtful and open-ended questions and even to raise difficulties and problems. Although in some classroom instruction, students listen to the teachers and take notes, constructivist teachers always motivate the students to ask questions in order to enhance their learning (Watson, 2001 in Kapur, 2016).



In this study, students communicated their ideas or opinions to the rest of the class in varied forms-- orally, in text, or visuals. Based on the findings of this study, communication was evident in the teaching practices of Social Studies teachers; for example, the participants told their students to create a sentence or complete a word. Those who volunteered to answer shared it to the class. In group activities, the Social Studies teacher-participant explained first the instructions, and the students proceeded to their groups. Students needed to talk to their classmates regarding the topic and how it was related to the different concepts. They also needed to write down what they have talked about. Other group activities on expression of constructions were when students developed a graphic organizer and presented their work after each group had agreed on their answers. Others worked in pair and through presentation, but they needed to talk and present their outputs.

To communicate their ideas or opinions in the class, District 3 Social Studies teacher-participant teaching World History (Kasaysayan ng Daigdig) asked his students to write a phrase defining ideology where he activates prior knowledge of his students as strategy. Then he called three students to discuss their responses with the class. He used praising after the students answered. As he explained during the discussion:

(D3-JHS3-SST9-WH) Bumuo ng isang sentence o pangungusap na tungkol sa ideolohiya. Ang ideolohiya ay... isang sentence lamang...Ang simula ay... Ang ideolohiya ay...ganyan ang simula ah. Ok, meron na tapos na? Ok kumuha tayo ng



tatlong sagot mula sa inyo...sino ang gustong magvolunteer? Yes, pakilakas ha para marinig ng lahat. Ok. Iyan, napakagaling at nakaisip kayo ng isang pangungusap para sa inyo na nagbibigay kahulugan sa salitang ideolohiya. [Ok class, from the words given by your classmate related to the word *ideology*, get your notebook. Make a sentence about ideology. Ideology is... just a sentence... The beginning is... The ideology is... that's the beginning ah. Ok, is there already done? Ok, let's get three answers from you... who wants to volunteer? Yes, please make it loud so that everyone could hear it. Ok. That is very good and you have come up with a sentence that defines the word ideology.]

Also, to check the students' understanding during the discussion of new concepts and practicing new skills, he utilized group activity as learning strategy for his students. He told them to answer,

(D3-JHS3-SST9-WH) Gawin Natin Talahanayan, Punan Mo! Ipinangkat ang mga mag-aaral sa anim (6) at ipinabasa ang teksto ng iba't ibang ideolohiya. Ang mga mag-aaral ay bubuo ng anyong donut na dalawang bilog. Tiyakin na may katapat sa bilog. Ibabahagi ng bawat isa ang sariling ideya sa pamamagitan ng pag-iikot upang makapareha ang lahat ng kasapi ng pangkat. [Let's Do It, Fill the Table!'] The students were grouped into six (6) and the teacher allowed them to read different points of view about ideologies. Form two donut -shaped circles. Make sure you have your partner in the circle. Everyone needs to rotate or turn around so that all members of the team can share their ideas.]



This donut game was somewhat similar to the inside-outside circle technique (a cooperative learning strategy) to make the discussion meaningful and to have interesting interactions to express themselves. He explained first the instructions. The students talked about the word and how it was related to the different concepts like Cold War, America, Russia, World Bank, Ideolohiya, Ekonomiko, Colony, Foreign Aid and Neokolonyalismo. He also encouraged his students to get their notebook so that they could write down what they have talked about. He gave his students 5 minutes only to do it. The teacher played an instrumental music, while the students were talking to each other and changing their ideas.

Related to the activity of the students of Social Studies teacher-participant teaching World History from District 3 (D3-JHS3-SST9-WH) was the activity of Social Studies teacher-participant teaching Asian Studies (Araling Asyano) also from District 3 (D3-JHS3-SST8-AS). It was observed that she instructed her students to complete the words, after which they show it to class and explained the meaning of the word or concept that they formed. The important concepts were the following: Pu Yi, Great Depression, and Kilusang Militarismo. On the other hand, in her lesson plan, she used group work strategy for her students: 1.) Hahatiin sa tatlong pangkat ang klase 2.) Ang bawat pangkat ay magbabasa ng maikling artikulo tungkol sa iba't ibang paksa 3.) Matapos ang 5 minuto ay tutungo sila sa susunod na istasyon 4.) Matapos ay magbabahagi o magsusulat sila sa graphic organizer ng kanilang natutuhan sa binasa at ipapaliwanag ito (D3-JHS3-SST8-AS). [1.) Three groups were formed in the class 2.)



Each group read a brief article on a variety of themes 3.) After 5 minutes they went to the next station 4.) Then they shared or wrote in the graphic organizer what they had learned from what they read and explained it.] To explain further, it was observed that this is also a minds-on activity about reading articles related to the lesson. Each group of students was given article and then they wrote the important information on their notebook. Based on the ideas about the article, they developed a graphic organizer about those topics. The teacher kept discussion open among each group. She also told her students to form a circle and then after 5 minutes, they transferred to another group of students or stations to share their ideas about the different articles. The three groups of students were able to present their works and explain the content of those articles with the help of graphic organizers.

As observed in another Asian Studies teacher-participant from District 1, in the development phase of her lesson, she allowed student to group/ encourage group tasks and peer collaboration strategy (collaborative learning) and let members of the group contribute for achieving group-working result. Each group reported their task:

(D1-JHS1-SST1-AS). Pangkat 1-Manipestasyon ng Nasyonalismo kung saan isang video ang ipiplay ng Pangkat 1 upang higit na maunawaan ang manipestasyon ng nasyonalismo; Pangkat 2-Pagkakaisa; Pangkat 3-Slogan tungkol sa damdaming makabayan; Pangkat 4 Ang magbibigay ng puntos sa Pangkat 1-3 [Group 1-Manifestation of Nationalism where Group 1 played a video to better understand the manifestation of nationalism, Group 2-Unity; Group 3-Slogan



about nationalism; Group 4 gave their score or grade to Group 1-3). For Social Studies teacher-participant teaching Contemporary Issues from District 1, after each group had agreed on their answers, they shared it to the class.]

To a Social Studies teacher-participant teaching Economics from District 2 during the focus group discussion (FGD), he added how the students expressed their own construction of meaning and helped the teacher monitor students' understanding through communication. Here, she preferred partner learning strategy. Specifically, she mentioned that:

(D2-JHS2-SST6-E) In my class they have this pair, pair sila kapag nagwowork usually mayroon kaming tinatawag na presentation, they will present their output, so they are going to talk, or present kung ano ung naging output nila doon sa task na ibinigay sa kanila, so we have this presentation. [In my class they have this pair, they usually are in pair when they work. We have what is called a presentation of their output, so they are going to talk, or present what their output is in the task given to them, so we have this presentation.]

As well as, through reporting strategy, the students were given opportunities to express their own construction of meaning. In reporting, there could be assigned topics for students in the class or this could also be reporting of answers to given questions. The Social Studies teacher-participants who acted as facilitator ensured that accurate information was being relayed, aroused students' interest on the topic, and delivered lessons effectively.



Class presentation or reporting was also one of the many strategies in teaching communicative skills. It can also be considered as a one stop-deal-all strategy because it dealt the four macro skills such as reading, listening, writing, and speaking. Although reporting is a good strategy for boosting communication skills, it does not need to be overused because doing so would cause a lot of students to lose interest in learning and cause them to be displaced (Catoto & San Jose, 2016). On the other hand, according to Penton (2013), reporting aims to provide students with information in a direct way and in uninterrupted manner. When a student is assigned to report, he or she has to collect, organize, and share certain information. The student-reporters act like an authority of the topics assigned to them.

It was observed in a class of Social Studies teacher-participant teaching Economics from District 2, that in the discussion of new concepts and practicing new skill, she employed group reporting strategy where each group should answer the processing questions (pamprosesong tanong) for the students: 1.) Sa sektor ng industriya, ano-ano ang bumubuo dito? 2.) Sa pag-unlad ng ekonomiya ng bansa, bakit mahalaga ang gampanin ng sektor ng industriya? 3.) Sa isang bansa, paano nakakaapekto ang sektor ng industriya? (D2-JHS2-SST6-E) [1.) What makes up the industrial sector? 2.) What is the significance of the industrial sector in the country's economic development? 3.) How does the industrial sector affect a country?] Each group reported their topic about the industrial sector. Group 3 was the first who presented their report.]



Similarly, to another participant teaching Contemporary Issues from District 3, during class observation, students were grouped and given different topics report. Group 1 studied and analyzed the advocacies of Global Rights Organization, Group 2 selected the topic Free Legal Assistance Group or FLAG, a group of human rights lawyer that promotes and protects human rights. Groups 3 and 4 chose the Task Force Detainees of the Philippines (TFDP) which provides legal, financial, and moral support to political prisoners and their families (D3-JHS3-SST11-CI). During the FGD, she also added how she monitored students' understanding during discussion through reporting and how her students expressed their own construction of meaning or knowledge in conducting reporting strategy in the class. She also emphasized collaboration of teacher and students. She briefly stated that:

(D3-JHS3-SST11-CI) Ito po ung collaboration ng teacher sa students na magparticipate talaga sila hindi lang ung teacher ung laging nagfeed sa kanila dapat more on the students, bilang facilitator, magagawa nating magpafacilitate pero sa online learning kasi iguguide mo pa rin ung bata although binibigyan mo sila ng ...kasi sa Social Studies... parang ang hirap halimbawa binibigyan mo sila ng report...halimbawa sinabi mo sa kanila na magreport ka, ibabalik din nila sa iyo ung tanong Ma'am paano po ako magrereport, ano po ang gagawin ko so iguguide mo siya unti-unti hanggang sa matuto sila at kapag nasanay na sila so makikita na ang collaboration ng teacher at saka ng students so in the end kapag marunong na sila so more on students ano na lang tayo...so ung teacher mag-act



na lang talaga as facilitator of learning sa mga bata. Kung ganoon kaactive ang participation ng klase mo.

Sa akin kasi ngayon kasi pandemic kahit nahihirapan kami, kailangan talaga may reporting, hindi puedeng teacher lang ang nagtatalak, mahirap naman sa role natin un so kailangan na matuto sila kasi sa Grade 10 malalaki na sila madali na silang makaintindi kailangan talaga may reporting.

So doon magpepresent sila, parang tulungan na sila dun eh... kung ano ang dapat nilang gawin, paano ipeperesent ang isang lesson tapos after that may tanungan kami kapag natapos na ung presentation nila. So bawat pangkat sa mga hindi nagreport tatanungin ko sila kung ano pa ba ang dapat na nakita nyong weaknesses, o strength ng isang pangkat na sa susunod ay dapat na makita natin sa mga magrereport na muli parang ganoon so sila nakikita nila na dapat ganito noh? ung katulad ng medyo mahina ung boses, or hindi gaanong maganda ung pagkakabigkas ng ng mga terminologies so doon para sa susunod na lesson ung mga susunod na magrereport so alam na nila ung mga bagay na dapat na gawin para malinaw sa amin ang interaction ng estudyante kapag kami ay naglelesson so importante talaga na sa kanila nanggagaling ung mga kahinaan ng bawat pangkat na nakita nila at saka ung dapat mong mamaintain habang ikaw ay nag-uulat. Kasi maganda un eh...nakikita ko na dapat ganito ung isang grupo po mam ang bilis magreport...ng presentation hindi po namin naintindihan so di ba ikaw as a teacher natututo ka rin sa mga bata, kung may



mga katulad namin na hindi masyadong techie sa mga powerpoint presentation ay mayroon palang ganito pano nya kaya nakuha un ... so nagtatanong din ako sa bata paano nagawa ung ganitong presentation so ganoon lang po lang po parehas kayong natututo ng mga bata at saka ung teacher.

[This is the collaboration of the teacher and her students so that they can really participate. It not only the teacher who always feeds them, it should be more on the students, as a facilitator, we can facilitate, but in online learning because you still guide the students even though you give them the instructions ... because in Social Studies...it seems like it's hard, for example you give them a report for example you tell them to report, they will also return the question to you Ma'am how can I report, what can I do, so you guide him little by little until they learn and when they get used to it so we can see the collaboration of the teacher and then the students in the end, they know more....so the teacher will just act really as a facilitator of learning for students. Then your class participation will be active.

For me, now that it is pandemic, even though we're having a hard time, we really need reporting, the teacher should not do all the talking, it's difficult in our role, so they need to learn because in Grade 10, they're grown up, it's easy for them to understand, they really need reporting.

So, there they will present, they are helping each other eh... what they should know how to present a lesson and then after that we have questioning after



their presentation. For the group who did not report, I will ask them what else they should have seen as weaknesses, or strengths of a group so that next time that they will report they will improve it. So, they see that it should be like this, right? One group has weak voice, or the pronunciation of the terminologies is not very good. So there, in the next lesson and next time that they will report, they already know the things that need to be done to make the student interaction clear. Some students will say...we didn't understand the presentation, so as a teacher, you also learn from your students, like us who are not very techie in PowerPoint presentations, I also ask my student how he made his/her presentation, so it's just like that, both the teacher and the learner are gaining knowledge.]

A Social Studies teacher-participant teaching Contemporary Issues from District 5 shared his practices in the classroom. In an interview he explained that because he has only limited time teaching his AP subjects which include Contemporary Issues, he used reporting strategy with help of PowerPoint Presentation or multimedia. But in his case, he has a different view in using reporting using PowerPoint Presentation, he said that he seldom used it because what he wants for his students was talk to each other and collaborate. He said that:

(D5-JHS5-SST13-WH) However, since we only have three meetings now and only 50 minutes per meeting, because time is limited, we need to hurry also. There is reporting but mostly it is via PowerPoint because it is the most efficient. In my



case, I seldom use (PowerPoint) per grading because my contention is that in PowerPoint, whether (sic) they download the exact slides and just assign, there is no interaction. Unlike now, they give time, talk, and collaborate. There, Ma'am, I give them tasking of the report, of the projects. Most of my activities are in group, their report making and project making. I prefer that they are together.

Reporting strategy as practice in teaching was also evident during pre-pandemic and pandemic time, as Social Studies teacher-participant teaching Asian Studies from District 3, explained that during pre-pandemic they allowed their students to report; but in pandemic time the Social Studies teacher was the one who taught the subject and needed to adjust in using Google Meet and PowerPoint presentations. As quoted:

(D3-JHS3-SST8-AS) Ung teaching style po kasi during pre-pandemic sa amin kasi inaallow namin, dinedevelop namin sa mga bata na matuto silang magreport on their own. Nitong pandemic, kasi ako Ma'am noong mga First Quarter ako po ung nagtuturo ung usual traditional na ginagawa kasi Grade 7 po ang hawak ko. Nag-aadjust pa po kung paano gamitin ang Google Meet at mga application at powerpoint. Pero nung Second Quarter Ma'am, inallow ko na sila tinuruan ko na sila kung paano sila magreport, naggugroup kasi ako Ma'am into four sa isang topic tapos sila na po ang nagpepresent. Ang sabi ko ay kahit na basic na powerpoint presentation ilagay lang po ung mga mahahalagang impormasyon.

[The teaching style during pre-pandemic is that we allow, we develop in the students that they should learn to report on their own. In this pandemic, because



I was Ma'am, during the First Quarter, I was teaching the usual traditional things because I was in Grade 7. I'm still adjusting how to use Google Meet and applications and PowerPoint. But in the Second Quarter Ma'am, I allowed them, I taught them how to report, because I grouped them into four on a topic and then they will present. What I said is that even a basic PowerPoint presentation, just put the important information.]

Another avenue for learners to express their own constructions of meaning was when the Social Studies teacher pose problem or used problem-solving as learning strategy. Students' problem-solving skills were improved through problem-posing activities. Furthermore, it was claimed that problem-posing exercises improve students' problem-solving abilities (English, 1997, Lowrie, 2002 as cited in Ozgen, 2019). Further, McKay (1995) in the study of Shah (2019) wrote that the constructivist approach emphasizes problem solving and skill development.

When observed about how he posed problems to his students to improve their problem-solving skills, and as a part of abstraction, a Social Studies teacher-participant teaching Contemporary Issues in District 1, stimulated the discussion by asking questions that gave his students opportunity to apply their knowledge and gave solution to have a clean election in the country. He asked his students this question, "Upang magkaroon ng isang eleksyong malinis, ano ang magagawa mo bilang isang mag-aral?" ["As a student, what can you do to have a clean election?"] (D1-JHS1-SST3-CI). Likewise, from another teacher-participant teaching Contemporary Issues from



District 2, he asked his students about poverty that even at a young age, children were already working to help their family. He posed problems of emerging relevance to the learners like what would happen to them when their parents got separated (D2-JHS2-SST7-CI).

Similarly, for problem-solving strategy, a Social Studies teacher-participant teaching Asian Studies from District 2 gave her students the opportunity to apply their knowledge when she asked question why it was so important for Filipinos to fight for freedom, to unite to defend the country, and to defend others “Bakit kaya mahalaga ang pakikibaka ng bawat isa para makamit ang ating kalayaan, bakit mahalaga ang pagkakaisa natin at pakikibaka para maipagtanggol ang ating kapwa, ang ating bansa?” (D2-JHS2-SST4-AS). A participant teaching Economics also from District 2, asked her students about the impact/ effect of industrialization, its effects to the environment, and what solutions the students could suggest to the positive and negative effects of industrialization. (D2-JHS2-SST6-E)

A teacher-participant teaching World History from District 5 led his students towards the solution of a problem, stimulated discussion on proposed method of solution like the situation of the Philippines and then of China. World Trade Organization, middle man, the import and export industry, who loses in the free trade and what should the solution for this problem (D5-JHS5-SST13-WH). Adding to this, it was observed that Economics teacher from District 3 used different situation or situational analysis on how to apply for a job, when you passed the bar exam, when



working abroad, what were the agencies of government that helped and assisted a person. She also prepared other situations where her students analyzed it, and did tree-note taking. These situations were closely related to real-life situation such as when Mang Tomas built his house; when Eunice entered in an e-load business to support her education and family needs; when Warren, a poor student, sold snacks after school for his school allowance and others. She also provided her student guide questions to answer and kept students engaged in the lesson using those situations. She also confirmed during the interview that:

I give them, situational activities then they will put themselves on the situation, and how they will react if it happens to them. (D3-JHS3-SST10-E)

On the other hand, a participant teaching World History from District 4 about determining out how to put knowledge and abilities into practice in everyday life, he asked his students “Kung ikaw ay napapaharap sa isang sitwasyon na hinahamon ka ng iyong kamag-aral sa isang away, paano ka tutugon.” [“If you were faced with a situation where your classmate was challenging you to a fight, how would you respond”] (D4-JHS4-SST12-WH)

Also, the strategy how teacher asked questions provided students with opportunity to express their own construction of meaning in the classroom. Questions were asked to discover what was unknown and to clarify what was already understood. One of the nine characteristics of a constructivist teacher enumerated by Aljohani (2017) was asking open-ended questions. Zhu and Edwards (2019)



highlighted that questioning was a useful strategy for eliciting students' knowledge and understanding as well as directing decisions about their next stages in learning. Moreover, to Furman (2019), questioning was one of the most important strategies where teachers could assess their students' knowledge. He also explained that low-level questions and factual information like Who, What, Where, and When got only low-level responses. To challenge students, teachers must prepare higher-level questions following Bloom's Taxonomy to be able to transfer knowledge. By triggering and integrating previous knowledge with new information, asking questions assists students in reconstructing knowledge (Penick et al., 1996 as cited in Bulent et al., 2016). Additionally, Savery (2015) explained that students were introduced to open-ended questions with multiple possible answers as part of the inquiry process, which improved their knowledge of a subject. When employed regularly in various facets of life, an inquiry was an information-seeking behavior crucial to knowledge building.

Social Studies teacher-participants asked questions for their students to answer. This covered questions at any part of the lesson, both high- and low-level questions, divergent and convergent. Divergent questions require students to analyze, synthesize, and evaluate a question, an issue, or a situation using their associated information; whereas convergent questions require only a single correct response, are short, and are intended to recollect acquired knowledge (Bulent et al., 2016). Students can be asked low-level convergent questions (Bloom Taxonomy) to recall and remember content, while teachers can use Bloom Taxonomy to see if students



understand and can transfer knowledge by crafting divergent questions (McComas & Abraham, 2005 as cited in Bulent et al., 2016).

The art of questioning is a skill that helps to get responses from his/her students, to get necessary and essential information or explanations to solve problems or situational activities. It also helped monitor the students' understanding about the lesson. It was important for the Social Studies teacher-participants to know what to ask and to anticipate the proper and correct way of questioning needed and appropriate in his/her lesson. The examples of convergent questions used by the Social Studies teacher-participants in this study were "How many years it has been commemorated? (The teacher-participant was referring to EDSA People Power Revolution celebration) and "Sa unang yugto ng kolonyalismo, ano-ano ang mga dahilang nagbigay-daan dito?" [What are the causes of the first stage of colonialism?] On the other hand, some examples of divergent questions were "Paano nakatulong ang damdaming makabayan sa paglaya ng mga bansang nasakop o sinakop sa Asya?" ["How did nationalism help in the liberation of the occupied or occupied countries in Asia?]) and "Sa pamumuhay ng mga tao, paano nakapekto ang pagmahal ng halaga ng mga produkto?" ["How does the rising commodity prices affect people's lives?"].

During classroom observation, in the exploration/preparation phase, students' prior knowledge was used as a basis for introducing new concepts and asking series of questions or challenging questions for students to begin thinking about the topics in Social Studies using picture analysis (suri-larawan), as observed from a participant



teaching Asian Studies in District 1. In her lesson plan, she used this picture analysis and guided her students to interpret what was in the picture using the processing questions. She allowed the students to observe first and to develop an explanation on what message the picture wanted to convey. She also asked the following questions:

(D1-JHS1-SST1-AS) Upang maipakita ang pagmamahal sa kanilang bansa sa Kanluran at Timog Asya, anong pamamaraan ang ginawa ng namumuno batay sa ipinakitang larawan? Ano ang mensaheng ipinababatid ng larawang ito? [What does the picture want to convey? Based on the picture, what did the leader do to show love for their country in South and West Asia?]

She also used inquiry method to ask questions and guide the students to develop their own conclusions on the subject or the topic of the day, which was about nationalism and the manifestation of nationalism. She provided students' practical and real-life situations in connection with the lesson by asking students, "Ano ang magagawa ninyo, bilang isang mag-aaral upang maipakita ninyo ang inyong pagmamahal sa bayan? Paano ninyo ito magagawa kahit dito o nandito lamang kayo sa paaralan?" ["What can you do to show love for our country? Here in school, how can you show your love for our country or how can you show nationalism?"]. She also asked: "Ano ang naging dulot ng nasyonalismo sa paglaya ng mga bansang nasakop o sinakop sa Asya?" ["How did nationalism help in the liberation of the occupied countries in Asia?"].



A teacher-participant teaching World History from District 1 was observed in the part of problem-solving skills when she asked a question and gave her students a chance to apply their knowledge and gave their idea based on the what they had learned from the lesson. She asked her students, “Makatutulong ba sa isang bansa ang uri ng pamahalaang militar na umiral sa Sparta? O halimbawa sa ating bansa makakatulong ba ito? Ung mga pagsasanay na naranasan nila. Ung mga dinadanas nila na pakikidigma nila, palagay nyo nakatulong ba?” [“Can the kind of military government that existed in Sparta help a country? Or for example in our country will it help? Do you think their experiences in trainings and wars will help a country?”] (D1-JHS1-SST2-WH). Still as observed in his review of the lesson from one of the teacher-participants teaching Contemporary Issues from District 1, he asked the whole class with a challenging question, “Paano pinapahalagahan ang mga kabataan?” [“How do we value young people or the youth?”]. In discussing new concepts and practicing new skills, he used picture analysis, where each group needed to answer the following:

(D1-JHS1-SST3-CI) Sa mga larawang ipinakita, tungkol saan ang mga ito? Ano ang ipinararating ng mga larawang ipinakita tungkol sa pagboto? Bakit itinuturing na importante sa mga mamamayan ang pagboto ng mga magiging lider ng bansa? [“What does the picture represent? What messages do the pictures want to convey regarding voting? Why is it important for the citizens of a country to vote?”]



And while his students were still in their respective groupings, he provided practical and real-life situations and gave students opportunity to apply the new idea, or encouraged students to apply what they learned to solve community concerns, such as what were the challenges/issues concerning elections? (D1-JHS1-SST3-CI).

On the other hand, during one of the interviews with the teacher-participant teaching Asian Studies from District 2, she shared that: “I used question and answer (Socratic method). This method helps my learners develop their critical analysis/thinking.” (D2-JHS2-SST4-AS). In addition, during class observation, in the part of exploration/preparation phase, to get the prior knowledge of the students as a basis for introducing new concept, she used the latest news or current issues about EDSA People Power Celebration. She presented a series of stimulating questions to get students thinking about Social Studies issues relevant to the EDSA People Power Revolution. She asked why it was important for the Filipino to remember the anniversary, how many years it has been commemorated, what feelings, or what work did the Filipinos show or demonstrate in this commemoration of history? She clearly explained to student what they already knew about EDSA People Power Revolution and what they should learn as a new knowledge by asking, “Ano at Paano pa ninyo maipamamalas ang damdaming nasyonalismo?” [What and how else do you show feelings of nationalism?"] She used inquiry and asked her students about the factors in the rise/emergence of nationalism in the Philippines. She also asked thought-provoking /probing questions for her students to compare the two heroes, Andres



Bonifacio and Jose Rizal, and how they expressed their nationalism, and the way the two heroes were different or similar. For closing and concluding activities, in the part of generalization and abstraction, she guided her students to express what they had learned by asking them, “Upang makamit ang kalayaan ng bansa, sa paanong paraan ipinahayag ng mga katutubo nating Pilipino ang damdaming nasyonalismo nila?” [How did the Filipinos show their feelings of nationalism to achieve the country's independence?] For concept and skills application, she inspired her students to put their new ideas into action or use what they had learned to address community issues and provided practical and real-life situation in connecting with the lesson by asking questions like, “Sa loob at labas ng paaralan, bilang mag-aaral, paano mo ipapahayag ang iyong nasyonalismong damdamin?” [“As a student, how will you show your nationalism in and out of school?”] Some of the students answered that by simply disposing of garbage in proper place, one could show love for our country, patronage of own product; some said that they were willing to die for our country.

A World History teacher from District 2 assessed students' prior knowledge using question and answer (Socratic method). The processing questions were: 1.) Batay sa nabuong salita, ano ang iyong pananaw tungkol dito? 2.) Bakit mahalagang malaman ang mga ganitong uri ng konsepto? [1.] Based on the words that you have completed, what is your view about it? 2.) Why is it important to know these types of concepts?] He also asked, Ano-ano ang nagbunsod sa unang yugto ng kolonyalismong Kanluranin? Sa mga naging dahilan ng unang yugto ng kolonyalismo, ano ang iyong



masasabi? (What are the causes of the first stage of colonialism? What is your reaction about the cause of the first phase of colonialism?) On the other hand, in his lesson plan, he used “Pagpupuno sa Kahon” [“Filling the Box”] with the help of pictures where he also prepared processing questions, 1.) Ano ang iyong pananaw tungkol sa mga nabuong salita? 2.) Bakit mahalagang malaman natin ang mga ganitong uri ng konsepto? 3.) Ipaliwanag kung ano ang kaugnayan ang mga salitang ito sa mga kasalukuyang isyu sa bansa. [1.] Based on the words that you completed, what is your view about it? 2.) Why is it important for us to know these types of concepts? 3.) How can you relate these words to current issues in the country? Explain.] (D2-JHS2-SST5-WH).

During an observation, a teacher-participant from District 2 teaching Economics asked her students a set of questions or probing questions to get students thinking about the subject. She asked some questions like: “What is the relationship of trees to the things that are being used in school like papers, bond papers and others? What is the relationship of wood to sea foods, fish or tuna?” Also, she gave question which challenged students to think critically and allowed wait time after giving it. Examples of questions were: “What is being done in mining? What is being done in construction? What is the role of industrial sector in the economy? Why is it important?” In discussing new concepts and practicing new skill, she used group reporting strategy where each group answered the processing questions (pamprosesong tanong): “1.) Sa sektor ng industriya, ano-ano ang bumubuo dito? 2.) Gaano kahalaga ang tungkulin ng sektor ng



industriya sa kaunlaran ng ekonomiya ng bansa? 3.) May epekto ba ang sektor ng industriya sa isang bansa?” [“1.) What makes up the industrial sector? 2.) What is the significance of the industrial sector in the country's economic development? 3.) How does the industrial sector affect a country?”]. In her lesson plan, in applying knowledge and skills into practice in everyday life, she asked this question to her students: “Sa iyong palagay, makatwiran bang magkaraoon ng pag-unlad kung hindi maganda ang magiging epekto nito sa kalikasan? Pangatwiranan.” [“In your opinion, is it reasonable to have development if it does not have a positive impact on the environment? Explain your answer.”] In her other lesson plan, she asked processing questions such as “1. Batay sa inyong gawain bakit nagkakaroon ng pagtaas ng presyo sa mga bilingin? 2. Paano nakaaapekto ang pagtaas ng presyo ng mga bilingin sa pamumuhay ng mga tao? 3. Paano ninyo mabigyang solusyon ang suliraning dulot ng implasyon?” [“1. Based on your activity, why does the price of goods increase? 2. How does the rising commodity price affect people's lives? 3. How can you help solve the problem of inflation?”]. In addition, she also asked follow up questions,

(D2-JHS2-SST6-E) Batay sa gawain ninyo, ano kaya ang mangyayari kapag nagpatuloy sa pagtaas ang presyo ng bigas sa bansa lalo na ngayong may pandemya? Paano nakakaapekto ang patuloy na pagtaas ng presyo ng bigas sa mga mahihirap na sektor ng lipunan? [Based on your activity, what will happen if the price of rice in our country continue to rise or increase, especially now that there is a pandemic? How does the continuous rising or increasing in the price of



rice affect the poor sectors of society?]

During the focus group discussion, she also explained how she gave question for her students to answer during the pre-pandemic. She also used problem-solving strategy. As quoted:

(D2-JHS2-SST6-E) Syempre ang assessment takes place after the occurred lesson, so usually ako I am using ...noong pre-pandemic, usually ung five questions lang to assist lang kung may nakita sila na ...o natutuhan sila but then usually hindi ako gumagamit ng Yes or No. Talagang they have to think, express their ideas, or solve problem if it is situational in their own or in grouping, they should contribute. [Of course, the assessment takes place after the lesson occurred, so usually I am using... during pre-pandemic, usually only five questions to assist only if they have seen something... or they have learned but then usually I am not using Yes or No. They really have to think, express their ideas, or solve problem if it is situational in their own or when it is grouping, they should contribute.]

A Social Studies teacher-participant from District 2 teaching Contemporary Issues, during class observation, used video analysis (multimedia) where his students watched a short video clip about Child Labor and used inquiry to get them thinking about the new topic such as: 1.) Tungkol saan ang video? 2.) Bakit kailangan bigyang-pansin ang kahalagahan ng karapatan ng mga bata? 3.) Paano ito natutugunan ng ating pamahalaan? [1.) What is the video all about? 2.) Why is it important to have children's



rights? 3.) How does our government take action on this?"]. In his lesson plan, in reviewing the previous lesson or presenting the new lesson, he asked challenging question for students when he asked, "Bakit naka-ayon sa UDHR ang Yogyakarta Principles? Pangatwiranan." ["Why are the Yogyakarta Principles in accordance with the UDHR? Explain."] (D2-JHS2-SST7-CI)

As observed from lesson plan of another teacher-participant teaching Economics from District 3, she used questioning and prepared processing questions (*pamprosesong tanong*) for her students such as, "1.) Ang impormal na sektor ay may mga katangiang tulad ng? 2.) Kung ikaw ang tatanungin, ano ang iyong sariling pananaw ukol sa paglaganap ng impormal na sektor?" ["1.) What are the characteristics of the informal sector? 2.) If you were asked, what is your own view on the increasing number of the informal sector?"]. She prepared another processing questions (*pamprosesong tanong*) for her students: 1.) Ano-ano ang mga dahilan ng mga kabilang sa impormal na sektor sa pagpasok sa ganitong linya ng hanapbuhay? 2.) Ang mga dahilang nailahad kung bakit pumapasok ang isang tao sa loob ng impormal na sektor ay makatuwiran ba sa para sa iyo? 3.) Sumasang-ayon ka ba na may mahalagang papel ang impormal na sektor sa lipunan at ekonomiya? [1.) What are the reasons of those in the informal sector to enter in this line of employment? 2.) For you, are the explanations reasonable for a person to enter in this informal sector? Why? 3.) Do you agree that the informal sector plays an important role in society and the economy?"] She also asked, "Bakit tinatangkilik ang impormal na sektor sa isang ekonomiya? ["Why are informal



sector being patronize in an economy?"]. (D3-JHS3-SST10-E)

In her lesson plan, a participant teaching Contemporary Issues from District 3 reviewed previous lesson by asking her students questions about human rights, “Tukuyin kung ano-ano ang uri ng karapatan? Ano-ano ang mga pangangailangan ng tao upang mabuhay siya ng marangal.” (“What are the different kinds of rights? What are the human needs in order for him to live?”). In discussing new concepts and practicing new skill, she prepared an activity for the students. She called it Hagdanan sa Pagsasakatuparan which consisted of Adbokasiya ng Organisasyon, Isyu na Binigyang-Pansin, at Aksyong Isinagawa. She also prepared processing questions (pamprosesong tanong) for her students, 1.) Makatarungan ba na pagtuunan ng pansin ang iyong napiling organisasyon ang isyung inilahad sa diyagram, katanggap-tanggap ba ito? Bakit? 2.) Ang aksiyong isinagawa ng organisasyon upang maitaguyod ang karapatang pantao ng mga biktima nito ay, makatuwiran ba? 3.) Anong solusyon ang iyong isasakatuparan upang matugunan ang naturang isyung may kaugnayan sa karapatang pantao, kung ikaw ang pinuno ng nasabing organisasyon? (1.) Should your preferred organization need to focus on the issue presented in the diagram? Why? 2.) Was the action taken by the organization to promote the human rights of the victims justifiable? 3.) If you were the head of that organization, what solution will you offer to address this issue related to human rights?). During observation, she asked her students, “If you were given the opportunity to be the leader of these organizations, what do you want to accomplish as a leader of that organization?” (D3-JHS3-SST11-CI)



And in closing and concluding activities, for abstraction/generalization, she guided her student to express what they had learnt and asked more lead questions in reinforcing what they knew and should know more about the importance of different organizations which promoted and protected human rights.

During class observation, in the part of exploration/preparation phase of her lesson in Asian Studies from District 3, the teacher activated the prior knowledge of the students as basis for introducing new concepts. She posed challenging questions to her students in order to start them thinking about the new topic. She asked her students to explain the saying “Asia for Asians” [Ipaliwanag ang kasabihang “Asya para sa mga Asyano”]. In closing/concluding activities, in the part of abstraction and generalization, she asked more questions like, “What happened on December 8, 1941? Any other information about World War II”? On the other hand, on her lesson plan, for the additional activities for application or remediation, she gave the students questions to research, such as “1.) Kung ikaw ang tatanungin, nararapat bang patawarin ng mga bansang naapi ang mga Hapones? Bakit? 2.) “Ang mamatay nang dahil sa iyo” Ano ang iyong pagpapakahulugan dito? Ganito rin ba ang paniniwala at pagpapakahulugan ng mga Hapones tungkol dito. Bakit?” [“1.) If you are asked, should the oppressed nations forgive the Japanese? Why? 2.) For you to suffer and die. What does this mean to you? Is this also the belief and interpretation of the Japanese people about it? Why?”]. (D3-JHS3-SST8-AS)



For World History teacher from District 3, to get his students thinking about the new lesson, he asked them challenging questions regarding their ideas about ideology. He also used comparison and differentiation of the different types of ideology. In his lesson plan, in presenting examples/instances of the new lesson, he used jumbled letters entitled Mga Letrang Ito: Ayusin Mo! Mula sa mga ginulong mga letra, bumuo ng mga salita at subuking ding sagutin ang mga sumusunod na mga tanong 1.) Ano ang iyong naging ideya tungkol sa mga nabuo mong mga salita? 2.) Ano ang kaugnayan ng bawat salita sa isa't isa? Sa kasalukuyang isyu sa bansa, ano ang kaugnayan ng mga salitang ito? Ipaliwanag. [Complete the Letters! Complete the words based on scrambled letters. After the words are formed, answer the following questions as best you can: 1.) What is your idea about the words that you have formed? 2.) Are the words related to each other? How can you relate these words to the current issues in our country? Explain.] His other processing questions (pamprosesong tanong) were: 1.) Ano-anong mga bansa ang nagtataguyod ng mga ideolohiyang ito? 2.) Sa paanong paraan nagkakaiba ang kanilang patakaran at katangian? 3.) May malaking epekto ba ang ideolohiya sa pag-unlad ng kabuhayan ng bansa? [1.) What are the countries that promote these ideologies? 2.) How do their policies and characteristics differ? 3.) How does an ideology of one country affect economic development?]. In terms of putting ideas and skills into action in daily life, he asked the students, "1.) Ano-ano ang pagkakaiba ng mga paraan ng pamumuno nina Corazon Aquino at Ferdinand Marcos? 2.) Paano nakakaapekto ang ideolohiya sa pag-unlad ng ekonomiya ng isang bansa sa



iyong palagay?” [“1.) How will you differentiate the leadership styles of former Presidents Corazon Aquino and Ferdinand Marcos? 2.) In your opinion, how does ideology affect the economic development of one country?”] (D3-JHS3-SST9-WH). In the focus group discussion, he also added how he gave questions to his students to answer. As he expressed:

(D3-JHS3-SST9-WH) Ako po ang magpopost ng questions and then I let them share and exchange ideas/debate and then come up with a conclusion on certain issues. Para hindi mawala yung interaction ng mga bata, maaari kang mag post ng mga tanong sa google classroom or padlet. Effective siya dahil lahat ng bata ay maaaring magsagot without time limit. [I post the questions and then I let them share and exchange ideas/debate and then they should come up with a conclusion on certain issues. In order not to lose the interaction of the children, you can post questions on the google classroom or in the padlet. It is effective because all children can answer without time limit.]

The World History teacher-participant from District 4 asked series of questions or presented students critical questions to get them thinking about the lesson, Why was Italy not included in the defeated country during World War I? In his lesson plan, in reviewing the previous lesson or presenting the new lesson, he asked his students to give examples of the contributions of Renaissance. He also asked about Adolf Hitler, Germany, November Criminals, Treaty of Versailles, Imperialism, Third Reich and Nazi. In developing mastery that led to formative assessment, he prepared questions to be



answered by his students: 1.) Sa mga pangyayaring nagbigay-daan sa Unang Digmaang Pandaigdig, ano-ano ang mga dahilan ng pagsiklab nito? 2.) Ano-ano ang dahilan ng pagkakabuo ng mga alyansa sa pagitan ng mga bansa sa Europa? 3.) Bago pa maganap ang Unang Digmaang Pandaigdig, ano-ano ang mga paghahandang ginawa ng mga bansa sa Europa? [1.) What are the events that led to the First World War? 2.) Why are there alliances between European countries? 3.) How do European countries prepare their armies before the First World War?] For the additional activities for application or remediation, he gave the following questions as an assignment for the students: “1.) Paano nagsimula ang Unang Digmaang Pandaigdig? 2.) Ano-ano ang mga kaganapan noong sumiklab ang Unang Digmaang Pandaigdig? [1.) How did the First World War start? 2.) What were the events when the First World War broke out?] He also shared in an interview that he used question and answer (Socratic method):

(D4-JHS4-SST12-WH) But sometimes, I use Socratic Method. I don't just settle for their Yes or No answers. They need to explain (for me to know) if they can understand or they can express themselves well. What I do is I revise the questions until they realize that they can answer the questions already, without them knowing.

To another World History teacher from District 5 it was observed that his art of questioning was shown when he posed question which challenged students to think critically by asking, “Have those organizations also lost their value? How are the organizations divided into each group? Why did the UK withdraw its membership from



the EU?" (D5-JHS5-SST13-WH). On the other hand, his lesson plan showed that he prepared guide questions (gabay na tanong) for his students: 1.) Bakit kailangang may iba pang organisasyon samantalang mayroon nang United Nations? 2.) Ang pagkakaroon ba ng samahan at alyansang ito ay magiging banta sa kaayusan ng daigdig? 3.) May mababakas ba na sigalot sa pagkakaroon ng mga gayong samahan? 4.) Ito ba ay makabubuti o makasasama sa mga lipunan at bansa? Bakit? [1.) Why is there a need to have another small organization when there is already the United Nations? 2.) Will the existence of this organization and alliance be a threat to world peace and order? 3.) Is conflict existent in an organization? 4.) Will it be good or bad for societies and nations? Why?].

Practices in Assessment

According to DepEd Order No. 8, s. 2015 in Ebagat et al. (2016) to ensure students' learning, assessments should be holistic, concentrating on formative or developmental purpose of quality. Teachers teach to the standards, and students try to meet or even exceed the standards, according to standards-based assessment. Students' achievements and performances are proof of their learning. In this study, these practices in assessment which can be diagnostic, formative, or summative, involve students' creation of projects which could be tangible or not.

A project-based assessment, sometimes known as a 'project,' is a type of assessment that entails a long-term, open-ended task that can take several days to complete (Dwyer, 2008 as cited in Izzah, 2021). Moreover, Cocco (2016) conveyed that



Project-Based Learning or PBL is a constructivist teaching style that involves students in a series of research-based activities requiring them to work together to reach a common goal.

On the other hand, based on the definition of Coffey (2008) cited in Serbo and Ancho (2019) project-based learning engages students to collaborative real-world investigations on which it is organized around a question being sought to be answered. Project-based learning is possible if the students are supported by the teachers through sufficient time guidance. The tasks and instructions must be explained thoroughly. They can provide assessment through objective tests, checklist, and rubrics for the project. Reflections can also be included for self-evaluation of the learners.

In this study, the part of assessment where students' construction of knowledge or meaning was seen through creating or developing projects. The examples of projects were slogan making, poetry writing, video or film making with ICT integration and 21st century learning, jingle making, cartooning in group and others.

During observation, Asian Studies teacher from District 1 did the closing or concluding activities by application of concept and skills through slogan making "Gumawa o bumuo ng islogan na nagpapahayag ng damdaming Makabayan" (D1-JHS1-SST1-AS). The work was graded using rubrics. It gave students the opportunity to apply the new idea or allow students to transfer their knowledge by making slogan about nationalism.



A World History teacher-participant from District 3 said in the focus group discussion that:

(D3-JHS3-SST9-WH) Pero kadalasan ang performance task naming ay slogan, paggawa ng tula at iba pa sa online ito kasi nasa online ako. Pero sa modular iba ung performance task nila. [But usually our performance task is slogan, poetry writing and others are online because I am teaching online. But in modular learning, their performance task is different.]

However, to another World History teacher-participant from District 4, his students constructed knowledge through activities, depending on the lessons. In an interview, he explained that:

(D4-JHS4-SST12-WH) It depends on the lesson kasi may mga lessons na talagang associated sa ganitong activities so un depende sa lesson. Ung paggawa nila ng ano Ma'am spoken poetry kasi napapanahon, RAP, role playing at saka ung iba poster. Ung output nila, ung mga output nila, makikita mo na hindi lang basta hinulaan, pinag-isipan talaga. Others are tableau, jingle making, rap, spoken poetry in group, and cartoons...cartooning in group. [It depends on the lesson because there are lessons that are really associated with these activities so, there, it depends on the lesson. The way they do spoken poetry because its timely, rap, role playing, and the other is poster. Their outputs really show that it's not simply guessed but have been carefully thought of. Others are tableau, jingle making, rap, spoken poetry in group, and cartoons...cartooning in group.]



A World History Teacher from District 5 described how his students constructed knowledge through development of projects. He also emphasized that he did not rely on what was provided by DepEd; instead, he considered their skills. In an interview, he shared that:

(D5-JHS5-SST13-WH) We have final output such as video or film making because of ICT Integration, 21st century learning. If we would just always focus on what DepEd gives, their skills will not fully develop and their learning will not be sharpened. I give tasking of the report, of the projects. In social interaction, Ma'am, if my basis are my products; for example, I asked them to cook. (They are to) Research on the foods of the Inca and of the Mexican in Central America so there, they are very happy. They learned to do marketing. They would videotape the process, starting from the market, buying of the products, of materials and cooking. Then, we have tasting here such as chocolate with chili... They had fun because they had to research and really use the actual recipe of the Inca.

Another practice in assessment, which can be diagnostic, formative, or summative, involved urging or giving students the opportunity to express their understanding or opinions on the lessons or through expressions. The examples of activities Social Studies teacher-participants prepared for their students were I-Shout Out Mo! using Facebook, Pusuan Natin!, Timbangin Mo, thinking of words related to the main word and constructing sentences using the related word to define the main word and using an equation.



The participant teaching Contemporary Issues from District 1 closing and concluding activities after the group presentation used picture analysis that guide students to express what they had learnt (D1-JHS1-SST3-CI). Asian Studies teacher from District 2 used formative assessment through Facebook for her activity, I-Shout Out Mo! for their thoughts, opinions or views about nationalism (D2-JHS2-SST4-AS). Economics teacher-participant from District 2 used formative assessment titled “Pusuan Natin!” in which the teacher asked question to check their understanding about the lesson and students reacted using the heart emoji o emoticons (D2-JHS2-SST6-E). To another, an Economics teacher from District 3, the abstraction and generalization employed the activity “Timbangin Mo” where her students accomplished and expressed what they had learnt. (D3-JHS3-SST10-E)

On the other hand, during an interview, World History teacher from District 3 narrated how students’ construction of knowledge or meaning can be seen through activities that allowed them to express their understanding. He said that, “The teacher gives a one word and the learners write what are the connected words related to the main word. After that, the teacher calls a student to construct sentences using related word to define the main word.” (D3-JHS3-SST9-WH). It was also observed that he encouraged his students to take responsibility for their own learning by instructing them to make a sentence about ideology and called some students to express and share their answers to the class, and he used praising after the students answered.



To another World History teacher from District 4, the closing and concluding activities for abstraction and generalization were prepared to guide students in expressing what they had learnt using an equation, $\text{Nationalism} + \text{Imperialism} + \text{Militarism} = \text{Aggression}$; $\text{Extreme Aggression} = \text{War}$. Also, he used formative assessment and performance task through reaction paper. (D4-JHS4-SST12-WH)

From the derived data, the most mentioned social constructivist teaching practices of Social Studies teacher-participants where in terms of opportunities for expression of constructions, in which students were provided with opportunities to express their own constructions of meaning; for practices in teaching, there were communication, reporting, problem posing, and questioning strategies; the practices in assessment were on creating projects and expressing understanding. This implied that Social Studies teachers in the selected Junior High School (JHS) in the Division of City Schools Manila in the National Capital Region (NCR) were really facilitators of learning. The roles of Social Studies teacher-participants were facilitators sharing information and creating activities for learners to explore their own learning; and providing students with opportunity to construct knowledge through expression. According to Bruning et al. (1995) as cited in Walker and Shore (2015), teachers were more likely to function as coaches or facilitators than as information transmitters, so education in a social-constructivist context should emphasize knowledge production and skill development, including judgment and organization.



Furthermore, majority of the Social Studies teacher-participants that took part in this research were 25-34 years old, young in the teaching profession and considered as techno-savvy. They could think and provide more learning experiences and activities to help students in their constructions of knowledge through expressions.

Theme 2: Opportunities for Collaborations

The second theme was opportunities for collaboration. Students were given the opportunities to interact in social groups through varied activities like role playing and group assessments. These opportunities allowed them to enrich the bases of their constructions.

Table 15 provides a summary of the open codes under the categories and the themes that emerged from the data gathered in the study on opportunities for collaborations.

Table 15

Summary of Codes on Opportunities for Collaborations

Theme	Specific Practices
Theme 2: Opportunities for Collaborations	Practices in Teaching <i>Collaboration and cooperation</i> <i>Interactive environment</i> <i>Peer teaching/ learning</i> <i>Formulate questions</i>
	Practices in Assessment <i>Group activity</i>



Practices in Teaching

The identified opportunities for collaboration in terms of practices in teaching were collaboration and cooperation, interactive environment, peer teaching/ learning, and questioning strategies.

According to Pritchard and Woollard (2010) social constructivist-based learning can be achieved most successfully through collaboration. Collaboration and cooperation in this study pertained to all teaching activities that involved student collaboration and cooperation whether inside or outside of the class sessions. In 2006, Maxim explained that when students interact in pairs or larger groups to exchange information and experiences, cooperative learning, also known as collaborative learning, happens.

The involvement of students in the learning process was quite vital. According to the study of Aro and Fortes (2017) learners must build cooperation abilities and consider individual development as intertwined to the achievement of group learning while using collaborative learning approaches. The study of Serbo and Ancho (2016) found that students' personal growth in collaborative learning was developed while working together toward a common goal. They were responsible to one direction for each member of their group, allowing for self-management. Students in cooperative learning were interdependent on one another, and performed specific tasks and duties. In a cooperative learning structure, 1.) each student had a specific role to play as assigned by the task; 2) the teachers were responsible for presenting information for



the students to read and analyze; 3) the teachers acted as observers and intervened only as needed; 4) students completed tasks at the end of the activity for assessment; and 5) the success of the activity or tasks were dependent on the group effort. To Hussain (2012), collaboration and cooperative effort helped students overcome their shyness and introversion and establish a sense of contribution. They became independent and capable of taking charge of research projects. In groups, they also learned ethics, social skills, and etiquettes.

Singh and Rajput (2013) in the study of Ardiansyah and Ujihanti (2018) discussed that in constructivism, students were given opportunities for cooperative and collaborative learning, in which they were active participants in the process of knowledge building. In the teaching and learning process, students were responsible for their own learning by making it meaningful in their particular contexts. On the other hand, to Netragaonkar (2013), the collaborative learning technique was an instructional method in which students work in small groups, according to constructivist beliefs. He went on to say that this method might be a highly effective means of assisting students in collectively constructing their own knowledge. The teacher takes on the role of facilitator, structuring learning opportunities, serving as a knowledge resource, and encouraging students to collaborate to create a shared body of knowledge.

The Social Studies teacher-participants shared similar perspectives when describing their social constructivist teaching practices in term of opportunities for



collaboration.

During an interview with Asian Studies teacher-participant from District 1, she mentioned that she gave her students opportunities to interact with others, “I use interactive approach, my methods are discussion and group activities.” (D1-JHS1-SST1-AS). On the other hand, during class observation and document analysis of the development phase of the lesson, students were divided into groups and given topics about nationalism and manifestation of nationalism. Each group reported their task: Pangkat 1-Manipestasyon ng Nasyonalismo kung saan isang video ang ipiplay ng Pangkat 1 upang higit na maunawaan ang manipestasyon ng nasyonalismo, Pangkat 2-Pagkakaisa, Pangkat 3-Slogan tungkol sa damdaming Makabayan, Pangkat 4-Ang magbibigay ng puntos sa Pangkat 1-3. [Group 1-Manifestation of nationalism where a video will be played by Group 1 to understand better the manifestation of nationalism, Group 2- Unity, Group 3-Slogan about nationalism, Group 4 will give their score or grade to Group 1-3.]

A World History teacher-participant from District 1 shared that she discussed new concepts and practiced new skills using group activity, giving different topics about the characteristics of the Spartans, how they trained in the military school, and how this kind of military government existed in Sparta could help a country. A group of students assigned to do role playing for their news reporting presented their tasks. She used small group activity, role playing in a form of news casting. One group of students used role playing by acting as news anchor in the television or used news



casting. Conversation between the teacher and her students went:

(D1-JHS1-SST2-WH) Teacher: Aalamin natin kung paano sila nagsanay bilang mandirigma, aalamin din natin kung ano ang kanilang lipunan, at syempre ang kanilang pamahalaan. Ngayon ang piling mag-aaral ay may inihandang pag-uulat at kung mapapansin nyo may nakalagay sa harapan na programa... napapanood nyo ba ito?

Students: Opo.

Teacher: So napapanood nyo ito sa Channel 11 at gagayahin ng Seksyon 8 ang programang ito sa sarili nilang pamamaraan. Ano ang title nito?

Students: Sabay sabay na sasabihin, "Some Point of View"

Group 1: (Magpapakilala ang Group 1) Ako si Mar bilang si Atom Araullo, Ako si Mariz bilang Joyce Pring, Ako si Maria Michelle C. Francisco and We are Stand for Truth!

(Ipapamigay ng guro ang handouts tungkol sa aralin upang makasunod ang mga mag-aaral sa pag-ulat ng grupo.

[Teacher: We will find out how they trained as warriors, what kind of society they have, and of course their government. Now the selected student has to report what they have prepared and if you have noticed I have prepared example of TV program in front... can you watch it in the television?

Students: Yes Teacher.

Teacher: You can watch it on Channel 11 and Section 8 will act as news anchors



of this program in their own way. What is its title?

Students: They said, “Some Point of View”

Group 1: (Group 1 will introduce themselves) I am Mar as Atom Araullo, I am Mariz as Joyce Pring, I am Maria Michelle C. Francisco and We are Stand for Truth! (The teacher distributed handouts about the lesson so that students could follow the group report.)]

In the part of assessment, she used formative assessment by making students answer 5- item questions where each group needed to give their answers in the activity called Tukuyin Natin.

A teacher-participant teaching Contemporary Issues from District 1, was observed that students were given the opportunities to interact when he grouped his students into five (5), encouraging them to take charge of their own learning, and involved them in activities that inspired interest and passion in a subject by using pictures or images (picture analysis/PICCOLLAGE), which was about the election. He also provided the students guide questions such as: Pagpapakita ng mga larawan na may kaugnayan sa eleksyon at pagsusuri nito. Pagkatapos ay ang pagsagot sa mga gabay na tanong tulad ng: Ipaliwanag ang nakikita ninyo sa larawan? Sa ating lipunan, bakit nagaganap ang ganitong mga sitwasyon? [He made them analyze the picture about election and instructed them to answer the guide questions such as: What do you see in the picture? Why did such situation occur in our society?]. After each group agreed on their answers, they shared it to the class. In the development phase, with



the same groupings, he assigned task to each group. Group 1 was assigned to report on political participation, elections, eligibility to vote, and disqualification to vote (politikal na pakikilahok, eleksyon, kwalipikado sa pagboto, at ang diskwalipikado sa pagboto). Group 2 used role playing in their presentation where they acted as candidate for President and Vice President under Alab Party. They presented their aims why they wanted to run for President and for Vice President. Also, while his students were still in their respective groupings, he provided practical and real-life situation and gave students opportunity to apply the new idea or allowed students to apply their knowledge to community issues like, “What are the problems/issues we facing about election?” (D1-JHS1-SST3-CI). It was also observed that in his activities, he integrated social media platforms like Facebook and other interactive applications in teaching Social Studies subjects, where communication, teamwork, collaboration and/or cooperation with others could be fostered.

In an interview, a World History teacher from District 2 narrated how he gave his students opportunities to interact with each other using cooperative learning, group dynamics/activities, brainstorming and think-pair-share. She uttered that:

(D2-JHS2-SST5-WH) As a World History teacher, I always employ/apply the social constructivist teaching practices such as cooperative learning, group dynamics/activities and brainstorming to my class. For cooperative learning, I usually use think-pair-share techniques and for group activities and brainstorming I usually used it for group presentation.



In her lesson plan, an Economics teacher from District 2 prepared an activity, *Magpangkatan Tayo!* In the Dula-dulaan Group. Gagawa ng maikling dula-dulaan na nagpapakita na nagpapakita na tumataas ang halaga ng mga bilihan at paraan na maaaring makatulong sa paglutas nito. For the Jingle Group, gagawa ng maikling awitin na sumasalamin sa dahilan at ang maaaring bunga ng implasyon.” She also prepared guide question or pamprosesong tanong: “1. Batay sa inyong awitin, ibigay ang mga naging dahilan at bunga ng implasyon na maaaring maging mensahe ng iyong awitin. 2. Paano kaya natin maiiwasan ang suliraning dulot ng implasyon? [Let's Have Group Activity! In the Dula-dulaan Group. They will make a short role playing showing the rising price of commodities and ways that can help solve it. For the Jingle Group, they will make a short song that will show the cause and effects of inflation. She also prepared processing questions for her students: 1. Based on your song that you have composed, what are the causes and effects of inflation? 2. How can we prevent experiencing inflation?]. (D2-JHS2-SST6-E)

During an interview with her, she shared her view about cooperative learning. She said that:

(D2-JHS2-SST6-E) Cooperative learning is applicable to higher sections cause all the students participate however, some teaching strategies is small group can be used in lower section.

She also confirmed in the focus-group discussion what she said in the interview about collaborative and cooperative learning.



(D2-JHS2-SST6-E) In my class they have this pair, pair sila kapag nagwowork usually mayroon kaming tinatawag na presentation, they will present their output, so they are going to talk, or present kung ano ung naging output nila doon sa task na ibinigay sa kanila, so we have this presentation. Kapag online kasi very limited lang ung nasusurpass lang ung alam mong medyo meron, may knowledge lang, pero the rest talaga they cannot able to have this so one of the technique na ginagawa ko ay to have this teaching practices that I have in the constructivist way is "pairing" pinipair ko na lang so they are going to have the students working in pair especially dun sa mga given project so parang ung isa may magaling and the other one medyo average siya so pinipare ko sila, un po ung winowork out ko to have this collaboration or to have this na magkacome up sila na parang there is pair tutoring among themselves na natuto ang isang ito na below average ung kanyang knowledge. Isa sa mga best na nakita ko doon ay ang role playing, bakit napakaeffective nya kasi siya ung experiential activity na na-experience talaga nila they have to go through role playing para maintindihan nila kung ano ang meron doon sa aralin, talagang naiinternalize nila kung ano ang ginawa nila sa activity nila at kahit nasa labas na ng classroom ay inulit pa rin nila

She also added that,

(D2-JHS2-SST6-E) Usually dahil isinusuit ko sa large number ng student natin sa public schools, usually talaga large classes ung lecture-based teaching style and



usually kasi naglecture talaga ako and then ikinucombine ko na talaga siya sa group task through internet-based homework assignment. So noong pre-pandemic, dahil face to face naman iyon, mas nakafocus ako sa collaboration, pero noong ito na pandemic, so more on, dahil large din ung number of classes namin, o ang hawak ko mga 60 students per class pero online collaboration un. During the pre-pandemic usually group activity talaga ako, so we have this bond of learning games since Economics ang itinuturo ko.

[In my class they have this pair, they are in pair when they work usually; we have what is called presentation, in which they presented their output by a short talk, or present their output with regard to the task given to them, so we have this presentation. When it was online, there was only limited interaction; only those who excelled strove to have knowledge; but the rest seemed passive and quiet. So, one of the techniques was to have teaching practices in view of constructivist way was "pairing"-- I let them work in pair especially in our projects. I paired one average student to a knowledgeable one. So, by pairing them I had this collaboration. They had this pair tutoring among themselves.

One of the best things I saw there was role playing, it was effective because it was an experiential activity where they really experienced it. They had to go through role playing so that they could understand what was in the lesson. They really internalized what they did in their activity and I noticed that even when my class was already ended, they still continued to play their role outside the classroom."



She also added that "... usually because there was large number of students in public schools, usually really large classes, I used lecture-based teaching style, and I combined it with group task through internet-based homework assignment. So, during the pre-pandemic on face to face mode of learning, I was more focused on collaboration; but during this pandemic, because we had a large number of classes, I had about 60 students per class, I used online collaboration.]

On the other hand, on the part of assessment, where her students were still in their respective grouping,

(D2-JHS2-SST6-E) Syempre ang assessment takes place after the lesson occurred, so usually ako I am using ...noong pre-pandemic, usually ung five questions lang to assist lang kung may nakita sila na ...o natutuhan sila but then usually hindi ako gumagamit ng Yes or No. Talagang they have to think, express their ideas, or solve problem if it is situational in their own or in grouping, they should contribute. [Of course, the assessment takes place after the lesson occurred, so usually I am using... during pre-pandemic, usually only five questions to assist if they have seen something... or they have learned something, but then usually I am not using Yes or No. They have to think, express their ideas, or solve problem if it is situational in their own or they should contribute if it is groupings.]

Another teacher-participant teaching Economics from District 3 was observed how her students were given the opportunities to interact with others through



collaboration and cooperation. First, she used peer interaction/learning for motivating students as well as for helping the process of their knowledge construction, performing hands-on and mind-on activities to apply their knowledge; when the students had their tree note-taking, they were able to build or form the tree while they were answering the guide questions. Her next activity was done in a way that students were divided into groups and given topics to explore and to discuss the informal sector. Group 1 used racial list about the characteristics of the informal sector where the Social Studies teacher-participant prepared guide question such as: 1. Ano-ano ang katangian ng impormal na sektor? 2.) Kung ikaw ang tatanungin, ano ang iyong pananaw ukol sa paglaganap ng impormal na sektor? [1. What are the characteristics of the informal sector? 2. If you were asked, what is your opinion about the increasing numbers of informal sector?] For Group 2, they used fishbone technique to discuss the cause and effect of the informal sector. The Social Studies teacher-participant also prepared another processing questions for the students: 1. Ang mga kabilang sa impormal na sektor ay pumapasok sa ganitong linya ng hanapbuhay, ibigay ang kanilang mga dahilan? 2. Makatuwiran ba ang mga dahilang nailahad kung bakit pumapasok o kabilang ang isang tao sa impormal na sektor? Makatwiran ba ang mga dahilang kanilang nabanggit para sa iyo at bakit? Ipaliwanag ito. 3. Sumasang-ayon ka ba na may mahalagang papel ang impormal na sektor sa lipunan at ekonomiya? [1. What are the reasons of people working in the informal sector? 2.) For you, are their arguments reasonable? Why? 3.) Are you in agreement that the informal sector has a significant



impact on society and the economy?] Group 3 was assigned to explain the role of consumers and the goods and services from the informal sector. She also said during an interview that:

(D3-JHS3-SST10-E) I am using cooperative & collaborative learning, group activities or small group activities and role playing. I actually use those social constructivist teaching practices to establish to my students the way how they will interact with each other in a group.

Related to what was mentioned by Social Studies teacher-participant teaching Economics from District 3, another teacher-participant teaching Contemporary Issues also from District 3 said in an interview that:

(D3-JHS3-SST11-CI) I used cooperative learning, these strategies to help students become independent and strategic learners. Also, teamwork, to establish a relationship with each student in the class and to work together in cooperative groups.

She also described in the FGD how her students did their collaboration and cooperation activity. She explained that:

(D3-JHS3-SST11-CI) Grade 10 po kasi ang hawak ko so marunong na po sila sa mga groupings, kahit may lecture type, binibigyan ko pa rin po sila ng chance na magroupings, magpresent din sila through powerpoint presentation para matuto sila kasi since online talaga dapat na matuto sila, kasi iba talaga ang approach, un marunong naman ung ibang mga bata, sa technology kasi sila ung



mas advance, minsan mas marunong pa sila sa atin sa mga ganyan. Sa bawat pangkat pumipili ako ng pinakabest sa students ko na sila talaga ang mag-aact as leader para maguide nila ung mga kaklase nila doon sa kanilang grupo. [Because I am handling Grade 10 students, they already know how to do groupings, even we have lecture, I still give them chance to do groupings, they also present through PowerPoint presentations so they can learn and since it is online, they really have to learn, the approach in online is really different. Some of the students are more advanced in technology, sometimes they know more compared to us in such things. In each group, I choose best students in my class so that they can really act as leaders to guide their classmates in their group.]

During class observation, a teacher-participant teaching Asian Studies from District 3 prepared group activity for her students. In the lesson plan, she had the following: 1.) Hahatiin ang klase sa tatlong pangkat. 2. Magbabasa ang bawat pangkat ng maikling artikulo tungkol sa iba't ibang paksa 3.) Matapos ang 5 minuto ay tutungo sila sa susunod na istasyon 4.) Matapos ay magbabahagi sila sa graphic organizer ng kanilang natutuhan sa binasa at ipapaliwanag? [1. The class will be divided into three groups. 2. Each group will read a short article about different topic. They will also write the important information in their notebook. 3.) After 5 minutes they will go to the next station or they will transfer to another group of students. 4.) Then they will share their ideas and write their answers based from what they understand in the article in the graphic organizer] (D3-JHS3-SST8-AS). It was also observed that she used peers as



resources (collaborative learning) and let the members of the group contribute for achieving group-work output. Group 1 reported about Pu Yi, the last emperor of the Qing Dynasty, and thus the last emperor of China; Group 2 explained about the Great Depression where the United States economy and stock market collapsed; and Group 3 tackled about Kilusang Militarismo, a kind of dictatorship maintaining a strong military capability. It is the government run by a dictator just like President Marcos did in the Philippines. Here, the students were also able to relate subject matter to actual experiences through the guidance of the teacher.

On the other hand, during an interview, an Asian Studies teacher explained why she used collaborative and cooperative learning for her students. As quoted:

(D3-JHS3-SST8-AS) The following are my constructivist teaching practices such as collaborative and cooperative learning wherein the student can build their own idea regarding to the topic. I frequently use collaborative and cooperative learning. I used the aforementioned approach, because it is the most suited approach for my subject. I think the most common teaching strategies is cooperative learning wherein they can develop socialization, organization of thought. And in my point of view, I can say that collaborative learning is the most and appropriate teaching strategies in the four learning areas of Social Studies. It is very useful to develop the necessary/needed skills in Social Studies.

She also shared her realization in using this collaborative and cooperative learning during pre-pandemic time:



(D3-JHS3-SST8-AS) Kasi usually kapag Asian Studies before, ano un eh kapag kasi nagtuturo ako, usually ako collaboration, collaborative and cooperative learning. Noong pre-pandemic syempre nasusunan pa namin faithfully ang aming lesson plan, kung ano ang ating nais gawin sa ating gawain sa araw na iyon, usually naggugroupings, nagrorole playing, nagrereporting. Narealize ko lang noong kelan lang na kapag ang bata hinahayaan ko silang magcooperative learning Ma'am nagkakaran sila ng positive noise...Naobserve ko na nagvovoice out sila ng ...ah un pala un ...so parang natututo sila on their own at the same time nakukuha din po nila ung idea at ung learning po ng kanilang kapwa mag-aaral so para sa akin po un ung best isa sa mga ano Ma'am social constructivist teaching na they will learn from their own at saka natutuhan nila ung mga bagay na sometimes ay di na rin natin naituturo sa kanila or hindi na rin po natin natotouch sa mga lesson natin so far un palang po. [Usually when I teach Asian Studies, I use collaboration, collaborative and cooperative learning. During the pre-pandemic, of course, we still faithfully follow what is in our lesson plan, usually what we do are groupings, role playing, reporting. I just realized recently that when I let the child or student do cooperative learning Ma'am...they created positive noise... I observed that they voiced it out... ah un pala un... so they seemed to be learning on their own and understood the lesson by helping each other and through the help of their classmates. So, for me one of the best things Ma'am about social constructivist teaching is that the students learn from their



own and they learn the things that sometimes we haven't been able to teach them or we haven't touched on our lessons.]

During one of the interviews with the teacher-participant teaching World History from District 4, she said that collaboration and cooperative learning was more effective in higher section. As quoted:

(D4-JHS4-SST12-WH) When it's with higher section, you achieve your target, Ma'am because you can see there, who is the leader, follower, good speaker, and the creative. You can also do it with those in the middle, but when it is extreme or lower sections, it is going to be more difficult. There are still group activities, but it should be the easier ones. Your groupings in the lower section should be different for those in the higher section. The strategy for the higher section should be HOTS (Higher Order Thinking Skills) because you have higher expectations for them and it should be more difficult. If you will have your group activities with the lower section, you should change it.

What she said during the interview about the opportunities for collaboration among students was also validated during the focus group discussion or FGD. As she stated:

(D4-JHS4-SST12-WH) For me, that is effective, based on my experience with higher section, with star section, because, Ma'am, when there are groupings and it is with higher section, you will not run out of time, you just give instructions and they already know what to do; your time will not be wasted... Unlike when



you do it with lower section, you have to fully explain and still, they won't understand you, effort is wasted, Then, even if you explain, you don't get good answers from them. We try it, Ma'am, but it's useless. I seldom give activities to lower sections; more often, I give activities to higher sections.

In an interactive classroom, students had more student speak and less teacher talk, according to Corpuz and Salandanan (2013). Students had the opportunity to interact with both the teacher and their peers. Moore (2012) in the study of Salinas et al. (2016) mentioned that the role of the teacher was to create various avenues in which students could interact. Learning was also enhanced when there was an interaction with their parents, teachers and peers.

In this study, in an interactive environment, Social Studies teacher-participants encouraged students' interaction, which could be done through verbal encouragement or modelling strategy. During class observation, teacher-participant teaching Contemporary Issues from District 1 provided his students guide questions and he also allowed them to formulate their own question (inquiry) to be asked to the presenters. He also offered opportunities to communicate with his students by posing questions that necessitated higher-order thinking and critical thinking capabilities such as How, Why, and others. The examples of questions that encouraged students' interaction were, "Paano pinapahalagahan ang mga kabataan? Bakit nagaganap ang eleksyon? Bakit mahalaga sa mga mamamayan na bumoto?" [How do we value the youth or give importance to the young people? Why is there an election? Why is it important for a



citizen to vote?]. (D1-JHS1-SST3-CI)

For Asian Studies teacher from District 2, it was observed that in her Roll the Dice activity, she was able to use peer interaction for motivating students and provide her students with interactive environment for learning. (D2-JHS2-SST4-AS) The conversation between the teacher and students went:

Teacher: Mayroon akong inihanda sa araw na ito. Ok, alam ko naman na mahilig na kayong gumamit ng gadget sa paglalaro pero this time, tatawagin natin itong roll the dice. Ok sige...Ok ito ang ating mga kagamitan. Pakipasa na lamang para makapagparticipate...Ok. So ito po paunahan bawal pong itapon. Sa saliw ng musika...kapag nagstop ang musika ...automatic na na-iroroll ang dice ng nakakuha ng tab tulad nito, ayan mahusay...yan dalawa...pupunta sa harapan, at hahanapin ninyo ang dalawa...at titingnan kung ano ang larawan at ang salita. Ok handa na ba tayo? Handa na ba kayo? Ok simulan natin...

Students: Opo...

(Magpapatugtog ang guro ...ng may kaugnayan sa aralin) ...Tapos ay hihinto ang musika.

Teacher: Ok alam nyo na...Ok Annie...

Student: Ang larawan ay tungkol sa ...ay nanguna sa pagpunit ng sedula upang ipakita ang pagtutol sa pananakop ng mga Kastila? Ang Ama ng Katipunan?

Student: Si Andres Bonifacio...

Teacher: Ok magaling. Magaling.



[Teacher: I prepared something for the class today. I know you love to use gadgets in playing but this time, we will call it Roll the Dice. Ok let's start... this is the dice that we are going to use. To participate in our activity, please pass it to your classmates. Please don't throw the dice. When the music stops... the dice will be automatically rolled by the one who got the tab like this, if you got two... you will go to the front, and you will find the two items... look for the picture and the word. Ok, are you ready? Ok let's start...

Students: Yes Teacher...

(The teacher will play the music and then it will be stop...)

Teacher: Ok Annie please answer

Student: The picture is about... a leader who is against the Spanish colonization where they teared their cedula and he was called the "Father of the Philippine Revolution?"

Student: Andres Bonifacio...

Teacher: Ok great. Excellent.]

Economics teacher from District 3 was observed providing her students with interactive environment for learning by preparing hands-on and mind-on activities when the students performed the tree note-taking-- they were able to build or form the tree while they were answering the guide questions. The students were able to elaborate their ideas from a number of points of view like societal implications of the increasing number of informal sectors in the country by using bubble note. As quoted:



(D3-JHS3-SST10-E) Class matapos nating matalakay ang mga dahilan at epekto ng impormal na sektor may ibibigay ako sa bawat isang pangkat na bubble note...Ok ...ilalagay ninyo dito sa loob ng clouds ang inyong ideya, ung inyong dahilan o mahalagahang impormasyon tungkol impormal na sektor. Bakit ito patuloy na umiiral magpahanggang ngayon? Ito ang sa Group 1, Group 2, 3 at Group 4. Sino ang leader dito? Uulitin ko ang tanong...Bakit patuloy na tinatangkilik ang impormal na sektor sa kabila ng mga epekto na idinudulot nito sa atin? Bakit ito nagpapatuloy? So, magbigay kayo dyan ng kahalagahan?

For World History teacher-participant from District 5, he established an engaging environment for his students by allowing them to connect, talk, and discuss with one another. As he quoted:

(D5-JHS5-SST13-WH) I prefer that they interact, talk, discuss; that's already learning, how you interact and befriend others. For me, even if you don't learn the content, because it's Social Studies... how to interact with other people, that's it. For me, these are steps towards learning. You will coax those who are silent, those who don't want to move, you will call them... you will give them a chance to speak... you will give them prizes, plus points, or positive reinforcement for them to enjoy answering.

In addition, he explained that,

(D5-JHS5-SST13-WH) There is reporting but mostly it is via PowerPoint because it is the most efficient. In my case, I seldom use (PowerPoint) per grading because



my contention is that in PowerPoint, whether (sic) they download the exact slides and just assign, there is no interaction. Unlike now, they give time, talk, and collaborate. That's why, if you ask them, I don't use PowerPoint everyday because I want them to interact with their classmates... exchange ideas... because if it's PowerPoint, it's already set. They were already given the design... the template... their ideas, the key words, unlike this, they will be in with their classmates... They will have a discussion, the normal interaction.

Students were also given the opportunities to interact through or with their peers. In an interview, Asian Studies teacher-participant from District 2 said that “one of the most common teaching strategies I used across four learning areas is peer teaching/learning” (D2-JHS2-SST4-AS).

Economics teacher-participant from District 3 was observed giving her students opportunities to interact with their classmates through the use of dialogue and partner learning (D3-JHS3-SST10-E). The conversation between teacher and students went:

Teacher: Handa na ba kayo? Kailangan ko ng dalawang volunteer. Ang magiging pangalan nilang dalawa ay sina Eko at Miya. Maaari bang pumunta sa unahan sina Eko at Miya. Tunghayan natin ngayon ang pag-uusap ng dalawang magkaibigan.

Eko: Kumusta ka na Miya?

Miya: Hello! Ito abala ako sa pag-aasikaso ng mga requirements para sa pag-aapply sa ibang bansa.



Eko: Ah talaga...ganoon ba? Mas papadali ang pag-aapply mo ng trabaho kapag may sapat kang kasanayan bukod sa iyong kakayahan o tinapos.

Miya: Talaga mukhang magandang ideya yan ah...

Eko: Tama ka dyan sa bisa ng Republic Act 7796 ...isinulong ng batas na ito ang mga institusyong teknikal at bokasyonal upang sanayin at paunlarin angkasanayan ng mga manggagawa sa bansa.

Teacher: Sa inyong palagay class, sa kanilang pag-uusap, saan ahensya kaya anong ahensya kaya ang tinutukoy ni Eko sa kanilang usapan. Saang ahensya kaya? Anong ahensya ang kanilang dapat puntahan? Merong apat na ahensya sa paligid ninyo na maaaring puntahan.

Student: Department of Labor and Employment o DOLE po.

Teacher: Very good...so maaari nyo ba siyang samahan kung saan ang ahensyang ito? Ayon...so tama ba ang kanyang sagot. Sang-ayon ba? Okay...

Student: Opo...

[Teacher: Are you ready? I need two volunteers. They will be named Eko and Miya. Ok, Eko and Miya, go ahead. Now, let us watch how they perform their roles and listen to their conversations.

Eko: How are you, Miya?

Miya: Hello! I'm busy in completing my requirements because I am applying to work abroad.

Eko: Ah really... is that so? I think, it will be easier for you to apply for a job when



you have enough skills. So, you need first to enhance your skills.

Miya: That's really a good idea ah...

Eko: Under Republic Act 7796, this law promotes technical and vocational institutions to train and develop the skills of workers in the country.

Teacher: In your opinion, class, based on their conversation, Eko is referring to what agency? To which agency should they go? I have prepared four agencies in front to where you can go.

Student: Department of Labor and Employment or DOLE.

Teacher: Very good... please accompany her (Miya) to the correct agency. Is his answer correct? Do you agree? Okay

Student: Yes, Ma'am.]

During class observation, World History teacher-participant from District 3 used partner learning. He used donut game or somewhat similar to the inside-outside circle. Students needed to form two donut -shaped circles. They made sure that they had partner in the circle. Partners needed to share their responses. Everyone rotated or turned around so that all members of the team could share their ideas. Here, the Social Studies teacher-participant explained first the instruction, and all students had to talk about the word ideology and how it was related to the different concepts like Cold War, America, Russia, World Bank, Ideolohiya, Ekonomiko, Colony, Foreign Aid and Neokolonyalismo. He also encouraged his students to bring their notebook with them so that they could write down what they had talked about. He only gave his students 5



minutes to do it. The teacher played an instrumental music as the students accomplished the task (D3-JHS3-SST9-WH).

Another practice in teaching under the opportunities for collaboration was when students asked questions as part of the lesson. They were not only encouraged to answer but to formulate questions was part of the lesson design.

During class observation, a Social Studies teacher-participant teaching World History gave students the opportunities to interact with each other by encouraging them to formulate questions that they had to answer or discover the answer. However, students developed very low level questions; so he encouraged his students to pose questions that required critical thinking and higher-order cognitive skills, not only the what, when questions but also the why, how, and others. (D2-JHS2-SST5-WH)

The example of conversation between teacher and students went:

Teacher: Batay sa inyong mga ginawa kaninang balangkas, gagawa tayo ng tanong. Gumawa muna tayo ng mga tanong. O kayo ay gagawa ng maaaring katanungan dito sa bawat balangkas. Ok sa ideolohiya, ano ang puede nating itanong dyan? Sige, sino ang puedeng makasagot? Yes, tumayo.

Student: Ano ang kahulugan ng ideolohiya?

Student: Ano-ano ang mga uri ng ideolohiya?

Teacher: Ok. Ano-ano ang mga uri ng ideolohiya? Ano na lang ba? Puro na lang Ano? Iba naman? Yes?



Student: Paano itinaguyod ng mga bansa ang kani-kanilang ideolohiya?

Teacher: Very good tama iyon? Paano itinaguyod ng mga bansa ang kani

kanilang ideolohiya? O, paano nila nakilala ang mga ganoong ideolohiya?

Pakitingnan ang larawan na iyon. Ok, gawa naman ulit tayo ng tanong tungkol sa Cold War.

Student: Ano ang kahulugan ng Cold War?

Teacher: Ano pa ang puede nating katanungan? Gamitin naman natin ang Saan, Bakit, Paano, para hindi na lang laging puro Ano?

Student: Bakit o Paano ito tinawag na Cold War? Sino-sino ang mga nagsimula ng Cold War?

Teacher: Ok very good. Ok puede nyo ring maging tanong dito ang Bakit o Paano nagsimula ang Cold War? Ano pa?

Student: Paano nakaapekto sa daigdig ang Cold War?

Teacher: So, gumawa rin tayo ng tanong tungkol sa Neokolonyalismo?

Student: Ano ang kahulugan ng neokolonyalismo?

Student: Paano nakaapekto ang neokolonyalismo sa mga bansa?

Teacher: Very good. Ok, so naintindihan nyo ba ang ginawa ninyong mga katanungan?

[Teacher: Based on what you did in the previous outline, we are going to make questions. Ok, what question can you make about ideology? All right, who can answer? Yes, stand up.



Student: What is the meaning of ideology?

Student: What are the types of ideology?

Teacher: Ok. What are the types of ideology? Any other types of questions besides

What? Yes?

Student: How did the different countries promote their respective ideologies?

Teacher: Very good, that is right? Or, how did they come up with such ideologies?

Please, look at that picture. Ok, let's make another question about the Cold War.

Student: What is the meaning of the Cold War?

Teacher: What other questions can we ask? Let's use Where, Why, How, so that it's not always What.

Student: Why or How is it called the Cold War? Who started the Cold War?

Teacher: Ok very good. Ok you can also ask here Why or How did the Cold War start? What else?

Student: How did the Cold War affect the world?

Teacher: Ok, let's also make a question about Neocolonialism.

Student: What is the meaning of neocolonialism?

Student: How has neocolonialism affected different countries?

Teacher: Very good. Ok, I hope all of you understood the questions that you made.]



Practices in Assessment

The function of assessment in the constructivist classroom was to determine learners' understanding rather than to grade them; and assessment occurred in the process of learning (Liu, 2007). With the same idea, in terms of assessment, according to Tan (2016), a constructivist teacher was more interested in the learners' various interpretations than in finding one correct solution.

On the other hand, according to Vera et al. (2020), small groups of learners could work together to achieve an instructional goal in activity or group work, which is one of the social constructivism teaching approaches. The teacher's job is to help students learn by supporting, leading, and assessing their progress. The teacher wants to increase students' confidence in dealing with challenges while also broadening their understanding.

To Cobern (1991), when utilized to assist student talk about their ideas with other students, group work is an important method. Students realize that their beliefs frequently differ from those held by other students. The teacher's role in this type of group work is one asking questions and causing the students to think deeply about the match or mismatch, between their own ideas and those presented by the teacher.

In this study, group activity as a form of assessment which could be diagnostic, formative or summative involved group collaborative or cooperative efforts. However, the finding of this study showed that the answers and the activities of Social Studies teacher-participants was an understanding of social constructivism limited to working



in groups. Only on the ""social aspect"" of social constructivism, not much on constructivist aspect.

Magaña and Marzano (2014) offered ideas on collaborative processing to help students understand chunks of information. The teacher could ask students to work collaboratively in small group of three. After presenting each chunk of information, group member summarized the chunk. The teacher asked questions about an area of confusion, and students made predictions about the content of the next chunk. To illustrate, the teacher presented the first chunk of information. Member A summarized it, members B and C added to what A had said, and all three group members pointed out the pieces of the chunk that still confused them, Next, the teacher responded to the questions from the whole class and used them to clarify the information contained within the first chunk. The teacher then prompted students to make a prediction about the material in the next chunk. After presenting the second chunk of information, the process was repeated. The only difference was that, this time, member B summarized the material and members A and C added to it. After the teacher had presented the third chunk, member C summarized, and members A and B added to it.

On the other hand, Hermann (2014) stated teachers had long recognized the value of putting students in groups for a variety of reasons, including collaboration on a project, cooperative learning, and working with a small group of students on a specific skill. To Weimer (2013), collaboration of ideas was important in order to build deeper level of understanding among students. They learned how to collaborate with people



who were not in their immediate circle of acquaintances, such as those with various backgrounds and experiences. They could even learn how to collaborate with people who disagreed with them and who they may not like or desire as friends. When students worked to explain things to one another, argued for an answer, or supported a conclusion, the interaction allowed them to explain their own thinking as well as the thinking of other students.

In terms of group assessment, a World History teacher-participant from District 1 used Sagutin Mo and Tukuyin Natin—a 5 -item questions as formative assessment where the students still in their group needed to give the correct answer to the question being asked. (D1-JHS1-SST2-WH)

Teacher: Gawin natin ang Sagutin Mo. Balikan natin ang ating grupo kanina, ang apat na grupo. Bibigyan ko kayo ng pentel pen at saka ng cartolina. Pakibasa nga natin ang tanong, Melody.

Student: Babasahin ang tanong...

Teacher: Sige Group 1, 2, 3, 4 ihanda ang sagot. Kapag tapos na ang bawat grupo idikit na sa unahan ng maayos. Sige isa-isahin natin ha. Puede ng simulan.

Group 1: Ako po ay naatasang sumagot para sa Pangkat 1. Narito po ang aming sagot kung sakali po na may susugod sa amin, mapagtatagumpayan po naming ang labanan.

Teacher: Okay next Group 2, 3, 4...

Teacher: Ok next, susunod. Ang tawag dito ay “Tukuyin Natin”. Panuto: Ibigay



ang salitang hinihingi Number 1 pakibasa tapos sagot na kaagad

Student: Ang Sparta ay lungsod sa Timog na bahagi ng peninsulang ito? Gresya

Teacher: Ok Very good. Number 2, 3, 4, 5...

[Teacher: Do "Let us Answer." Let's go back to our group earlier, the four groups.

I will give each group a pentel pen and a cartolina. Please read the question, Melody.

Student: The student will read the question...

Teacher: All right Group 1, 2, 3, 4 please prepare your answers. When each group is done, put it in our whiteboard. All right, let's check it one by one. Can we start.

Group 1: I was assigned to explain our answer for Group 1. In case someone attacks us, we can win the battle.

Teacher: Okay next Group 2, 3, 4...

Teacher: Next, I have prepared another activity, this is called "Let's Identify".

Instructions: Read the question and then give the answer.

Student: Sparta is a city in the Southern part of this peninsula? Greece.

Teacher: Ok Very good. Numbers 2, 3, 4, 5...]

To a teacher-participant teaching Economics from District 2, she narrated in the FGD how she practiced assessment in a form of group activity. As quoted:

(D2-JHS2-SST6-E) Kapag online kasi very limited lang ung nasusurpass lang ung alam mong medyo meron, may knowledge lang , pero the rest talaga they cannot able to have this so one of the technique na ginagawa ko ay to have this teaching



practices that I have in the constructivist way is "pairing" pinipair ko na lang so they are going to have the students working in pair especially dun sa mga given project so parang ung isa may magaling and the other one medyo average siya so pinipare ko sila, un po ung wino work out ko to have this collaboration or to have this na magkacome up sila na parang there is pair tutoring among themselves na natuto ang isang ito na below average ung kanyang knowledge. [When it's online, there is only limited interaction, only those who excel strive to gain knowledge, but the rest in the class was not able to have this; so one of the techniques I did was to have these teaching practices in the constructivist way by "pairing". I let them work in pair especially in our projects. I paired one average student to a knowledgeable one. So, by pairing them I had this collaboration. They had this pair tutoring among themselves.]

Another Economics teacher-participant from District 3 practiced assessment in a form of groupings. As quoted:

(D3-JHS3-SST10-E) Class, ang mga dahilan at epekto ng impormal na sektor ay natapos na nating talakayin, ngayon may ibibigay ako sa bawat isang pangkat na bubble note...Ok, ilalagay ninyo dito sa loob ng clouds ang inyong idea, ung inyong dahilan o kahalagahan ng impormasyon ng impormal na sektor. Bakit ito patuloy na umiiral magpahanggang ngayon? Ito ang sa Group 1, Group 2, 3 at Group 4. Sino ang leader dito...dito nyo isulat ang sagot nyo... Uulitin ko ang tanong... Sa kabila ng mga epekto na idinudulot ng patuloy na pagtangkilik sa



impormal na sektor, bakit patuloy pa rin natin itong tinatangkilik? Bakit ito nagpapatuloy? So, magbigay kayo dyan ng kahalagahan? Ang napiling representative ang magpapaliwanag ng inyong ginawa. [Class, after we have discussed the causes and effects of the informal sector, I will give each group a bubble note... Ok, you will put here in the clouds your idea, the reason or importance of the informal sector. Why does it continue to happen? This is for Group 1, Group 2, 3 and Group 4. You can choose your leader. Write your answer here. I will repeat the question, 'Why does the people continue to patronize the informal sector despite its effects to us?' So, each group will give its importance. Representative of each group will explain your answers.]

During class observation, she also used formative assessment to check her students' understanding about the topic. (D3-JHS3-SST10-E) As quoted:

Teacher: So, ngayon class, kung talagang naunawaan ninyo ang ating pinag aralan, mayroon akong ipapabasa na mga pahayag ang isasagot ninyo ay Tsek kung Tama at Ekis (X) kung ito ay Mali. Ang unang sasagot sa unang tanong ay ang Pangkat 1. Tatayo kayo para sabihin ang sagot. Ok... una tanong, Kaunting puhunan lang daw ang kailangan sa underground economy? Tayo...Sagot?

Pangkat 1: Ekis (X)

Teacher: So hindi tama. Ekis... Pangkat 2, 3, 4,5?

[Teacher: So, now class, if you really understand what we have studied, read the following statements, answer check (/) if it is right and cross (X) if it is wrong.



Group 1 will answer first. Each group will stand to say your answer. Ok... first question, It is said that only a small investment is needed in the underground economy. Answer?

Group 1: Wrong (X)

Teacher: So, the answer is wrong. Next Group 2, 3, 4,5?"

An interview with a teacher-participant teaching World History from District 4 showed that his practices in assessment depended on the lesson. As quoted:

(D4-JHS4-SST12-WH) It depends on the lesson kasi may mga lessons na talagang associated sa ganitong activities so un depende sa lesson. Role playing, reporting, group report, poster making, simulations, tableau, jingle making, rap at saka spoken poetry groupings at saka cartoons ...cartooning (groupings din). Ung paggawa nila ng ano ma'am spoken poetry kasi napapanahon, RAP, role playing at saka ung iba poster. Ung output nila, ung mga output nila, makikita mo na hindi lang basta hinulaan, pinag-isipan talaga. [It depends on the lesson because there are lessons that are really associated with these activities so, there, it depends on the lesson. Role playing, reporting, group report, poster making, simulations, tableau, jingle making, rap, spoken poetry in group, and cartoons ...cartooning in group. The way they do spoken poetry because it's timely, rap, role playing, and the others, poster. Their outputs really show that it's not simply guessed but have been carefully thought of.]



Another World History teacher-participant from District 5, in an interview, said that his practices in assessment in terms of group activity were report making and project making. As quoted:

(D5-JHS5-SST13-WH) Ung paggawa nila ng report at paggawa nila ng project ...kasi most ng activity ko at ng project ko ...group. Mas gusto ko sama-sama kayo. Un Ma'am kapag nagbibigay ako ng tasking ng report, ng mga projects. [Their report making and project making because most of my activities are in group. I prefer that they are together. There, Ma'am, when I give tasking of the report, of the projects.]

The results of this study highlighted opportunities for collaboration as practice in teaching were collaboration and cooperation, interactive environment, peer teaching/learning, and formulating questions; while for practices in assessment was group activity.

According to Maxim (2006), because cooperative learning required students to work together to achieve goals that they could not achieve separately, cooperative learning and social constructivism were a perfect match. By social, the participants were active and contributing members of the group that achieved success through their cooperative efforts. As constructivist, the groups were involved in the systematic pursuit of knowledge and in efforts to apply their knowledge in meaningful situations. Following directions, staying focused on the task, completing responsibilities on time, asking for help when needed, listening attentively to others, contributing ideas when



you have them, considering the ideas and feelings of others, offering encouragement to others, and making sure everyone has a chance to participate were some of the major factors responsible for influencing the values and behaviors required for cohesive, supportive cooperative groups in the classroom. However, the findings of this study showed that the answers and the activities of Social Studies teacher-participants to their students showed that understanding of social constructivism was limited to working in groups-- only to the ""social aspect"" of social constructivism, not much on constructivist aspect.

It seemed to present an idea that Social Studies teacher-participants needed first to be more familiar with the social constructivist teaching strategies and their implementation in the classroom. The students had to be provided with the opportunities of cooperative and collaborative learning where students were active participant in the process of knowledge construction and could help students share learning experiences with opportunity for them to discuss, clarify, and evaluate ideas.

Theme 3: Corrections on Constructions

The third theme was about correction on constructions. Constructivism recognizes that constructions could be wrong. Some Social Studies teacher-participants shared practices of feed backing and corrections. This gave students the chance to correct or be corrected in their wrong constructions. This could be through self-correction. For instance, student may be given the chance to revise original answers to questions. This could also be done by peers or by the teacher.



Table 16 below summarizes the open codes under the sub-themes, which were examined in depth in the following paragraphs:

Table 16

Summary of Codes on Corrections on Constructions

Theme	Specific Practices
Theme 3: Corrections on Constructions	Practices in Teaching <i>Feedback and Correction</i> <i>Opportunity to revise answer</i>
	Practices in Assessment <i>Self-check</i> <i>Peer assessment</i>

Practices in Teaching

Correction on constructions in terms of practices in teaching involved giving feedback and corrections on students' assessment outputs or constructions in general. As Bilbao et al. (2014) stated, learning occurred most effectively when students received feedback.

According to Reynolds (2013) in the study of Aquino et al. (2015), it was essential for teachers to make the process of providing feedback for the students. A teacher's response to a student's performance or behavior was known as feedback. It could be verbal, written, or gestural, and its goal was to help students improve their grades. When delivering comments, it was critical that teachers considered each student individually. Diverse students occupied classrooms. Some students needed to be encouraged to attain higher levels of achievement, while others needed to be



handled with care to avoid discouraging learning and damaging self-esteem. It was crucial to strike a balance between not wanting to hurt a student's feelings and delivering appropriate encouragement. Studies have demonstrated that when feedback was predominantly negative, it might decrease student effort and accomplishment (Reynolds, 2014). On the other hand, Hattie and Timperley (2014) emphasized that one of the most potent influencers on learning and accomplishment was feedback. However, studies have shown that this impact could be favorable or detrimental. Although feedback was one of the most powerful influences in learning and achievement, the type of feedback and how it was delivered had a significant impact.

Social Studies teacher-participants shared practices of feedbacking and corrections like, checking answers of their students and giving feedback to the results that their students got in the quiz, using Kahoot during pandemic if they learned anything, and they clarified misconceptions immediately.

An Asian Studies teacher from District 3 shared in an interview her practices in teaching with regard to feedback and correction. She stated that “social constructivist teaching practice was a teaching strategy in a way that the learner constructs their own understanding and corrects it by the teacher” (D3-JHS3-SST8-AS). In addition, during class observation, she immediately checked their answers and gave feedback on the results that her students got in the quiz. As quoted:

(D3-JHS3-SST8-AS) Para malaman ko kung may matutuhan talaga kayo sa ating



gawain sa araw na ito. Number your paper 1-5. Ok. Sagot lamang ang isasagot Section 1. Ok na. Pakitingnan sa screen ang mga tanong... Number 1, 2, 3, 4, 5 ...Ok na.... At the count of five ...exchange your papers to your seatmates. 1,2,3,4,5. Ok na write corrected by. Number 1 ang sagot Great Depression, Number 2, Militarista, Number 3, Nagasaki, Number 4, Pu Yi, Number 5, Pearl Harbor. Who got the perfect score? Who got 4, 3, 2, 1. Pakibalik ang notebook sa may-ari at pakidouble check din kung bakit at saan kayo nakamali. Unawain lagi ang tanong bago magsagot. Tandaan ang tamang sagot. [To know if you can really understand our lesson today, number your paper 1-5. Ok. Write only the answers, Section 1. Ok. Please look at the screen for the questions... Number 1, 2, 3, 4, 5... Ok, at the count of five... exchange your papers to your seatmates. 1,2,3,4,5. Ok and write corrected by. The correct answer in Number 1 is Great Depression, Number 2, Military, Number 3, Nagasaki, Number 4, Pu Yi, Number 5, Pearl Harbor. Who got the perfect score? Who got 4, 3, 2, 1. Please return the notebook to the owner and also double check why and where you made a mistake. Always understand the question before answering. Class, remember the correct answer.]

During an FGD, she further explained her practices in teaching with regard to feedback and correction during pre-pandemic and pandemic periods. As quoted:

(D3-JHS3-SST8-AS) Tinitingnan ko ung students kung may natutunan ba tapos usually ang ginagamit ko ay Kahoot. Naglalaro kami actually un para hindi naman



lahat factual ang kanilang ibinabahagi o nakukuha so nag-eeenjoy sila sa paglalaro na nakikita ko naman minsan may mga feedback sila na Ma'am bakit po ganun, bakit po ganyan. Nacacatch up ko naman ang kanilang attention. Sa ngayon un po muna kasi para sa akin un pa lang muna ang kayang gawin ng Grade 7 na ginagawa ko na before na may face-to-face pa ung reporting and then feedbacking. [I checked my students if they learned anything and then I usually use Kahoot. We actually play and I have noticed that they enjoy playing, sometimes they also gave feedback like Ma'am why is like that, why is this. So, I catch up with their attention. For now, this is our practices that only Grade 7 can do, which I've been doing before when there is face-to-face, reporting and then feedbacking.]

To World History teacher-participant from District 3, his practices in teaching were observed with regard to feedback and correction: he immediately gave feedback to his students when he made it clear how President Noynoy Aquino was related to Cory Aquino. He also made corrections to some misconception about the leadership of Ferdinand Marcos when he emphasized that people chose him to be the President of the country, but he abused his power or position and implemented one of the ideologies which was authoritarianism (D3-JHS3-SST9-WH). As quoted:

Teacher: Paano daw nagkakaiba-iba ang paraan ng pamamahala ni dating Pangulong Corazon Aquino at Pangulong Ferdinand Marcos. Sige...Yes...

Student: Si Ferdinand Marcos po ay gumamit ng dahas



Teacher: Samantalang si Corazon Aquino? Ay di mo kilala un...

Student: Si Noynoy Aquino?

Teacher: Si President Corazon Aquino...pagwawasto klase, si Noynoy Aquino, nanay niya si Corazon Aquino. Naintindihan na?

Students: Opo...

Teacher: Ngayon balik tayo sa tanong, paano daw nagkaiba ang pamamalakad ni Pangulong Ferdinand Marcos at Pangulong Corazon Aquino?

Student: Si Corazon Aquino siya po ang nagpatupad ng demokrasya...samantalang si Ferdinand Marcos ay awtoritaryan.

Teacher: Ngayon, paano nga ulit sila nagkaiba?

Student: Si Pangulong Corazon Aquino siya ay nagpatupad ng demokrasya. Siya ay pinili ng mga mamamayan na mamuno at samantalang si Pangulong Ferdinand Marcos sa awtoritarynanismo gumamit po siya ng dahas.

Teacher: Pinili ba siya ng mga tao doon?

Students: Hindi po? ...

Teacher: Oy... class...may mali kayo diyan ah...pinili siya ng mga tao na mamuno sa ating bansa pero ito ay kanyang?

Student: Ito po ay kanyang iniba...

Teacher: Ito ay kanyang inabuso at pinatupad niya ang isa sa mga ideolohiya na awtoritaryanismo, siya ay naging isang diktador at nagdeklara ng Martial Law.

Ok po? Nagkaintindihan tayo?



Students: Opo.

[Teacher: Differentiate how former President Corazon Aquino and President Ferdinand Marcos governs our country. Yes...

Student: Ferdinand Marcos used violence.

Teacher: While Corazon Aquino? You don't know President Corazon Aquino?

Student: Noynoy Aquino?

Teacher: President Corazon Aquino? ... correction class, President Noynoy Aquino's mother was Corazon Aquino. Have you understood it?

Students: Yes Sir...

Teacher: Now let's go back to the question, how did the administration of President Ferdinand Marcos and President Corazon Aquino differ?

Student: Corazon Aquino ruled using democracy while Ferdinand Marcos used authoritarianism.

Teacher: Now, any other differences?

Student: President Corazon Aquino adapted democracy. She was chosen by the people to lead while President Ferdinand Marcos governed using authoritarianism where he used violence.

Teacher: Did the people choose him?

Students: No?

Teacher: Oy ... class ... we need to clarify some here. The people chose him to lead our country but?



Student: He changed it.

Teacher: He abused it and he implemented one of the ideologies which is authoritarianism or dictatorship and declared Martial Law. Okay? Now, do you understand it?

Students: Yes, Sir.]

The study of Fortes (2016) clearly explained that in the actual implementation of lesson in the classroom, teachers must make sure to engage the students to meaningful learning by using learner-centered and constructivist teaching methods and strategies. Teachers should give learners with opportunity to arrange or reorganize their thoughts and develop information that was meaningful to them when developing lessons. In relations to this, in terms of corrections on construction in this study, as practices in teaching, students were given the opportunity to rethink their earlier constructions or revise their answers. Examples were using the IRF Chart and finding and checking their own views using a scale.

A teacher-participant teaching World History from District 2 was observed to discuss new concepts and practice new skills. In his lesson plan was reflected the use of I-R- F Chart (I-nitial, R-evised, and F-inial) to answer the question, “Ang iba't ibang ideolohiya, Cold War, at Neo-kolonyalismo ay nakakapekto sa kaunlaran ng mga bansang papaunlad pa lamang, ano ang iyong maaaring paunang kasagutan sa katanungang ito?” (D2-JHS2-SST5-WH). (What is your Initial answer to the question, how did different ideologies, the Cold War, and Neo-colonialism affect the development



third world countries?) He expected that at the end of lesson, students would be able to revisit the initial ideas, write the revise and final ideas in order to complete the I-R-F Chart (D2-JHS2-SST5-WH). As quoted:

Teacher: Upang magpatuloy tayo sa ating talakayan, sasagutin natin ang ating katanungan. Sabay-sabay nating basahin... 1, 2, 3, go...

Students: Gamit ang I-R-F Chart, isulat kung paano nakapekto ang iba't ibang ideolohiya ang neokolonyalismo at ideolohiya sa kaunlaran ng mga bansang papaunlad pa lamang o ang mga bansang kabilang sa Third World Country?

Teacher: Ano ang ulit ang I-R-F- Chart? I stand for?

Student: Initial ideas about the topic

Teacher: Ang R?

Student: Revised or Refined

Teacher: At ang F?

Student: Final answer.

Teacher: Ok ang gagawin nyo ngayon ang sasagutin nyo lang muna ay ang Initial answer, kasi hindi pa naman natin napag-aaralan ung Neokolonyalismo, ColdWar, at Ideolohiya, Kung ano lamang ang alam ninyo sa ating paksang tatalakayin. So ang sasagutin nyo lang ay ang letter I. Ok, may ipapamigay akong form at kukumpletuhin nyo ung sagot dito. Isusulat ninyo dito ang inyong paunang sagot hinggil katanungang Sa kaunlaran ng bansang papaunladpa lamang ay nakakaapekto ang iba't ibang ideolohiya,



neokolonyalismo at Cold War, sa paanong paraan? Isulat ang inyong sagot sa unang kolumn sa bahaging I- Initial. Ang lahat ba ay handa na?

[Teacher: Before we continue our discussion, we will answer our question. Let's read together... 1, 2, 3, go...

Students: How did different ideologies, the Cold War and neocolonialism affect the developing countries using the I-R-F Chart.

Teacher: What is the I-R-F-Chart again? I stand for?

Student: Initial ideas about the topic

Teacher: The R?

Student: Revised or Refined

Teacher: And the F?

Student: Final answer.

Teacher: Ok, what you will do now, all you have to do is answer the Initial answer, because we have not yet studied Neocolonialism, Cold War, and Ideology. Only what you know about our topic will be discussed. So, all you have to answer is the letter I. Ok, I will give you a form and you will complete the answer here. Here you will write your initial answer to the question How did different ideologies, the Cold War and neocolonialism affect the development of developing countries? Ok, are you ready?"]

An Economics teacher-participant from District 3 was observed that she made her students responsible for finding and checking their own views whether the



informal sector was legal or illegal. (D3-JHS3-SST10-E). As quoted:

Teacher: Ayan klase may ipapakita ako sa inyong timbangan. Timbangan ng inyong desisyon. Balikan natin ang ating pokus na tanong kanina, ang pag-iral ba ng impormal na sektor ay nakabubuti o nakasasama sa isang bansa at bakit? Sabihin kung ito ay timbangan ng Nakakabuti o Nakakasama. At ano ang iyong masasabi dito o ang inyong pananaw tungkol dito?

Student: Nakakabuti po ...

Teacher: Nakakabuti para sa iyo, bakit?

Student: Kasi po para sa mga taong hindi nakapagtapos , ano na po sila un na lang din po ung way nila para makapaghanapbuhay upang matugunan ang mga pangangailangan nila.

Teacher: Very good...meron pa bang ibang sagot?... (magbabahagi pa ng iba pang sagot ang mga mag-aaral)”

[Teacher: I prepared a scale for the class. What you are going to do is to scale your decision. Let's go back to our focus question earlier, Is the existence of the informal sector good or bad and why? When you say is it good or is bad, you will explain your view or your perspective on it.

Student: It's good...

Teacher: It's good for you, why?

Student: Because, for people who were not able to finish their studies, this is the only way for them to earn a living to sustain their needs.



Teacher: Very good... any other answer? ... (students will shared other answers)]

Practices in Assessment

One practice was corrections of constructions, which could be diagnostic, formative or summative involving self-check with or without teacher's rubric or standards. Through self-check or self-assessment, student learned to monitor and evaluate their own learning; also, it was a way of finding out whether the objectives set for a particular topic or activity were achieved.

In this study, in terms of self-check, a World History teacher-participant from District 3 was observed to make students responsible for finding and checking their own views about the different ideologies in the concept and skill application. When the teacher gave a 5- item test, he allowed his students to check their own answer if it was correct. He also provided his students practical and real-life situation in connection with the lesson on how these ideologies were being used (D3-JHS3-SST9-WH). As quoted:

Teacher: Pakisagutan 1-5, 5 minutes lamang. Kung tapos na, i-check ang inyong mga sariling sagot. Ok number 1? Kategorya ng ideolohiya na nakasentro sa paraan ng pamumuno at sa paraan ng pakikilahok ng mamamayan sa pamahalaan.

Yes? Magtaas ang kamay kung gustong sumagot. Yes?

Student: Tama po. Pampulitika

Teacher: Ok. Pampulitika. Next Number 2? Tama o Mali? Habang nagaganap ang Ikalawang Digmaang Pandaigdig ay ang ideolohiyang totalitarianismo



angnamayani sa sa mga bansang Germany at Italy?

Student: Tama.

Teacher: Very good tama. Next Number 3? Ang tawag sa isang doktrina nanakabatay sa patakarang ekonomiya ang pamamalakad ay Tama po.

Teacher. Ok. Ang patakaran ay nasa isang pangkat. Ok Number 4 and Number 5, batay sa karanasan ng bansang Pilipinas, paghambingin ang demokrasya ni Pangulong Corazon C. Aquino at ang awtoritaryanismo ni Pangulong Ferdinand Marcos? Ok. Sige nga? Sino ang magtatry? Nadiscuss na natin kanina? Yes?

Student: Ang demokrasya po ay may malaking bahagi na naidulot sa atin upangtayo ay malayang makapamili ng ating iboboto at makapagpahayag ngating saloobin o opinyon.

Teacher: Sa awtoritaryanismo?

Student: Sa awtoritaryanismo...ano Sir ang namumuno ay isang diktador.

Teacher: Ok Yes?

Student: Si Presidente Aquino po ay inisip nya ang pagkakapantay ng mga mamamayan ng bansang Pilipinas at si Ferdinand Marcos ay gumamit ng dahas upang pamahalaan ang kanyang nasasakupan.

Teacher: Ok. Very Good. Last. Ayan ha. Maganda na may naunawaan kayo sa mga ganitong ideolohiya, upang habang bata pa kayo ay maging bukas ang inyong isipan sa mga iba't ibang ideolohiya na namamayani or pinapairal sa iba't



ibang panig ng mundo.

[Teacher: Please answer 1-5, for 5 minutes. When done, check your own work.

Ok number 1? It is a kind of ideology where it centered on leadership and on the way, people participate in the government? Yes? Raise your hand if you want to answer. Yes?

Student: That's right, Sir. Political

Teacher: Ok. Political. Next number 2? Right or wrong? During the Second World War totalitarian ideology prevail in the countries like Germany and Italy?

Student: Right.

Teacher: Very good. Next number 3? Socialism is a doctrine based on economic policy.

Student: That's right, Sir.

Teacher. Ok, for numbers 4 and 5, based on what happened in the Philippines, compare how President Corazon C. Aquino ruled the democracy and President Ferdinand Marcos in authoritarianism? Ok, who will try? We have already discussed it? Yes?

Student: Democracy has played a big part in helping us to be free, to choose what we want to vote and to express our thoughts or opinions.

Teacher: How about in authoritarianism?

Student: In authoritarianism... Sir, the ruler is a dictator.

Teacher: Ok Yes?



Student: President Aquino thought about the equality of the Filipino while Ferdinand Marcos used force to govern his constituency.

Teacher: Ok. Very Good. It is nice to know that you have an understanding of such ideologies, so that while you are young you can be open-minded to the various ideologies that prevail or being practiced in different parts of the world.]

According to Oxfam (2006) in the study of Tuga et al. (2016) assessment was best viewed as a collaborative activity that brought together the perspectives of teachers and students. Peer assessment was very important as long as there were clear criteria or rubrics followed by the students. This kind of assessment made students more aware of what made quality work and what they could do to further improve themselves.

In this study, the practices in assessment for corrections of constructions also involved peer assessment with or without teacher's prescribed standards. Examples of practices in assessments were group of students evaluating the presentation of their classmates using the rubrics for group report, slogan making, and assessment using different emoticons.

During class observation, an Asian Studies teacher-participant from District 1 assigned a group of students to evaluate the presentation of their classmates using the rubrics (D1-JHS1-SST1-AS). As quoted:

Teacher: Ok, maraming salamat Pangkat 1-3 sa inyong presentasyon, bigyan sila ng tatlong bagsak...Ngayon naman ay tawagin natin ang Pangkat 4 upang



magbigay ng kanilang puntos sa ginawang presentasyon. Huwag kalimutan ang ating rubrik para sa pagmamarka. Pakibasa muna ulit.

Student: Pamantayan sa Pag-uulat

Napakahusay (4)-ang pagtatalakay ay napakalinaw at napakaorganisado, ang mga nakikinig ay nakakasunod sa paksa, mahusay (3)-ang pagtatalakay ay maayos at organisado, ang ilang puntos sa pagtatalakay ay nakalilito, hindi naipaliwanag ng maayos, di-gaanong mahusay (2)-ang mga nakikinig ay nakakasunod sa tinatalakay ng nagsasalita, ang ibang punto ay hindi malinaw, ang kaayusan ng ginawang pag-uulat ay hindi organisado, may kakulangan, walang pagkakaisa ang puntong ginamit.

Pamantayan para sa Paggawa ng Slogan

Paglalahad- Malinaw na nailahad ang mensahe (4), hindi gaanong malinaw ang mensahe (3), medyo magulo ang mensahe (2), walang mensaheng naipakita (1).

Kawastuhan – May malaking kaugnayan sa paksa ang islogan, kaunti ang kaugnayan ng slogan sa paksa, walang kaugnayan sa paksa ang islogan.

Pagkakagawa- Napakalinaw at napakasining ng pagkakagawa, di-gaanong malinaw at makasining ang pagkakagawa, di-maganda at malabo ang pagkakagawa. Hikayat-Lubhang nakahikayat ang mensahe, nakakahikayat ang mensahe, di-gaanong nakakahikayat ang mensahe.

Pangkat 4: Dumako tayo sa pagkukuro, napakahusay ng ginawa ng Pangkat 1 bibigyan namin sila ng 4 na puntos sa kanilang ginawa. Sa grupo naman na



gumawa naman ng slogan, sa paglalahad ay binigyan naming sila ng 4 na puntos ang Pangkat 3, sa kawastuhan ay 4 na puntos, sa pagkakagawa ay 4 na puntos, at sa panghihikayat ay 3 puntos. Ang ibinigay naming puntos sa Pangkat 2 ay 4 na puntos dahil maganda ang kanilang pag-uulat at malinaw ito.

Teacher: So, yan ang mga naging puntos ng mga pangkat sa iniatang na gawain.

[Teacher: Ok, thank you very much, Group 1-3 for your presentation, give them a round of applause. Now let's call Group 4 to give their score on their presentation. Don't forget our rubric for scoring. Please read again first.

Student: Here are our presentation rubric.

Rubric for Reporting

Very good (4)-discussion is very clear and very organized, the listeners follow the topic, good (3)-discussion is neat and organized, but some points in the discussion are confusing, not well explained, needs improvement (2-1)-the listeners follow what the speaker is discussing, but the other point is not clear, the order of the reporting is not organized, no unity in the point used.

Criteria for Slogan Making

Presentation- The message is clearly presented (4), the message is unclear (3), the message is somewhat confusing (2), no message is displayed (1). Accuracy - The slogan has a lot to do with the topic, the slogan has little to do with the topic, the slogan has no relevance to the topic. Workmanship- The workmanship is very clear and very artistic, the workmanship is less clear and artistic, the



workmanship is poor and vague. Persuasion-the message is very persuasive, the message is persuasive, the message is less persuasive.

Group 4: For Group 1 they did it very well, we gave them 4 points. In the group that made the slogan, in their presentation, we gave them 4 points. For Group 3, for accuracy 4 points, for construction 4 points, and for persuasion 3 points. The score we gave to Group 2 was 4 points because their reporting was also good and it was clear.

Teacher: So, those are the points of the groups in their assigned task.]

A teacher-participant teaching Contemporary Issues from District 1 was observed that before the presentation, he reminded his students about the standards on how to assess the presentation of their classmates, he explained that,

(D1-JHS1-SST3-CI) Sa bawat grupo, ang bawat isa sa inyo ay ibibigay ang inyong pagpapasya, batay sa ating pagtataya sa bawat grupo, ang ating pamantayan, Like kung gustong-gusto nyo, Love, kapag hindi ninyo gaanong gusto, Hahaha, kapag pinaglaruan lang kayo, sinabi niya report sa pero hindi nya alam ang laman ng ginagawa noh, Wow kung kailangan pa ng mga karagdagang impormasyon at Sad kapag wala kayong naintindihan. [Like if you really like it, Love, when you don't like it very much, Hahaha, when you were just being toyed with, (they don't really understand what they reported), Wow if you need more information and Sad when you don't understand anything.]



A teacher-participant teaching Contemporary Issues from District 2 was observed in his practices in assessment that he used Triple Venn Diagram to know the similarities and differences among three concepts-- Universal Declaration of Human Rights (UDHR), Children's Right, and Bill of Rights. As quoted:

(D2-JHS2-SST7-CI) Punta tayo sa modyul, Gawain 14 tapos mayroon kayong makikitang Triple Venn Diagram na kung saan ay may tatlong bilog, na magkakashare, at ang makikita doon sa tatlong bilog ay ang UDHR, Children's Right and Bill of Rights. Lahat ng iyan ay mga karapatan na kung saan ay para sa ating mga kabataan. Bibigyan ko kayo ng isang minuto, para sa ating activity, para ilagay natin kung ano ang nakapaloob sa Universal Declaration of Human Rights, tapos ano ang nakapaloob sa Bill of Rights at ano ang nakapaloob sa Children's Right. Ano-ano 'ung mga nandun? Ok...at doon sa connecting part nila ano ang posibleng pagkakapareho-pareho sa kanila? Ok ba 'un? Ok ...isang minuto. Pagkatapos ay tatawag na ako ng representative sa bawat pangkat. [Please open your module, in Activity 14 and there you will see a Triple Venn Diagram which has three circles, what you can see in the three circles is the UDHR, Children's Right and Bill of Rights. All of those rights are for our youth. I will give you one minute, for our activity, what is in the Universal Declaration of Human Rights, in the Bill of Rights and in the Children's Rights. What are their similarities and differences? Is it ok? Ok... one minute. Then, I will call a representative from each group.]



He also used peer assessment using rubrics. After all the groups had presented their tasks, he assigned one group to evaluate the presentation of their classmates (D1-JHS1-SST1-AS) As quoted:

Teacher: Mayroon akong tatawaging pangkat, ang Pangkat 4 upang magbigy ng puntos sa mga pangkat na nag-ulat sa araw na ito.

Pangkat 4: Kami ang ikaapat na pangkat, una ay naipamalas ng makabuluhan ang mga nilalaman ng mga gawain. Binibigyan namin sila ng sampung puntos, dahil unang una sa pag-uulat nila naibigay nila ang mga nilalaman tungkol sa mga karapatan ng mga bata, kung paano sila magdeliver ng kanilang pag-uulat, kung paano nila kami tinanong tungkol sa aralin, at higit na makatotohanan ang ginawang presentasyon. Naging makatotohanan dahil nagbigay sila ng mga halimbawa kung ano ung mga experiences nila tungkol sa karapatang pantao kaya binigyan rin namin sila ng 10 points. Pangatlo, organisado ang pamamaraan ng pagbigkas at pag-uulat, organisadong-organisado kasi halata naman sa kanilang pagbigkas na pinaghandaan talaga. May drawing pa sila ano?... Pang-apat, nagpakita ng kaayusan sa presentsyon ang bawat miyembro. Makikita nyo naman yung effort nila, makikita rin ang pagkakaugnay nila doon sa Venn Diagram. Iyon lang...talagang pinaghandaan nila ang kanilang gawain...Next, malikhain ang ginawang presentasyon. Napakamalikhain kasi...ung kung paano nila dineliver...dirediretso, pinag-aralan...kaya binibigyan din namin sila ng 10 points. And last, detalyado at wasto ang mga impormasyon.



Sa kabuuang puntos...sa paksang ibinigay sa kanila mayroon sila 50 points na nakuha.

Teacher: Oy...palakpakan naman natin sila.

(Teacher: I am calling, Group 4 to evaluate the presentations of the groups that reported today.

Group 4: We are Group 4, first, we gave them ten points, because first of all, in their report, they provided enough information about children's rights, how they delivered their report, how they asked us about the lesson, and others. Second, the presentation was realistic because they gave examples of what their real experiences about human rights so we also gave them 10 points. Third, the pronunciation and reporting are organized, it is obvious that they really prepared for it. They were able to prepare drawing... Fourth, their presentation was in order. You can see their effort; they were able to explain clearly the Venn Diagram. They really prepared for their presentation... Next, the presentation was creative so, we also gave them 10 points. And last, the information given was in detailed and accurate. For the total points, they earned 50 points.

Teacher: Oh, let's give them a round of applause.]

For her practices in assessment, a teacher-participant teaching Contemporary Issues from District 3 used peer assessment for her students. As quoted from the FGD:

(D3-JHS3-SST11-CI) So bawat pangkat sa mga hindi nagreport tatanungin ko sila kung ano pa ba ang dapat na nakita nyong weaknesses, o strength ng isang



pangkat na sa susunod ay dat na makita natin sa mga magrereport na muli parang ganoon so sila nakikita nila na dapat ganito noh? ung katulad ng medyo mahina ung boses, or hindi gaanong maganda ung pagkakabigkas ng ng mga terminologies so doon para sa susunod na lesson ung mga susunod na magrereport so alam na nila ung mga bagay na dapat na gawin para malinaw sa amin ang interaction ng estudyante kapag kami ay naglelesson so importante talaga na sa kanila nanggagaling ung mga kahinaan ng bawat pangkat na nakita nila at saka ung dapat mong mamaintain habang ikaw ay nag-uulat. [So, each group especially those who did not report, I will ask them what else they should have seen as weaknesses, or strengths of a group that need to be improved next time like the voice is a bit weak, or the pronunciation of the terminologies is not good. So next time that report, they already know the things that they need to be done to make the student interaction clear to us. It is essential to understand each group's limitations so that again when they report they will improve and avoid those weaknesses and they should also learn to be patient to their classmates when they are reporting.]

Based on the results of the study under the theme correction on constructions, practices in teaching included feedback and correction, and opportunity to revise answer, for practices in assessment, there were self-check and peer assessment both in line with social constructivism practices.



Many experts contended that feedback was the most crucial aspect of the learning process (Rust et al., 2005). Students' active participation in response to the feedback process was just as significant as an element in the social constructivist method (Rust et al., 2005 as cited in Erciyes, 2020).

Theme 4: Broadening basis of constructions

The fourth theme was broadening basis of constructions. Students also had a chance to broaden their constructions through various resources, including human (peers or teachers) or materials like books, and varied media among other resources.

Table 17 below provides a summary of the open codes under the sub-themes.

Table 17

Summary of Codes on Broadening Basis of Constructions

Theme	Specific Practices
Theme 4: Broadening Basis of Constructions	Practices in Teaching <i>Discussion</i> <i>Giving input</i> <i>Reflecting on other ideas</i> <i>Research</i>
	Practices in Assessment <i>Social Media</i>
	Practices in Resources <i>Books and modules</i> <i>Media</i> <i>Peers</i> <i>PowerPoint</i> <i>Videos</i>



Practices in Teaching

The specific practices in teaching in terms of broadening basis of constructions were discussion, giving input, reflecting on other ideas, and research.

For practices in teaching in terms of discussion where students had a chance to broaden their construction of knowledge through the help of the teacher, the teacher focused on the discussion of the lesson.

According to Blount and Napolitano (2014), class interactions could help students grasp academic topics better, extend their perspectives, highlight competing opinions, reinforce knowledge, and boost their confidence. Students discovered the need of constantly challenging their own preconceptions, thoughts, understanding, and conclusions by talking with classmates and responding to the various opinions and arguments that occurred during an open conversation. Further, according to Paleeri (2019) socialized recitation technique or conversation method was one in which children/students naturally discussed, questioned, reported, and collaborated. It was a teaching method in which a cooperative and pleasant atmosphere prevailed. He also underlined that one of the most important strategies in history instruction was dialogue. Its goal was to reach a solution to an issue by establishing agreement or consensus. Discussion was a sharing and weighing of points of view, which were as many as the number of competing interests and viewpoints. It was a collaborative decision-making process. It attempted to find an agreement, but if this was not possible, it had the benefit of explaining the nature of the disagreement. In this case,



the teacher served as a guide, counselor, advisor, contributor, and director in the best meaning of the term, attempting to encourage children or students to discover things for themselves rather than simply listening to them.

To Vera et al. (2020) discussion and activity/group work were the two basic categories of social constructivism teaching methods. Omwirhiren (2015) defined discussion technique as a strategy that used directed conversation to emphasize a specific subject area with the goal of assisting students. However, Hammond (2014) claimed that no matter how good the teacher facilitating the conversation, when a class has more than 20 students, class discussions became less productive. Individual voices went silenced as the class size expanded beyond this limit, and the likelihood of the class going off subject increased.

An Asian Studies teacher-participant from District 1, in an interview, said that: (D1-JHS1-SST1-AS) I used interactive approach, my methods are discussion and group activities. Through discussion the learner will have their own answers and opinions to the topic of the day. Yes, it is applicable to all subject areas in AP because I believe that through discussions the learners will be able to enhance their knowledge.

Similarly, World History teacher-participant also from District 1 stated that one of her practices in teaching was discussion. In an interview, she said that she practiced “discussion in the classroom.” She also believed that the common and also the specific teaching strategies across four learning areas such Asian Studies, World History,



Economics, and Contemporary Issues was “discussion because students nowadays have poor comprehension because of lack of focus” (D1-JHS1-SST2-WH). Likewise, the teacher-participant teaching Contemporary Issues from the same district, related that:

(D1-JHS1-SST3-CI) I used panel discussion and social discussion. The common teaching strategies across four learning areas are social discussions because it is a method where the teacher can get the understanding and analysis of the student in the lesson.

To Economics teacher-participant from District 2 during the FGD shared her practices in teaching in terms of discussion. She expressed that “One of it na ginagawa ko is class discussion is part of it tapos mayroon ding small group discussion among themselves” (D2-JHS2-SST6-E).

To World History teacher-participant from District 4, he used discussion method to teach about the M-A-I-N acronym, which stood for militarism, alliances, imperialism, and nationalism with the help of Modified Concept Map (D4-JHS4-SST12-WH).

In giving input as practices in teaching, Social Studies teacher-participants gave inputs on lessons, usually involving lectures.

Asian Studies teacher from District 1, in an interview, shared her teaching practices when she gave input to her students “...using PowerPoint presentation, short video about the topic for discussion” (D1-JHS1-SST1-AS).



During class observation, a teacher-participant teaching Contemporary Issues from District 1 gave input to his students by relating subject matter to actual experiences and clarified concepts that the learners or the students had difficulty understanding with regard to the People Power Revolution, why President Ferdinand Marcos declared Martial Law, how it became model and served as inspiration to other countries in Asia to gain their independence, like India, where they also had their woman president, in Hongkong and others, and emphasized the importance of remembering the EDSA People Power Revolution's Commemoration. He also made some corrections on mistakes in the video. He was able to state the goals and objectives of his new lesson with the use of graphic organizers by calling some of his students (D1-JHS1-SST3-CI).

Economics teacher-participant from District 2 was also observed that she was able to relate subject matter to actual experiences and clarified concepts that the students had difficulty of understanding. She explained to her students what the workers experienced during the Industrial Revolution, the development or sprouting of the so-called industry. She gave another example about the situation where in the past, work was usually handmade, and done manually. "If you are a fisherman, you will use a net, and you will go to sea. If you can catch fish. Will it be canned right away? No. So, what is needed? We need a machine to process so that we can put in the can or became it, de lata" (D2-JHS2-SST6-E). She provided her students with practical and real-life situation in connection with the lesson by citing some examples about



development and industrialization, when they had their field trip in Gardenia where most of the work in making thousands of breads in a day was done by machine. There were few people inside the factory and what they did was to just press the on and off button. Other examples were about the machines invented for making canned sardines, the invention of cellphone, and others.

On the other hand, she shared her practices in teaching during pandemic on how she gave input in her online class. As quoted:

(D2-JHS2-SST6-E) Minsan naglolog sila. So, to deliver my lesson un nga ginagamit ko lang talaga ung micro-lesson so I have my micro lesson, prepared na ung microlesson na iyan and then pinafollow up ko lang doon ang mga hindi nila naintindihan so parang ganoon. So ang ginagawa ko ay to have a quick view kung ano ung mga hindi nila naintindihan and then iyon na iaactual ko na sa kanila using the different apps, using jamboard, so ginagamit ko ung jamboard para kahit na papano habang gumagawa ako sa isang frame, gumagawa rin sila doon. And I said let's have this sabay sabay tayo, so using differentiated apps.

[Sometimes they are disconnected. So, to deliver the lesson, I used micro-lesson, I have already prepared this microlesson and then I just follow up those who don't understand the lesson. So, what I did was to have a quick view of what they did not understand; then she was actually with them using the different apps, using jamboard. While I was working on one a frame, they were also working. And I said, let's have this together, so using differentiated apps.]



To Asian Studies teacher-participant from District 3 shared her teaching practices where she gave input to her students. During FGD, she said that it was through lecture method. As quoted:

(D3-JHS3-SST8-AS) So far, sa akin po talaga lecture method po talaga ang ginagamit ko. Sa palagay ko po kasi, kahit hindi ko pa po nahandle ung ibang subject areas tulad ng Contemporary Issues Ma'am so ako Ma'am sa palagay ko sa opinion ko ang very common strategy that cut across among the four learning areas, lalo na sa pahanon ng pandemya ay ung lecture method po for the teacher, ung po ung palagay ko na gamit na gamit sa ngayon. [So far for me, I really use the lecture method. I think because, even though I haven't handled other subject areas like Contemporary Issues Ma'am, in my opinion the very common strategy that cuts across among the four learning areas, especially in the time of the pandemic is the lecture method for the teacher, which I think is very useful right now.]

A teacher-participant teaching World History from District 3 shared his teaching practices when he gave input to her students. In an FGD, he quoted that:

(D3-JHS3-SST9-WH) Noong pre-pandemic, more on student-centered ako, as in talagang facilitator lang ako. And then ngayong pandemic, mas teacher-centered ako sa pandemic kasi pinopropvide mo ung mga information sa mga bata, more on lecture method, so iyon ung nakita kung difference during pre-pandemic and pandemic period. [During the pre-pandemic, I was more student-centered, as I



was really just a facilitator. And then now that it was pandemic, I was more teacher-centered because I just provided information to students, more on lecture method, so that was what I saw if there was a difference during pre-pandemic and pandemic period.]

Students also got opportunity to reflect on the ideas of other like their classmates or teachers or individuals outside the classroom to broaden their constructions of meaning or knowledge. As stated by Sullivan and Glanz (2014), meaningful knowledge and learning were centered around the learner and were best constructed through collaboration and reflection.

A teacher-participant teaching Contemporary Issues from District 2 was observed that in the concept/skills application, he guided his students to reflect on their own ideas and on the ideas of others and to talk about their activities, made students responsible for finding and checking their own views about child rights, and provided practical and real-life situation in connection with the lesson by asking question, giving some examples, and analyzing situations about the experiences of children in the Philippines. Through peers and teacher:

Pangkat 1: Naniniwala ba kayo na ang mga bata ay madaling magpatawad? Bakit kaya madaling magpatawad ang mga bata?

Student: Oo...usually ano dapat ang kabataan daw ay dapat na madaling magpatawad dahil tayo ay bata pa. Sana huwag tayong magtanim ng galit.

Pangkat 1: Sunod ang ang bata ay tapat at laging nagsasabi ng katotohanan. Totoo



nga ba na ang mga bata ay hindi marunong magsinungaling?

Student: Hindi po. Pero, minsan po ay hindi rin po sila nagsasabi ng totoo.

Teacher: Nakalulungkot isipin na maraming bata ay nakagagawa rin ng hindi totoo. Di ba kahit hindi naman totoo, minsan sasabihin nya na totoo. Pero sana huwag. Ok. Kung mayroon mang gumagawang ibang tao baka puedeng sabihan natin...huwag nating gagayahin ang mga hindi mga magandang halimbawa.

Maliwanag iyon?" (D2-JHS2-SST7-CI)

[Group 1: Do you believe that children can easily forgive? Why do you think so?

Student: Yes... usually people say that children easily forgive because they are young and they don't keep record of the offense.

Group 1: Next, the child is honest and always tells the truth. Is it true that childrendo not know how to lie?

Student: No. But, sometimes they don't tell the truth either.

Teacher: It's sad to think that many children also do things that aren't true. Isn't it even if it's not true, sometimes he will say it's true? But hopefully not. Ok. If someone is doing like this... we should guide the children not to follow bad examples. Is that clear?]

A teacher-participant teaching Economics from District 3 was observed to guide learners to discuss their activities while reflecting on their own opinions and those of others. (D3-JHS3-SST10-E)

Pangkat 1: (Tagapag-ulat) Ok may tanong ba kayo?



Student: Ang pag-online selling ba ay kasama sa impormal na sektor?

Pangkat 1: (Tagapag-ulat) Maaari naman silang isama sa legal dahil hindi naman illegal ang kanilang ibinibenta. At saka wala naman silang binabayaranang buwis kaya maaari silang mapabilang sa impormal na sektor.

Student: Eh ung habal habal?

Student: Di ba illegal un dahil wala naman iyong prangkisa.

Student: Di po tayo mapapanagutan ng driver kung sakaling magkaproblema o aksidente.

Teacher: Paano nga ba natin masasabi na ito ay illegal o legal? Bakit Ninyo ibinilang ang mga gawaing ito sa legal at sa mga gawaing ilegal?

Pangkat 1: (Tagapag-ulat) Inilagay ko po namin ito sa legal dahil sa ang mga ibinibenta nila ay hindi naman nanggaling sa masama o galing sa nakaw. Sa illegal naman po ang mga ibinibenta nila ay mga masama tulad ng droga, galing snatching at iba pa.

Teacher: So kahit na illegal o legal ang kanilang ginagawa sila ay kabilang sa impormal na sektor. Dahil sabi nga nya sa mga katangian itinakada ng pamahalaan sa pagnenegosyo, magkatulad ang mga ito na hindi nakarehistro sa pamahalaan at hindi nagbabayad ng buwis sa pamahalaan.

[Group 1: (Reporters) Ok, do you have a question?

Student: Is online selling included in the informal sector?

Group 1: (Reporter) They can be legal however they do not pay taxes so they can



be included in the informal sector.

Student: How about habal-habal?

Student: Isn't it illegal because they don't have a franchise.

Student: The driver cannot hold us responsible in case of a problem or accident.

Teacher: How can we say that it is illegal or legal? Why did you say that these activities as legal and illegal?

Group 1: (Reporters) We put it in legal because what they sell does not come from wrong doing or from theft. It is illegal, if what they sell are drugs, things from snatching and others.

Teacher: So even if what they do is illegal or legal, they belong to the informal sector. Because both are not registered with the government and do not pay taxes, nor are they included in the regulation set by the government on doing business.]

Practices in teaching through researching of information were done by teacher or students through traditional or online modes. It was done through giving guide questions to students to research or for interview; the other case required students to research about the task before they were able to conduct the activity. On the other hand, Social Studies teacher-participants also needed to research to teach with complete data and evidences for his/her students. In a constructivist classroom, the teacher was a researcher (Gray, 2019), with this idea supported by Calkins (1986) in Gray (2019); apparently, it was noted that there was definite link between research



and teaching.

In an interview, Economics teacher-participant from District 2 said that “I must help my student learn to be critical and allow them to have an investigative learning.” It was observed that, for additional activities as part of application or remediation, she gave her students questions to research on: 1. Alamin ang mga batas at programang ipinatutupad ng gobyerno upang mapalakas pa ang kalagayan ng sektor ng industriya, 2. Magtala ng mga batas tungkol sa pagpapaunlad ng kalagayan ng sektor ng industriya sa bansa. [1. Know the policies and programs implemented by the government to further strengthen the condition of the industrial sector, 2. Make a list of the laws related to the industrial sector in the country.]. D2-JHS2-SST6-E)

Similarly, another Economics teacher-participant from District 3 gave her students additional activity reflected in her lesson plan. Students needed to interview people from the informal sector, saying the following: Pumili at kapanayamin ang ilang tao sa barangay Ninyo na nagtatrabaho na may kaugnayan sa impormal na sektor. Ang mga sumusunod na tanong ay ibahagi at ipaliwanag sa kanila: 1.) Ang pagtatrabahong ito sa impormal na sektor ay ilang taon na ang kanilang iginugol? 2.) Ano ang dahilan kung bakit mas gusto ninyo ng ganitong uri ng trabaho? 3.) Ang kita sa buong maghapon ay magkano? Sapat ba ang kita ninyo upang matugunan ang inyong araw-araw na gastusin. [Interview some people in your barangay who belong to the informal sector. Ask them the following: 1.) How many years have you been doing this work? 2.) Why did you choose this kind of work? 3.) How much is your income per day? And are



your daily needs met in this kind of work?]. (D3-JHS3-SST10-E)

In an interview, a teacher-participant teaching Contemporary Issues from District 1 stated that in order for him to help his students, he also needed to conduct research about his topic. As quoted:

(D1-JHS1-SST3-CI) I teach Social Studies through different strategies I have learned from the different demonstration teaching. As I have mentioned, it is important to teach Social Studies with primary source from data, interview, researches, etc. To teach with complete data and evidences. I need to conduct more researches in order to give more lessons regarding my subject area. I actually used this in giving correct information for my students.

A World History teacher-participant from District 2 was observed to have encouraged his students to do research about the different types of ideology. As quoted:

(D2-JHS2-SST5-WH) Ok. So magsaliksik tungkol sa iba't ibang uri ng ideolohiya, gamitin ang data retrieval chart. Ok pangalan ng ideolohiya, katangian, mga bansang nagtaguyod. [Ok. So, research about different types of ideology, write your answers in the data retrieval chart. Ok with the name of ideology, characteristics of this ideology, examples of countries who promoted or embraced it.]

A World History teacher-participant from District 5 was observed that in the developmental phase of the lesson, he encouraged group work, use of peers as



resources (collaborative learning), and let the members of the group contribute for achieving group-working result. Before presenting or reporting, they had to conduct research about their topic. During an interview, he quoted:

(D5-JHS5-SST13-WH) Sa social interaction Ma'am kung ang pagbabasehan ko ay ung mga product ko halimbawa pinagluto ko sila, magresearch kayo ng mga pagkain ng mga Inca at saka ng mga Mexican sa Central America so un tuwang tuwa sila, natuto silang mamalengke vivideohan nila ung ano ung start sa pamamalengke sa pamimili ng produkto, ng mga materials, tapos cooking tapos may tasting kami dito tulad ng tsokolateng may sili...Natuwa sila kasi kailangan ung naresearch nila ung talagang actual na resipe ng mga Inca. [In social interaction, Ma'am, if my basis are my products; for example, I asked them to cook. (They are to) Research on the foods of the Inca and of the Mexican in Central America so there, they are very happy. They learned to do marketing. They would videotape the process, starting from the market, buying of the products, of materials, and cooking. Then, we have tasting here such as chocolate with chili... They had fun because they had to research and really use the actual recipe of the Inca.]

Practices in Assessment

Practices in assessment for diagnostic, formative, or summative purposes involved the use of social media for creation, submission, or publication. Social Studies teacher-participants did formative assessment using Facebook, group chat, and



Edmodo for other activities. Related to this was the study of Lumauag (2017) who found out that as portal of communication, teacher participants used the internet and social media to save and exchange papers, access lecture materials, read class announcements, and submit class activities. The teacher also posted class announcements and uploaded lecture materials, assignments, and activities. The participants also exchanged important information on the internet. They communicated and worked using chat, group messaging, email, and video calls. They also collaborated on group projects, shared documents, and talked with their teacher and peers. He further asserted that learners could access free and up-to-date material, conduct research on their subjects, and got introduced to new learning concepts by using computers, the internet, and social media. Instead of simply receiving information, students developed their own thoughts and knowledge with the help of a teacher and an environment that provided them with the resources they needed to study independently.

On other hand, Schrader (2015) claimed that the new mediators of learning, such as social media, provided even more opportunity to influence minds and learning settings. Teachers took on the role of learning community developers and coordinators (Collins & Halverson, 2010). Students served as experts for one another as they built knowledge through dynamic interpersonal and communal interactions, as well as reflective thinking. An Asian Studies teacher-participant from District 2 observed using formative assessment through Facebook for her activity I-Shout Out Mo! for their



thoughts, opinions or views about nationalism. As quoted:

(D2-JHS2-SST4-AS) Ok mayroon akong ipapagawa sa inyo, ito ay tinatawag nating “Gamit ang social media, na facebook, so i-shout out nyo ang inyong damdaming nasyonalismo or yung pagkakamit natin ng ating kalayaan, bibigyan ko lamang kayo ng dalawang minuto upang gawin ito. Dyan nagsisimula ang inyong oras. [Ok I have something I want you to do, we call it “Using social media, Facebook, you will show your feelings of nationalism or how do you feel that we already achievement our freedom, I will only give you two minutes to do it. Your time starts now.]

World History teacher-participant from District 5 explained that his class also had Facebook group, but they did not rely on the number of likes as basis for grading their work; instead, he used rubric for grading the output of his students. As quoted:

(D5-JHS5-SST13-WH) May FB group din kami ngaun ung mga video at iba pang mga gawain doon nila pinopost, pero hindi ako nagpapasign na paramihan ng likes, rubrics ako, kung ano ung rubrics ko un ang magiging score nila Ma’am. [We also have an FB group now. They post the videos and other stuff there, but I don't sign for the number of likes, I use rubrics. What is in my rubrics will be their score, Ma’am.]

During class observation, a World History teacher-participant from District 3 used group chat (gc) and Edmodo for his other activities. As he quoted:

(D3-JHS3-SST9-WH) Ok ung 1-20 na dalawang gawain na may kaugnayan sa



ating aralin ay nasa group chat na. Pakicheck din ang Edmodo para sa iba pang gawain. Naisent na. [Ok, the two activities, both 20 items which are related to our lesson are already sent in the group chat. Please also check Edmodo for our other activities.]

Social media platforms can provide a common information environment where learners interact, communicate, and take part in various social and engaging exercises (Pallis et al., 2011 cited in Lampropoulos et al., 2022). This practice in assessment to broaden basis of construction like the use of social media was a tool to make an action or process easy for the development of learning communities for students.

Practices in Resources

Through convenient access to relevant and sufficient resources and widespread exchange of beneficial information, an ideal constructivist environment allowed learners to gradually gain a thorough understanding of domain knowledge (Kong, 2011 cited in Kong & Song, 2013).

Books and modules were resources for teaching and learning. According to Palacio (2008) cited in the study of Longcop et al. (2015) the function of modules was to continue and improve the teaching-learning process especially in the case of physically-challenged students and those in remote areas deprived of books. Also, students were given the modules they needed to read for conceptual understanding and performance of given activity either in or out of the classroom where the students learned in their own style while the teacher was just a facilitator. In contrast, Brandon



and All, in the study of Aina (2017) emphasized that instead of using the teacher's knowledge and textbooks to solve problems, constructivism held that the student would think up solutions and develop knowledge during the learning process.

In this study, the specific practices in resources for broadening basis of constructions were using books and modules, media, peers, PowerPoint and videos. During an observation with a World History teacher-participant from District 1, it was noticed that she used textbook and module in teaching World History. She also provided her students with handout lifted from their module and let her students answer some activities so that they could follow in the discussion and report to their classmates. She said that “Mayroon akong inihandang handouts tungkol sa aralin upang makasunod ang mga mag-aaral sa pag-ulat ng grupo” (D1-JHS1-SST2-WH).

An interview with a teacher-participant teaching Contemporary Issues from District 1 expressed: “I make sure that I gathered information from different textbooks and researches for the lesson” (D1-JHS1-SST3-CI). He also used the Learning Module (LM) as learning resources for his lesson, specifically Teacher’s Guide (TG), Budget of Work (BOW), and book on the 1987 Philippine Constitution.

An Asian Studies teacher-participant from District 2 was observed that she made sure that her students listened to the report of their classmates. She also checked whether their books were open and actually read. As quoted:

(D2-JHS2-SST4-AS) Ok malinaw po ang ating mga inaasahan sa mga layunin natin sa araw na ito. Pero dito, malalaman natin kung ano ang damdamin na



nabubuo sa mga Asyano sa pang-aabuso at pang-aapi ng mga Kanluranin sa ginawang imperyalismo. Paano iniugnay ng mga Pilipino ang pang-aabuso at pang-aapi ng mga Kanluranin na ginawa noong ika-16 hanggang ika-19 na siglo at para ipahayag sa inyo ang mga tugon ng mga mga Pilipino sa gitna ng ginawang pang-aabuso at pang-aapi. Narito ipapahayag ng mga pangkat ang kanilang ginawang pangkatang gawain. Ngayon, tinatawagan ko na ang Unang Pangkat, para sa pagdeliver ng kanilang gawain. Ok inasahan ko ang pakikinig ng bawat isa at kooperasyon. Umupo ng maayos, itago ang mga cellphone, kasi hindi naman kailangan. Umayos ng upo. Ung mga libro bakit hindi nakabukas... [Ok, our expectations and goals for today are clear. In this lesson, we will find out the feeling of Asians with the imperialism of the Westerners. How did the Filipinos relate to the oppression of the Westerners in the 16th to the 19th century? and how did the Filipino response to colonization? I am calling the Group 1, for the presentation of their work. Listen to the group reporter and I am expecting for your cooperation. Seat properly, keep your cellphones, because you don't need them. Arrange your seat. Why are the books not open?]

A teacher-participant teaching Contemporary Issues from District 2 used module in teaching his class. (D2-JHS2-SST7-CI) During class observation, he quoted:

Teacher: O yan maliwanag ang pagkakakita natin. Ano kaya ang kaugnayan nyan sa ating tatalakayin sa oras na ito? May ideya ba kayo? Ano ang ating topic sa oras na ito? Nasa anong module na tayo ngayon?



Student: Modyul 4, Mga Isyu at Hamon sa Pagkamamamayan Aralin 2 Mga Karapatang Pantao.

[Teacher: Do you have an idea? What is our topic today? What module are we in now?

Student: Module 4, Citizenship Issues and Challenges Lesson 2 Human Rights.]

Similarly, a teacher-participant teaching Contemporary Issues from District 3 used module in teaching her class. During class observation, she quoted:

(D3-JHS3-SST11-CI) Tama...Ito ay may kaugnayan pa rin sa ating aralin dahil ngayon naman ang ating tatalakayin ang iba't ibang organisasyon sa karapatang pantao. Aalamin natin iyan. So klase dapat ay dala ninyo ang inyong mga modyul. Suriin nga natin sa ating mga modyul sa pahina 384-386. Bibigyan ko muna kayo ng ilang minuto, tapos ang bawat pangkat ay may mga gagawin. Pakibasa muna ang ating panuto para sa ating gawain ng bawat pangkat. [True... This is still related to our lesson because today we will discuss the various human rights organizations. We will know and study it today. Be sure you bring your modules and turn it on pages 384 -386. I'll give you a few minutes first, then each group will have their task. Please read first our instructions for each group.]

In an interview with World History teacher-participant from District 4, he quoted that:

(D4-JHS4-SST12-WH) Usually we based on module, ung content ng module un ang sinusunod namin and then ung mga activities din sinusunod namin ung pero



may mga case to case basis na depende rin sa sitwasyon na kailangan mong bumali dun ...kasi sometimes ung nasa module kulang. [We usually base it on module. We follow the content of the module, and then the activities also, but there are case-to-case basis depending on the situation and we must not just follow it... Because, sometimes, the content of the module is lacking.]

During class observation, a World History teacher-participant from District 3 asked his student to get their books for references. (D3-JHS3-SST9-WH)

Teacher: Ngayon naman ay gagawa tayo ng data retrieval chart...ok ...indibidwal ito... pakilabas ang libro. Ang gagawin natin sa una, isusulat natin ung mga iba't ibang ideolohiya at katangian nito at kung anong bansa ang nagtataguyod nito? In your notebook...Ok dali na...Do it now... sa notebook muna.

Student: Sir anong page po?

Teacher: page 395 may limang ideolohiya ang nandyan sa inyong libro...gagawan nyo iyan ng data retrieval chart. Ok...lima yan ha...lima ung nandyan. Ok last 3 minutes...

Ok sige...tulungan tayo ng inyong mga kaklase na maunawaan pa ung tinatawag na iba't ibang ideolohiya, pakinggan natin sila. Irereport ito nina Ramos at Garin...sige. Ramos ikaw muna.

[Teacher: Now, we will make a data retrieval chart... ok... it is individual activity... please get your book. What you are going to do first, is to write down the different ideologies and characteristics of it and what country is promoting or patronizing



it? Write it in your notebook... Ok, it's easy... Do it now... first...in your notebook.

Student: Sir, what page?

Teacher: page 395 there are five ideologies in your book... you will make a data retrieval chart. Ok... there are 5 ideologies there. Ok last 3 minutes.

Ok, let's help your classmates to understand the different ideologies, let's listen to Ramos and Garin, they will report it the class. Ramos, you first.]

Social Studies teacher-participants also used news or features in media platforms which included traditional and new media by reading articles on news they watched in television, or listened in the radio; meanwhile, new media included playing YouTube link for watching the news or other videos related to the lesson, using Facebook and messenger, and other interactive applications.

Related to this, the study of Abad (2012) cited different forms of effectiveness and efficiency of multimedia instructional material as a method of teaching. It was multisensory that could meet the need both for visual and auditory stimulations. Students were more engaged when the senses were utilized. In this way, students learned and remembered more ideas that contributed to the brighter ideas for students to capture.

Multimedia played an important part in cultivating and enhancing students' skills through the construction of their own knowledge and experiences in a constructivist approach to teaching and learning (Longcop et al., 2015). The constructivist approach demanded the teacher to create an environment in which



students could experience the lesson rather than just memorize the topics being studied, and learners were allowed to construct new meaning based on their present knowledge, experiences, and social settings (Brooks, 2011 in Longcop et al., 2015).

A teacher-participant teaching Contemporary Issues from District 1 was observed integrating social media platforms like Facebook and other interactive applications in teaching Social Studies subjects, where communication, teamwork, collaboration and/or cooperation with others were fostered (D1-JHS1-SST3-CI). As quoted:

Teacher: Ok noh...tingnan natin kung ano...bago mag-ulat ang una at ikalawang pangkat, tingnan ang magiging batayan natin sa araw na ito. So, sa bawat grupo, ang bawat isa sa inyo ay magbibigay ng inyong pagpapasya, batay sa ating pagtataya sa bawat grupo, ang ating pamantayan, Like kung gustong-gusto nyo, Love, kapag hindi ninyo gaanong gusto, saan nyo nakikita yan?

Students: Sa Facebook

[Teacher: Ok noh... let's see the report of Group 1 and 2, and what will be our basis for today. So, each of you in your group will collaborate to arrive with your group decision, based on our assessment, on our standard, Like if you really like it, Love, when you don't like it much, where do you see that?

Students: On Facebook]

In his lesson, he also used social media to deepen their knowledge about the contributions of Roman civilization. As quoted:



(D1-JHS1-SST3-CI) Upang mas lalong maunawaan ang mga kontribusyon ng Kabihasnang Romano, panoorin ang sumusunod na Youtube link na isesend sa Facebook messenger. [To better understand the contributions of Roman Civilization, watch the following YouTube link to be sent on Facebook messenger.]

In his lesson, a World History teacher-participant from District 4 checked the attendance of his students before they shared the news they watched whether in the television, radio or in the social media (D4-JHS4-SST12-WH). However, he also shared in an interview that in using social media, he encountered difficulty. As quoted:

(D4-JHS4-SST12-WH) Even in Facebook group, I already had difficulty. I would post lesson, videos, advanced lesson, videos... through God's grace, only five or ten out of 40 or 45 would be able to watch.

From District 2, a teacher-participant teaching Contemporary Issues started his class, as seen in his lesson, with the timely news entitled “Suring-Balita on Duterte Balak Bumuo ng Komisyon para sa LGBTQIA Community” (D2-JHS2-SST7-CI). On the other hand, in her planning, also a teacher-participant teaching Contemporary Issues began her lesson with the latest news where one of her students shared about the closure of ABS-CBN.

An Asian Studies teacher-participant from District 3 was observed having another minds-on activity prepared for her students about reading articles related to the lesson. Each group was given article to be read, after which they wrote important



information in their notebook. Based on the ideas about the article, they developed a graphic organizer about those topics. She also kept discussion open among groups when she instructed her students to form a circle; then after 5 minutes, they transferred to another group of students to share their ideas about the article assigned to them. The 3 groups were able to present their outputs (D3-JHS3-SST8-AS).

Similar to the practice of Asian Studies teacher-participant from District 3, a World History teacher-participant from District 5 shared that he also used articles in his lesson. In the interview, he said that “when it is First Grading, we assign them to read an article, and identify the topic and the main idea” (D5-JHS5-SST13-WH).

Students or their peers were also considered as resources for learning. Asian Studies teacher-participant from District 1 also supported peer collaboration and group work. In her class, she allowed the assigned group to discuss their topic and encouraged students to question each other (D1-JHS1-SST1-AS).

Pangkat 1: Kami po ang Unang Pangkat, na magtatalakay tungkol sa Manipestasyon ng Nasyonalismo. Kung ating babalikan, ang balita na ipinapanood sa atin, ano ang inyong nakita?

Student: Ang pagkakaroon ng pagkakaisa

Pangkat 1: Tama dahil ang ito ang una mga manipestasyon ng nasyonalismo ay ang pagkakaisa.

[Group 1: We are Group 1, we will discuss the manifestation of nationalism. If we are going to recall the news that is being watched by us, what did you see?



Student: Having unity

Group 1: Correct because this is the first manifestation of nationalism is unity.]

Also, a teacher-participant teaching Asian Studies from District 2 actively encouraged projects and peer collaboration (D2-JHS2-SST4-AS).

Pangkat 2: Ito po ang presentasyon ng Pangkat 2. May mga ipapakilala po ako sa inyong mga tao na nasa ating museo na nagpakita ng matinding pagmamahal sa ating bayan. Una ay ang ating pambansang bayani, alam ko naman na kilala nyo na siya?

Ako si Dr. Jose Rizal ipinanganak ako sa Calamba, Laguna noong Hunyo 19, 1861. Hindi ko matanggap ang mga katiwalian ng pamahalaang Espanyol sa Pilipinas kaya sumulat ako ng Noli Me Tangere at El Filibusterismo.

Ako si Graciano Lopez-Jaena, itinatag ko ang La Solidaridad ang pahayagan ng mga Pilipino sa Espanya upang maiparating sa mga kinauukulan ang mga katiwaliang nagaganap sa Pilipinas.

Ako si Andres Bonifacio, ako si Supremo, ako ang nagtatag ng KKK. Ako ang namuno sa Sigaw sa Pugadlawin. Ako rin ay nag-alay ng aking buhay sa pakikipaglaban sa mga Espanyol.

Alam nyo ba aking mga kaklase...na ang ilan sa mga ipinakilala ko sa inyo ay nagkaroon ng malaking ambag sa ating bansa. Nagpakita sila ng pagmamahal sa bayan para makamit ang ating kalayaan. Iyon lamang po at maraming salamat.”

[Group 2: This is the presentation of Group 2. I would like to introduce some of



the people in our museum who have shown great love for our country. First is our national hero, I know you already know him?

Dr. Jose Rizal is my name. On June 19, 1861, I was born in Calamba, Laguna. Because I couldn't take the Spanish government's corruption in the Philippines, I composed *Noli Me Tangere* and *El Filibusterismo*.

I am Graciano Lopez-Jaena, I founded *La Solidaridad*, the newspaper of the Filipinos in Spain to bring to the attention of those concerned the corruption taking place in the Philippines.

I am Andres Bonifacio, I am Supremo, I am the founder of the KKK. I was the leader of *Sigaw sa Pugadlawin*. I also sacrifice my life and fought to the Spaniards. These important people, I introduced to you have made a great contribution to our country. They showed love for the country to achieve our freedom. That's all and thank you very much.]

To Economics teacher-participant from District 2, a practice she promoted was collaboration and the utilization of peers as resources. The teacher enabled the group who would be reporting to further elaborate their ideas with their peers about the industrial sector. (D2-JHS2-SST6-E)

Teacher: O ngayon upang higit na maunawaan ung sektor ng industriya. Tinatawagan ko ang Group 3 para mag-ulat tungkol dito. Game na Group 3.

Group 3: Sa pananaliksik na ginagawa namin sa tulong ng aming guro. Ayon sa ADB ang Pilipinas ay mayroong malusog na sektor ng paglilingkod kaya



kailangan din ng malusog na sektor ng industriya. Kaugnay nito ang sektor ng agrikultura. Kailangang maging malusog ang isang industriya sa Pilipinas upang madagdagan o magkaroon ng trabaho ang mga Pilipino. May apat na sub-sektor ang sektor ng industriya. Ang mga metal at di-metal at enerhiyang mineral na dumadaan, kinuhuhan at dumadaan sa proseso ay mga gawaing may kaugnayan sa pagmimina na kabilang sa sekundaryang sektor. Ang mga produkto na nagmula sa proseso ay ang nagbibigay ng kita sa bansa. Ang iba pang sub-sektor ng industriya ay konstruksyon, pagmamanupaktura at utilities. Dahil sa sila ang gumagawa ng mga produkto, ang papel na ginagampanan ng sektor ng industriya ay may mahalagang papel na ginagampanan. Ginagawa nila ang isang produkto na puwedeng magamit ng mga konsyumer. Kung wala ang sektor na ito wala tayong makakain dahil sila ang nagpoproseso at gumagawa ng ating pagkain.

[Teacher: To understand better the industrial sector, I am calling Group 3 to report on this. Group 3, are you ready?

Group 3: In the research that we have done with the help of our teacher, according to the ADB, the Philippines has a healthy service sector so it also needs a healthy industrial sector, and related to this is the agricultural sector. An industry in the Philippines needs to be healthy in order for Filipinos to increase or have jobs. The industry sector has four sub-sectors. Mining is the secondary sector, through which metals and non-metals and mineral energy are being



process. The products derived from the process are the ones that provide revenue to the country. The other sub-sectors of the industry are construction, manufacturing and utilities. The role of industrial sector is important because they are the producers of the products. They make a product that consumers can use. Without this sector we have nothing to eat because they process and make our food.]

From District 2, a teacher-participant teaching Contemporary Issues put his students to groups and allowed them to talk and exchange ideas (D2-JHS2-SST7-CI).

Pangkat 1: Bilang mga Pilipino, ano-anong mga karapatan ang dapat mong taglayin?

Student: Karapatang makapag-aral.

Pangkat 1: Iba pang kasagutan?

Student: Karapatang magkaroon ng pangalan

Pangkat 1: Ano pa?

Student: Magkaroon ng maayos at mapayapang tirahan

Pangkat 1: Ano pa, mayroon pa ba?

Student: Para sa akin po karapatang mabuhay, balewala po ang lahat ng karapatan kung hindi naman natin ito matatamasa. Kailangan na mabuhay tayo upang matamasa ang ating karapatan.”

[Group 1: As Filipinos, what rights should you have?

Student: Right to education.



Group 1: Other answers?

Student: Right to have a name

Group 1: What else?

Student: Have a nice and peaceful home

Group 1: What else, any other?

Student: For me, the right to live, all these rights if not given importance can't be enjoyed. We have to live to enjoy our rights.]

A teacher-participant teaching Contemporary Issues at District 3 allowed her students to group/support making projects in group and peer learning (D3-JHS3-SST11-CI). As quoted:

Group 1: Ang aming napili sa mga organisasyon ng karapatang pantao, ay ang Organisasyon ng Global Rights, aming sinuri ang adbokasiya ang ginawa nila, mga isyung binigyang-pansin, at mga aksiyong isinagawa. Una, sa human rights, ang kanilang adbokasiya ay itaguyod at pangalagaan ang karapatan ng mga taong walang gaanong boses sa lipunan. Sinasabi rito na ang binigyang-pansin ng Global Rights ay sa mga taong walang gaano, o walang kakayahan ang kanilang mga sarili sa isang lipunan ay maipagtanggol. So ang binigyan nila ng pansin dito ang mga mamamayang walang gaanong boses, o walang gaanong kakayahang maghayag ng boses o sari-sariling pananaw o hinaing. Ano-ano naman ang mga isyung binigyan ng pansin?

Student: Ang halimbawa nito ay mga pang-abuso na lumalabag sa karapatang



pantao.

Group 1: Next ano naman ang mga aksyong isinagawa?

Student: Ang aksyong isinagawa ng Global Rights ay magtaguyod ng mga reporma tungkol sa karapatang pantao at magbigay ng serbisyong legal.

Halimbawa ang isang tao ay naakusahan ng isang bagay, maaari siyang humingi ng tulong sa organisasyong ito.

[Group 1: The human rights organization that we have chosen is the Global Rights Organization, we reviewed the advocacy they did, the issues addressed, and the actions taken. First, in human rights, their advocacy is to promote and protect the rights of people who have little voice in society. The Global Rights priority are people who have little, or no ability to defend themselves in the society. So, they are helping the people who do not have much voice, or do not have much ability to express their voice or their own views or grievances. What are the issues given attention?

Student: An example of this is abuses that violate human rights.

Group 1: Next what actions were taken?

Student: The action taken by Global Rights is to promote human rights reforms and provide legal services. For example, a person is accused of something, he can seek help from this organization.]

A World History teacher-participant from District 5 emphasized the use of peers as resources for group work and let the members of the group contribute for



achieving group-working result, where before presenting or reporting they conducted research for their topic. As quoted:

(D5-JHS5-SST13) To increase ang ugnayan ng mga bansa at lipunan. So, ngayon ang papakinggan natin ung unang pangkat. Tingnan natin ang kanilang mga nasaliksik tungkol sa mga samahan. Ok pakinggan natin ang Group number 1. [To know more about the relationship between nations and society. Let us listen to the first group ... Let's listen to what they have research about the different organizations. Ok let's listen to Group number 1.]

In the study of Dena Ala Ali (2006) cited in Longcop et al. (2015), PowerPoint could be used during a guided lesson to quickly display the questions that students were required to answer. Through this, students organized well their answers while the questions were shown in the PowerPoint presentations. She went on to say that utilizing PowerPoint to teach courses in the classroom was an excellent method to teach. PowerPoint is a presentation tool that both students and teachers can use to get information. In the classroom, using PowerPoint could improve students' learning, excitement, and enjoyment. It also offered teachers another way to express ideas, get across information, and spark student's interests.

In this study, PowerPoint presentation was used also in teaching and learning and one of the practices in resources. To World History teacher-participant from District 4, he used PowerPoint presentation in the discussion about Second World War, the Treaty of Versailles, the different ideologies in Europe, Great Depression, and



others. (D4-JHS4-SST12-WH)

Likewise, for another World History teacher-participant from District 5, he said in an interview that he used PowerPoint presentation in his class because he considered it efficient; another reason was, they had only three meetings with only 50 minutes, very limited time for teaching. As quoted:

(D5-JHS5-SST13-WH) May reporting pero mostly via PowerPoint kasi un mostly ang pinakaefficient. [There is reporting but mostly via PowerPoint because it is generally the most efficient.]

During class observation, in his presentation, he had questions and scrambled letter for the students to use in giving the important concepts such as Delian League, Conservative Europe, Triple Alliance, and United Nations. He used pictures to give the names of group of animals in the animal world like school of fish, colony, herd, barkada, and others. The students were also able to read in the slide the objectives of the new topic, Yunit IV Ang Kontemporaryong Daigdig, Ika-20 Siglo hanggang sa Kasalukuyan Mga Suliranin at Hamon sa Pandaigdig na Kapayapaan, Pagkakaisa, Pagtutulungan, ng mga Tao, Aralin 4, Mga Pandaigdigang Organisasyon, Pangkat at Alyansang Politikal, Samahang Politikal, Pangkabuhayan, at Pampulitika. And also, able to present the focus question, “Bakit kailangan linangin ang ugnayan sa pagitan ng mga bansa at lipunan?” Then his students proceeded to their groupings.

An Asian Studies teacher-participant from District 1 said in an interview that she was “using PowerPoint presentation, for the topic for discussion.” In her lesson plan



during her online class, as part of her Procedures and Strategies, she used PowerPoint presentation so that her students could easily understand what was in the module, “Powerpoint ng mga dapat maunawaan ng mga mag-aaral sa modyul” (D1-JHS1-SST1-AS).

From District 1, a teacher-participant teaching Contemporary Issues also used PowerPoint presentation and maximized the use of multimedia in his lesson plan and class observation (D1-JHS1-SST3-CI). In general, as observed, most of the Social Studies teacher-participants teaching Asian Studies, World History, Economics, and Contemporary Issues used PowerPoint presentations in their classes.

Also, videos were used for teaching and learning like clips, documentaries, and films. Asian Studies teacher-participant from District 1 used short video in teaching, as shared in an interview, “I used short video about the topic for discussion” (D1-JHS1-SST1-AS).

During class observation, students have chance to broaden their constructions of knowledge through various resources like short video with help of their peer and teacher. (D1-JHS1-SST1-AS) As quoted:

Student: Ako nga po pala si _____, ang naatasan para sa balitaan sa hapon na ito. Panoorin natin ang maikling video ng balitang inihanda tungkol sa Pagyanig at aftershock sa Mindanao.

Teacher: Ok...mula sa napanood na balita o mula napanonood ninyong video, ano ang inyong naramdaman? Yes?



Student: Nakaramdam po ako ng awa sa mga taong naapektuhan ng mga kalamidad.

[Student: I am _____, the one assigned to deliver the news this afternoon.

Let's watch a short video of the news I prepared about the "Earthquake and aftershock in Mindanao."

Teacher: Ok, from the news that you have watched or from the video you watched, how did you feel? Yes?

Student: I feel sorry for the people affected by the disasters.]

In addition, during class observation, each group reported their task where one group presented with the help of short video clip related to manifestation of nationalism. (D1-JHS1-SST1-AS) As quoted:

Pangkat 1: Kami po ang unang pangkat, na magtatalakay tungkol sa manipestasyon ng nasyonalismo. Kung ating babalikan, ang balita na ipinapanood sa atin, ano ang inyong nakita?

Student: Ang pagkakaroon ng pagkakaisa

Pangkat 1: Tama dahil ang ito ang una mga manipestasyon ng nasyonalismo ay ang pagkakaisa.

(Isang video ang ipiplay ng Pangkat 1 upang higit na maunawaan ang manipestasyon ng nasyonalismo)

Mula sa video na ating ipinapanood ano ang konseptong nakapaloob dito?

(Itatanong ito sa kapwa kamag-aral)



Student: Pagmamahal sa sariling atin.

[Group 1: We are Group 1 and we are going to discuss the manifestation of nationalism. If we are going to recall the news that was being watched, what have you notice?

Student: Having unity

Group 1: Correct because the first manifestation of nationalism is unity.

(A video will be played by Group 1 to better understand the manifestation of nationalism)

From the video we watched what is the concept being presented? (This will be asked to their classmate)

Student: Loving ourselves.]

From District 1, a teacher-participant teaching Contemporary Issues discussed the latest news or current issues using video clip about the EDSA People Power Revolution's 34th Anniversary (Ika-34 Taong Anibersaryo ng EDSA People Power Revolution) (D1-JHS1-SST3-CI). As quoted:

Teacher: Panoorin ang balita.

(Ang lahat ng mag-aaral ay manonood ng balita gamit ang maikling video clip tungkol sa EDSA People Power)

Teacher: Tingnang maigi ang mga larawan ... yan ah nilangaw. Ok. Balikan natin ang balita noh? Tingnan natin kung talagang pananagutan ninyo ang inyong mga kasagutan. Ok so, tungkol saan ang inyong napanood na balita o pagbabahagi ng



impormasyon? Sige, ____?

[Teacher: Let us watch the news.

(All students will watch the news using a short video clip about EDSA People Power)

Teacher: Look at the pictures carefully. Ok. Let's go back to the news. Let's see if you're really responsible for your answers. Ok so, what is the news all about? Yes, ____?]

Similarly, Asian Studies teacher-participant from District 2 also used video to present the latest news or current issues about the EDSA People Power Celebration. During class observation, as quoted:

(D2-JHS2-SST4-AS) Pakinggan natin at panoorin ang maikling video o balita. Samantala bilang pag-iingat sa Covid-19 mas simple ang naging selebrasyon ng ika-34 na anibersaryo ng EDSA People Power Revolution. Pagkatapos po ng flag raising ceremony, nagkaroon ng replay ceremony, pinagunahan yan ng Vice Chairman ng People Power Commission na si Joey Concepcion at ni National Historical Commission of the Philippines o NHCP Chairman Rene Escalante. Mahalagang alalahanin ang People Power dahil patunay ito na may demokrasya sa bansa. Sa tantya ng NCRPO tinatayang nasa walong daan hanggang nasa isang libo ang nakiisa sa programa. ...Tungkol saan ang ating balita, klase? [Let's listen and watch the short video or news. Meanwhile as a precaution to Covid-19 the celebration of the 34th anniversary of the EDSA People Power Revolution



became simpler. After the flag raising ceremony, there was a replay ceremony, led by the Vice Chairman of the People Power Commission Joey Concepcion and the National Historical Commission of the Philippines or NHCP Chairman Rene Escalante. It is important to remember People Power because it symbolizes democracy in the country. The NCRPO estimated that only eight hundred to one thousand people joined the program...What is the news all about, class?]

Similar to the practice of Asian Studies teacher from District 2, as noted in the lesson plan, a World History teacher-participant from District 3 instructed his students to jot down important information about the news in order to answer some questions related to the video which is about the EDSA People Power Revolution (D3-JHS3-SST9-WH).

To a teacher-participant teaching Contemporary Issues from District 2, it was observed that he used video analysis where his students watched a short video clip about Child Labor and asked series of questions or challenging problems to get them thinking about the new topic (D2-JHS2-SST7-CI). In an interview, he said that he used “film/documentary analysis” as his teaching practice.

To a teacher-participant teaching Contemporary Issues from District 3, during FGD, she explained that:

(D3-JHS3-SST11-CI) Tayo ngayong pandemic, hindi na lang tayo facilitator lang so talaga tayo ung mas gumagawa ng way para sa mga bata minsan ...pagka minsan ung mga tamad kasi na mga bata, hindi pumapasok, ung mga video



lesson, mapapanood nila kasi hindi naman puedeng laging hihintayin natin sila na magrespond pa. So sasabihin mo ito na ung mga video lessons, balikan mo na lang panoorin mo ulit para macatch up nyo ung dati nating mga lessons. So ito ung mga ginagawa namin ngayon sa pandemya. [This pandemic, we are no longer just facilitators so we really need to reach out to our students... for some lazy students who do not come to class, they can watch the video lessons, because we could not always wait for them. So, you will just say, this are the video lessons, just go back and watch it again to be able you to catch up on our previous lessons. So, this is what we are doing now in the pandemic.]

To a World History teacher-participant from District 4, it was seen in his lesson plan that he prepared a short video for the students about causes of World War I. Also, in an interview, he explained that:

(D4-JHS4-SST12-WH) Ang format ng lesson plan ay nahahati pa rin sa apat, Alamin (Know), Paunlarin (Process), Pagnilayan at Unawain (Reflect and Understand) at Isabuhay (Transfer). Ung activity sa Alamin ay tulad ng Balik-Aral, Drill, tapos nagfofocus kami sa Paunlarin. Tapos ung Pagnilayan o Deepening, usually nagagawa ko un through movies na may kinalaman sa movies lalo na kapag history ang tinuturo mo, movies and videos. [The format of the lesson plan is still divided into four: Know, Process, Reflect and Understand, and Transfer. The activities in the Know are Review and Drill. Then, we focus on the Process. Then on Reflect and Understand or Deepening, I usually do it through



movies, especially if it has connection to the movies (sic) especially if you are teaching History, movies and videos.]

He added that “it is necessary that you associate 21st century learning tools/ teaching tools, videos...” and shared some of his difficulty in using social media when he uploaded his lesson or advance videos for his students. As he said, “Even in Facebook group, I already had difficulty. I would post lesson, videos, advanced lesson, videos... through God's grace, only five or ten out of 40 or 45 would be able to watch” (D4-JHS4-SST12-WH).

To World History teacher-participant from District 5, he said that:

(D5-JHS5-SST13-WH) Meron kaming mga final output halimbawa gagawa sila ng video, gagawa sila ng film...kaya ko pinapagawa un sa kanila kasi ICT integration, 21st century learning, kung lagi lang kaming nakatuon sa binibigay ng DepEd hindi rin madedevelop ang kanilang skills at mahahasa ang kanilang pagkatuto.” [We have final output such as video or film making because of ICT Integration, 21st century learning. If we would just always focus on what DepEd gives, their skills will not fully develop and their learning will not be sharpened.]

With regard to the present study, on the theme broadening basis of constructions, practices in teaching were discussion, giving input, reflecting on other ideas and research. For practices in assessment, they used social media and for practices in resources were books and modules, media, peers, PowerPoint and videos.

Learning, according to Vygotskian theory, is a social and collaborative activity



in which students must use the input of others, such as peers, parents, friends, and a variety of other people, as well as sources of information such as the Internet, books, videos, and movies, and the teacher serves as a facilitator (Martin, 2012). In addition, the teacher served as a coach who guided the students in using resources, employing fun and motivating strategies while the students were uncovering the content with depth and breadth (Stix & Hrbek, 2006 in Serbo & Ancho, 2019).

2.) What are the experiences of the JHS Social Studies teachers in teaching social constructivist strategies?

The Social Studies teacher-participants shared their experiences in teaching social constructivist strategies in the selected Junior High School (JHS) in the six districts in the Division of City Schools of Manila.

Table 18 on page 298 shows the summary of the experiences of the JHS Social Studies teachers in teaching social constructivist strategies.



Table 18

*Summary of the Experiences of the JHS Social Studies Teachers
in Teaching Social Constructivist Strategies*

Themes	Specific Experiences
Theme 1 Misconceptions about Social Constructivist Strategies	Misconceptions <i>Misconceptions about social constructivist strategies</i> Experiences in terms of Challenges <i>Still learning</i> <i>Effect of sections</i> <i>Low mastery</i>
Theme 2 Lower student interactions in flexible learning	Experiences in terms of Challenges <i>Online interactions</i>
Theme 3 High student engagement in learning	Experiences in terms of Effects <i>High engagement</i> <i>Promotes thought and expression</i> <i>Shared ownership</i> <i>Social skills</i> <i>Promotes teamwork</i>

Theme 1: Misconceptions about Social Constructivist Strategies

The first theme is misconceptions about social constructivist strategies. Some Social Studies teacher-participants are challenged in teaching social constructivist strategies while one Social Studies teacher-participant admittedly is still learning it, others express some misconceptions about social constructivist strategies. Nonetheless, it is observed that even when Social Studies teacher-participants have misunderstandings about social constructivist strategies, they still have some practices



that promote it in the classroom like collaboration and cooperation strategies.

Table 19 provides a summary of the open codes under the categories and the themes that emerged from the data gathered in the study on the misconception about social constructivist strategies.

Table 19

Summary of Codes on Misconception about Social Constructivist Strategies

Theme	Specific Experiences
Theme 1 Misconceptions about Social Constructivist Strategies	Misconceptions <i>Misconceptions about social constructivist strategies</i>
	Experiences in terms of Challenges <i>Still learning</i> <i>Effect of sections</i> <i>Low mastery</i>

Misconceptions

Social constructivism based on the ideas of Vygotsky (1978) is a learning theory that human development is socially situated and knowledge is constructed through interaction with others.

However, Social Studies teacher-participants expressed some misconceptions about social constructivist strategies in teaching and learning. Savion (2009) defined misconceptions as inaccurate or incomplete ideas about a concept or a process.

In this study, World History teacher-participant from District 1, in an interview, her misconception in teaching social constructivist strategies is that (students), “they



became dependent. They can't learn on their own" (D1-JHS1-SST2-WH).

To a teacher-participant teaching Contemporary Issues also from District 1, "I make sure that I gathered information from different textbooks, researches for the lesson. I actually used this in giving correct information for my students" (D1-JHS1-SST3-CI). To Economics teacher-participant from District 2 stated that, "As teacher we must be the beacon of knowledge. We must inspire regardless of what strategies. As long as we have disseminated learning and our students absorbed this and apply it in their daily life, they will be productive individual" (D2-JHS2-SST6-E).

On the other hand, to Asian Studies teacher-participant from District 2, she said that "Social constructivist teaching practices promotes the ability of the teacher to create learning through the use of different technique and strategies applied" (D2-JHS2-SST4-AS).

For World History teacher-participant from District 2, he explained that:

(D2-JHS2-SST5-WH) For Asian Studies & for World History, scaffolding and social constructivism for me is the best teaching strategy to be used. For Economics, activating prior knowledge is the best teaching strategies to be used. For Contemporary Issues, the best specific teaching strategies that can be used is anticipation guide.

To World History teacher-participant from District 5, as he quoted:

(D5-JHS5-SST13-WH) As Dr. Fe Hidalgo said, it is challenging. Constructivism cannot be done everyday because the child gradually makes the idea or concept,



then, if you expect that there is constructivism everyday, there's none because the class is suspended, there's an event, so the thinking of the student is interrupted. How are you going to gradually make it, so what I have in mind back then is that I should always be ready. Everything you will be doing for the whole grading period is presented on the first week. Now, I do the same, Ma'am, in the Explore Phase, I present everything already, this is our process, if classes are suspended, we just continue it in the next meeting.

He also added that it takes time teaching social constructivist strategies in Social Studies subjects, "it takes times. For example, we taught Grade 7. There was an instance that I handled the special section, it seems I was discouraged, but once they reached Grade 10 and I observed their class, it was already okay. It's a continuous experience" (D5-JHS5-SST13-WH).

As verbalized by Social Studies teacher-participants from District 5, Brooks and Brooks (1993) in the study of Liu (2007) explained that changing a classroom setting won't happen overnight. It was a progressive process, doing and reflecting, more doing and reflecting and more doing and reflecting. Constructivist classrooms did not all work in the same way.

Experiences in terms of Challenges

According to Biyo (2000) in the study of Rogayan (2018), teaching may not be a financially rewarding vocation. It is a vocation that necessitates urgent and frequently competing issues. Regardless of life's issues, hardships, and obstacles, one must



willingly contribute one's personal time, talents, and treasure.

In the experiences in terms of challenges, Social Studies teacher-participants were also challenged in teaching social constructivist strategies because he/she was still learning it. As to Asian Studies teacher-participant from District 1, she said in an interview that her experiences in terms of challenges in teaching social constructivist strategies, “As a Social Studies teacher, I am challenged and still continue learning using social constructivism in teaching Social Studies” (D1-JHS1-SST1-AS).

This difficult situation faced by the Social Studies teacher participants was linked to the findings of Veyis (2020) study which found that teachers faced challenges in implementing constructivist teaching, such as a lack of field knowledge and pedagogical skills, not giving enough importance to this knowledge field in teacher training programs, the curriculum not being prepared in accordance with the constructivist approach, and the schools were not so supportive practicing the constructivist approach. In addition, the result of the experiences of Social Studies teacher-participants in this study was related to the finding of the study of Alburo (2019) even though it was in the field of Mathematics. He investigated mathematics instructors' pedagogical views and classroom practices to see if their attitudes and behaviors lean toward traditional or constructivist pedagogy. The 20 participating schools that provided the 96 mathematics teacher-participants were identified using a mixed method design and stratified-purposive sampling approach. The study found that math instructors' preparation for K-12 implementation through training was



insufficient to transform their pedagogical approach toward a constructivist perspective.

On the other hand, another related study was in medical field, Christian et al. (2016) used pictation alongside lectures and tutorials to conduct a case study with 85 third-year students. Pictation was created with the purpose of sharing and annotating digital photos. A survey questionnaire, interviews, and observations were used to assess the learning activity. Students' insufficient prior knowledge, humiliation in disclosing deficient understanding to peers, and the desire for certainty were recognized as three hurdles in conducting a social constructivist learning activity. These difficulties were present for teachers who wanted to use social constructivist learning methods since they suggested that students had inadequate prior knowledge, were eager to share their shallow understanding with peers, and were comfortable with ambiguity.

Another experience in terms of challenges under misconception in teaching social constructivist strategies was effects of sections, which pointed to the differences in application of social constructivist strategies in teaching due to variations among class sections. Data showed that Social Studies teacher-participants considered that there were low and high sections which determined the applicability of teaching social constructivist strategies.

In terms of the effect of sections, a World History teacher-participant from District 4 said that:



(D4-JHS4-SST12-WH) For me, that is effective, based on my experience with higher section, with star section, because, Ma'am when there are groupings and it is with higher section, you will not run out of time, you just give instructions and they already know what to do; your time will not be wasted... Unlike when you do it with lower section, you have to fully explain and still, they won't understand you, effort is wasted, Then, even if you explain, you don't get good answers. We try it, Ma'am, but it's useless. I seldom give activities to lower sections; more often, I give activities to higher sections." He also added that "When it's with higher section, you achieve your target, Ma'am because you can see there who is the leader, follower, good speaker, and creative. You can also do it with those in the middle, but when it is extreme or lower sections, it is going to be slightly more difficult. It will just be minimal. There are still group activities, but easy ones. Your way of grouping is different for those in the higher section compared to those in the lower. The strategy for the higher section is HOTS (Higher Order Thinking Skills); you have higher expectations for them and it is more difficult. When you also have group activities with lower section, you change it.

He also explained that there should be a need to consider the time when teaching social constructivist strategies in the lower section. As quoted:

(D4-JHS4-SST12-WH) The teaching time itself. AP is for one hour only and thrice a week, so instead of having many activities such as these, sometimes the teacher



can no longer do it because of time constraint. At times, there is no class, so if you assign it for the lower sections to do, the whole one hour will be used up... that's why I have said a while ago that it's better assigned to the higher sections.

Similar to the experiences of World History teacher-participant from District 4, another World History teacher-participant from District 5 narrated that:

(D5-JHS5-SST13-WH) It's very challenging in the lower section because you cannot guarantee that they will attend class daily, that they have available materials. They do not have the same level of understanding so that in itself is a challenge. It's not a problem, it's just a challenge. It depends on the teachers on how they we're going to solve. So, in my case, what I first did is I gave everyone a book, then group them. In Section Daniel, one by one, but since there are limited chances, in special section, it is by pair because I have a different book assigned to them. I have lower section in which you really...teacher-centered... you discuss.

Social Studies teacher-participants also believe that teaching social constructivist strategies is a threat to student's mastery of the lessons.

An Asian Studies teacher-participant from District 4 shared in an interview that her experience in terms of challenges encountered using social constructivist strategies in teaching her subjects was “low mastery of the subject matter” (D2-JHS2-SST4-AS). On the other hand, a World History teacher-participant from District 2 quoted that:



I think one of the weaknesses of social constructivist strategy is that the students don't have the mastery of content. (D2-JHS2-SST5-WH)

Students' knowledge was formed through social interaction, according to social constructivism. The experiences of the Junior High School (JHS) Social Studies teacher-participants in teaching social constructivist strategies as regards misconceptions in social constructivist strategies were dependent, gathered information and disseminates learning, in terms of challenges were still learning, effect of sections, and low mastery.

The findings seemed to suggest that Social Studies teacher-participants and students needed to be exposed and continue to practice teaching social constructivist strategies. It is also important for the Social Studies teachers to be familiar in teaching social constructivist strategies in various ways to accommodate the complexity and diversity of student knowledge of the subject matter.

Theme 2: Lower student interactions in flexible learning.

The second theme is lower student interactions in flexible learning. In teaching social constructivist strategies, social interactions are important to enrich students' constructions. However, this is limited during the pandemic. Even with the availability of digital tools for collaboration, realities of flexible learning (e.g., poor internet connection, student practices in flexible learning) makes it challenging for the Social Studies teacher-participants to interact with the students, or initiate student-to-student interactions.



Table 20 provides a summary of the open codes under the categories and the themes that emerged from the data that were gathered in the study on lower student interactions in flexible learning.

Table 20

Summary of Codes on Lower student interactions in flexible learning

Theme	Specific Experiences
Theme 2	Experiences in terms of Challenges
Lower student interactions in flexible learning	<i>Online interactions</i>

Experiences in terms of Challenges

Integration of technology in the classroom is now essential in fostering a 21st century learning. The 21st century world is also equal to VUCA world (Volatility, Uncertainty, Complexity and Ambiguity). Technological innovations change social structure and change of work environment. However, Information and Communication Technology (ICT) also brings about active learning, collaborative, creative, integrative and evaluative aspects to the education sector.

Social Studies teacher-participants also experienced challenges in online interactions with students or facilitating interactions among students. This could be due to technical or other factors.

To Economics teacher-participant from District 2 compared her experiences in terms of challenges during pre-pandemic and pandemic time. She also narrated her



experiences in terms of online interaction. As she shared during pre-pandemic the usual problem that she encountered is attendance however during pandemic there are some factors why they are not attending the class. As quoted during the FGD:

(D2-JHS2-SST6-E) Sa present situation natin sa pre-pandemic at pandemic. Sa traditional natin some of the na-eencounter ko usually na problem ko ay ang attendance, the rest okay na. Sa pandemic talagang para sa akin, marami talagang effect, sa social ng bata paano magsosocial interaction kung wala namang gaanong pumapasok. Pero sa pre-pandemic talaga alam naman natin na talagang siya ang gumawa, sila ang nag-iinteract sa klase pero kapag nasa bahay sila, we don't really know kung ano. Kasi sa online class kasi madedetermine mo naman kung siya talaga ang sumasagot o bakit kaya hindi ka nya sinagot... eh ang galing galing naman nya sa kanyang mga ipinasang output. So iyon lang you have to record kung ano ang ipinasa nya so ganoon parang may bias pa rin. [In our present situation during pre-pandemic and pandemic. In our traditional setup I usually encountered problem in the attendance, the rest is okay. During pandemic, for me, there are many effects, on the child's socialization, how will they socialize when they are not attending their classes. In the pre-pandemic, we are sure that they are one who made their output, they are the ones who interact with the class but when they are at home, we don't really know. But in the online class, you can also determine if he is really the one who answers the activity or why he didn't answer ... eh, he's really good at his submitted outputs. So that's all,



you have to record what he/she passed so it still seems like there is bias.]

To a teacher-participant teaching Contemporary Issues from District 3 in an FGD narrated that:

(D3-JHS3-SST11-CI) Very challenging talaga pero dahil syempre teachers tayo gagawa talaga tayo ng way para talagang maabot natin ang mga bata sa ngayon although marami talagang factors. Kasi kalimitan sa mga students namin nagtatrabaho na sila, so tumutulong na sila sa mga magulang nila so un ung mahirap eh. Kahit gusto nilang magparticipate online pero dahil nga sa kailangan nilang magtrabaho so minsan di mo alam ito bang mga batang kaharap mo sa online ay talagang nakikinig sayo kasi hindi mo naman talaga sila nakikita di un yung mahirap sa atin. Pero ipinagpapatuloy pa rin natin na makita nila talaga ung teachers ay may ginagawa para matuto sila kahit na napakahirap ng sitwasyon. Minsan din naman, Maam minsan naman konti lang sila kapag maaga ang session mo, halimbawa 8 o'clock ung time ang konti ng batang pumapasok hindi mo alam kung ano ba tulog pa ba sila o talagang wala silang balak pumasok. Unlike kapag face to face kahit maaga kahit 6:30 kung pang umaga sila nandoon talaga sila sa eskuwelahan at hindi nag-aabsent. So dito sa online mas malala ung kailan lang nila gustong pumasok, basta lang makapasok sila ganoon. So iyon ang mga nakikita ko na problema ngayong online class. Sa pre-pandemic mas kilala mo ung bata eh kahit ilan 'ung students mo kasi mayroon kayong interaction, araw araw nagkikita kayo sa klase sa subject mo, nakikita mo sila pero ngayon kasi



mas nakikilala mo lang ngayon ay iyong most active at nagpaparticipate sa klase at sumasagot kumpara talaga doon sa mga hindi nagpaparamdam. So hindi mo talaga sila kilala, ano bang klaseng bata ito...di nagpapakita sa kamera, lalo at hindi rin sila nagpaparticipate. [It is really very challenging but because we are teachers, we really have to make a way to reach the children, although there are really many factors. Because most of our students are already working, they already helped their parents, so it's hard. Even if they want to participate online, but because they have to work, sometimes you don't know if the kids in front of you in online are really listening to you, because you don't really see them, so it is hard for us. But we still want them to see that the teachers are doing something for them to learn, even though the situation is very difficult. Sometimes, Ma'am, they are few when your class is early, for example, when the time is 8 o'clock there attendance is very few, you don't know if they are still asleep or they really have no intention to go to online class. Unlike when face to face even as early as 6:30 in the morning they are at school and they don't want to be marked absent. So here online, it worsens, only when they want to enter in the online class, or just for the sake of attending the online class, just like that. So those are the problems I see in this online class. In pre-pandemic, you know the child better, no matter how many students you have, because you have interaction, every day you meet them in the class on your subject, you see them, but now you only know the child, when they are active, participates in class and answers compared to



those who are not participating. So, you don't really know them, what kind of child is this ... they don't show up on camera, they also don't participate either.]

As to Asian Studies teacher-participant from District 3 shared in the FGD her experiences in terms of challenges during pre-pandemic and pandemic time. As quoted:

(D3-JHS3-SST8-AS) Sa panahon po ngayon ng pandemic siguro po ung mga social constructivist teaching approaches ay ung mga kapag may mga inquiries ang mga bata regarding sa mga paksa na hindi pa nila masyadong nalinawan. Maaari Ma'am it could be on manner of raising questions, sa aming mga gc ganoon po Ma'am kasi ang hirap din naman pong mag-interact sa mga bata lalo na ngayong pandemic limited lang din ang kanilang resources when it comes to their gadgets and materials so far un po ang nagagawa ko as one of my social constructivist teaching practices in this time of pandemic. Sa experience ko po kung pagbabatayan po natin ay ang situation natin na pandemic medyo mahirap po on my part na ma-exercise talaga ung social constructivism approach kasi un nga po katulad na lang din po ng virtual tayo and at the same time marami po tayong mga factors nung mga bata kung bakit sila hindi nakakattend ng klase nila pero kung ang pagbabatayan naman po is yung face to face ito naman pong social constructivism approach ay nagagawa naman po natin sa subject po nating Araling Panlipunan kasi isa po sa mga end goal nito ay kailangan kahit ano pang learning area yan ang dinidevelop talaga po natin ay ung ang ating mga mag-aaral



ay isang mabuting mamamayan ng ating bansa at the same time malaman din po nila ang konsepto ng nasyonalismo. So, for me po talaga sa panahon ngayon ng pandemya nahihirapan akong iimplement na gamitin ang social constructivism. Pero pagdating naman po sa mga disadvantage pagdating sa bata ...sa online class po kasi limited lang ang interaction tapos usually kapag allotted lang ng 20 minutes, parang hindi mo naibibigay lahat, parang pinipili mo lang ang what is essential, na kailangang matutuhan ng bata sa araw na ito or sa linggo po na ito. Kaso Maam un naman ang disadvantage is number 1 ay kakaunti na lamang ung umaattend sa ating online class. Dahil nga sa napakaraming rason ung kinakaharap na sitwasyon ngayon, sa public hindi naman po lahat ganoon ay may kakayanan na magprovide ng mga resources sa online, pano mo ma-eencourage ung bata na imaintain nila ung kanilang daily attendance sa ating mga classroom. Nakakalungkot kapag ung mga batang hindi nagpaparamdam, nagpaparamdam lang po kapag kukuha na ng forms. [In today's time of pandemic, it can be considered that it is social constructivist teaching approaches when children have inquiries regarding topics that they do not really understand. Maybe Ma'am it could be in the manner of raising questions, in our gc Ma'am it's also difficult to interact with children especially now that the pandemic their resources is also limited when it comes to their gadgets and materials so far that the only way that I can do as one of my social constructivist teaching practices in this time of pandemic. In my experience, in our pandemic situation, it is quite difficult on my



part to really exercise the social constructivism approach because we are just on virtual and at the same time there are many factors why children can't attend their class, but if the basis is the face to face, we can do the social constructivism approach in our subject Social Studies because one of its end goals is to develop in our students to become a good citizens of our country and at the same time they should also know the concept of nationalism. So, for me, in this time of pandemic, it is difficult for me to implement social constructivism. But when it comes to the disadvantages when it comes to the child ... in the online class, the interaction is limited and usually only 20 minutes are allotted, you can't give everything, you will just choose what is essential, what the child needs to be learned. today or this week. The disadvantage is number 1, there are only a few who attend our online class. Because of the many reasons for our current situation, not everyone in the public has the ability to have online resources, so how can you encourage children to maintain their daily attendance in our classrooms. It's sad when you don't feel the presence, you're the student, they only show up when they get the forms.]

World History teacher-participant from District 3, shared his experiences in terms of challenges during pre-pandemic and pandemic time. As quoted:

(D3-JHS3-SST9-WH) Ang advantage mas malalim ang pagkaunawa ng mga mag-aaral sa mga iba't ibang isyu sa lipunan gamit ang social constructivism. Pero ang challenges ay internet connection ng mga bata kaya madalas hindi sila



makapagparticipate sa interaction sa online class. Pero sa pandemic less ang interaction kasi syempre mahirap maggroupings sa online...minsan minsan na lang ang groupings pagdating sa pandemic na nakapaloob sa preparation sa lesson plan. Sa division namin sa online class namin Monday to Thursday ano sila asynchronous, isang araw lang ang synchronous, 2 hours ang maximum pero dinidiscourage kami na i-consume ung 2 hours. Tapos isa pa sa advantage ng pre-pandemic may interaction tayo sa mga bata. Sa pandemic kasi ang hirap kasing kaharap ng screen salita ka ng salita tapos hindi mo sigurado na nasa harap pa ba ng screen ang mga bata baka mamaya naglalaro na lang pala. Kasi sa public hindi naman required na mag-open cam ang bata. Usually nag-oopen cam lang sila kapag magchecheck ng attendance during the start and end ng klase. [The advantage is that students have a deeper understanding of various social issues using social constructivism. But the challenges are the children's internet connection so they often can't participate in the interaction in the online class.

In pandemic there is less interaction because of course it is difficult to group online ... we just sometimes do the groupings when pandemic and it is usually included in the preparation of the lesson plan. In our division our online class is Monday to Thursday they have asynchronous, only one day is synchronous, 2 hours is the maximum but we are discouraged to consumed 2 hours in conducting our classes. Then another advantage of pre-pandemic we have interaction with children. In a pandemic, it's hard to talk in front of the screen



and then you're not sure if the children are still there, maybe they are just playing. Because in the public, the child is not required to open the cam. Usually, they only open the cam when you are checking the attendance during the start and at the end of class.]

On the other hand, in an interview, World History teacher-participant from District 5 also shared his experiences in terms of challenges during pre-pandemic and pandemic time. As quoted:

(D5-JHS5-SST13-WH) It's very challenging in the lower section... because you cannot guarantee that they will attend class daily, that they have available materials.

A constructivist technology-rich environment according to Vygotsky (1978) pushes the teacher to take a new role. Teachers should play a key role in creating a learning environment for their students that is enhanced by the use of technology. It is his/her responsibility to support and guide students as they learn (Phye, 1997). Providing advice to learners, according to Vygotsky, includes pushing them to go beyond their current abilities (i.e., activating the zone of proximal development). In addition, the teacher should have ICT skills and be able to use technology into his/her instruction (Baker et al., 1994).

In addition, learning, according to Lev Vygotsky, cannot be detached from its social context, and all cognitive functions have their origins in some form of social interaction. Even though that, it was identified that Social Studies teacher-participants



experienced lower student interaction in flexible learning and online interactions, Duffy (2018) said that online learning can take place in a social setting. It was simply not the same as a typical classroom. Collaboration can still be incorporated into virtual learning. Finding the correct tools and systems to enable social constructivism in every element of the virtual learning process is vital.

Theme 3: High Student Engagement in Learning

The third theme is high student engagement. Social Studies teacher-participants reported high student engagement in teaching social constructivist strategies. This promotes student thinking and expressions of ideas and opinions.

Table 21 provides a summary of the open codes under the categories and the themes that emerged from the data that were gathered in the study on high student engagement in learning.

Table 21

Summary of Codes on High Student Engagement in Learning

Theme	Specific Experiences
Theme 3 High student engagement in learning	Experiences in terms of Effects <i>High engagement</i> <i>Promotes thought and expression</i> <i>Shared ownership</i> <i>Social skills</i> <i>Promotes teamwork</i>



Experiences in terms of Effects

According to Seo (2018), learner engagement played an important role to let instruction successful. Students' active engagement in the learning process led to high level of achievement and gave a meaningful learning experience.

In relation to this, the effects of the Social Constructivist Learning Environment (SCLE) on 5th grade primary school learners were investigated by Akyol and Fer in 2010. The study's participants were 5th grade students in Istanbul, Turkey's elementary schools. The study's findings revealed that the Social Constructivist Learning Environment (SCLE) design is beneficial for learning and providing new material to learners through group work and multimedia. It was also shown that it had a positive impact on learning results. The result of their study with the effect of social constructivism is related to the findings of the present study where according to the Social Studies teacher-participants, application of social constructivism to teaching Social Studies, lead to high student engagement.

World History teacher-participant from District 1 during class observation, after the presentation of group of students, used role playing as teaching strategy, selected students acting as news anchor like in the television or used newscasting. She also used question and answer (Socratic method) where she provided her students guide questions to answer. She also keeps discussion open, keep students engaged in the lesson and gave students the opportunities to communicate with their teacher and with their classmates. (D1-JHS1-SST2-WH) As quoted:



Teacher: Maraming Salamat Group 1. Siguro naman ay may natandaan kayo sa pag-uulat ng inyong mga kaklase.

Students: Opo.

Teacher: So saang lugar mas kilala ang mga Spartan?

Student: Pelloponesus po.

Teacher: So kilala sila sa Peloponnesus... sa anong dahilan?

Student: Kilala po sila dahil sa lahat ng lungsod-estado, ang Sparta lamang ang hindi umasa sa kalakalan.

[Teacher: Thank you very much Group 1. I hope you remember something from your classmates' reports.

Students: Yes.

Teacher: So where are the Spartans better known? In what place?

Student: In Peloponnesus.

Teacher: So, they are known in Peloponnesus... for what reason?

Student: They are known because of all the city-states, only Sparta does not rely on trade]

According to a teacher-participant teaching Contemporary Issues from District 3 during an interview, shared her experiences in terms of the effects of using social constructivism. She said that “students learn to be creative, motivated in different activities” (D3-JHS3-SST11-CI).



The application of social constructivist strategies to teaching Social Studies, also promotes thought and expression. According to Asian Studies teacher-participant from District 1, in an interview with her, high student engagement in learning in the use of social constructivist teaching which promotes student thinking and expressions of ideas and opinions was through discussion strategy. As quoted:

(D1-JHS1-SST1-AS) Through discussion the learner will have their own answers and opinions to the topic of the day.

To Economics teacher-participant from District 2 also in an interview, said that the use of social constructivist teaching strategies enables students to think and answer questions. “Yes. It encourages the learners to answer and think” (D2-JHS2-SST6-E). Similarly, another Economics teacher said that “it helps them became more creative and enhances their critical thinking” (D3-JHS3-SST10-E).

To a teacher-participant teaching Contemporary Issues from District 3, during class observation, where she used problem-solving strategy, she gave her students opportunity that they can apply their knowledge and new idea to solving community problems where one of her students explained that she will promote women's rights, give them fair trial and equality, she also wants to give justice to those who become victims of corruption. (D3-JHS3-SST11-CI)

To Asian Studies teacher-participant from District 3, in an interview said that:

(D3-JHS3-SST8-AS) Collaborative learning, I should say, I proved it effective because I noticed to my students that they can explain concept based on their



own understanding. There some advantages and disadvantages using social constructivism. One of my gains is that I develop the socialization skills of my students and creating their own idea about specific topic.

During an interview, World History teacher-participant from District 3 stated that “It is effective for me as teacher to facilitate their understanding” (D3-JHS3-SST9-WH).

According to the Social Studies teacher-participants, application of social constructivist strategies to teaching Social Studies, also leads to shared ownership of learning among students or students and teachers.

To World History teacher-participant from District 2, the use of social constructivist teaching strategies, for him was shared ownership, as he said:

(D2-JHS2-SST5-WH) For me, learning is very effective in teaching Social Studies because it has positive interdependence, face-to-face interaction, individual and group accountability, group behaviors and group processing and what is the most important is that the ownership of teaching and learning is shared by group of learners.

The application of social constructivist strategies to teaching Social Studies, also helps develop social skills of students.

To Asian Studies teacher-participant from District 3, in an interview, the use of social constructivist teaching strategies developed social skills. As quoted:

There some advantages and disadvantages using social constructivism. One of



my gain is that I develop the socialization skills of my students and creating their own idea about specific topic. (D3-JHS3-SST8-AS)

According to a teacher-participant teaching Contemporary Issues from District 3, application of social constructivist strategies to teaching Social Studies, helps promote teamwork. As quoted: “It shows students models of good practice encourage team working” (D3-JHS3-SST11-CI).

Over all, the identified experiences on high student engagement in learning of Social Studies teacher-participants in terms of effects are high engagement, promotes thought and expression, shared ownership, social skills and promotes teamwork. Based from the findings, it can be inferred that these experiences of Social Studies teacher-participants in using social constructivist strategies have a positive effect which contributed to high student engagement in learning.

The result of this study is related to the of Cuayzon (2014) when she examined the effectiveness of constructivist approach in teaching Social Studies among the intermediate students of Philippine School in Doha, Qatar. There was a substantial difference in student performance before and after exposure to the constructivist method, according to the findings. Therefore, it is inferred that constructivist approach increased the performance of the students in Social Studies, as it promotes active involvement, creativity and independence on the part of the learners. Same as in the study of Ilyas et al. (2013) even though it is in other field, their findings seemed related to the findings of the present study. The researchers conducted a quasi-experimental



study in Sindh to see how social constructivist Algebra instruction affected the learning outcomes of 7th graders (Pakistan). The first pattern t-test analysis revealed that both groups were similar; however, the second posttest analysis revealed that the treatment group, which was taught using a social constructivist approach, outperformed the control group in terms of achieving statistically significant learning outcomes. The researchers also determined that Vygotsky's social constructivist approach functioned better than traditional one-way instruction based on the outcomes of a quasi-experimental investigation. It not only improved learning outcomes, but it also allowed students to communicate with one another, share their ideas and listen to those of others (peers or teachers), build social interaction and communication skills, and study cooperatively in a free and accommodating atmosphere.

It is the researcher's hope that the social constructivist teaching practices and experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies presented in this paper can help teachers especially the Social Studies teachers to make learning meaningful and enrich students' constructions of meaning by applying the social constructivist strategies in Social Studies subjects.

Lessons Learned

- 1. Opportunities for expressions of constructions** shows the practices in teaching and practices in assessment of the Social Studies teacher-participants. The Social Studies teacher-participants should provide and create more activities that the students could express their own constructions of meaning or



knowledge.

2. **Opportunities for collaborations** shows that the students should be given more opportunities for social interaction and exposure to a more collaborative activities that will enrich the bases of their constructions of knowledge. Collaboration should be done in a social constructivist manner, with students interacting, discussing, and sharing ideas.
3. **Corrections on constructions** in the practices in teaching and practices in assessment gave opportunities to students to correct and be corrected in their constructions of meaning or knowledge. Assessment should also enhance both the student's learning and the teacher's understanding of student's progress.
4. **Broadening basis of constructions.** Providing the necessary resources for students to broaden their knowledge construction will lead to the desired direction or learning outcomes.
5. **Misconceptions about social constructivist strategies.** Even the Social Studies teacher-participants were challenged and have misconception in teaching social constructivist teaching strategies, they still have some practices that promote it in the classroom like collaboration and cooperation.
6. **Lower student interactions in flexible learning.** In social constructivism, social interactions are important to enrich students' constructions. However, this is limited during the pandemic. It also makes it challenging for the Social Studies teachers to interact with the students, or initiate student-to-student interactions.



Because active involvement is required for social constructivism to be successful, it is critical to identify the correct tools, resources and even the programs to enable social constructivism in every step of the virtual learning process.

7. **High student engagement in learning.** Experiences of Social Studies teacher-participants in teaching social constructivist strategies in terms of effects reported high student engagement. This promotes student thinking and expressions of ideas and opinions.

3.) Based on the findings of the study, what instructional framework in teaching social constructivist strategies for Junior High School (JHS) Social Studies could be proposed?

**MAGTAYO: A PROPOSED INSTRUCTIONAL FRAMEWORK
IN TEACHING SOCIAL CONSTRUCTIVIST STRATEGIES
FOR JUNIOR HIGH SCHOOL (JHS) SOCIAL STUDIES**

The researcher found it appropriate to come up with an instructional framework in teaching social constructivist strategies for Junior High School (JHS) Social Studies based from the social constructivist teaching practices and experiences on how the thirteen (13) Social Studies teacher-participants use the social constructivist strategies in teaching in the selected Junior High School (JHS) in the City of Manila, specifically in the Division of City Schools Manila located in the capital city of the Philippines, center of economic, political, social and cultural activities, categorized as highly urbanized city (HUC) and known as the country's premier school division.



This study found the following themes to describe their experiences and social constructivist teaching practices. The experiences of Social Studies teachers in teaching social constructivist strategies were misconceptions about social constructivist strategies, lower interactions in flexible learning and high student engagement in learning. On the other hand, the social constructivist teaching practices of JHS Social Studies teachers, the four themes identified are opportunities for expressions of constructions, opportunities for collaboration, corrections of constructions and broadening basis of constructions.

It also appeared in this study that with the experiences of Social Studies teachers in teaching social constructivist teaching strategies like misconceptions about social constructivist strategies, still learning, effect of sections and low mastery, it seemed that the understanding about social constructivist strategies of the Social Studies teachers was limited and they also have inadequate knowledge about social constructivist theory. The Social Studies teachers only prepared activities for students to work in groups and only to the "social aspect" of social constructivism, not much on constructivist aspect. As emphasized by Maxim (2006) that in social constructivism, the participants should be an active and contributing members of the group that achieved success through cooperative efforts. And as constructivist, the groups should be involved in the systematic pursuit of knowledge and in efforts to apply their knowledge in meaningful situations. Thus, the researcher proposed an instructional framework in teaching social constructivist strategies for Junior High School (JHS)



Social Studies. The bases of this framework were the findings of this study.

It will carry the name: **MAGTAYO: A Proposed Instructional Framework in Teaching Social Constructivist Strategies for Junior High School (JHS) Social Studies**. It is derived from the Filipino responses of the Social Studies teacher-participants and through their oft-repeated reference to the terms *ginagawa*, *gagawin*, *ginawa*, *gawin*, *magagawa*, *nagagawa*, *gagawa*, *pinapagawa*, *ipapagawa*, *bumuo*, *magbuo*, *bubuuin*, *binubuo* and *mabubuo*. The term *Magtayô*, according to Santos (in Vicassan's Pilipino-English Dictionary, 2006) means to build, construct, erect and set up (syn. *magtirik*, *gumawa*); to establish, organize and found (syn. *magtatag*, *magpundar*, *magbuo*). *Magtayo*, in this study means to build, construct or organized activities and materials in teaching social constructivist strategies in the classroom for a more effective and better learning of students.

The term **MAGTAYO** also derived from: **M**-marked misconception about social constructivist strategies, **A**-advised how to improved lower student interactions in flexible learning, **G**-generate more activities for student engagement in learning, **T**-tailor practices that will offer possibilities to broaden the bases for constructing knowledge, **A**-advance students collaborative experiences, **y**-yield to opportunities that provide corrections of constructions and for **O**-offer opportunities for expressions of constructions.

The **MAGTAYO** instructional framework for the teachers especially for the Social Studies teachers was designed to strengthen the teaching of social constructivist



strategies among Social Studies teachers in teaching Social Studies (Asian Studies, World History, Economics, and Contemporary Issues) in Junior High School (JHS) in the City of Manila, specifically in the Division of City Schools Manila located in the capital city of the Philippines, which was categorized as highly urbanized city (HUC). As the Social Studies teachers become facilitators of learning in the Social Studies classroom in a highly urbanized city, they may use/apply some of the social constructivist strategies to maximize students' learning and constructions of meaning.

Under the MAGTAYO framework, the Social Studies teachers will be guided in teaching a lesson in Social Studies incorporating strategic steps to be followed or on how to use some of the examples of social constructivist strategies or the step by step on how to build, construct and organize certain activities on collaboration and cooperation, problem-based learning and inquiry learning. Furthermore, the Social Studies teachers can also utilize it in lesson planning and in the actual teaching. On the part of the students, they would be guided in their constructions of meaning or knowledge, and in judging their own progress. Also, in this framework, assessing group activities need not be separate from the implementation. Assessment was always a part of the learning process where with the facilitation of teachers, especially of the Social Studies teachers, a crucial evidence of student learning.

The arrows from the experiences and social constructivist teaching practices of Junior High School (JHS) Social Studies teachers show some examples of the kind of social constructivist strategies they employ in teaching Social Studies in a highly



urbanized city (HUC). The kind of social constructivist strategies to be used or that can be adapted by the teachers, especially by the Social Studies teachers depend on the lesson or topic and must be aligned to curricular goals. The social constructivist strategies can be also considered in planning the instructions in delivering lessons in Synchronous (S), Asynchronous (As), Face-to-Face (F2F) or Hybrid class.

The step-by-step process on how to organize and proceed to certain activities using some of the examples of social constructivist strategies such as collaborative and cooperative strategies, problem-based learning and inquiry learning were presented:

Collaborative and Cooperative Learning

Social constructivism, in which collaboration results in the formation of knowledge and meaning, can be equated with collaborative learning (Smith & Ragan, 2005).

Collaboration and cooperation in this study pertained to all teaching activities that involved student collaboration and cooperation whether inside or outside of the class sessions.

Steps to Collaborative and Cooperative learning

1. Groupings. Students were divided into groups, encouraged to take charge of their own learning, create positive noise and involve themselves in activities that inspired interest and passion in the Social Studies subject. They were given topics to explore, discuss, be reported on, and provide guide or processing questions to be answered. Examples of topics were about nationalism and the manifestation



of nationalism, the characteristics of the Spartans, how they trained in the military school, and how this kind of military government that existed in Sparta could help a country and others.

2. Tasking. After each group agreed on their answers, they shared them with the class. A group of students were assigned to do role-playing by acting as news anchors on television or using newscasting to present their tasks. Social Studies teachers prepared group activities for their students, like in the dula-dulaan group, students will make a short role play showing the rising price of commodities and ways that can help solve it. For the jingle group, they will make a short song that will show the cause and effects of inflation. Other groups of students used a racial list with guide questions to present the characteristics of the informal sector; others used the fishbone technique to discuss the cause and effect of the informal sector; and others were assigned to explain the role of consumers and the goods and services from the informal sector. Other Social Studies teacher used donut game or somewhat similar to the inside-outside circle. Students needed to form two donut -shaped circles. They made sure that they had partner in the circle. Partners needed to share their responses. Everyone rotated or turned around so that all members of the team could share their ideas.

Other group activities for collaborative learning for students were 1.) The class will be divided into three groups, 2. Each group will read a short article about a



different topic. They will also write the important information in their notebook.

3.) After 5 minutes, they will go to the next station, or they will transfer to another group of students. Then they will share their ideas and write their answers based on what they understand from the article in the graphic organizer.

On the other hand, in an online class, the students work in pairs or "pairing", and they present their output in the form of a short talk or with regard to the task given to them. Other students present through PowerPoint presentations where the Social Studies teacher chooses the best students in his/her class so that they can really act as leaders to guide their classmates in their group.

3. Integrating Technology. Social Studies teachers integrated social media platforms like Facebook and other interactive applications in teaching Social Studies subjects, where students' communication, teamwork, collaboration and/or cooperation with others could be fostered.
4. Sharing Reward/Incentives. Students that participate in collaborative and cooperative learning get very attached to one another and take great joy in sharing an incentive or reward to recognize their success. Bonus points, free homework passes, and social rewards like verbal praises, smiles and using different emoticons are a few strategies that Social Studies teachers may choose to recognize their students' efforts.



Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is regarded as a constructivist method of teaching since it prioritizes group and independent learning while being supported by teacher facilitation. PBL supports a constructivist learning philosophy because the teacher, rather than just imparting knowledge, guides and challenges the students' learning. Students are viewed as active agents who participate in the creation of social knowledge. They are also asked to create solutions to real-world problems.

Steps to Problem-Based Learning

1. Planning. Social Studies teacher select a topic for study based on curriculum standards, the learning objectives he/she wants his/her students to accomplish which include Content Standard (*Pamantayang Pangnilalaman*), Performance Standard (*Pamantayan sa Pagganap*), Learning Competencies (*Mga Kasanayan sa Pagkatuto*), learning resources and materials to be used which includes human (peers or teachers, physical objects) including technology integration, and assessment for students.
2. Determining the students' prior knowledge. The Social Studies teacher will ascertain the background knowledge of the students regarding Social Studies subjects, plan activities that will appeal to and rapidly capture their interest, raise the questions, and give the students the chance to work in groups or pairs. The examples of questions posed by the Social Studies teachers were:

“Upang magkaroon ng isang eleksiyong malinis, ano ang magagawa mo bilang



isang mag-aral?"

"Bakit kaya mahalaga ang pakikibaka ng bawat isa para makamit ang ating kalayaan, bakit mahalaga ang pagkakaisa natin at pakikibaka para maipagtanggol ang ating kapwa, ang ating bansa?"

"Kung ikaw ay nahaharap sa isang sitwasyon na hinahamon ka ng iyong kamag-aral sa isang away, paano ka tutugon."

3. Engaging students. The development of the problem involves the students. The students can also identify a problem that has to be looked into. The particular role that each student in group or partner must play in problem solving must also be determined.
4. Defining problem. The students will be given the problem like the impact/ effect of industrialization, its effects to the environment, and what solutions the students could suggest to the positive and negative effects of industrialization, solution to have a clean election in the country, question why it was so important for Filipinos to fight for freedom, to unite to defend the country, and to defend others, proposed method of solution like the situation of the Philippines and then of China and others. They will meet to talk in small groups or pairs, give students a chance to construct their knowledge, explain and provide solutions to problems, communicate with their classmates and engage in debate about their ideas, make predictions, and draw conclusions. Social Studies teachers as facilitators provide scaffolding, or a foundation on which students can build understanding of the problem.



5. Offering potential steps and solutions for the problem. The students will offer potential steps and solutions for the problem. They will present and justify the proposed solution.
6. Assessing. The performance of students must be assessed so that the Social Studies teacher will be aware of what knowledge and understanding his/her students already know and what they still need to know to improve their problem-solving skills. Assessment can be diagnostic, formative, or summative, involved urging or giving students the opportunity to express their understanding, opinions and ideas on the lesson. The examples of assessments Social Studies teacher-participants prepared for their students were *I-Shout Out Mo!* using Facebook, *Pusuan Natin!*, *Timbangin Mo* or checking views of students using a scale and others.

Inquiry Learning

Inquiry is being recognized as a construct of social constructivism (Bachtold, 2013). A spontaneous, self-directed exploration is the foundation of inquiry. Students are said to be inquiring when they learn through engaging with their environment. They are asking about something, taking action to gather information, and processing that information (Corpuz & Salandanan, 2013).

Steps to Inquiry learning

1. Introducing. A new topic was presented by the Social Studies teacher. As basis for introducing new concepts, Social Studies teacher asked series of



questions or challenging questions for students to begin thinking about the topics in Social Studies, for example, using picture analysis (*suri-larawan*). Divided into groups, he/she allowed the students to observe first and to develop an explanation on what message the picture wanted to convey. He/She also asked the following questions: “What does the picture want to convey? Based on the picture, what did the leader do to show love for their country in South and West Asia?” Other Social Studies teacher who also used picture analysis needed each group to answer the following: “(1.) What does the picture represent? 2.) What messages do the pictures want to convey regarding voting? 3.) Why is it important for the citizens of a country to vote? Social Studies teacher also used the latest news or current issues about EDSA People Power Celebration and presented a series of stimulating questions to get students thinking about Social Studies issues relevant to the EDSA People Power Revolution. She asked why it was important for the Filipino to remember the anniversary, how many years it has been commemorated, what feelings, or what work did the Filipinos show or demonstrate in this commemoration of history? Other examples of questions for students which challenged students to think critically were: “What is being done in mining? What is being done in construction? What is the role of industrial sector in the economy? Why is it important?”

2. Questioning. Students also asked questions as part of the lesson. They were



not only encouraged to answer but to formulate questions was part of the lesson design.

3. Researching. Researching of information were done by teacher or students through traditional or online modes. It was done through giving guide questions to students to research or for interview; the other case required students to research about the task before they were able to conduct the activity. The example questions to research were 1.) Know the policies and programs implemented by the government to further strengthen the condition of the industrial sector, 2.) Make a list of the laws related to the industrial sector in the country.

On the other hand, the example of questions when students needed to interview were the following: 1.) How many years have you been doing this work? 2.) Why did you choose this kind of work? 3.) How much is your income per day? And are your daily needs met in this kind of work?

4. Concluding. Social Studies teacher guide the students to develop their own conclusions on the subject or the topic of the day, provided students' practical and real-life situations in connection with the lesson and also asked follow up questions. There might be additional questions as a result.
5. Class Sharing. After each group agreed on their answers, they shared them with the class. The Social Studies teacher lead the conversations by promoting discussion, more inquiries, and insight.



A double-headed arrow pointing from the examples of social constructivist strategies of Social Studies teachers in a highly urbanized city to the Social Studies constructivist urbanized classroom show the roles of teacher, student, assessment and the curriculum. The role of teacher should be facilitator/guide, motivator, communicator, collaborator, co-learner, coach, help students construct their own knowledge, provide activities that promote group/collaborative work, make links between the facts and help students develop new understanding, utilized more open-ended questions/inquiries, help in promoting dialogue among students and others. The role of student should be motivated learner, team learner, self-directed, participating and collaborating actively in group activities, problem-solver, researcher, ask and formulate questions, express their ideas, present group output/task, shared experiences to others. The assessment (technology-supported environment) should be authentic assessment which could be performance or product assessment with the help of scoring rubric, self-assessment and peer assessment and based on students' understanding. The features of the curriculum should have content and performance standard, develop higher order thinking skills for students (critical thinking, creative thinking, problem solving, decision making), real-life context, communicative competence, perform civic duties, utilizes resources sustainably, engaged in creative and cultural activities, use students' prior knowledge and also the curriculum is shaped together with students.



Figure 6 on the next page presents the developed instructional framework of the study in teaching social constructivist strategies for Junior High School (JHS) Social Studies. The MAGTAYO: A Proposed Instructional Framework in Teaching Social Constructivist Strategies for Junior High School (JHS) Social Studies.



MAGTAYO: A PROPOSED INSTRUCTIONAL FRAMEWORK IN TEACHING SOCIAL CONSTRUCTIVIST STRATEGIES FOR JUNIOR HIGH SCHOOL

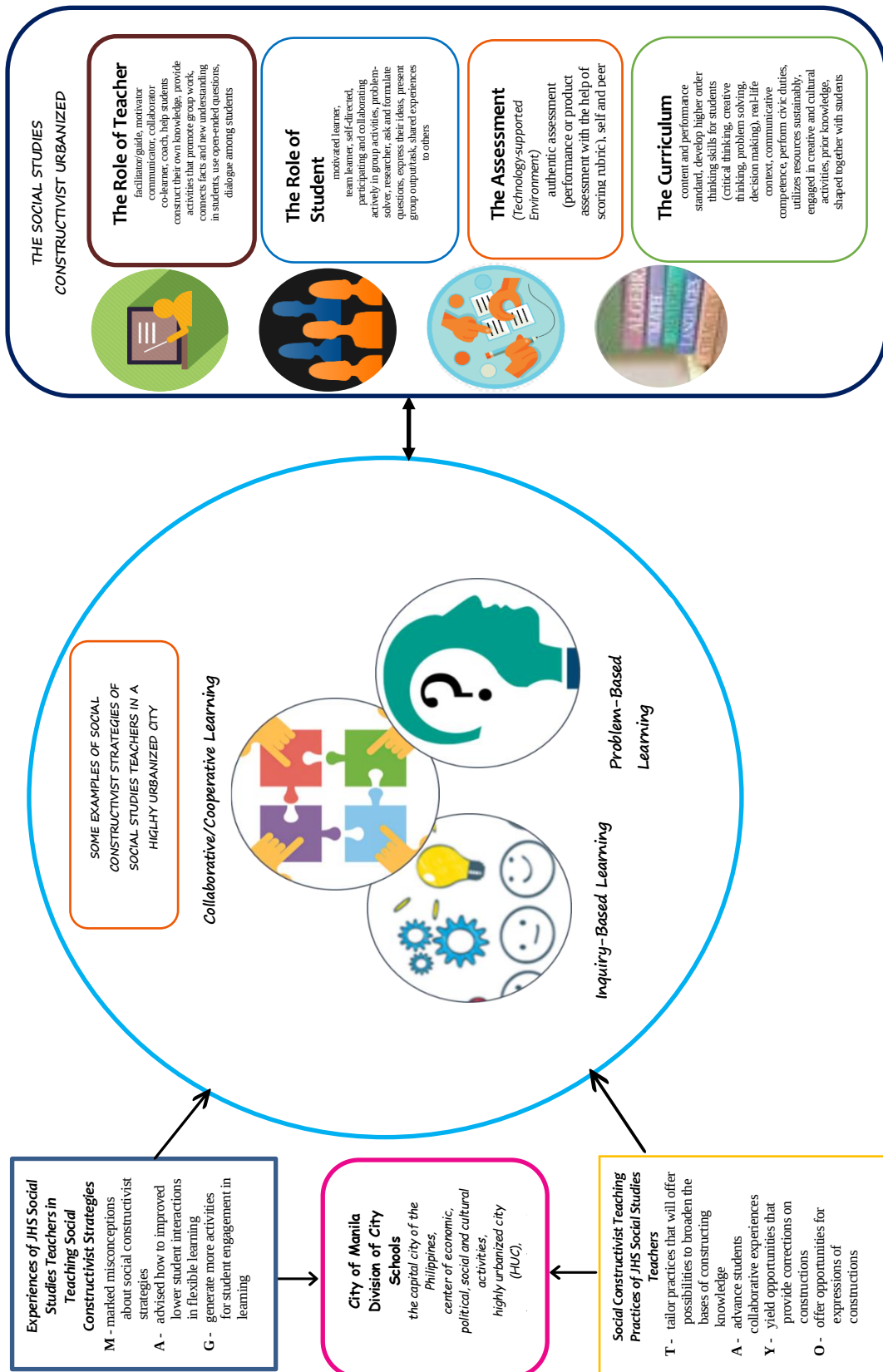


Figure 6: The MAGTAYO Instructional Framework in Teaching Social Constructivist Strategies for Junior High School (JHS) Social Studies



Chapter IV

Summary, Conclusions, and Recommendations

This chapter presents the summary, findings obtained from data, the conclusions drawn, and the recommendations.

Summary of the Study

The participants of this study were thirteen Social Studies teachers from the selected basic education public Junior High School (JHS) in the six districts in the DepEd Division of City Schools Manila, a highly urbanized city. They ranged in age from 25 to 54 years old; six (6) were male, and seven (7) were female; seven (7) were single while six (6) of them were married. For highest educational attainment, six (6) participants had Bachelor's degree; six (6) with Master's units and one (1) participant with Doctorate units; five (5) with Social Studies specialization, three (3) with History, two (2) with Social Science; one (1) participant answered Administration and Supervision, two (2) participants did not answer. The number of years of teaching *Araling Panlipunan* subjects ranged from 1-20 years; eight (8) participants had 1-5 years, one (1) was 6-10, two (2) were 11-15, and two (2) were 16-20 years. As regards to subject/s taught in the last five (5) years, seven (7) of them reported World History, six (6) were Asian Studies, four (4) were Economics, and two (2) answered Contemporary Issues. Majority of them said that the size of their school was medium with students' population of 2000-3999 and the average number of students in the subject/s they handled was 50-54 students.



This study explored the social constructivist teaching practices of the Social Studies teachers guided by the following research problems: 1.) What are the social constructivist teaching practices of Junior High School (JHS) Social Studies teachers? 2.) What are the experiences of JHS Social Studies teachers in teaching social constructivist strategies? 3.) Based on the findings of the study, what instructional framework in teaching social constructivist strategies for Junior High School Social Studies could be proposed? Analysis of data emerged four themes for the social constructivist teaching practices: opportunities for expressions of constructions, opportunities for collaborations, corrections on constructions and broadening basis of constructions. To the experiences of Social Studies teacher-participants in teaching social constructivist strategies, the three themes identified: misconceptions about social constructivist strategies, lower student interactions in flexible learning, and high student engagement in learning.

A qualitative case study method of research was employed, more specifically the use of a single case study which involved focusing only on one case. This study was a single case study because the researcher explored a case for looking into the social constructivist teaching practices of the purposely-selected Social Studies teacher-participants teaching Social Studies in the four learning areas such as Asian Studies (*Araling Asyano*), World History (*Kasaysayan ng Daigdig*), Economics (*Ekonomiks*) and Contemporary Issues (*Kontemporaryong Isyu*) in the selected basic education public Junior High School (JHS) in the six districts in the DepEd Division of City Schools, Manila.



Data were gathered from thirteen (13) Social Studies teacher-participants in the selected basic education public Junior High School (JHS) in the six districts in the DepEd Division of City Schools, Manila. Data gathering procedures that were employed were through semi-structured individual interviews, classroom observations, lesson plans, focus group discussion and profile analysis from the teacher-participants. The process of analysis of data was done using Creswell's 6 steps in qualitative research data analysis (Creswell, 2014). The data was transcribed manually. The manual coding was also employed. The transcripts were analyzed both in English and Filipino. The researcher also used a computer-assisted qualitative analysis software-QDA Miner Lite which was designed to help researchers in coding and analyzing qualitative data.

The thematic three-phase analysis was also done. In the first cycle coding, 35 open codes were generated where open descriptive codes in English were used. This was followed by the second cycle coding where codes were grouped into 6 categories and the third phase was the theme generation. Through the findings, the researcher came up with an instructional framework in teaching social constructivist strategies for Junior High School (JHS) Social Studies.

Summary of the Findings

Guided by the research problems, the following results were the findings of the study based on the data gathered.

1. The social constructivist teaching practices of Junior High School (JHS) Social



Studies teachers in a highly urbanized city, were revealed in the following identified clustered themes: Theme 1: Opportunities for Expressions of Constructions; Theme 2: Opportunities for Collaboration; Theme 3: Corrections on Constructions; and Theme 4: Broadening Basis of Constructions. In Theme 1, Opportunities for Expressions of Constructions, students are provided with opportunities to express their own constructions of meaning both in teaching and assessment. This helps the Social Studies teacher monitor the students' understanding during the discussion through reporting, communication of group output to the rest of the class. These understandings are also surfaced when the Social Studies teacher poses problems and gives questions for students to answer. In assessment, students' constructions are seen through the activities that allow them to express understanding (e.g., oral recitation or write ups) or development of projects. Theme 2, Opportunities for Collaboration, describes the practices of the Social Studies teacher-participants where they gave their students opportunities to interact in social group where these opportunities allow them to enrich the bases of their constructions of meaning or knowledge. The specific practices in terms of practices in teaching are collaboration and cooperation, interactive environment, peer teaching/learning and formulate questions. Students' collaboration and cooperation in all teaching activities could be inside or outside of the class sessions. In an interactive environment, students' interaction which could be done through verbal encouragement or modeling.



Students also learn through or with their peers and they are not only encouraged to ask question, asking question is a part of the design of lesson. For practices in assessment is group activity where it involves group collaborative or cooperative efforts. Theme 3, was about Corrections on Constructions wherein constructivism recognized that constructions could be wrong. The specific practices of the Social Studies teacher-participants, in terms of practices in teaching were feedback and correction, and opportunity to revise answer. Feedback and corrections could be in the student's assessment outputs or their construction of knowledge. Some Social Studies teacher-participants shared practices of feed backing and corrections. This gave students the chance to correct or be corrected in their wrong constructions, and this could be also through self-correction. Student may be given the chance to revise original answers to questions. This could also be done by peers or by the teacher. For practices in assessment, there were self-check and peer assessment with or without teacher's rubrics or prescribed standards. Lastly, in Theme 4, Broadening Basis of Constructions, the specific practices in terms of practices in teaching where students also had a chance to broaden their constructions of meaning or knowledge were when the Social Studies teacher-participants gave their discussion of the lesson, which might also include panel discussion, giving input on the lessons which usually involved lectures, students get the opportunity to reflect on other ideas of others which could be their classmates or



teachers or individuals outside the classroom and researching of information was done by teacher or student through traditional or online modes. Practices in assessment involved using social media for creation, submission or publication. For the practices in resources were books and modules which were used in teaching and learning, the Social Studies teacher-participants also used media platforms which included traditional and new media, peers or students were also considered as resources for learning, PowerPoint presentations and videos like clips, documentaries, films were also used for teaching and learning.

2. The following themes came out to analyze the experiences of JHS Social Studies teachers in teaching social constructivist strategies in a highly urbanized city:
Theme 1: Misconceptions about Social Constructivist Strategies; Theme 2: Lower Student Interactions in Flexible Learning; and Theme 3: High Student Engagement in Learning. In Theme 1: Misconceptions about Social Constructivist Strategies, Social Studies teacher-participants expressed some misunderstanding about social constructivist strategies in teaching and learning. However, it was observed that even when Social Studies teachers had misunderstandings about social constructivist strategies, they still had some practices that promoted it in the classroom, like collaboration and cooperation. For their experiences in terms of challenges, some Social Studies teacher-participants are challenged in applying social constructivist strategies, one Social Studies teacher-participant admittedly was still learning it. As a Social Studies



teacher, she challenged and still continue learning using social constructivist strategies in teaching Social Studies. Also, there was the effect of sections putting the differences in application of social constructivist strategies in teaching due to variations among class sections. Data show that Social Studies teacher-participants considered the low and high sections which determined the applicability of teaching social constructivist strategies. As regards low mastery, Social Studies teacher-participant believed that the use of social constructivism was a threat to student's mastery of the lesson. Theme 2, Lower Student Interactions in Flexible Learning presents the Social Studies teacher-participants experienced challenges in online interactions. In social constructivism, social interactions were important to enrich students' constructions. However, this was limited during the pandemic. Even with the availability of digital tools for collaboration, realities of flexible learning (e.g., poor internet connection, student practices in flexible learning) makes it challenging for the Social Studies teachers to interact with the students, or initiate student-to-student interactions. Theme 3, High Student Engagement in Learning, Social Studies teacher-participants reported high student engagement in use of social constructivist teaching strategies. This promoted student thinking and expressions of ideas and opinions. The application of social constructivist strategies in teaching Social Studies led to shared ownership of learning among students or students and teachers, helped develop social skill of students and helps promote teamwork.



3. Based on the findings of the study, the MAGTAYO Instructional Framework in Teaching Social Constructivist Strategies for Junior High School (JHS) Social Studies was proposed for teachers especially for the Social Studies teachers in the City of Manila, specifically in the Division of City Schools Manila, known as highly urbanized city (HUC). The MAGTAYO framework will guide teachers especially the Social Studies teachers on how to use some of the examples of social constructivist strategies or the step by step on how to build, construct and organize certain activities on collaboration and cooperation, problem-based learning and inquiry learning.

Limitations of the Study

This study is focused on the social constructivist practices and experiences of the JHS Social Studies teachers. The limitations of the study are as follow: First, the findings of the study are not generalizable because of the research design that was employed— qualitative exploratory case study method. Case study does not involve a large number of participants and is focused on specific research site (NCR, Metro Manila). Second, the timeline for the data gathering were from January to March 2020 (first cycle of data gathering) and February 2022 (second cycle of data gathering). This was due to the occurrence of the COVID-19 pandemic lockdown. Finally, the types of data gathered and analyzed are individual interview data, FGD data observation data, and documents.



Conclusions

Based on findings, the following are the conclusions in this study:

1. The practices that evolved are important in teaching and assessment. Specifically, they will provide opportunities for teachers and students in: (1) expressing their own construction of meaning; (2) interacting with teachers and other learners; (3) correcting misconceptions of constructs and ideas; and (4) broadening their construction of meaning relative to the inputs and sharing of their peers, teachers, and other available resources.
2. The experiences that evolved are essential to the improvement of the teaching and learning process. First, they can rectify misconceptions about social constructivist strategies. Second, they can deter the lowering of students' interactions in flexible learning. Third, they sustain the high engagement of students' learning.
3. The "MAGTAYO: A Proposed Social Studies Instructional Framework for Junior High School" will serve as guide in employing social constructivist strategies to enhance the teaching and learning process in Social Studies subjects. The proposed instructional framework amalgamates both practices and experiences which is imperative to the building and sharing of knowledge between and among teachers and students inside and outside the classroom. Moreover, the framework is also important to the education practitioners who aim design social



constructivist lessons, activities, and assessment forms.

Recommendations

This study recommends the following:

1. The findings of the study can be used by curriculum developers in designing social constructivist curriculum for the elementary and senior high school levels.
2. The instructional framework can be used by Social Studies supervisors and teachers in promoting social constructivist strategies to enhance the teaching and learning process.
3. The school heads can use the instructional framework to promote collaborative teaching and assessment. (Example: content-based instruction where a language teacher teams up with a social studies teacher in teaching history or geography.)
4. The findings of the study can be used for training and re-training teachers to enhance their knowledge and competence in using social constructivist approach.
5. A replication of the study is recommended (in another research site with a different set of participants). This is to validate the result of this study and to find emerging themes and constructs.
6. A quantitative study is recommended to explore the generalizability of the findings of this study.
7. A try-out of the instructional model is recommended to explore its usability and effectiveness.



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APPENDICES



Appendices

Appendix A

Letter of Invitation for Social Studies Participants

 **Philippine Normal University**
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Manila

February 24, 2020

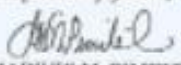
Dear Social Studies Teacher-Participant:

Greetings of peace!

The undersigned is a Ph.D. Curriculum and Instruction student at Philippine Normal University, Manila who is currently conducting a study entitled **"Social Constructivist Teaching Practices in Junior High School (JSH) Social Studies: Basis for an Instructional Framework"** which intends to know the social constructivist teaching practices and experiences of the Social Studies teachers in Junior High School (JHS) in the selected public schools in the six districts in the School Division of Manila.

In view of this, she is humbly seeking your consent to allow her to conduct classroom observation (as non-participant observer) and interview. She already administered her social constructivist survey in your school. Results of the initial phases of the proposed research reveals that Social Studies teachers in your school got high scores in the assessment survey. Your sincerest accommodation of the request would help her a lot in accomplishing the academic undertaking. Rest assured that the data gathered will be treated with utmost confidentiality and shall be used only for the purposes intended.

Thank you very much for your cooperation.

Respectfully yours,

MARIVIC M. PIMENTEL
Graduate Student-Researcher

Recommending Approval:

RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Manila

February 24, 2020

Dear Social Studies Teacher-Participant:

Greetings of peace!

The undersigned is a Ph.D. Curriculum and Instruction student at Philippine Normal University, Manila who is currently conducting a study entitled **"Social Constructivist Teaching Practices in Junior High School (JHS) Social Studies: Basis for an Instructional Framework"** which intends to know the social constructivist teaching practices and experiences of the Social Studies teachers in Junior High School (JHS) in the selected public schools in the six districts in the School Division of Manila.

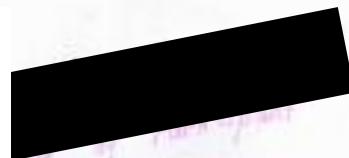
In view of this, she is humbly seeking your consent to allow her to conduct classroom observation (as non-participant observer) and interview. She already administered her social constructivist survey in your school. Results of the initial phases of the proposed research reveals that Social Studies teachers in your school got high scores in the assessment survey. Your sincerest accommodation of the request would help her a lot in accomplishing the academic undertaking. Rest assured that the data gathered will be treated with utmost confidentiality and shall be used only for the purposes intended.

Thank you very much for your cooperation.

Respectfully yours,

MARIVIC M. PIMENTEL
Graduate Student-Researcher

Recommending Approval:



RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser



Appendix B

Permission to Conduct the Study from the Division of City Schools Manila



REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURU
The National Center for Teacher Education
Manila

December 9, 2019

DR. MARIA MAGDALENA M. LIM, CESO V
Schools Division Superintendent
Division of City Schools-Manila
Manila Educational Center, Administration Bldg., People's Park
A.J. Villegas St. Ermita, Manila



Dear Superintendent Lim:

Warm greetings!

The undersigned is a graduate student of the Philippine Normal University and is currently conducting a study entitled "Social Constructivist Teaching Practices in Junior High School (JHS) Social Studies: Basis for an Instructional Framework" for her doctoral dissertation. The main aim of this research is to know the social constructivist teaching practices and experiences of the Social Studies teachers in Junior High School (JHS) in the selected public schools in the six districts in the School Division of Manila.

In this light, may I ask permission from your good office to conduct research in the following junior high schools:

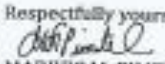
District I A.J. Villegas High School T. Pared High School J. Nolasco High School	District III T. Alonzo High School R. Soliman High School High School C. Arellano High School	District V C. Aquino High School M. Arzullo High School Manila Science High School
District II S. Camella High School P. Torres High School Lakandula High School	District IV A. Macada Integrated School B. Abada High School Ramon Magsaysay High School	District VI B. Aguinaldo High School C.P. Garcia High School V. Mapa High School

I would be administering social constructivist survey, doing classroom observations (as non-participant observer), face-to-face interview (with the selected social studies teacher/s), and document scanning (lesson plans, assessment forms and others). The types and extent of data gathering procedure I would be undertaking are subject to the conditions and policies of the Department of Education, the Division of City Schools - Manila, and the School.

In anticipation, thank you very much for the favorable action regarding my above request.

Attached herewith is my questionnaire for your perusal.

Thank you.

Respectfully yours,

MARIVIC M. PIMENTEL

Recommending Approval:

RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser

*As control on:
Rene Tany
(2) 827-5216*



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

398



REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAGSANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURU
The National Center for Teacher Education
Manila

Receving Copy

DepED-Manila
RECORD MANAGEMENT SERVICES
FEB 28 2020
By: *[Signature]* Time: *[Signature]*

February 28, 2020

DR. MARIA MAGDALENA M. LIM, CESO V
Schools Division Superintendent
Division of City Schools-Manila
Manila Educational Center, Administration Bldg., People's Park
A.J. Villegas St. Ermita, Manila

Dear Superintendent Lim:

Warm greetings!

The undersigned is a graduate student of the Philippine Normal University and is currently conducting a study entitled "Social Constructivist Teaching Practices in Junior High School (JHS) Social Studies: Basis for an Instructional Framework" for her doctoral dissertation. The main aim of this research is to know the social constructivist teaching practices and experiences of the Social Studies teachers in Junior High School (JHS) in the selected public schools in the six districts in the School Division of Manila.

In this light, may I ask permission from your good office to conduct my research in Victorino Mapa High School (District VI). I already administered my social constructivist survey in the said school. Results of the initial phases of the proposed research reveals that Social Studies teachers in that school got high scores in the assessment survey. However, the principal or the concerned authorities requested me to give them another letter of permission from the Division Office to continue my research.

I would be doing classroom observations (as non-participant observer), face-to-face interview (with the selected social studies teacher/s), and document scanning (lesson plans, assessment forms and others). The types and extent of data gathering procedure I would be undertaking are subject to the conditions and policies of the Department of Education, the Division of City Schools - Manila, and the School.

In anticipation, thank you very much for the favorable action regarding my above request.

Attached herewith is my classroom observation checklist, interview form and other supporting documents for your perusal.

Thank you.

Respectfully yours,
[Signature]
MARIVIC M. PIMENTEL
Graduate Researcher

Recommending Approval:

RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Manila

December 10, 2019

THE PRINCIPALS CONCERNED
Manila

Sirs/Mesdames,

Permission to visit school this Division is hereby granted to:

Name of Researcher
Marvic M. Pirmentel

Philippine Normal University
School/University

To conduct study "Social Constructivist Teaching Practices in Junior High School (JSH)
Social Studies: Basis for an Instructional Framework"

Purpose

Note: 1. The conduct of the study shall be in consultation
with the Principal/s concerned.
(Proper scheduling is requested.)

2. Time-on-Task policy of DepEd shall be adhered to.
3. Resources of the school shall not be used for this purpose.
4. Confidentiality of the respondents is ensured.
5. This Office requests a copy of the final research output at the end of the term of study.

Kindly extend to her the usual cooperation and hospitality.

Thank you.

Very truly yours,

For the Superintendent:

PEDRO M. ARAO

Assistant Schools Division Superintendent

Schools Concerned:

- (See attached list for Schools Concerned)



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

400



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Manila

February 28, 2020

MR. JOHN BUTCH P. LOCARA
Principal
Victorino Mapa High School
Manila

Dear Mr. Locara,

Permission to visit school this Division is hereby granted to:

Name of Researcher
Marivic M. Pimentel

Philippine Normal University
School/University

To conduct study "Social Constructivist Teaching Practices in Junior High School (JSH)
Social Studies: Basis for an Instructional Framework"

Purpose

Note: 1. The conduct of the study shall be in consultation
with the Principal/s concerned.
(Proper scheduling is requested.)

2. Time-on-Task policy of DepEd shall be adhered to.
3. Resources of the school shall not be used for this purpose.
4. Confidentiality of the respondents is ensured.
5. This Office requests a copy of the final research output at the end of the term of study.

Kindly extend to her the usual cooperation and hospitality.

Thank you.

Very truly yours,

For the Superintendent:


PEDRO M. ARAC
Assistant Schools Division Superintendent



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

401



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Manila

February 24, 2020

MR. ROLAND B. DELA CRUZ
Principal
Dr. Juan G. Nolasco High School
[Redacted]
Manila
[Redacted]

Dear Mr. Dela Cruz:

Greetings of peace!

I am a graduate student pursuing Doctor of Philosophy in Education with specialization in Curriculum and Instruction at the Philippine Normal University. I am currently working on my dissertation entitled **"Social Constructivist Teaching Practices in Junior High School (JHS) Social Studies: Basis for an Instructional Framework"** which intends to know the social constructivist teaching practices and experiences of the Social Studies teachers in Junior High School (JHS) in the selected public schools in the six districts in the School Division of Manila.

In relation to this, I would like to ask your permission to conduct classroom observation (as non-participant observer), face-to-face interview and document scanning (lesson plans, assessment forms and others) with your selected Junior High School Social Studies teachers regarding their social constructivist teaching practices and experiences. I already administered my social constructivist survey to your faculty. Results of the initial phases of the proposed research reveals that Social Studies teachers in your school got high scores in the assessment survey. In view, thereof, may I respectfully request your good office for one Social Studies teacher teaching Asian Studies, one for World History, one for Economics and one for Contemporary Issues which will be considered in the in-depth interview and classroom observation.

Your sincerest accommodation of the request would help me a lot in accomplishing the academic undertaking. Rest assured that the data gathered will be treated with utmost confidentiality.

Your favorable action will be highly appreciated.

Thank you in advance for your generous assistance.

Very respectfully yours,


MARIVIC M. PIMENTEL
Graduate Student-Researcher

Recommending Approval:

RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser

Handwritten notes:
OK
1st of AB
pls. accommodate
TPO



Appendix C

Sample of Accomplished Informed Consent Form



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Manila

Letter of Introduction and Informed Consent Form

Study Title : **SOCIAL CONSTRUCTIVIST TEACHING PRACTICES IN JUNIOR HIGH SCHOOL (JSH) SOCIAL STUDIES: BASIS FOR AN INSTRUCTIONAL FRAMEWORK**

Researcher : **Marivic Mendoza Pimentel**
Cp # 09777282619/pimentel.mm@pnu.edu.ph

Before agreeing to participate in this research, the researcher strongly encourage you to read the following explanation of this study. This statement describes the purpose and procedures of the study and also described is your right to withdraw from the study at any time.

Explanation of the Procedures

This study is designed to know the social constructivist teaching practices of Social Studies teachers in Junior High School (JSH) in the purposely selected public junior high schools in the six (6) districts of the Department of Education, Division of Manila. The assessment survey include, one-page information sheet about the teachers' profile which will be answered by the Social Studies teachers-participants. Part II, will be items for the survey on social constructivist teaching practices among the Social Studies teachers teaching Araling Panlipunan subjects. In addition, participation in the study involves completion of a survey that asks you about social constructivist teaching practices, wherein selected participants with high score in the assessment survey will be considered in the in-depth interview and classroom observation. The interview will be conducted by the researcher, audio-taped with permission and later transcribed for the purpose of data analysis. The classroom observation will be conducted to further to validate answers in the interview. The interview will be conducted in the place of work (school) of the participant in their vacant time or with reference to the appointment time and date agreed both by the participants and the researcher.

Risks and Discomforts

There are no risks or discomforts that are anticipated from your participation in the study. Potential risks or discomforts may include possible emotional feelings when asked questions during the interview.

Benefits

The anticipated benefit of participation is the opportunity to discuss the social constructivist teaching practices and experiences of JHS Social Studies teachers. In addition, to know also your philosophy and beliefs about teaching and the strategies and approaches in teaching Social Studies.



Confidentiality

The information that will be gathered during this study will remain confidential in secure premises during this research study. Only the researcher will have access to the study data and information. There will not be any identifying names on the surveys or interview transcripts; they will be coded. Your names and any other identifying details will never be revealed in any publication of the results of the study. The results of the research will be published in the form of a research paper and may be published in a professional journal or presented in paper presentation in the international or local gatherings. The knowledge obtained from this study will be of great help to the teachers especially to the Social studies teachers in teaching Social Studies subjects using social constructivist teaching practices.

Withdrawal without Prejudice

Participation in this study is voluntary. You are free to withdraw consent and discontinue participation in the research study at any time without prejudice or penalty. You are also free to refuse to answer any question the researcher might ask.

Further Question and Follow-up

You are welcome to ask the researcher any questions that occur to you during the survey, interview or observation. If you have further questions once the interview is completed, you are encouraged to contact the researcher using the contact information given. If, as a result of participating in this study you feel the need for further, longer term support, you are welcome.

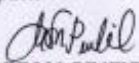
If you have other questions or concerns about the study contact the researcher.

I, _____ (name, please print clearly), have I read the above information. I freely agree to participate in this study. I understand that I am free to refuse to answer any question and to withdraw from the study at any time. I understand that my responses will be kept anonymous.

Participant's Signature

Date

I certify that I have explained the purpose of research to the participant and consider that she/he understands what is involved and liberally consents to participate.


MARIVIC M. PIMENTEL, MAEd
Researcher
(Signature over printed name)



Appendix D

Letter Asking Permission to Conduct Focus Group Discussion



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Manila

January 28, 2022

[Redacted]
Faculty
[Redacted]
Manila
[Redacted]

Greetings of peace!

I am Marivic M. Pimentel, a graduate student and a faculty member of Institute of Teaching and Learning, currently working on my dissertation entitled "*Social Constructivist Teaching Practices in Junior High School (JSH) Social Studies: Basis for an Instructional Framework*" under the program of Doctor of Philosophy in Curriculum and Instruction at Philippine Normal University, Manila.

Last March 2020, before the pandemic I already conducted an interview with you and classroom observation in your class. I have completed my gathering of data and I also interpreted and analyzed what I have gathered. However, with the suggestions of my panelists I need to redirect the purpose of my study because of our present situation. The second part of my data gathering is a FOCUS-GROUP DISCUSSION where the participants will discuss further the social constructivist teaching practices in Junior High School (JSH) Social Studies.

With your experience and believing in your expertise as a Social Studies teacher, I would like to invite you to participate in the focus group discussion which will be held on **February 12, 2022 (Saturday), 10:00 A.M.**

Zoom Registration Link:

<https://pnu-edu-ph.zoom.us/j/8999758427?pwd=cnV6UUFENk1Y1U0ZUYcGkRUXpSQVVo3Zz09>

Meeting ID: 899 975 8427

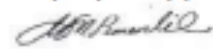
Passcode: Pony#1017

Thank you very much for accepting this invitation. Your participation and inputs will greatly help me in finalizing my proposed instructional framework in the Social Studies curriculum.

Rest assured that the information that will be gathered shall be dealt with full confidentiality and shall be used only for the purposes intended.

God Bless!

Very respectfully yours,


MARIVIC M. PIMENTEL
Ph.D. Student

Recommending Approval:

RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser



Sample Conversation with the Participant for the Focus Group Discussion



Joanna Paula M. Rico

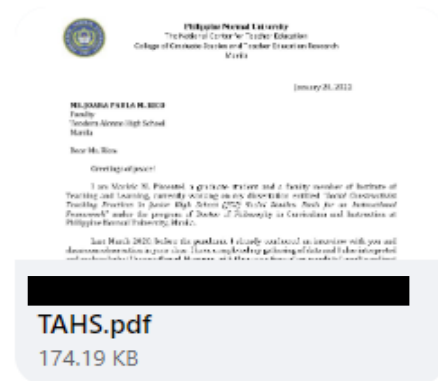


Facebook

You're not friends on Facebook

1 mutual friend: [redacted]

Jan 28, 2022, 5:41 PM



Jan 28, 2022, 6:26 PM

Magandang hapon po .available po kaya kayo sa sched pasensya na po alam ko po na busy po kayo.



Yes po ma'am

You can now message and call each other and see info like Active Status and when you've read messages.



Attend po ako



Thank you po Mam God Bless po see you po





Appendix E

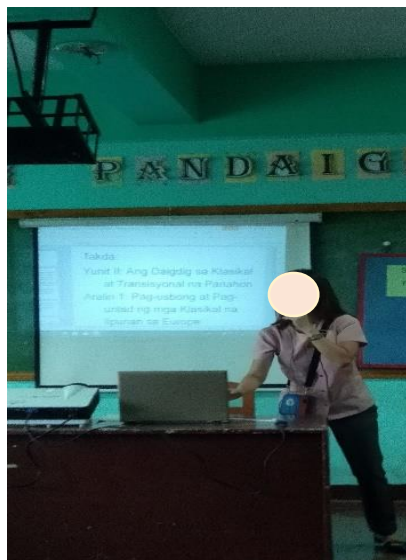
Pictures of Interview, Classroom Observation and Focus Group Discussion

District 1-Junior High School 1 (D1-JHS1)

SST1-AS

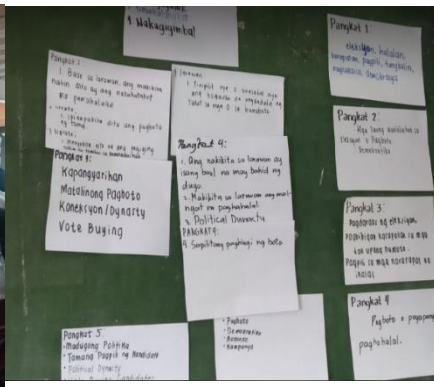
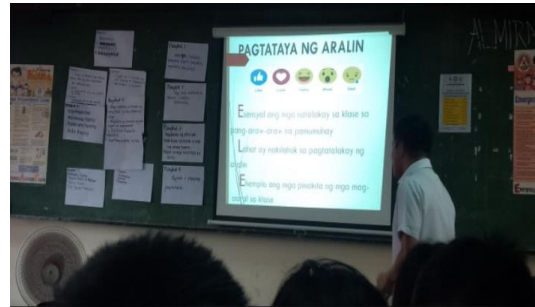


SST2-WH





SST3-CI



District 2-Junior High School 2-(D2-JHS2)

SST4-SA

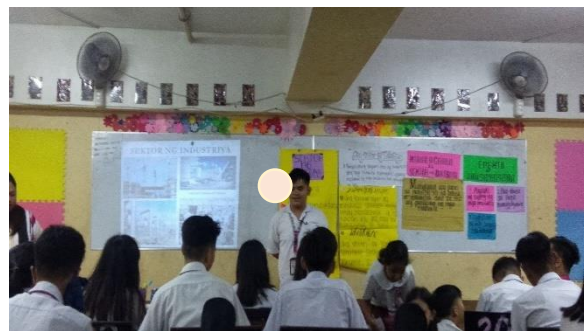




SST5-WH



SST6-E



SST11-CI





District 3-Junior High School 3 – (D3-JHS3)

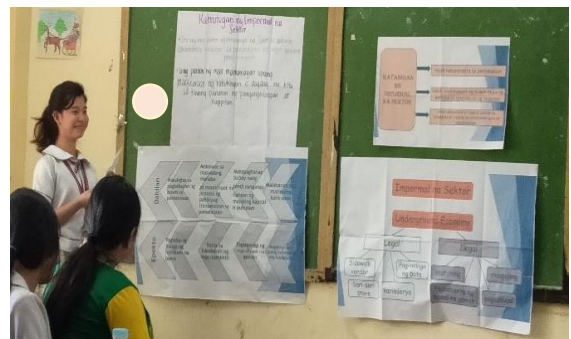
SST8-SA



SST9-WH

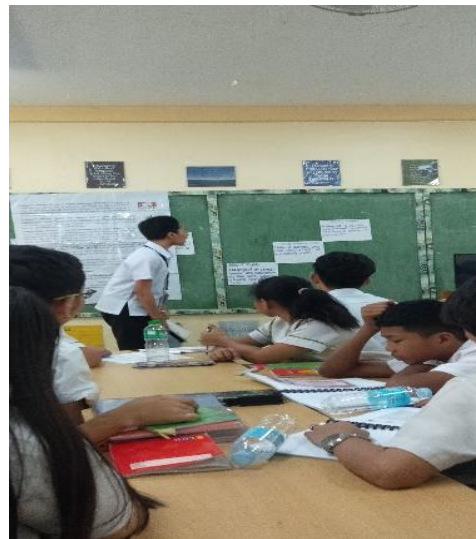


SST10-E





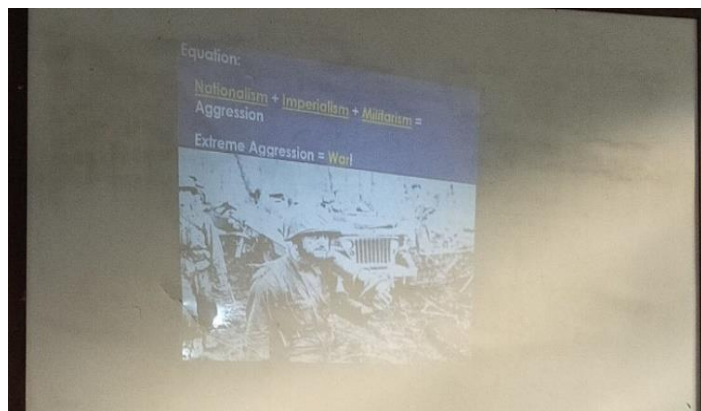
SST11-CI

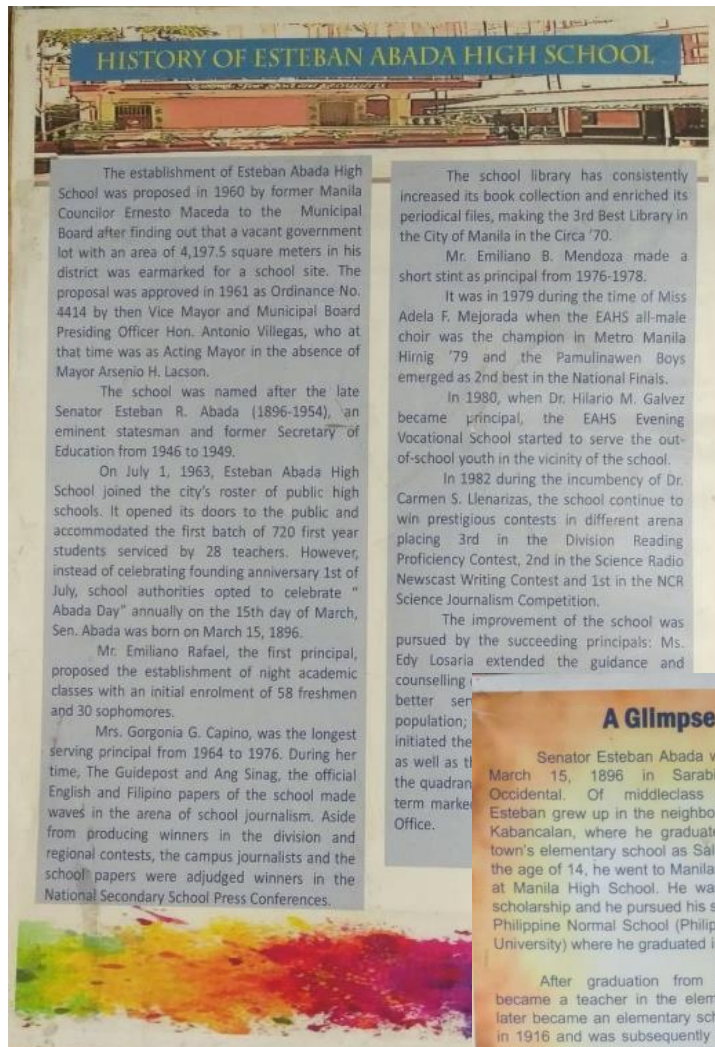




District 4-Junior High School 4 – (D4-JHS4)

SST12-WH





The establishment of Esteban Abada High School was proposed in 1960 by former Manila Councilor Ernesto Maceda to the Municipal Board after finding out that a vacant government lot with an area of 4,197.5 square meters in his district was earmarked for a school site. The proposal was approved in 1961 as Ordinance No. 4414 by then Vice Mayor and Municipal Board Presiding Officer Hon. Antonio Villegas, who at that time was as Acting Mayor in the absence of Mayor Arsenio H. Lacson.

The school was named after the late Senator Esteban R. Abada (1896-1954), an eminent statesman and former Secretary of Education from 1946 to 1949.

On July 1, 1963, Esteban Abada High School joined the city's roster of public high schools. It opened its doors to the public and accommodated the first batch of 720 first year students serviced by 28 teachers. However, instead of celebrating founding anniversary 1st of July, school authorities opted to celebrate "Abada Day" annually on the 15th day of March, Sen. Abada was born on March 15, 1896.

Mr. Emiliano Rafael, the first principal, proposed the establishment of night academic classes with an initial enrolment of 58 freshmen and 30 sophomores.

Mrs. Gorgonia G. Capino, was the longest serving principal from 1964 to 1976. During her time, The Guidepost and Ang Sinag, the official English and Filipino papers of the school made waves in the arena of school journalism. Aside from producing winners in the division and regional contests, the campus journalists and the school papers were adjudged winners in the National Secondary School Press Conferences.

The school library has consistently increased its book collection and enriched its periodical files, making the 3rd Best Library in the City of Manila in the Circa '70.

Mr. Emiliano B. Mendoza made a short stint as principal from 1976-1978.

It was in 1979 during the time of Miss Adela F. Mejorada when the EAHS all-male choir was the champion in Metro Manila Hirig '79 and the Pamulinawen Boys emerged as 2nd best in the National Finals.

In 1980, when Dr. Hilario M. Galvez became principal, the EAHS Evening Vocational School started to serve the out-of-school youth in the vicinity of the school.

In 1982 during the incumbency of Dr. Carmen S. Ulenarizas, the school continue to win prestigious contests in different arena placing 3rd in the Division Reading Proficiency Contest, 2nd in the Science Radio Newscast Writing Contest and 1st in the NCR Science Journalism Competition.

The improvement of the school was pursued by the succeeding principals: Ms. Edy Losaria extended the guidance and counselling.

better sex population; initiated the as well as the the quadran term market Office.

A Glimpse of Esteban Abada's Life

Senator Esteban Abada was born on March 15, 1896 in Sarabia, Negros Occidental. Of middleclass parentage, Esteban grew up in the neighboring town of Kabancalan, where he graduated from the town's elementary school as Salutatorian. At the age of 14, he went to Manila and studied at Manila High School. He was granted a scholarship and he pursued his studies in the Philippine Normal School (Philippine Normal University) where he graduated in 1915.



After graduation from college, he became a teacher in the elementary and later became an elementary school principal in 1916 and was subsequently promoted as supervisor. Four years after he started his teaching career, Abada was elected as a *pensionado* to the United States. He finished Bachelor of Arts from the University of Michigan with distinction and was consequently awarded a Teacher's Life Certificate.

He went back to the Philippines and resumed his teaching career as high school teacher for two years, after which he was promoted as high school principal, which he held for three years. In 1927, he was a Superintendent of schools. He was assigned in Zambales, and he was transferred to Capiz, Tarlac and Batangas. In 1939, he was designated Administrative Officer of the Bureau of Public Schools. Then in 1946 when Manuel Roxas became President, Esteban Abada was appointed as Director of Public Schools and was Undersecretary of Education in 1948.

He became a senator in 1949 and to his credit, he has several important legislative measures affecting education, all enacted into law. Aside from his efforts for education, he was known as a working legislator thus, made him a member of the Philippine Delegation to the United Nations during one of its plenary sessions.

Although suffering from an ailment, Senator Abada nevertheless contributed his share of work his share of work in the Senate during its 1954 session. He was Chairman of the Committee on Education and as the session progressed, the ailment took its toll on his health.

He went to the United States for medical treatment but never recovered. The educational and political career of Esteban Abada ended in New York Hospital where he died on December 17, 1954 at the age of 58.

He was survived by his widow, the former Purificacion Morente and two children: Ester and Tita.

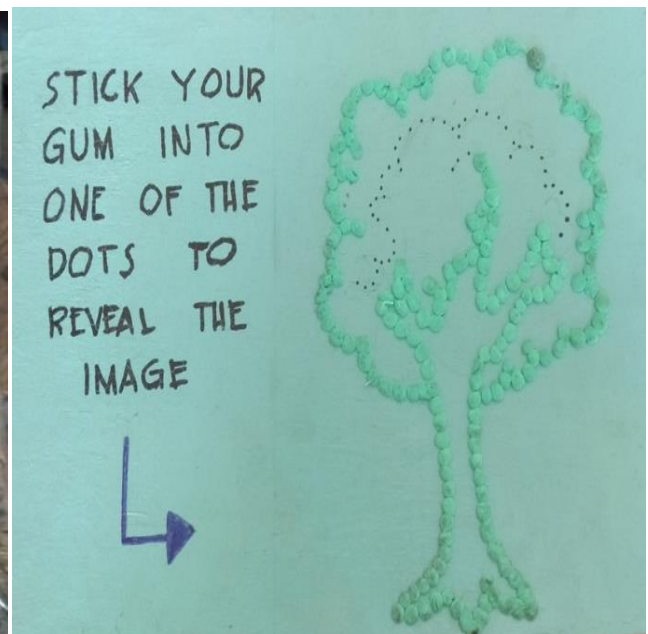


District 5-Junior High School 5 – (D5-JHS5)

SST13-WH

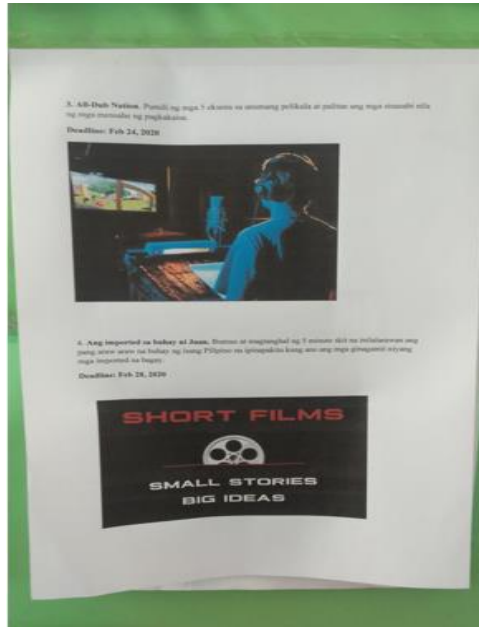


Sample Output of Students



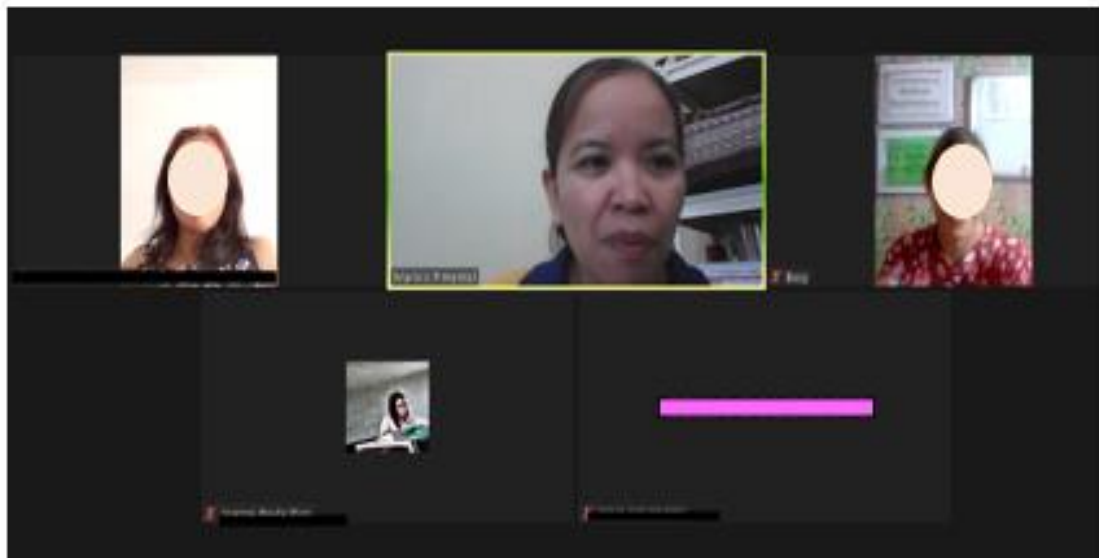


Bulletin Board





Focus Group Discussion via Zoom





Appendix F

Sample Letter to Expert Validators



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Manila

November 22, 2019

DR. INERO V. ANCHO
Philippine Normal University
Taft Avenue, Manila

Dear Dr. Ancho:

Greetings of peace!

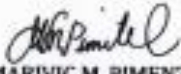
I am a graduate student pursuing Doctor of Philosophy in Education with specialization in Curriculum and Instruction at the Philippine Normal University. I am currently working on my dissertation entitled **"Social Constructivist Teaching Practices in Junior High School (JSH) Social Studies: Basis for an Instructional Framework"** in the selected public junior high school in the six district of the Division of City Schools-Manila.

In this regard, may I have the honor to request for your expertise to give your comments and suggestions in validating the instruments attached to be used in my study.

I am hoping for your consideration and support in accomplishing this research.

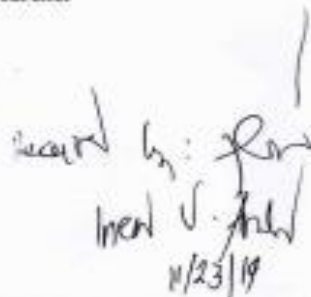
Thank you very much in anticipation of your favorable response.

Very respectfully yours,


MARIVIC M. PIMENTEL
Researcher

Recommending Approval:

RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser


11/23/19



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

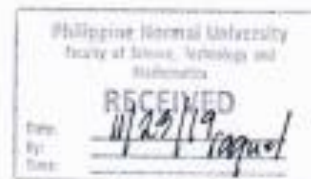
417



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Manila

November 22, 2019

DR. WILMER G. MARQUEZ
Philippine Normal University
Taft Avenue, Manila



Dear Dr. Marquez:

Greetings of peace!

I am a graduate student pursuing Doctor of Philosophy in Education with specialization in Curriculum and Instruction at the Philippine Normal University. I am currently working on my dissertation entitled "**Social Constructivist Teaching Practices in Junior High School (JSH) Social Studies: Basis for an Instructional Framework**" in the selected public junior high school in the six district of the Division of City Schools-Manila.

In this regard, may I have the honor to request for your expertise to give your comments and suggestions in validating the instruments attached to be used in my study.

I am hoping for your consideration and support in accomplishing this research.

Thank you very much in anticipation of your favorable response.

Very respectfully yours,

MARIVIC M. PIMENTEL
Researcher

Recommending Approval:

RODRIGO D. ABENES, Ph.D. (Sgd.)
Dissertation Adviser



Appendix G

Summary Profile of Expert Validators

Profile of the Evaluators

Evaluator No.	Institution/ School Connected	Educational Attainment/Specialization	Position
Evaluator 1	PHILLIPPINE NORMAL UNIVERSITY, MANILA	Social Science Education Ph.D. in Applied Cosmic Anthropology	Associate Prof. V
Evaluator 2	PHILLIPPINE NORMAL UNIVERSITY, MANILA	Ph.D. Education	Assistant Professor I
Evaluator 3	PHILLIPPINE NORMAL UNIVERSITY, MANILA	MA Measurement and Evaluation	Associate Prof. III
Evaluator 4	MALIGAYA ELEMENTARY SCHOOL, QUEZON CITY	Ph.D. in Educational Management (on-going) Master in Educational Management CAR-MA Social Science Teaching – PNU	Teacher III
Evaluator 5	ANTIPOLO NATIONAL HIGH SCHOOL, ANTIPOLO CITY	Ph.D. in Educational Management Major in Educational Leadership MAED-Social Studies CAR-MA Social Science Teaching - PNU	Teacher III



Appendix H

Sample Validation Tool for Social Constructivist Assessment Survey, Classroom Observation and Interview

Sample Validation Tool for Social Constructivist Assessment Survey, Classroom Observation and Interview

EVALUATOR'S FORM

Please put a check mark (✓) in the column (Accept, Reject, Retained) to represent your evaluation on each of the items in the survey questionnaire. For the items, you recommended for revision, kindly use "Remarks" column for the suggested revision/s.

ITEMS	Accept	Reject	Retained	Remarks (Comments, Suggestions for the Revision)
The Social Constructivist Survey				
PART I: Personal Information				
Name: _____ (optional)	✓			
Name of School: _____ District No. _____	✓			Make this item optional
School Address: _____				Is it necessary?
Direction: Please provide the information being sought for each of the following items. Please be assured that your answers to this questionnaire will be treated confidentially. In items where the answers are given, put check mark (✓) on the option that corresponds to your answers.				
Age: _____ Gender: _____ Civil status _____	✓			
Highest Educational Attainment _____	✓			
() Masteral Units				
() Bachelor's Degree				
() Master's Degree				
() Doctorate Units				
() Doctorate Degree				
Major/Specialization: _____	✓			



No. of Years of Teaching Araling Panlipunan Subjects ☐ 1-5 ☐ 21-25 ☐ 6-10 ☐ 26-30 ☐ 11-15 ☐ 30 and above ☐ 16-20	Accept	Reject	Retained	Remarks (Comments, Suggestions for the Revision)
Subject/s Taught in the last five (5) years ☐ Asian Studies ☐ World History ☐ Economics ☐ Contemporary Issues ☐ Others, please specify, _____	✓			
School Size ☐ "Small" (students' population- below 2000) ☐ "Medium" (students' population – 2000-3999) ☐ "Big" (students' population – 4000 and above)	✓			
Average Number of Students in the Subject/s Handled: _____	✓			What does it mean "classification"?
Classification of Class ☐ Below Average ☐ Average ☐ Above Average ☐ Others, please specify, _____				
PART II. THE SOCIAL CONSTRUCTIVIST TEACHING PRACTICES SURVEY				
Part A. What are your social constructivist teaching practices in teaching Junior High School (JHS) Social Studies? <i>List below are the approaches, methods/strategies and techniques for social constructivist teaching practices. Kindly check (✓) your response and</i>	Accept	Reject	Retained	Remarks (Comments, Suggestions for the Revision) I suggest that you contextualize first the concept of "constructivist" in this item. This way, teachers will be given a direction on their answers.

[illegible]



18. Encourage students to engage in peer learning and collaboration											
19. Show students varied types models of good practices like essays, reports, and school projects											
Others please specify:											
SOCIAL STUDIES TEACHER CLASS OBSERVATION CHECKLIST											Remarks (Comments, Suggestions for the Revision)
I. Background Information											
Name of Teacher _____ (optional)											
Name of School: _____ District No. _____											
School Address: _____											
Class observed: _____ Date of Observation: _____											
Date/Time: _____ Unit /Session: _____											
II. The social constructivist teaching practices of JHS Social Studies teachers											
<i>Direction: Please check the items which can be observe from the Social Studies teacher in the implementation of the lesson</i>											
No.	Items that has to be observed in the class	Observed	Not Observed								
I. The Exploration/Preparation Phase											
Activating Prior Knowledge/Motivational Activities/Graphic Organizers											
The Social Studies teacher:											



8. Library/Internet research						
9. Inviting resource speakers						
10. Panel discussions						
11. Hands-on Learning						
12. Field Trip						
13. Social Experiment						
14. Group Debate						
15. Community Study/Interview with a local government official						
16. Collaborative/Cooperative learning						
<i>Have you observed other teaching practices done by Social Studies teachers which are not included in the checklist, please list down:</i>						
V. Assessment						
1. Formative/Summative						
2. Teacher-made Test/Paper and pencil test						
3. Peer assessment						
4. Performance Task						
5. Practical Test						
6. Portfolio Assessment						
<i>Have you observed other teaching practices done by Social Studies teachers which are not included in the checklist, please list down:</i>						
Interview Guide for Social Studies Teachers						
Direction: Please give your honest answer to the following questions. Feel free to elaborate on any item you want to raise.						
1. Would you please share your personal teaching philosophy? What is your philosophy in teaching Social Studies?	✓					It's good you were able to identify phillo first, then SocStudies
How has your philosophy contributed to your teaching?	✓					
What is your belief about teaching? How about your belief about learning?	✓					



3. What are your experiences using social constructivism?				This is a vague question
Based on your experiences using social constructivism in teaching Social Studies subjects, what are the learning, gains and/or challenges that you encounter?	✓			Start with experience, then challenges, then let the teacher guide you with the discussion of her narrative

Comments/Suggestions

1. Please identify how long it will take to answer your survey. I think it is a bit lengthy. Items are overwhelming. Most likely, teachers will get tired/bored and just tick whatever answer they choose.
2. Some items in the survey may be better discussed during the interview
3. This is an interesting study. I am excited to know your findings. Given that data gathering procedure provides depth and width of the data, this is indeed a promising study.
4. Researcher should contextualize first the concept of "constructivist" among teachers.

Good luck!

Inero

Name of Evaluator: Inero V. Ancho, Ph. D.

Signature:

Date: December 6, 2019



Appendix I

Sample Social Constructivist Assessment Survey Raw Scores

Social	Age	Gender	CS	HEA	Specialization	NTAPSubjects	ST5yrs	Others	SchSize
Studies Teachers									
District I									
1 NolascoHS 1	42	M	S	2	Soc Studies	2	2, 4		3
2 NolascoHS 2	28	M	S	1	Soc Studies	1	2		2
3 NolascoHS 3	41	M	M	1	Soc Studies	3	3		2
4 NolascoHS 4	38	F	M	2	Public Adm	2	1		3
5 NolascoHS 5	37	F	M	1	Soc Studies	1	2		2
6 NolascoHS 6	33	M	S	2	Adm & Suprvsn	2	1		3
7 NolascoHS 7	40	M	M	2		2	2,3		3
8 NolascoHS 8	53	F	M	2	Admin & Sup.	4	1		3
9 NolascoHS 9	27	F	M	1	Soc Studies	1	1		2
10 T Paez 1				1	BSE History	5	1		3
11 T Paez 2	54	M	S	2		5	3		3
12 T Paez 3	38	M	S	2	MA in History	3	2		3
13 T Paez 4	29	M	S	1	Soc Studies	2	2		3
14 T Paez 5	44	F	M	1	BSEd	5	3		3
15 T Paez 6	45	M	S	2		3	1		3
16 T Paez 7	45	F	S	2	SS Teaching	4	3		3
17 T Paez 8	36	M	M	1		2	3,4		2
District II									
18 Lakandula 1	39	F	M	1	Social Studies	1	1,2	Soc, Culture & Pol	3
19 Lakandula 2	46	F	M	2		1	5		3
20 Lakandula 3	35	F	M	1	Social Science	2	1,3		3
21 Lakandula 4	57	F	W	2	Hist Teaching	3	1,24		3
22 Lakandula 5	46	F	M	2		6	2		3
23 Lakandula 6	35	M	S	1		1	4		3
24 Lakandula 7	42	F	M	2	AB History	3	1,2,3,4		3
25 Lakandula 8	27	M	S	1	Social Studies	1	2		3
26 Lakandula 9	32	F	M	2		1	1		3
27 Lakandula 10	30	M	S	1	Social Studies	2	3		3
28 Lakandula 11	46	M	M	2	MAED	4	4		3
29 Lakandula 12	49	M	S	2	MA Soc Studies	2	3		3
30 Lakandula 13	48	F	M	2	BSEd Studies	5	4		3



96	MARaullo7	56 M	S		3 SocialScience	7	2	
97	MARaullo8	37 F	S		1 SocialStudies	2	1	3
98	MARaullo9	29 F	S		1 SocialStudies	2	1,2,4	3
99	MARaullo10	56 M	S		3 MAEDSocSci	7	2	3
100	MARaullo11	40 F	M		1	3	4	3
101	MARaullo12	24 F	S		2 SocialScience	1	1,2,3,4	Values 2
102	MARaullo13	25 M	S		1 SocialStudies	1	1	3
103	MARaullo14				2	1	3,4	3
104	MaSci1	53 F	M		2 SiocialScience	7	2	1
105	MaSci2	37 F	S		1 History	3	1	1
106	MaSci3	50 F	M		2 SocialScience	6	2,3,4	1
107	MaSci4	40 M	S		2 Transldrshp	4	4	1
	District VI							
108	CPGarcia1	45 F	M		2	3	3	1
109	CPGarcia2	44 M	M		4 AdmSprvsn	3	2	1
110	CPGarcia3	31 F	M		2 SocialStudies	2	2,3	1
111	CPGarcia4	39 F	M		1 PolSci	1	1	1
112	CPGarcia5	59 F	M		2 SocialStudies	7	1,2	1
113	CPGarcia6	43 F	M		2	4	2	1
114	VMapa1	59 F	M		2 SocialScience	7	1,2	3
115	VMapa2				1 SocialScience	5	4	3
116	VMapa3	29 F	S		3	1	3	2
117	VMapa4	52 F	M		1 BSED	5	3	3
118	VMapa5	58 F	S		1 SocialScience	7	2	2
119	VMapa6	38 F	M		2 SocialStudies	3	2	2
120	VMapa7	58 F	S		2 PhilStudies	7	3,4	2
121	VMapa8	43 F	M		2	5	3,4	2
122	VMapa9	59 F	M		2	7	1,2	2
123	VMapa10	42 F	S		2	2	1	2
124	VMapa11	44 M	S		2	2	1	2
125	VMapa12							



Appendix J

Result of Pre-assessment Survey on the Social Constructivist Teaching Practices of Social Studies Teacher-Participants

No.	Division of City Schools MANILA	PA Approaches				PA Methods/Strategies				PA Techniques				PB Teaching Practices				Total		Rank
		f	%	Rate	Interpretation	f	%	Rate	Interpretation	f	%	Rate	Interpretation	f	%	Rate	Interpretation	f	%	
	District I																			
	School 1																			
1	SST1	13	100.00	3.00	Always	21	100.00	3.00	Always	15	100.00	3.00	Always	17	94.44	3.00	Always	66	98.51	1
2	SST2	13	100.00	3.00	Always	18	85.71	2.00	Frequently	10	66.67	3.00	Always	17	94.44	2.00	Frequently	58	86.57	
3	SST3	10	76.92	3.00	Always	13	61.90	3.00	Always	9	60.00	3.00	Always	17	94.44	3.00	Always	49	73.13	
4	SST4	13	100.00	3.00	Always	21	100.00	3.00	Always	15	100.00	3.00	Always	17	94.44	3.00	Always	66	98.51	1
5	SST5	13	100.00	3.00	Always	21	100.00	3.00	Always	15	100.00	3.00	Always	17	94.44	3.00	Always	66	98.51	1
6	SST6	13	100.00	3.00	Always	21	100.00	3.00	Always	15	100.00	3.00	Always	17	94.44	3.00	Always	66	98.51	1
7	SST7	12	92.31	1.00	Never	18	85.71	2.00	Frequently	15	100.00	3.00	Always	17	94.44	3.00	Always	62	92.54	
8	SST8	4	30.77	1.00	Never	7	33.33	1.00	Never	6	40.00	1.00	Never	7	38.89	1.00	Never	24	35.82	
9	SST9	11	84.62	2.00	Frequently	20	95.24	2.00	Frequently	15	100.00	3.00	Always	17	94.44	3.00	Always	63	94.03	
	School 2																			
10	SST10	13	100.00	2.00	Frequently	17	80.95	2.00	Frequently	15	100.00	3.00	Always	17	94.44	2.00	Frequently	62	92.54	
11	SST11	12	92.31	3.00	Always	16	76.19	3.00	Always	14	93.33	3.00	Always	16	88.89	3.00	Always	58	86.57	
12	SST12	13	100.00	2.00	Frequently	20	95.24	2.00	Frequently	14	93.33	2.00	Frequently	16	88.89	2.00	Frequently	63	94.03	
13	SST13	12	92.31	2.00	Frequently	20	95.24	2.00	Frequently	14	93.33	2.00	Frequently	17	94.44	3.00	Always	63	94.03	
14	SST14	13	100.00	3.00	Always	20	95.24	2.00	Frequently	14	93.33	2.00	Frequently	17	94.44	2.00	Frequently	64	95.52	
15	SST15	12	92.31	2.00	Frequently	18	85.71	2.00	Frequently	10	66.67	2.00	Frequently	17	94.44	3.00	Always	57	85.07	
16	SST16	13	100.00	2.00	Frequently	19	90.48	2.00	Frequently	15	100.00	2.00	Frequently	17	94.44	2.00	Frequently	64	95.52	
17	SST17	13	100.00	3.00	Always	19	90.48	2.00	Frequently	15	100.00	3.00	Always	17	94.44	2.00	Frequently	64	95.52	
	District II																			
	School 3																			
18	SST18	8	61.54	2.00	Frequently	8	38.10	1.00	Never	8	53.33	1.00	Never	16	88.89	2.00	Frequently	40	59.70	
19	SST19	13	100.00	2.00	Frequently	19	90.48	2.00	Frequently	15	100.00	2.00	Frequently	17	94.44	2.00	Frequently	64	95.52	



115	SST115	13	100.00	2.00	Frequently	21	100.00	2.00	Frequently	15	100.00	2.00	Frequently	17	94.44	1.00	Never	66	98.51	1
116	SST116	13	100.00	3.00	Always	21	100.00	3.00	Always	15	100.00	3.00	Always	17	94.44	3.00	Always	66	98.51	1
117	SST117	12	92.31	2.00	Frequently	21	100.00	2.00	Frequently	15	100.00	1.00	Never	17	94.44	1.00	Never	65	97.01	
118	SST118	13	100.00	3.00	Always	21	100.00	3.00	Always	15	100.00	3.00	Always	17	94.44	3.00	Always	66	98.51	1
119	SST119	13	100.00	3.00	Always	20	95.24	2.00	Frequently	15	100.00	2.00	Frequently	17	94.44	3.00	Always	65	97.01	
120	SST120	13	100.00	3.00	Always	21	100.00	2.00	Frequently	12	80.00	2.00	Frequently	17	94.44	3.00	Always	63	94.03	
121	SST121	13	100.00	2.00	Frequently	20	95.24	2.00	Frequently	14	93.33	2.00	Frequently	15	83.33	2.00	Frequently	62	92.54	
122	SST122	13	100.00	2.00	Frequently	21	100.00	2.00	Frequently	15	100.00	2.00	Frequently	17	94.44	2.00	Frequently	66	98.51	1
123	SST123	13	100.00	2.00	Frequently	20	95.24	2.00	Frequently	15	100.00	2.00	Frequently	16	88.89	2.00	Frequently	64	95.52	
124	SST124	13	100.00	3.00	Always	21	100.00	2.00	Frequently	12	80.00	2.00	Frequently	17	94.44	3.00	Always	63	94.03	
125	SST125	13	100.00	2.00	Frequently	21	100.00	2.00	Frequently	15	100.00	2.00	Frequently	17	94.44	2.00	Frequently	66	98.51	1

Legend:

PA -

Part A

PB -

Part B



Appendix K

Sample SPSS Computation

Frequency Table

ALC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	120	96.0	98.4	98.4
	No	2	1.6	1.6	100.0
	Total	122	97.6	100.0	
Missing	System	3	2.4		
Total		125	100.0		

ALC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.0	4.4	4.4
	2	53	42.4	46.5	50.9
	3	56	44.8	49.1	100.0
	Total	114	91.2	100.0	
Missing	System	11	8.8		
Total		125	100.0		

ALC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	119	95.2	99.2	99.2
	No	1	0.8	0.8	100.0
	Total	120	96.0	100.0	
Missing	System	5	4.0		
Total		125	100.0		

ALC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.6	1.8	1.8
	2	50	40.0	44.6	46.4
	3	60	48.0	53.6	100.0
	Total	112	89.6	100.0	
Missing	System	13	10.4		
Total		125	100.0		

ALC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	120	96.0	99.2	99.2
	No	1	0.8	0.8	100.0
	Total	121	96.8	100.0	
Missing	System	4	3.2		



Total	125	100.0		
-------	-----	-------	--	--

ALC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.6	1.8	1.8
	2	66	52.8	57.9	59.6
	3	46	36.8	40.4	100
	Total	114	91.2	100	
Missing	System	11	8.8		
Total		125	100		

A Intgratd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	116	92.8	97.5	97.5
	No	3	2.4	2.5	100
	Total	119	95.2	100	
Missing	System	6	4.8		
Total		125	100		

Rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.6	1.8	1.8
	2	57	45.6	51.4	53.2
	3	52	41.6	46.8	100
	Total	111	88.8	100	
Missing	System	14	11.2		
Total		125	100		

A Colla/Coo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	119	95.2	99.2	99.2
	No	1	0.8	0.8	100
	Total	120	96	100	
Missing	System	5	4		
Total		125	100		

Rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.4	2.6	2.6
	2	48	38.4	41.7	44.3
	3	64	51.2	55.7	100
	Total	115	92	100	
Missing	System	10	8		
Total		125	100		

A DExpo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	112	89.6	96.6	96.6
	No	4	3.2	3.4	100



Total		116	92.8	100
Missing	System	9	7.2	
Total		125	100.0	

Rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	7.2	8.3	8.3
	2	65	52.0	60.2	68.5
	3	34	27.2	31.5	100.0
	Total	108	86.4	100.0	
Missing	System	17	13.6		
Total		125	100.0		

A IGExplo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	104	83.2	91.2	91.2
	No	10	8.0	8.8	100.0
	Total	114	91.2	100.0	
Missing	System	11	8.8		
Total		125	100.0		

Rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	4.8	5.6	5.6
	2	68	54.4	63.6	69.2
	3	33	26.4	30.8	100.0
	Total	107	85.6	100.0	
Missing	System	18	14.4		
Total		125	100.0		

A RB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	78.4	85.2	85.2
	No	17	13.6	14.8	100.0
	Total	115	92.0	100.0	
Missing	System	10	8.0		
Total		125	100.0		

Rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	12.0	14.6	14.6
	2	60	48.0	58.3	72.8
	3	28	22.4	27.2	100.0
	Total	103	82.4	100.0	
Missing	System	22	17.6		
Total		125	100.0		



Appendix L

The Social Constructivist Teaching Practices Survey

SOCIAL CONSTRUCTIVIST TEACHING PRACTICES IN JUNIOR HIGH SCHOOL (254)
SOCIAL STUDIES: BASIS FOR AN INSTRUCTIONAL FRAMEWORK

PART I: Personal Information

Name: _____ (Optional)

Name of School: _____ District No. _____

School Address: _____

Direction: Please provide the information being sought for each of the following items. Please be assured that your answers to this questionnaire will be treated confidentially. In items where the answers are given, put check mark (✓) on the option that corresponds to your answers.

Age: _____ Gender: _____ Civil Status: _____

Highest Educational Attainment

☐ Bachelor's Degree Specialization: _____

☐ Master's Units

☐ Master's Degree Specialization: _____

☐ Doctorate Units

☐ Doctorate Degree Specialization: _____

No. of Years of Teaching Araling Panlipunan Subjects

- | | |
|--------------------------------|---------------------------------------|
| ☐ 1-5 | ☐ 21-25 |
| ☐ 6-10 | ☐ 26-30 |
| ☐ 11-15 | ☐ 30 and above |
| ☐ 16-20 | |

Subject/s Taught in the last five (5) years

- ☐ Asian Studies
☐ World History
☐ Economics
☐ Contemporary Issues
☐ Others, please specify, _____

School Size ☐ "Small" (students' population- below 2000)
☐ "Medium" (students' population-2000-3999)
☐ "Big" (students' population-4000 and above)

Average Number of Students in the Subject/s Handled: _____



PART II. THE SOCIAL CONSTRUCTIVIST TEACHING PRACTICES SURVEY

***Social constructivism** in this study deals with the knowledge students constructed through social interaction. Learning is a social and collaborative activity where learners must utilize the input of others, these "others" include peers, parents, friends and many other people and sources of information and the teacher is the facilitator.*

Part A. What are your social constructivist teaching practices in teaching Junior High School (JHS) Social Studies?

List below are the approaches, methods/strategies and techniques for social constructivist teaching practices. Kindly check (✓) your response and rate them 1, 2, and 3 (**1-Never Practice, 2-Frequently Practice, 3-Always Practice**) according to how you practice/used it in teaching Social Studies subjects.

Approaches	Response		Rate
	Yes	No	1-3
Learner-centered			
Interactive			
Constructivist			
Integrated			
Collaborative/ Cooperative			
Direct/ Expository			
Indirect/ Guided /Exploratory			
Research-Based			
Metacognitive			
Problem-based			
Process			
Discovery			
Conceptual			
Others please specify:			

Methods/ Strategies	Response		Rate
	Yes	No	1-3
Inductive			
Deductive			
Lecture/ Teacher Presentation			
Discussion			
Reporting			
Activity			
Demonstration/Showing Method			
Integrated			
Problem-Solving			
Project Method			
Expository			
Traditional Method			
Inquiry Method			
Reflective teaching			
Cooperative learning			
Experiential			
Peer tutoring			
Partner Learning			
Question-and-Answer Type or Socratic			
Field Trip			
Developmental			
Others please specify:			

Techniques	Response		Rate
	Yes	No	1-3
Small group discussion, panel, recitation, interview			
Unit, group, reading and story-telling, symposium			
Problem-solving, research, field study, experimenting			
Group investigation/project, field trip, dramatization, role play, simulation, brainstorming, debate			
Forum			
Film showing- discussion, reporting discussion			
Textbook, rote learning, memorization			
Roundrobin, corners, numbered heads together, pairs check, praise check, three-step interview, think-pair-share, team word-webbing, roundtable, inside outside, circle, co-op co-op			
Collaborative writing, round table, peer editing			
Note-taking pairs, fishbowl, Jig saw			
Think-Aloud, Pair Problem-Solving			
Student Teams- Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualization (TAI)			
Using graphic organizers			
Jingles, rap, songs, verses, acrostics			
PowerPoints/WebQuest/ interactive apps			
Others please specify:			



Part B. What are your teaching practices using social constructivism?

	Teaching Practices	Response		Rate 1-3
		Yes	No	
	<i>The Social Studies teacher:</i>			
1	Coach, mediate, prompt and help students develop and assess their understanding of concepts by linking <u>previous knowledge</u> , beliefs and experiences with the new information			
2	<u>Guide</u> and create the environment for the students in formulating questions that will lead them to develop and arrive at their own conclusions about the subject or topic under investigation			
3	Provide students time to understand and process questions being raised			
4	Give students experiences that focus attention on their realization of problem-solving through creative <u>endeavors</u> and engage students in experiences that may contradict their initial hypotheses			
5	Provide opportunities that will encourage students to raise varied types of interpretations about the subject or topic under investigation			
7	Provide opportunities for group work to encourage collaborative learning like using discovery learning, in real-world environment, peer interaction, hands-on activities and <u>students</u> tasks that will challenge existing concepts and beliefs			
8	Provide activities that will let the <u>learner's</u> to expose, explore and experience things and to come up a meaningful output about the lesson			
9	Guide students in constructing meaningful connections of the knowledge and skills they have acquired (like between past and the present and to consider the impact of events and trends in all parties involved)			
10	Allow students to find their own solutions to the problems being raised			
11	Instill in the students a sense of discovery and exploration			
12	Use teaching approaches like reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instruction, web quests, anchored instruction, and other methods that involve learning with others			
13	Engage students in constructing rules and norms for collaborative learning			
14	Encourage and guide students in the use of high-order thinking skills, peer learning/collaborative learning			
15	Provide students opportunities to reflect on their own learnings			
16	Provide learning opportunities that will aid students refine their knowledge and skills			
17	Show students varied types models of good practices like essays, reports, and school projects			
18	Encourage students to use concept maps, graphic organizers, and other drawing of models to explain and demonstrate newly acquired knowledge			
	<i>Others please specify:</i>			

Thank you very much from your contribution.



Appendix M

Social Studies Teacher Class Observation Checklist

SOCIAL CONSTRUCTIVIST TEACHING PRACTICES IN JUNIOR HIGH SCHOOL (JSH)
SOCIAL STUDIES: BASIS FOR AN INSTRUCTIONAL FRAMEWORK

I. Background Information

Name of Teacher: _____
Name of School: _____ District: _____
School Address: _____
Grade & Section Observed: _____ Date and Time Observed: _____

II. The social constructivist teaching practices of JHS Social Studies teachers

Direction: Please check (✓) the items which can be observe from the Social Studies teacher in the implementation of the lesson plan and rate 1, 2, and 3 (1-Never Practice, 2-Frequently Practice, 3-Always Practice) according to how the Social Studies teachers practice/implement it in teaching Social Studies subjects.

No.	Items that have to be observed in the class	Response		Rate	Remarks
		Observed	Not Observed	1-3	
I. The Exploration/Preparation Phase					
	<i>Activating Prior Knowledge/Motivational Activities/Graphic Organizers</i> <i>The Social Studies teacher:</i>				
1	Uses the students' prior knowledge as a basis for <u>introducing new</u> concept				
2	Asks a series of questions or <u>challenging questions</u> for students to begin thinking about the topics in Social Studies				
3	Assesses students' prior knowledge using different tools				
4	Relates subject matter to actual experiences and integrate with other fields				
5	Clarifies concepts from the previous lesson that learners had difficulty understanding;				
6	States the goals and objectives or let the students think of the objectives of the new lesson;				
7	Encourages students to take responsibility for their own learning				



IV. Teaching Methods/Strategies Used		Response		Rate 1-3	Remarks
		Observed	Not Observed		
1	Games /Simulation				
2	Posing problem and students formulate hypotheses or predict what will happen				
3	Brainstorming ideas				
4	Jigsaw				
5	Role playing				
6	Small group activity				
7	Guided learning activity				
8	Library/Internet research				
9	Forum				
10	Panel discussions				
11	Hands-on Learning				
12	Field Trip				
13	Social Experiment				
14	Group Debate				
15	Community Study/Interview with a local government official				
16	Collaborative/Cooperative learning				
Have you observed other teaching practices done by Social Studies teachers which are not included in the checklist, please list down:					
V. Assessment		Response		Rate 1-3	Remarks
		Observed	Not Observed		
1	Formative/Summative				
2	Teacher-made Test/Paper and pencil test				
3	Peer assessment				
4	Performance Task				
5	Practical Test				
6	Portfolio Assessment				
Have you observed other teaching practices done by Social Studies teachers which are not included in the checklist, please list down:					

Thank very much.



Appendix N

Interview Guide for Social Studies Teachers

SOCIAL CONSTRUCTIVIST TEACHING PRACTICES IN JUNIOR HIGH SCHOOL (JSH)
SOCIAL STUDIES: BASIS FOR AN INSTRUCTIONAL FRAMEWORK

Direction: Please give your honest answer to the following questions. Feel free to elaborate on any item you want to raise.

1. Would you please share your personal teaching philosophy? What is your philosophy in teaching Social Studies?

How does your philosophy contribute to your teaching?

What is your belief about teaching? How about your belief about learning?

How do you teach Social Studies subjects (Asian Studies, World History, Economics and Contemporary Issues)?

What kind of teaching approaches, methods/strategies and techniques did you use?

Why are you using those teaching approaches, methods/strategies and techniques?

What do you think are the common teaching strategies across four learning areas?



What are the specific teaching strategies in each four learning areas?

2. What is your conceptual understanding of “social constructivist teaching practices”?

What are your social constructivist teaching practices?

How do you actually use those social constructivist teaching practices?

What are your best social constructivist teaching practices that proved to be very effective in teaching Social Studies in your school? And what are your basis for considering these as effective?

Would these teaching practices be applicable to other subject areas in AP or in other discipline? Why or why not?

3. What are your experiences using social constructivism in teaching Social Studies subjects?



What are the learning, gains and/or challenges that you encounter using social constructivism in teaching Social Studies subjects?

Thank you very much from your contribution.



Appendix 0

Sample Lesson Plans

Sample Lesson Plan/Teaching Log - Pre-Pandemic

Grade 7- Asian Studies (Araling Asyano)

GRADES 1-12 DAILY LESSON LOG (Pang-arang-arang na Pagtuturo)		DOÑA TEODORA ALONZO HIGH SCHOOL		Antas		GR. 7	
		Guro		Asignatura		ARALING ASYANO	
		Petsa		Markahan		IKAAPAT NA MARKAHAN	
		PEBRERO 24-28, 2020					
		UNANG ARAW		IKALAWANG ARAW		IKATLONG ARAW	
		Yugto: ALAMIN Petsa: PEBRERO 24-28, 2020		Yugto: PAUNLARIN Petsa: PEBRERO 24-28, 2020		Yugto: PAUNLARIN Petsa: PEBRERO 24-28, 2020	
		Seksyon: Grade 7 - 1, 2, 8, 9, 10		Seksyon: Grade 7 - 1, 2, 8, 9, 10		Seksyon: Grade 7 - 1, 2, 8, 9, 10	
I. LAYUNIN		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.	
A. Pamantayang Pangnilalaman		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.	
B. Pamantayan sa Pagganap		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.	
C. Mga Kasanayan sa Pakatuto		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.	
D. Layunin		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.		Naisuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.	
		AP-KIS-IVd-1.11		AP-KIS-IVd-1.11		AP-KIS-IVd-1.11	
II. NILALAMAN		Modyul, Mapa, Yeso, Balpen		Modyul, Mapa, Yeso, Balpen		Modyul, Mapa, Yeso, Balpen	
KAGAMITANG PANTURO		LM, TM at CG, Modyul (Araling Asyano)		LM, TM at CG, Modyul (Araling Asyano)		LM, TM at CG, Modyul (Araling Asyano)	
A. Sanggunian		pp. 170-193		pp. 170-193		pp. 170-193	
1. Mga Pahina sa Gabay ng Guro		pp. 322-364		pp. 322-364		pp. 322-364	
2. Mga Pahina sa Kagamitan ng Pang-mag-aaral		pp. 96-108		pp. 96-108		pp. 96-108	
3. Mga Pahina sa Teksbuk							

DTAHS (AP 7)

ONWARDS TO EXCELLENCE



4. Karagdagang Kagamitan mula sa Portal ng Learning Resource	Mapa ng Daigdig, Mapa ng Asya, Visual aids, yeso, aklat, <i>powerpoint presentation</i>	Mapa ng Daigdig, Mapa ng Asya, Visual aids, yeso, aklat, <i>powerpoint presentation</i>	Mapa ng Daigdig, Mapa ng Asya, Visual aids, yeso, aklat, <i>powerpoint presentation</i>
B. Iba Pang Kagamitang Panturo			
III. PAMAMARAAN			
A. Balik-Aral sa nakaraang aralin at/o pagsisimula ng bagong aralin.	TANONG: 1. Paano nakumit ng mga bansa sa Asya ang kalayaan?	TANONG: 1. Ipaluanag ang kasabihan "Asya para sa mga Asyano."	TANONG: 1. Paano napasuko ng Estados Unidos ang bansang Hapon sa Ikalawang Digmaang Pandaigdig?
B. Paghahabi sa layunin ng aralin	Ihahayag ng guro sa klase ang Layunin/Kasanayan sa Pagkatuto na Inaasahan para sa araw.	Ihahayag ng guro sa klase ang Layunin/Kasanayan sa Pagkatuto na Inaasahan para sa araw.	Ihahayag ng guro sa klase ang Layunin/Kasanayan sa Pagkatuto na Inaasahan para sa araw.
C. Pag-uugnay ng mga halimbawa sa bagong aralin (Pagganyak)			
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1.	GAWAIN 1: ANONG ALAM KO? Pamprosesong Tanong: 1. Ano ang <i>initial answer</i> mo ukol sa tanong na kaugnay sa paksa?	MAPANURI AT MAKIBAHAGI (Pangkatang Gawain) 1. Ang klase ay hahatiin sa tatlong pangkat. 2. Ang bawat pangkat ay magbabasa ng maikling artikulo tungkol sa iba't-ibang paksa. 3. Matapos ang 5 minuto ay tutungo sila sa susunod na istasyon. 4. Matapos ay magbabahagi sila sa <i>graphic organizer</i> ng kanilang natutunan dun sa binasa at ipapaliwanag.	MAIKLING PAGSUSULIT



E. Pagtatalay ng bagong konsepto at paglalahad ng bagong kasanayan #2.	Paglalalay ng Japan sa Pearl Harbor Ang paglalagay ng Bomba Atinukha sa Japan PAGLALAY NG BOMBA		➤ Pagwawasto ng sagot ng mag-aaral. ➤ Pagtatala ng iskor na nakuha ng mag-aaral.
F. Paglinang sa KONSEPTO NG MGA PANGUNAHING KAALAMAN UKOL SA PAG-AARAL NG ARALING PANLIPUNAN (Tungo sa Formative Assessment)			
G. Paglalapat ng aralin sa pang-araw-araw na pamumuhay			
H. Paglalahad ng Aralin			
I. Pagtataya ng aralin			
J. Karagdagang Gawain para sa Takdang-Aralin at remediations	Takdang Aralin: Sagutin ang sumusunod na katanungan. 1. Kung ikaw ang tatanungin, nararapat bang patawarin ng mga bansang naapi ang Hapones? Bakit? 2. "Ang mamatay nang dahil sa iyo." Ano ang ibig sabihin nito para sa iyo?		

LINGGUHANG PLANO SA ARLING PANLIPUNAN 10
MGA KONTEMPORARYONG ISYU

Pangalan ng Guro		Paaralan	DOÑA TEODORA ALONZO HIGH SCHOOL
Bilang ng Kwartar / Bilang ng Linggo	Ikatlong Kwartar / Ikalawang linggo	Baitang at Pangkat	Grado 10- Adam Smith, Karl Marx, John Locke, John Maynard Keynes

PETSA/ ARAW	Pebrero 14, 2022	Pebrero 15, 2022	Pebrero 16, 2022 Mid-break	Pebrero 17, 2022	Pebrero 18, 2022	Pebrero 19, 2022
ISKEDYUL	Gr.10- Keynes- 3:30-4:00 (Q2 Assessment Feb.7-8)	Gr.10- Adam Smith- 8:00-8:30 Gr. 10- Karl Marx- 10:30- 11:00 Gr. 10- John Locke- 1:30- 2:00		Gr. 10- Keynes 3:30-4:00	Gr.10- Adam Smith- 8:00-8:30 Gr. 10- Karl Marx- 10:30- 11:00 Gr. 10- John Locke- 1:30- 2:00	
I. MAHALAGANG KASANAYAN SA PAGKATUTO	Natatalakay ang mga uri ng kasarian (gender) at sex at gender roles sa iba't ibang bahagi ng daigdig.					
PAKSA	*Konsepto ng Kasarian (gender) at Sex			*Gender Roles sa Iba't Ibang Bahagi ng Daigdig		
II. MGA LAYUNIN	1. Naiiparalihanag ang uri ng gender at sex 2. Natutukoy ang konsepto at katangian ng gender at sex			4. Napapahalagahan ang gampanin ng bawat kasarian sa lipunang ginagalawan		Nabibilang balaga ang mga itinakdang



MODALITY	SYNCHRONOUS (Google Meet)	SPECIAL CURRICULAR PROGRAMS	5. Ngalalahad ang kasasayawan ng LGBT sa Pilipinas. 6. Nakalahok ng aktibo sa mga talakayan sa klase.	Quizz at gawain sa klase.
III. PAMAMARAAN/ ISTRATEHIYA	1. Scheduled Video Conferences via Google Meet/Zoom 2. Supported discussion using Google Classroom for supplementary materials (Google Docs/Spreadsheet/Jamboard, etc.) Link: KONSEPTO NG UG KASARIAN https://www.youtube.com/watch?v=aqf5kx6r4o&t=300s		1. Scheduled Video Conferences via Google Meet/Zoom 2. Supported discussion using Google Classroom for supplementary materials (Google Docs/Spreadsheet/Jamboard, etc.) Link: KONSEPTO NG UG KASARIAN https://www.youtube.com/watch?v=aqf5kx6r4o&t=300s	Remediation/ Intervention
IV. PAGTATAYA	1. Modular (AP10 ADM Module 1) Subukin p.2-3 Balikan p. 4-8 Tuklasin p.10 2. Downloaded video from youtube . Link: KONSEPTO NG KASARIAN https://www.youtube.com/watch?v=aqf5kx6r4o&t=300s	NON- CURRICULAR ACTIVITIES	1. Modular (AP10 ADM Module 1) 1. Modular (AP10 ADM Module 1) 1. Pagsubukin sa Aralin – p.10-11 p. 13-15 Pagvamao; Gawain p.16-17 Isaisip at isasawa Mga gawain p. 18-19	Remediation/ Intervention
V. SANGGUNIAN	1. Formative Assessment using online application (Kahoot, Quizizz at ba pa) 2. Online Short Quiz- Google Form		Gawain sa ADM 10 Module • Jawab p. 20-21 • 1. Kasagdaang Gawain p.22	
VI. KAGAMITAN	• Kontemporaryong isyu isyu: Learners Module (LM) pahina 262-264; 270-273 Modyul Mga sangguniang babasahin, Mga larawan, Kasamitang Pang-teknolohiya (smartphone, tablet, netbook, laptop) atbp.		• AP 10 ADM - Kwater 3 - Modyul 1 babina- 1-22 Department of Education – Region I	Printed Module, AP notebook, Pen, Kasamitang Pang-teknolohiya (Laptop, by speaker)

Inihanda ni:

Sinang-ayunan ni:

Pinastibay.ni

Guro

Puno ng Kagawaran

Punong-Guro



Appendix P

Observation Notes on Social Studies Teacher's Lesson Plan

Field Notes:

Date: February 26, 2020

Time: 2:30-3:30pm

Grade Level and Section: Grade 7, used day 2 of Lesson Log

Medium of instruction: Filipino

Lesson: Yunit 2-Mga Sinaunang Kabihasan at Pamumuhay sa Asya

Aralin 2-Pag-usbong ng Nasyonalismo at Paglaya ng mga Bansa sa Timog at Kanlurang Asya

Paksa: Nasyonalismo

Focus Question: *Paano nakatulong ang damdaming ito sa paglaya ng mga bansa sa Asya sa kamay ng mga mananakop na Kanluranin?*

Flow of the Lesson	Field Noted
1. Reviewing Previous lesson or Presenting the New Lesson (<i>Balik-Aral sa Nakaraang Aralin at/o Pagsisimula ng Bagong Aralin</i>)	Motivation activity was Picture Analysis and the students gave their reaction and ideas about the pictures.
2. Presenting examples /instances of the new lesson (<i>Pag-uugnay ng mga halimbawa sa bagong aralin</i>)	Social Studies Teacher 1 asked: <i>Teacher: Ok...tama... magaling...Ano kaya ang ang kaugnayan ng mga larawang ito sa ating aralin?</i> The student responded: <i>Student: Ang mga larawan po ay nagpapakita ng nasyonalismo...</i> <i>Teacher: Tama dahil ang aralin natin sa araw na ito ay tungkol sa nasyonalismo.</i>
3. Establishing the Purpose for the Lesson (<i>Paghahabi sa Layunin ng Aralin</i>)	Students read the objectives of the new lesson
4. Discussing New Concepts and Practicing New Skills (<i>Pagtalakay ng Bagong Konsepto at Paglalahad ng Bagong Kasanayan</i>)	Students were grouped and were given different topics about nationalism. Each group reported their task <i>Pangkat 1 - Manipestasyon ng Nasyonalismo</i> <i>Isang video ang ipiplay ng Pangkat 1 upang higit na maunawaan ang manipestasyon ng nasyonalismo?</i> <i>Pangkat 2- Pagkakaisa</i> <i>Pangkat 3- Slogan tungkol sa damdaming Makabayan</i> <i>Pangkat 4 – Ang magbibigay ng puntos sa Pangkat 1-3</i>
5. Evaluating Learning (<i>Pagtataya ng Aralin</i>)	<i>Pagmamarka sa ginawang pag-uulat ng mga mag-aaral gamit ang rubrics</i> <i>Pagbalik sa klase sa mga layunin/kasanayan sa pagkatuto na inaasahang maisasagawa sa araw-araw gamit ang emoji.</i>

*Format adapted from Nery-Cura and De Guzman (2018) A portrait of rhizomatic teaching in Philippine History Classrooms: An interpretative study.



Appendix Q

Sample Transcriptions

Interview

Date/Time: March 6, 2020; 10:00-11:00am

Place: District 5

Interviewer: Marivic M. Pimentel

Interviewee: **D5-JHS5-SST13-WH**

D5-JHS5-SST13-WH		
Question No. 1	Original Response	Translated Response
Would you please share your personal teaching philosophy? What is your philosophy in teaching Social Studies?	"Learning must be fun. Dapat laging masaya.. Kailangan laging masaya kasi kapag History medyo kasi para sa iba medyo nakakaantok na subject kaya kailangan kahit corny mapatawa ko ung mga bata . Part na lagi un ng araw –araw ko para kahit pano makaconnect ako sa sa kanila kaya un ung teaching philosophy ko at saka hanggat maaari kung hindi sila makasagot ng facts kahit opinion Ma'am ung saloobin mo	<i>Learning must be fun. It should always be enjoyable. It should always be fun because if it's History, it's a subject that makes others a bit sleepy so I have to make the students laugh even if it's corny. It's always a part of my daily life so that I'll be able to connect with them, and that's why that is my teaching philosophy. Also, as much as possible, if</i>



	...	<i>they cannot state facts, they can just share their opinions, Ma'am.</i>
Follow-Up		
How does your philosophy contribute to your teaching?	Malaki Ma'am kasi kapag naglelesson planning ako nag-iisip agad ako ng puedeng i-connect dun sa lesson, linkages ng iba't ibang bagay na maaaring trivial, pero nakakaengganyo sa bata	<i>It's big, Ma'am, because when I do lesson planning, I already think of what can be related to the lesson, linkages of other things that might be trivial, but are engaging to the students.</i>
What is your belief about teaching? How about your belief about learning?	Ang teacher, "gardener" kasi may sariling tubo ung halaman, maaaring binabawasan ko lang o inaayos ko lang ung sanga nya o ung dahon nya pero hindi ko masasabi na ako ung teacher na potter, na imomold mo siya, kasi nga "nurture, nature" kung paano siya kung paano siya ninurture ng pamilya. Para sa akin, ako ang teaching parang gardening di siya	<i>The teacher is a "gardener" because the plant has its own growth. Maybe, I just trim it or fix the branches, but I cannot say that I'm the teacher who is a potter, who will mold him/her, because it's "nurture, nature", how he/she is nurtured by the family. For me, teaching is like gardening; it is not like pottery that you will mold him/her to be what you like;</i>



	katulad ng pottery na inomold mo siya kung ano ung gusto mo, meron din siyang movement na sarili nya, growth na sarili nya. Kung ang pagnunurture sa bahay ay ordinarily ay nagmumura ...dito itatama mo sila, pero hindi mo sila kayang kahunin, dapat ganito ka lang kumilos. Laging gabay lang Ma'am hindi ko sila mapipilit na ano na gawin pinapakita ko lang na ito ung ginagawa mo...ito ung ginagawa sa kasalukuyan... nasa choice mo yan kung ano ang gagawin mo. Hindi ako ung klase na dapat ganito ganyan . May free will o may options sila. Choice nya un kung gusto niyang gawin o hindi. Para lang akong nagbibigay ng advice o paalaala , pero ung ipipilit na	<i>he/she also has own movement and growth. If the nurturing at home is they ordinarily curse... here, you correct them, but you cannot box them that they only follow a certain kind of movement or action. It's just always guidance, Ma'am, I cannot force them on what to do. I just show them that that is what they are doing.. what they are doing right now. It's your choice what you want to do. I'm not the type who will say that it should be like this, like that. They have free will or options. It's their choice to do it or not. I only give advice or reminder, but to force them to do things, no... just to facilitate the lesson.</i>
--	--	---



	gawin nila, as in literal na pupwersahin, hindi...just to facilitate the lesson .	
How do you teach Social Studies subjects (Asian Studies, World History, Economics and Contemporary Issues)?	Kasi Ma'am guided kami ng DepEd na student centered , may mga instances na ako ang naglelesson ...ako ang nagdidiscuss lalo na kapag suspended ang class...pero kapag regular class ...nakalista na ung lahat ng mga reports nila sa bawat araw mula sa first day nila, mga projects nila...ung mga task nila...basta before the start of every grading nakapost lahat tapos eexplain ko na... para dib a constructivism ung sa DepEd di ba ...learning by doing unti-unti ...kaya kung late mo na ipapagawa ung project mo hindi nila matatapos pero kung unti unti mong ipapagagawa 'yan	<i>Because, Ma'am, we're guided by DepEd to be student-centered. There are instances when I do the lesson... I discuss especially if the class was suspended, but if it's a regular class, their daily reportsd, their projects, and their tasks have already been listed from the first day. Before the start of every grading, everything is posted and I would explain... so that it's constructivism. In DepEd, isn't it ... learning by doing gradually... that's why if you assign your project late, they will not finish, but if it's assigned gradually, they will be able to prepare something beautiful, they</i>



	nakakapagprepare sila ng maganda , nakakapagsalita sila ng maayos un ung inaano ko na kapag nagtuturo ako laging prepared ung break down ng lesson ...ung pacing guide ko rin , may pacing guide ako ng mga lesson... kung halimbawa lesson ko dapat ngaun tapos suspended ang klase syempre automatic na next meeting alam na nila ang kasunod. Ang tawag ko doon ay pacing guide ...	<i>can speak well. That is what I'm talking about that when I teach, I always prepare the breakdown of the lesson... my pacing guide also. I have a pacing guide of the lessons. For example, it's supposed to be my lesson today and the class was suspended, they know what's in for next meeting automatically. I call that pacing guide.</i>
What kind of teaching approaches, methods/strategies and techniques did you use? Why are you using those teaching approaches, methods/strategies and techniques?	Kadalasan Ma'am sa simula pag First Grading , may mga nabibili ako na mga replica ng mga artificats o kaya ung mga puede maconnect sa Ancient History tapos pagdating ng Second Grading mostly pictures di na ako nagpapavideo clips kasi matagal ...hindi napoprocess	<i>Often, ma'am, at the start of the First Grading, I buy replica of the artificats (sic) or those that can be connected to Ancient (sic) history. Then, during Second Grading, mostly pictures. I don't use video clips because it takes time, the students are not able to process it. If I</i>



	ng bata ...pag pinapanood ko naman sa bahay, malaki ang tsansa na di nila panonoorin so mostly books...bibigyan ko sila ng books ...ito ung mga references nyo...babasahin nyo and then tingnan nyo kung paano sasagutan ung questions ko . Ganun ung mga strategy ko and then laging ano, may visual, images, kasi nga di ba 70 ba o 90% of learning is through the senses... Lagi akong may mapa, movies ...	<i>ask them to watch it at home, there's a big chance that they won't watch it so mostly books. I give them books... Here are your references... Read these and see how you will answer my questions. These are my strategies and then I always use visual, images, because (is it) 70 or 90% of learning is through the senses... I always have a map, movies...</i>
What do you think are the common teaching strategies across four learning areas?	Laging may geography, pag may geography may map reading, may location, tapos ung mga pictures, visuals, graphic organizers... Sa ano naman Ma'am mga acting acting , di na gaanong napaprocess un kasi 50 minutes na lang kami, pero	There's always geography. If there's geography, there's map reading, location, then pictures, visuals, graphic organizers.. In ----, Ma'am, there's usually acting. It's not processed well because we're only allotted 50 minutes, but



	kung isang oras kami un ...nagagawa pa naming ang panel discussion pero ngaung 3 meetings na lang kami tapos 50 minutes per meeting , dahil limited na ung oras... kaya kailangang mabilisan rin ...May reporting pero mostly via powerpoint kasi un mostly ang pinakaefficient ... Ako naman bibihira akong (magppt) per grading kasi ang contention ko naman , ang powerpoint whether mardownload nila ung mismong slides at saka mag- aassign lang sila walang interaction...Hindi katulad ng ganyang maglalaan sila ng oras , mag-uusap sila , magcollaborate sila, kaya kapag tinanong mo sila hindi ako araw araw na nagpowerpoint kasi nga ang	if it's for one hour, we were still able to do panel discussion. However, since we only have three meetings now and only 50 minutes per meeting, because time is limited, we need to hurry also. There is reporting but mostly it is via PowerPoint because it is the most efficient. In my case, I seldom use (PowerPoint) per grading because my contention is that in PowerPoint, whether (sic) they download the exact slides and just assign, there is no interaction. Unlike now, they give time, talk, and collaborate. That's why, if you ask them, I don't use PowerPoint everyday because I want them to interact with their
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	gusto ko matuto silang makihalubilo sa kaklase...magpalitan ng ideas... kasi kapag powerpoint nakaset na ... binigyan na sila ng design... ng template ... ung na ung mga ideas nila ...ung mga key words , di katulad nito ...ma-iin sila sa kaklase nila ... magkakaroon sila ng diskusyon ...ung normal na interaksyon.	classmates... exchange ideas... because if it's PowerPoint, it's already set. They were already given the design... the template... their ideas, the key words, unlike this, they will be in with their classmates... They will have a discussion... the normal interaction.
What are the specific teaching strategies in each four learning areas?	Kasi kapag Eco, may computation tapos yan ang pinakamadaling maconnect sa real life (Economics) Pagdating naman sa Contemporary Issues... un ang pinakamadali rin ...kasi nga nagaganap balita lang puede ng maiprocess Ang pinakachallenging ay Asian at World ... unang una sa edad Grade 7 at saka	<i>Because if it's Eco, there is computation and it is the easiest to connect to real life (Economics)</i> <i>When it comes to Contemporary Issues, it is also the easiest... because it is happening. News only and it can be processed.</i> <i>The most challenging are</i>



	Grade 8 so nasa 13 o 14 yrs old sila ... Tapos ung bigat ng content ng Asian at saka World...sabi nga nila –i-level mo ung antas ng pang-unawa nila sa itinaturo mo ... un ung pinakachallenging part. So kailangan basic na mga main strategies, main ideas. Pag First Grading po kasi nagpapabasa kami ng Article, ano ung topic, ano ung main idea, gagawa sila ng outline, simula sa outline , tuturuan mo na silang gumawa ng key words... Patungkol naman sa mga design design katulad ng graphic organizers...puede mong ipakita ung ginawa last year para magkaroon sila ng ideas...or ung mga experience nila the previous years un ung magiging basehan nila kung paano sila magdeliver.	<i>Asian and World... First of all, on age, Grade 7 and Grade 8 so they are 13 or 14 years old. The n the weight of the content of Asian and World... as they say, you have to match the level of their understanding with what you are teaching. That is the most challenging part. It is necessary that the main strategies, main ideas are basic. When it is First Grading, we assign them to read an article, and identify the topic and the main idea They will make an outline . From the outline, you will teach them to make key words. When it comes to design such as graphic organizers, you can show the ones made last year for them to have ideas... or their</i>
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	Halimbawa may mga lower ako talagang ... ano...teacher-centered discuss ka ... Napakachallenging sa lower ...kasi hindi mo matitiyak na araw araw silang papasok , hindi mo matitiyak na mayroon silang available na materials ...bigyan mo sila ng libro ... ung pag-uusap nila nandun talaga ung challenge ...hindi sila pare-pareho ng level ng understanding so doon pa lang challenge na un ...hindi siya problem challenge lang siya...na Depende sa teachers kung paano natin sosolusyunan. So, sa akin ang unang ginawa ko binigyan ko ng libro lahat then... igugrupo...Sa Seksyon Daniel isa isa pero dahil may pagkakataon na limited , sa special section , ano by pair	<i>experiences during the previous years will be their basis on how they will deliver. For example, I have lower (section) in which you really ...teacher-centered... you discuss.</i> <i>It's very challenging in the lower... because you cannot guarantee that they will attend class daily, that they have available materials... You give them a book... the challenge is in their communication... They do not have the same level of understanding so that in itself is a challenge. It's not a problem, it's just a challenge. It depends on the teachers on how we're going to solve. So, in my case, what I first did is I gave everyone a book, then group them. In Section</i>
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	kasi may iba rin akong mga libro na pinapagamit sa kanila. Ang nabago rin ngaun Ma'am mas gusto nila pinipicturan sa cellphone wala ng ...ayaw na nga nila ng xerox ngayon ...kaya yan ung mga nabago sa akin mga 3 years na. Kaya meron akong bulletin board na nakapaskil lahat ...nandoon na ng mga pages , libro nandyan...kapag hihiramin nila nandyan....pupunta na lang sila rito. Kasi ganyan talaga ayaw na nilang magpaxerox. Dati pupuntang library eh ang dilemma naman sa library ung mga magulang ang gusto kapag oras na ng uwian, uwi na agad ...so maiipit din kami so ang ginagawa ko ito ung libro ...kunin ninyo meron din nito sa library ...hanapin nyo	<i>Daniel, one by one, but since there are limited chances, in special section, it is by pair because I have a different book assigned to them.</i> <i>What has changed now, Ma'am, is they prefer taking pictures on their cellphones, no more... They don't like photocopy anymore. These are what have changed in me, for 3 years now. That's why I have a bulletin board where everything is posted... the pages of the book are there... if they're going to borrow, all they have to do is go here. Because it's really like that, they don't want to photocopy anymore. Before, they would go to the library, but the dilemma there are the parents who want their children to immediately</i>
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	picturan nyo ...Di ko rin sila ini-eencourage na magwikipedia , magresearch sila tapos i-google translate nila, nung First grading un ang dilemma ko... magresearch kunwari ...ang problema hindi nila mai-express ung idea sa ingles so i-google translate nila ang problema literal ang google translate so pag nagreport sila medyo sablay kaya dinidiscourage ko na huag na kayong mag-online research kung ganyan din ang gagawin nyo kasi ung level ng comprehension nila in relation to World History malalim ... sa aking karanasan di nila magagawa , mas kaya nilang magbasa ng Filipino ... magreport sa Filipino kaysa ung magresearch sa English	<i>come home once it's dismissal time so we're torn. What I do is present the book to them and say that there is also a copy at the library, look for it and take a picture. I also don't encourage them to use Wikipedia; they would research and use Google translate. During the First grading, that was my dilemma, they would research, but they cannot express the idea in English so they would use Google translate, but the problem is that it's literal so when they report, it somehow fails. This is why I discourage them to do online research because their level of comprehension in relation to World History is deep. In my experience</i>
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	...gagawa ng report sa English tapos irereport sa Filipino. At least nakakaresearch sila ng mga images , ng mga pictures at saka ng mga extra kong mga projects Di ba may performance task ung DepEd , maliban doon mayroon pa akong ibibigay na performance task kasi isa lang un sa buong grading period. Kasi kung bubuuin mo ung mga ideas dapat mayroon ka pang maliliit na sub-topics , maaappreciate nila ung kultura ... meron kaming mga final output halimbawa gagawa sila ng video ...gagawa sila ng film...kaya ak o pinapagawa un sa kanila kasi ICT Integration, 21st century learning, kung lagi lang kaming natuon sa binibigay ng DepEd hindi rin	<i>(they cannot do it), they can read and report better in Filipino than research in English, prepare a report in English, then report in Filipino. At least, they're able to research images, pictures, and other extra projects. Isn't it that DepEd has a performance task? Aside from it, I also give performance task because that is only one for the entire grading period. Because if you're going to complete the ideas, you should have small subtopics, they will appreciate the culture. We have final output such as video or film making because of ICT Integration, 21st century learning. If we would just always focus on what DepEd gives, their</i>
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	madedevelop ang kanilang skills at mahasa ang kanilang pagkatuto .	<i>skills will not fully develop and their learning will not be sharpened.</i>
Question No. 2		
What is your conceptual understanding of “social constructivist teaching practices”?	Mas gusto ko na nag-iinteract sila, nag-uusap sila , nagdidiscuss sila, learning na un , paano ka makihalubilo, paano ka makisama . Sa akin di mo man matutunan ung content ...kasi Social Studies un ...how to interact with other people so un na un ... sa akin steps na un tungo sa learning. Hihimukin mo ung mga tahimik , ung mga ayaw kumilos, tatawagin mo sila ...bibigyan mo sila ng pagkakataong makapagsalita...bibigyan mo ng prizes, plus points o positive reinforcement para	<i>I prefer that they interact, talk, discuss; that's already learning, how you interact and befriend others. For me, even if you don't learn the content, because it's Social Studies... how to interact with other people, that's it. For me, these are steps towards learning. You will coax those who are silent, those who don't want to move, you will call them... you will give them a chance to speak... you will give them prizes, plus points, or positive reinforcement for them to enjoy answering.</i>



	maingganyong sumagot.	
Follow-Up		
What are your social constructivist teaching practices?	Ung paggawa nila ng report at paggawa nila ng project ...kasi most ng activity ko at ng project ko ...group. Mas gusto ko sama-sama kayo	<i>Their report making and project making because most of my activities are in group. I prefer that they are together.</i>
How do you actually use those social constructivist teaching practices?	Un Ma'am kapag nagbibigay ako ng tasking ng report, ng mga projects.	<i>There, Ma'am, when I give tasking of the report, of the projects,</i>
What are your best social constructivist teaching practices that proved to be very effective in teaching Social Studies in your school? And what are your basis for considering these as effective?	Sa social interaction Ma'am kung ang pagbabasehan ko ay ung mga product ko halimbawa pinagluto ko sila, magresearch kayo ng mga pagkain ng mga Inca at saka ng mga Mexican sa Central America so un tuwang tuwa sila, natuto silang mamalengke vivideohan nila ung ano ung start sa pamamalengke sa pamimili ng produkto, ng mga materials, tapos cooking tapos may tasting kami dito tulad ng	<i>In social interaction, Ma'am, if my basis are my products; for example, I asked them to cook. (They are to) Research on the foods of the Inca and of the Mexican in Central America so there, they are very happy. They learned to do marketing. They would videotape the process, starting from the market, buying of the products, of materials, and cooking. Then, we have tasting here</i>



	tsokolateng may sili...Natuwa sila kasi kailangan ung naresearch nila ung talagang actual na resipe ng mga Inca Un namang ngaun ang “Imported sa Buhay ni Juan” ung gagawa sila ng skit na sa bawat kilos ni Juan may nakikita silang imported na ginagamit ...para makita nila ang reality nila tapos iba pa ung nagugustuhan nila kapag may reports naman na gumagamit sila ng music , iaassociate nila ung kanta doon sa concept . At saka ung mga “Noon hanggang Ngayon” ung Then and Now” iccompare nila ung buhay dati at ngayon aactingin nila ...Last year ung mga sayaw kaibahan ng sayaw dati tapos ngaun , ung mga lumang art tulad ng Renaissance so wala	<i>such as chocolate with chili...</i> <i>They had fun because they</i> <i>had to research and really</i> <i>use the actual recipe of the</i> <i>Inca.</i> <i>Now, it is “Imported in the</i> <i>Life of Juan”, they will make</i> <i>a skit in which they will see</i> <i>imported things in every</i> <i>move of Juan...for them to</i> <i>see their reality, and they</i> <i>prefer something else. When</i> <i>there are reports when they</i> <i>use music, they would</i> <i>associate the song with the</i> <i>concept. Also, “Then and</i> <i>Now”, they will compare</i> <i>their life before and now.</i> <i>They will act. Last year, it</i> <i>was dances—the difference</i> <i>of the dances then and now,</i> <i>the old art such as</i> <i>Renaissance, so it was not in</i> <i>DepEd, but I wanted them to</i>
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	naman siya sa anon g DepEd dahil gusto kung maappreciate nila ung art nung dati so meron akong ganun meron ang Phil Art, nagkaroon din kami ng costume nung First Grading ung National Costume na given sa module , minodify ko kasi kakain ng oras sa ang ginawa ko ivateo nyo sa labas , nagpunta sila sa Paco Park dun sila nagvideo, pero nagbigay ako ng guideline questions kasi ung nasa modyul ng DepEd sige mag fashion show ka lang so ang ginawa ko ipaliwanag niya kung tungkol saan ang costume, ung materials na bumuo sa tela, bakit ganun ang style ,pati ung pagpapakita ng adaptation sa kapaligiran . Ang ginagawa ko Ma'am kapag sa tingin ko ay	<i>appreciate the art before so I included it. There is Phil Art, we had costume in the First Grading, the national costume in the module, I modified it because it will take too much time. What I did is I ask them to videotape it outside. They went to Paco Park and videotaped it, but I gave guideline (sic) questions because I n DepEd module, it was just a fashion show so what I did is that they have to explain what the costume is about, the materials of the textile, why the style is like that, and the adaptation to the environment. What I do, Ma'am, if it seems to me that what DepEd gave is lacking, I modify it. I also give rubrics for their actual grade.</i>
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	kulang pa ung provided ng DepEd nagmomodified ako . Nagbibigay din po ako ng rubrics yan ung pinakagrades nila .	
Would these teaching practices be applicable to other subject areas in AP or in other discipline? Why or why not?	Applicable naman sure na sure na un. Ang hindi ko lang nagagawa ay ung mga puppet shows kasi kapag tinitingnan ko ung oras namin ang haba ng ididiscuss sa World History kulang ... kaya ung aacting dito, may mga tableau , pag pinagawa ko un dapat may video , panoorin natin para nakasettle down pero hindi naman siya flip classroom na panonoorin nila sa bahay ung ano ...tapos pagdating sa school ididiscuss nila hindi ko na un ginawa sa kanila. Dito ko pa rin pinapalabas ung mga outputs nila... May something na common sa	<i>It is very surely applicable.</i> <i>What I'm not able to do are the puppet shows because when I look at our time, we have a lot to discuss on World History; it's not enough. That's why those who will act here will have tableau; if I ask them to do it, there should be a video that we will watch so that will be settled down, but it's not like flip classroom that they will watch it at home... The, when they come to school, they will discuss; I don't do that. I still show their outputs at school.</i> <i>There is something common among subject areas, but it</i>



	mga subject areas pero maaari pa rin siyang gamitin. May common denominator ito...kahit ginagamit ito sa Asian ... puede pa ring gamitin sa ibang subjects.	<i>can still be used. It has common denominator... even though it is used in Asian, it may still be used in other subjects.</i>
Question No. 3		
What are your experiences using social constructivism in teaching Social Studies subjects?	Challenging sabi nga ni Dr. Fe Hidalgo ... ang constructivism ay hindi mo magagawa araw araw kasi nga unti-unti binubuo ng bata ung idea o concept tapos... kunginiexpect mo everyday na may constructivism, wala dahil suspended ang klase , mayroong events, so doon pa lang putol na ung isip ng bata paano mo unti unting bubuuin kaya ang nasa isip ko noon, kaya dapat kailangan lagi akong ready . Dati Ma'am sa Understanding by Design (UBD) first week nakalatag na	<i>As Dr. Fe Hidalgo said, it is challenging. Constructivism cannot be done everyday because the child gradually makes the idea or concept, then, if you expect that there is constructivism everyday, there's none because the class is suspended, there's and event, so the thinking of the child is cut. How are you going to gradually make it, so what I have in mind back then is that I should always be ready. Before, Ma'am, in Understanding by Design (UBD), everything you will</i>



	lahat ung gagawin mo sa buong grading period. Ngaun ganun din ang ginagawa ko Ma'am ung Explore Phase nilalataad ko na lahat , ganito ang takbo natin kung maputol man sa araw na ito next meeting itutuloy natin . Pero expect the unexpected, kung hindi man masunod ang Plan A mo may Plan B ka ...	<i>be doing for the whole grading period is presented on the first week. Now, I do the same, Ma'am, in the Explore Phase, I present everything already, this is our process, if it's cut, we just continue next meeting. But expect the unexpected, if your Plan A is not followed, you should have a Plan B.</i>
Follow-Up		
What are the learning, gains and/or challenges that you encounter using social constructivism in teaching Social Studies subjects?	Learning ko it takes time... Halimbawa kami nagturo kami ng Grade 7 ung may pagkakataon na nagturo ako ng special section , ung para bang ano nadiscourage ako...pero once pagdating nilaa ng Grade 10 and then nag-observe ako ng klase nila swabeng swabe, pulidong pulido, kita mo naman di mo	<i>My learning, it takes times. For example, we taught Grade 7. There was an instance that I handled the special section, it seems I was discouraged, but once they reached Grade 10 and I observed their class, it was suave and smooth. You see, you cannot build the room in a day; it's a continuous</i>



	naman mabubuo ang room sa isang araw continuous progress yan . Ang mga gains ko experience wise , may kaba pero ung kaba na expect the unexpected ung Peter's Principle "when things go wrong it will go wrong" pero dapat ready ka sa sarili mo kasi un ung innovation, kailangan taon-taon innovative ka , kailangan taon-taon nagbabago ka ng approach mo, once na makita mo na ganito ung style mo last year di mo na puedeng ulitin the next year kasi iba na rin ung estudyante mo . Un kailangan na mag-aadapt ka sa mga pagbabago. At saka minsan iba pa ung gusto ng DepEd , minsan ok na o dun sa panahon ng UBD...pero biglang dinala nila itong K to	<i>experience.</i> <i>My gains, experience wise, there's fear, but the fear that's expect the unexpected, the Peter's Principle, "when things go wrong, it will go wong", but you must be ready yourself because that is the innovation. You must be innovative every year; you have to change you approach every year. Once you see that this was your style last year, you cannot repeat it next year because your students will also change. There, you have to adapt to the changes.</i> <i>Besides, sometimes what DepEd wants is different, sometimes it's already okay during the time of UBD, but suddenly it's K to 12 so it's a new adjustment again.</i>
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	12 bagong adjustment na naman. Yung expectation ng school, ng parents, ung expectation ng division... May FB group din kami ngaun ung mga video at iba pang mga gawain doon nila pinopost, pero hindi ako nagpapasign na paramihan ng likes, rubrics ako, kung ano ung rubrics ko un gang magiging score nila Ma'am.	<i>The expectation of the school, of the parents, the expectation of division...</i> <i>We also have an FB group now. They post the videos and other stuff there, but I don't sign for the number of likes, I use rubrics. What is in my rubrics will be their score, Ma'am.</i>
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Class Observation

During class observation, in the part of exploration/preparation phase, Social Studies Teacher 13 started the class with a prayer and other routinary activities. To get the prior knowledge of the students as basis for introducing new concept, Social Studies Teacher 13 prepared questions and scrambled letter for the students wherein they will give the important concepts such as Delian League, Conservative Europe, Triple Alliance, and United Nations. On the other hand, he used pictures to gave the names of group of animals in the animal world like school of fish, colony, herd, barkada, and others.



He was able to relate subject matter to actual experiences and integrate with other fields like Science and able to engage students in an exercise/activity that elicited excitement and interest in a subject. He also gave some clue to his students in order to give the correct answer like when he said “Group of people...Clue that's the name of your group.”

Students read the objectives of the new topic, *Yunit IV Ang Kontemporaryong Daigdig, Ika-20 Siglo hanggang sa Kasalukuyan Mga Suliranin at Hamon sa Pandaigdig na Kapayapaan, Pagkakaisa, Pagtutulungan, ng mga Tao, Aralin 4, Mga Pandaigdigang Organisasyon, Pangkat at Alyansang Politik, Samahang Politik, Pangkabuhayan, at Pampulitika*. In the developmental phase of the lesson, he allows the student to group/encourage group work and the use of peers as resources (collaborative learning) and let the members of the group contribute for achieving group-working result where before presenting or reporting they conduct research for their topic. Group 1 reported about the Organization of American States, Group 2 for EU or European Union, and for Group 3 APEC or Asia Pacific Economic Cooperation. He used peer interaction, provides guide questions for students to answer and allowed students to compare their answers with other groups, conducts open discussion, encourage students to ask questions from each other and keep discussion open and friendly and able to maintain good classroom management, and promotes extensive dialogue among his students. For the art of questioning, he posed question which challenges students to think critically by asking, are those organizations that we have discuss also lost its value? He also asked,



how are the organizations divided into each group? Why did the UK withdraw its membership from the EU? He also allows wait time after posing a question to give his students chance to think. In problem-solving skill, he gives opportunity that the students can apply their knowledge and new idea to solving community problems and leads students towards the solution of a problem, joins in, stimulated discussion on proposed method of solution like the situation of the Philippines and then of China? World Trade Organization, middle man, the import and export industry, who loses in the free trade and what should the solution for this problem. In closing and concluding activities, in the part of abstraction and generalization, he used the word “synergy.” For the concepts and skills application and also to provide practical and real-life situation in connection with the lesson, he used the story about the broom, and he also let his students to think about on how can they contribute to an organization that they belong to. For the teaching method and strategies used posing problems, small group activity, guided learning, discussion, collaborative/cooperative learning, using pictures, videos, scrambled letters, learner centered, interactive, constructivist, problem-based, reporting, inquiry method, question and answer, using graphic organizers, powerpoint presentations, module, books, replica, realia. For the assessment, he used formative assessment using “Tama o Mali” and used part of the song of “Hinahanap-hanap Kita” to assess whether the objectives of the day's lesson were able to achieve.

Lesson Plan

In reviewing the previous lesson or presenting the new lesson, Social Studies



13 used Scrambled Letters. The words that should be formed are the following: Delian League-Samahan ng mga Greek polis para mahadlangan ang banta ng muling pagsalakay ng Persia, Concert of Europe-samahang naitatag na layong mapanatili ang balance power, lupigin ang mga rebolusyon at manatili sa kapangyarihan ang monarkiya ng mga bansa sa Europa, Triple Alliance-alyansang pandepensa ng Italy, Germany at Austria-Hungary, League of Nations-Pangdaigdigang Samahang naitatag matapos ang World War I na layong isulong ang mapayapang paglutas sa mga alitan ng mga bansa, and United Nations-samahang pandaigdigan noong 1945 na layong wakasan sa mapayapang paraan ang sigalot ng mga bansa. In presenting examples/instances of the new lesson, Social Studies Teacher 13 used “Triple Matching Game where he used the picture, the kinds of animals and collective nouns such as organization, school, flock, colony, herd, clan, community, crowd, and barkada. He also let his student to read the objectives/purpose of the lesson, “*Nasusuri ang layunin ng mga samahang internasyunal; Nakapagpapahayag ng saloobin patungkol sa epekto ng mga samahan sa katayunan ng mga bansa; at Nakapag-uulat ng malinaw at maayos.* In discussing new concepts and practicing new skill, he prepared group activities for his students. *Pangkat 1: Samahang Politikal*, the students used comparison organizer in presenting their assigned task; *Pangkat 2: Mga Samahang Pangkabuhayan*, this group used cartoon interpretation; and *Pangkat 3: Mga Alyansang Militar*, their group used reporting. He also prepared guide questions (*gabay na tanong*) for his students: 1.) *Bakit kailang may iba pang organisasyon samantalang mayroon nang United Nations?*



2.) *Ang pagkakaroon ba ng samahan at alyansang ito ay magiging banta sa kaayusan ng daigdig?* 3.) *May mababakas ba na sigalot sa pagkakaroon ng mga gayong samahan?* 4.) *Ito ba ay makabubuti o makasasama sa mga lipunan at bansa? Bakit?* To developing mastery that will leads to formative assessment, he used “*Tama o Mali.*” In finding practical applications of concepts and skills in daily living, he shared to his students the story of the broom, “*Ang Kuwento ng Walis*” and asked the students the question “*Paano ako makapag-aambag sa isang samahang kinabibilangan ko?*” In making generalizations and abstractions about the lesson, he checked his students understanding about the lesson. He made it clear to them the word synergy, “*Ang pagkakaroon ng maayos na ugnayan ay makatutugon sa paglutas sa magkakapareho at magkasabay na hamon at suliraning nararanasan ng mga bansa at lipunan. Mas epektibong mahanapan ng solusyon at mawawakasan ito kung sama-sama at nagkakaisa-isa ang lahat-Ito ang tinatawag na Synergy.*” In evaluating learning, he used “*Nasa Amin na ang Lahat o Hinahanap-Hanap Ko Pa*” with the tune of the songs of an artist, Daniel Padilla which is very popular among the students. For the additional activities for application or remediation, he gave the students the following: 1. *Talakayin ang Gawain 6 Up Dev Checklist*; 2. *Suriin ang iba pang Organisasyong Pandaigdigan*; 3. *Isagawa ang Gawain 9 Pagsusuri ng Balita*. He also gave to the students the references, LM pp. 525-534.



Appendix R

Sample Focus Group Transcription

Focus Group Discussion (FGD) - Responses of Social Studies Teacher-Participants

February 12, 2022 - Saturday
10:00-12:00PM

Questions	D3-JHS3-SST8-AS
What is your philosophy in teaching Social Studies in this time of pandemic?	<i>No answer from the participant</i>
What is your belief about teaching? How about your belief about learning? (Pandemic)	<i>No answer from the participant</i>
<i>How do you teach Social Studies subjects (Asian Studies, World History, Economics and Contemporary Issues)? (Pandemic)</i>	Kasi ako Ma'am noong mga First Quarter ako po ung nagtuturo ung usual traditional na ginagawa kasi Grade 7 po ang hawak ko. Nag-aadjust pa po kung paano gamitin ang Google Meet at mga application at powerpoint. Pero nung Second Quarter Ma'am, inallow ko na sila tinuruan ko na sila kung paano sila magreport , naggugroup kasi ako Ma'am into four sa isang topic tapos sila na po ang nagpepresent. Ang sabi ko ay kahit na basic na powerpoint presentation ilagay lang po ung mga mahahalagang impormasyon at the end of the week po kasi Ma'am two days kaming ginugugol ung first day po ay para modiyul ung second day po ay iniaalot sa ko sa games. Tinitingnan ko ung students kung may natutunan ba tapos usually ang ginagamit ko ay Kahoot. Naglalaro kami actually un para hindi naman lahat factual ang kanilang ibinabahagi o nakukuha so nag-eeenjoy sila sa paglalaro na na nakikita ko naman minsan may mga feedback sila na Ma'am bakit po ganun, bakit po ganyan. Nacacatch up ko naman ang kanilang attention. Sa ngayon un po muna kasi para sa akin un pa lang muna ang kayang gawin ng Grade 7 na ginagawa ko na before na may face-to-face pa ung reporting and then feedbacking
What kind of teaching approaches, methods/strategies and techniques did you use? Why are you using those teaching approaches, methods/strategies and techniques? (Pandemic)	<i>No answer from the participant</i>



What do you think are the common teaching approaches, methods/strategies and techniques in each four learning areas (AS, WH, E, CI) in JHS? (Pandemic)	So far sa akin po talaga lecture method po talaga ang ginagamit ko
What do you think are the unique teaching approaches, methods/strategies and techniques in each four learning areas (AS, WH, E, CI) in JHS? (Pandemic)	Kasi usually kapag Asian Studies before , ano un eh kapag kasi nagtuturo ako , usually ako collaboration, collaborative and cooperative learning so ngaun dahil pandemic at the same kinoconsider din po ang skills ng Grade 7 kung paano nila imamanipulate ung technology so far un ung usual reporting ang kanilang nagagawa. But when I comes naman po sa manner of presentation unti-unti naman nilang nadedevelop ung kanilang skills lalo na at 2 years na nating ginagawa ung virtual learning so far natututo naman sila kaya lang kaya lang may akma talagang strategies sa Asian Studies na nagagawa natin noong mayroon pang face to face na palagay ko ngaun ay parang ngaun ay hindi natin gaanong nagagamit. Pero somehow ay gumagawa naman tayo ng little way na ankla pa rin sa ating ginagawa ng face to face.
What do you think are the teaching approaches, methods/strategies and techniques that cut across the four learning areas (AS, WH, E, CI) in JHS? (Pandemic)	Sa palagay ko po kasi hindi ko pa po nahandle ang ung ibang subject areas tulad ng Contemporary Issues Ma'am so ako Ma'am sa palagay ko sa opinion ko ang very common that cut across lalo na sa panahon ng pandemya ay ung lecture method po for the teacher ung po ung palagay ko na gamit na gamit sa ngayon.
What is your conceptual understanding of "social constructivism"? (Pandemic)	Siguro po from the word "Social" ito ung ano ung learning through interaction , parang siguro po ganun
What are your social constructivist teaching practices?	Sa panahon po ngayon ng pandemic siguro po ung mga social constructivist teaching approaches ay ung mga kapag may mga inquiries ang mga bata regarding sa mga paksa na hindi pa nila masyadong nalinawan. Maaari Ma'am it could be on manner of raising questions, sa aming mga gc ganoon po mam kasi ang hirap din naman pong mag-interact sa mga bata lalo na ngayong pandemic limited lang din ang kanilang resources when it comes to their gadgets and materials so far un po ang nagagawa ko as one of my social constructivist teaching practices in this time of pandemic
How do you actually use those social constructivist teaching practices??	<i>No answer from the participant</i>



What are your best social constructivist teaching practices that proved to be very effective in teaching Social Studies in your school? And what are your basis for considering these as effective?	Siguro Maam usually parang narealize ko lang noong kelan lang na kapag bata hinahayaan ko silang magcooperative learning Ma'am nagkakaran sila ng positive noise...Naoobserve ko na nagvovoice out sila ng ...ah un pala un ...so parang natututo sila on their own at the same time nakukuha din po nila ung idea at ung learning po ng kanilang kapwa mag-aaral so para sa akin po un ung best isa sa mga ano Ma'am social constructivist teaching na they will learn from their own at saka natutuhan nila ung mga bagay na sometimes ay di na rin natin naituturo sa kanila or hindi na rin po natin natotouch sa mga lesson natin so far un palang po.
Would these teaching practices be applicable to other subject areas in AP or in other discipline? Why or why not?	Yes
What are your experiences using social constructivism in teaching Social Studies subjects?	Sa experience ko po kung pagbabatayan po natin ay ang situation natin na pandemic medyo mahirap po on my part na ma-exercise talaga ung social constructivism approach kasi un nga po katulad na lang din po ng virtual tayo and at the same time marami po tayong mga factors nung mga bata kung bakit sila hindi nakakattend ng klase nila pero kung ang pagbabatayan naman po is yung face to face ito naman pong Social Constructivism approach ay nagagawa naman po natin sa subject po nating Araling Panlipunan kasi isa po sa mga end goal nito ay kailangan kahit ano pang learning area yan ang dinidevelop talaga po natin ay ung ang ating mga mag-aaral ay isang mabuting mamamayan ng ating bansa at the same time malaman din po nila ang konsepto ng nasyonalismo. So for me po talaga sa panahon ngayon ng pandemya nahihirapan akong iimplement na gamitin ang social constructivism.
What are the learning (advantages), gains and/or challenges that you encounter using social constructivism in teaching Social Studies subjects?	Sa part po ng teacher practically speaking, less in terms of financial ...hindi tayo namamasahe sa bahay lang tayo natuturo.Hindi tayo nahihirapan gaano sa pagsasaway kapag nagtuturo tayo kahit na nagpapagrupa tayo , nagdidiscuss tayo. Pero pagdating naman po sa mga disadvantage pagdating sa bata ...sa online class po kasi limited lang ang interaction tapos usually kapag allotted lang ng 20 minutes, parang hindi mo naibibigay lahat, parang pinipili mo lang ang what is essential, na kailangang matutuhan ng bata sa araw na ito or sa linggo po na ito. Then sa part naman naman po ng teacher...dahil nasa bahay sila napepreserve nila ang energy nila na gumawa pa ng iba pang gawain...kaso sa ngayon din po marami din pong ginagawa kahit nasa bahay lang rin. ang dami ring tinatapos na mga school report.



How do prepare your lesson/plan your lesson? (Pre-pandemic) (Pandemic)	Sa pre-pandemic po kasi mam, DLL ang ginagamit namin kasi weekly plan kasi un na may day to day class and interaction, sa pandemic kasi mam twice a week lang tapos may tinatawag na asynchronous and synchronous. May activity ka for asynchronous and may activity ka para sa synchronous class so un po ung sa palagay ko ay kanilang pagkakaiba Ma'am. May pagkakaiba na rin ang format noong nagpandemic na kasi nakaformat na po kung ano ang gagawin mo kapag asynchronous at kapag synchronous. May pagkakaiba sila ng format doon sa dati na ginagamit pagdating noong wala pang pandemya.
Do you conduct research before planning your lesson? How? (Pre-pandemic) (Pandemic)	Usually po sa akin hindi na po ako gaanong nagcoconduct ng research kapag naglelesson plan na kami noon kasi parang based on the experience of the senior teachers, naghihingi na lang din kami ng mga advice. Ma'am ano kaya ang ok dito. Ano kaya ang puedeng gawin dito. By the advice of ng mga senior teachers, based on sa kanilang experience parang na-aadapt naman namin. Panrang binibenchmark namin kung ano ung sa palagay namin ay magagamit namin sa aming lesson plan. Ngayong pandemic Ma'am, of course, un nga po Maam tinintingnan pon natin ang time kung ano lamang ang kaya doon sa allotted time ng ating online class. at kung ano ang mga posibleng magawa. Para sa akin Maam so far hindi na ako nareresearch, doon ako nagbabased sa mga advice ng aking mga senior o seasoned teachers o mentors including my head teacher. Pero syempre, isinasaalang-alang pa rin namin ang mga primaryang sanggunian, lalo na ngayon Contemporary Period, syempre Ma'am ung mga information binavalidate natin yan kasi nagkalat ang mga fake news, mga trolls sa facebook, and other site ng ng social media, kahit mga articles baka mamaya, mamisinform ung bata, na hindi pala ito...Minsan may mga magulang naman na nakapag-aral na rin ...kung бага ung kanilang mga degree ay mataas kaya minsan kaya dapat very carefull ka rin sa pagprepare ng mga information sa ating mga bata at the same time talagang tinintingnan natin, binavalidate natin kung ung information ay tama so dapat ay narerely po tayo ay sa mga reliable sources, sa mga primary sources, secondary sources dahil iyon po ang pangunahing pinagkukunan natin ng mga impormasyon. Nitong kakastart pa lang ng pandemya, nauso ang mga simulations, usually kasi sa mga simulations Maam talagang kinoconsider ang mga napiling teachers o ung mga inassign na teachers din ung kanilang expertise pagdating sa content, at same time ung kanilang expertise kung paano gamitin ung ibat ibang application at iba't ibang technologies, so doon din Ma'am sa mga napanod ko na mga simulations. Doon din ako kumukuha ng mga ideas at sa mga ipinalalabas na mga webinars, iyon ung mga pangunahing nakakakuha ako ng idea ...ah puede ko pala itong gawin sa mga bata o kayang pala nilang magDoodle at iba pa po.



Your teaching style in teaching? (Pre-pandemic) (Pandemic)	Ung teaching style po kasi during pre-pandemic sa amin kasi inaallow namin, dinedevelop namin sa mga bata na matuto silang magreport on their own pagkatapos ng reporting nila saka namin pinaprocess ang kanilang naibahagi sa klase and then saka kami nagbibigay ng activity, Ngayong pandemic po Maam usually dahil marami rin naman pong mga video lesson na nasa DepEd Channel, sa DepEd site, ay isa iyon sa aking mga pinagkukunan ng resources upang ibahagi ko po sa kanila. Kapag syempre nanggaling sa DepEd site medyo naalalahanan iyan, na quality, na inaasahan na tama ung nalagay doon.
How do you facilitate learning (AS, WH, E, CI)? (Pre-pandemic) (Pandemic)	ung dati nating ginagawa during pre-pandemic, as a facilitator of learning
How do you apply lessons (concepts/skills in real life)? (AS, WH, E, CI) (Pre-pandemic) (Pandemic)	Sa akin naman Maam naiiapply ko sa aking lesson iyong mga real life situation kapag binibigyan natin sila ng halimbawa tatanungin natin ung bata kung paano ang gagawin mo kung ikaw ay nasa sitwasyon na ganito. Doon sa paraan ng kanilang pagsagot naman Ma'am, nakikita ko naman na magagawa naman talaga nila ito kung ito ay talagang nangyari sa kanila. Pero very positive naman ang kanilang mga response, ng mga bata lalo na kung ang ating paksa is ipinapasok natin doon talaga sa sitwasyon na kinahaharap nila lalo na po ngayon na panahon ng pandemya, very aware ang mga bata sa mga problemang kinahaharap at the same time ung kanilang nararanasan sa gitna ng pandemya. Ito po ang paraan ko para maiiapply ko sa pang-araw-araw na pamumuhay ng mga bata ang mga nangyayari o ung mga kasalukuyang mga nangyayari sa ating bansa at sa ating lipunan.
How do you deliver your lesson? (AS, WH, E, CI) (Pre-pandemic) (Pandemic)	Noong Pre-pandemic syempre nasusunod pa namin faithfully ang aming lesson plan, kung ano ang ating nais gawin sa ating gawin sa araw na iyon, usually naggugroupings, nagrorole playing, nagrereporting, nagpapaquiz so iyong ang kalimitang ginagawa noong pre-pandemic. kaya nga lang kasi ngayong pandemic Ma'am na pakachallenging sa part nating teacher na gawin pa rin ung ginagawa natin noong wala pang pandemya lalo na ang social interaction ng mga bata. So ngayong pandemic, isa na lang ang panlaban ko dyan para kahit na papano na eager akong magturo is yung presensya ko araw-araw sa kanilang klase...ay nandito si Maam ready ...magpepresent ...para ung mindset din nila ay nacocondition ay may klase kami ngayong araw so iyon po. Sa pagdeliver naman ng lesong ko sa pandemya ganoon pa rin Ma'am usually ...kung alin ung makakatipid sa data ng bata kung ito ba ay google meet so hindi na ako masyadong namomroblema. Minsan may time na nagvivo video lesson ako ,may times naman Maam na hindi na muna baka kasi hindi kayanin ng data ng bata baka ako na lang ang nagsasalita baka wala na sila. So maraming considerations kapag nagdedeliver ng lesson ngayong pandemic. Na sobrang kakaiba noong wala pang pandemya. Part din po ito ng flipped classroom at gamification para natutuhan ng bata ung mga nakalagay po na competencies at same time ay natututo rin po sila doon sa mga trend ngayon na mga applications.



How about the teaching situation? Advantages/Challenges (AS, WH, E, CI) (Pre-pandemic) (Pandemic)	Ung mga advantages ang challeges ng pre-pandemic Ma'am. Para sa akin Ma'am ang advantages ng pre pandemic unang una may socialization ako sa bata at the same time ay namomonitor ko ang kanilang progress, ang kanilang learning at nadedevelop kasi ng bata po doon ung kanilang interpersonal skills, kapag namemeet natin sila. Ung makikita natin sila at the same time naoobserve po rin natin ang kanilang mga behavior at the same time inclined ba sila sa subject na Araling Panlipunan. Naintindihan ba nila ung mismong nilalaman ng ating lessons. Pagdating naman po sa mga challenges ng pre-pandemic, unang-una ay ung discipline...medyo pagod ka dyan Ma'am sa kakasaway ng mga bata dahil sa sobrang dami. Pero syempre mas masaya kung may interaction tayo personally sa bata. Pagdating naman sa pandemic, ang isa sa mga advantage, ang isa sa pinupunto ko ay hindi tayo masyadong pagod when it comes sa pag-eexert ng sobrang effort sa pagsasaway sa bata kaso ma'am un naman ang disadvantage is number 1 ay kakaunti na lamang ung umaatend sa ating online class. Dahil nga sa napakaraming rason ung kinakaharap na sitwasyon ngayon, sa public hindi naman po lahat ganoon ay may kakayanan na magprovide ng mga resources sa online, pano mo ma-eencourage ung bata na imaintain nila ung kanilang daily attendance sa ating mga classroom.
Teacher-Student Relationship? Interaction with students (AS, WH, E, CI) (Pre-pandemic) (Pandemic)	Sa aking student and teacher relationship, kapag sa pre pandemic, nakikita namomonitor natin sila, kung baga kung ano ung misbehavior ng bata sa ating klase nakikita po natin iyan. Pero so far mam ngayong pandemic, ay iyon nga po, very polite naman po ung bata kapag kapag nag-aapproach un nga lang Ma'am nakakalungkot kapag ung mga batang hindi nagpaparamdam, nagpaparamdam lang po kapag kukuha na ng forms, and so on...pero kapag nag-aapproach sila sa mga messenger, sa mga google meet very polite naman sila at may respeto naman.



Appendix S

Sample Summary of Returned Member Check Document

Review and Validation of Transcript of Interview and Classroom Observation

Name : **MARIVIC MENDOZA PIMENTEL**
Program : **Doctor of Philosophy in Curriculum and Instruction (candidate)**
Dissertation Title : **"SOCIAL CONSTRUCTIVIST TEACHING PRACTICES IN JUNIOR HIGH SCHOOL (JHS) SOCIAL STUDIES:
BASED FOR AN INSTRUCTIONAL FRAMEWORK"**

SUMMARY OF PARTICIPANT'S COMMENTS

Page Number and Line Number	Observation/Errors/Specific Recommendations for Improvement, and others MGA PAGBABAGONG SA TRANSCRIPT (Ito ay maaaring pagtatanggal ng bahagi, pagdadagdag, paglilinau, atbp.)
Hal. p.2, l. 36	Nais kong idadagdag sa bahaging ito na ... Pakitanggal ang bahaging ito dahil... Ang ibig kong sabihin sa bahaging ito ay... at atbp.
	No comment

Other Comments and Recommendations:

It is okay with me.

Name and Signature
Participant

Date

**Format adapted from Bongco and Ancho (2020) Intergenerational relationship building among Filipino teachers: A grounded theory study.*



Appendix T

Sample of Coding

Significant Statements (I-Interview, CO-Class Observation, LP-Lesson Plan, FGD-Focused Group Discussion)	Open Codes	Categories	Revealed Theme
(FGD) <i>In my class they have this pair, pair sila kapag nagwowork usually mayroon kaming tinatawag na presentation, they will present their output, so they are going to talk, or present kung ano ung naging output nila doon sa task na ibinigay sa kanila, so we have this presentation.</i>	Communication	Practices in Teaching	Opportunities for expressions of constructions
(LP) <i>In discussing new concepts and practicing new skill, he prepared group activities for the students, Gawin Natin Talahanayan, Punan Mo! Ipinangkat ang mga mag-aaral sa anim (6) at ipinabasa ang teksto ng iba't ibang ideolohiya. Bumuo ng dalawang bilog sa anyong donut. Tiya kin na may katapat sa bilog. Ibabahagi ng bawat isa ang sariling ideya sa pamamagitan ng pag-iikot upang makapareha ang lahat ng kasapi ng pangkat.</i>	Communication		
(FGD) <i>Ito po ung collaboration ng teacher sa students na magparticipate talaga sila hindi lang ung teacher ung laging nagfefeed sa kanila dapat more on the</i>	Reporting		



<i>students, bilang facilitator, magagawa nating magpafacilitate pero sa online learning kasi iguguide mo pa rin ung bata although binibigyan mo sila ng ...kasi sa Social Studies parang ang hirap halimbawa binibigyan mo sila ng report...halimbawa sinabi mo sa kanila na magreport ka, ibabalik din nila sa iyo ung tanong Maam paano po ako magrereport, ano po ang gagawin ko so iguguide mo siya unti-unti hanggang sa matuto sila at kapag nasanay na sila so makikita na ang collaboration ng teacher at saka ng students so in the end kapag marunong na sila so more on students ano na lang tayo...so ung teacher mag-act na lang talaga as facilitator of learning sa mga bata.Kung ganoon kaactive ang participation ng klase mo.</i>			
<i>(CO) In finding practical applications of concepts and skills in daily living, he asked his students this question, as a student, "What can you do to have a clean election? (Bilang mag-aaral, "Ano ang iyong maaaring gawin upang magkaroon ng isang malinis na eleksyon?)</i>	Pose problems		
<i>(I)But sometimes, I use Socratic Method. I don't just settle for their Yes or No</i>	Questions		



<i>answers. They need to explain (for me to know) if they can understand or they can express themselves well. What I do is I revise the questions until they realize that they can answer the questions already, without them knowing.</i>			
<i>(I) We have final output such as video or film making because of ICT Integration, 21st century learning. If we would just always focus on what DepEd gives, their skills will not fully develop and their learning will not be sharpened</i>	Creating projects	Practices in Assessment	
<i>(CO)For assessment, she used formative assessment using Facebook for her activity I Shout Out Mo! for their thoughts, opinions or views about nationalism</i>	Expression		
<i>(I) The teacher gives a one word and the learners write what are the connected words related to the main word. After that the teacher call a student to construct a sentence using related word to define the main word.</i>	Expression		



Appendix U

Sample Code Book

Open Codes	Description
Books and modules	Books and modules are used for teaching and learning.
Collaboration and cooperation	This involves all teaching activities that involve student collaboration and cooperation whether insider or outside of the class sessions.
Communication	Students communicate their ideas or opinions to the rest of the class in varied forms. This could be orally, in text or visuals.
Creating projects	This assessment (diagnostic, formative or summative) involves student's creation of projects which could be tangible or not.
Discussion	This pertains to the teacher's discussion of the lesson. This might also cover panel discussions.
Effect of sections	This points to the differences in application of social constructivism in teaching due to variations among class sections. data shows that teachers consider that there are low and high sections which determine the applicability of social constructivism.
Expression	This assessment (diagnostic, formative or summative) involves urging or giving students the opportunity to express their understanding or opinions on the lesson.
Feedback and correction	This involve giving of feedback and corrections in students assessment outputs or constructions in general.
Formulate questions	Students ask questions as part of the lesson. They are not only encouraged to ask. Formulating questions is part of the lesson design.
Giving input	Teacher gives inputs on lessons. This usually involved lectures.



Group activity	This assessment (diagnostic, formative or summative) involves group collaborative or cooperative efforts.
High engagement	According to the participant, application of social constructivism to teaching Social Studies, lead to high student engagement.
Interactive environment	Teacher encourages students' interaction which could be done though verbal encouragement or modeling.
Low mastery	Participant believes that use of social constructivism is a threat to student's mastery of the lessons.
Media	Participant uses news or features in media platforms. This includes traditional and new media.
Misconceptions about social constructivism	Participant expressed some misunderstandings about social constructivism in teaching and learning.
Online interactions	Participant experienced challenges in online interactions with students or facilitating interactions among students. This could be due to technical or other factors.
Opportunity to revise answer	Students are given the opportunity to rethink their earlier constructions.
Peer assessment	This assessment (diagnostic, formative or summative) involves peer assessment with or without teacher's prescribed standards.
Peer teaching/learning	Students learn through or with their peers.
Peers	Students are considered as resources for learning.
Pose problems	Participant pose problems in teaching Social Studies.
Powerpoint	Powerpoint presentations are used in teaching and learning.
Promotes teamwork	According to the participant, application of social constructivism to teaching Social Studies, helps promotes teamwork
Promotes thought and expression	According to the participant, application of social constructivism to teaching Social Studies, promotes thought and expression.



Questions	Participant pose questions for students to answer. This covers question at any part of the lesson, both high and low level questions, divergent and convergent.
Reflect on other ideas	Students get the opportunity to reflect on the ideas of others (classmates or teachers or individuals outside the classroom).
Reporting	Students report assigned topics in class. This could also be reporting of answers to given questions.
Research	Research of information is done (by teacher or students) though traditional or online modes.
Self-check	This assessment (diagnostic, formative or summative) involves self-check with or without teacher's rubric or standards.
Shared ownership	According to the participant, application of social constructivism to teaching Social Studies, leads to shared ownership of learning among students or students and teachers.
Social media	This assessment (diagnostic, formative or summative) involves use of social media for creation, submission or publication.
Social skills	According to the participant, application of social constructivism to teaching Social Studies, helps develop social skills of students.
Still learning	Participant is challenged in applying the principles of social constructivism because he/she is still learning it.
Videos	Videos (clips, documentaries, films) are used for teaching and learning.



Appendix V

Code of Social Studies Teacher-Participants

Department of Education (DepEd) Division of City Schools, Manila		
<i>Code of the Participants</i>		<i>Meaning</i>
1	D1-JHS1-SST1-AS	District 1-Junior High School 1-Social Studies Teacher 1- Asian Studies
2	D1-JHS1-SST2-WH	District 1-Junior High School 1-Social Studies Teacher 2- World History
3	D1-JHS1-SST3-CI	District 1-Junior High School 1-Social Studies Teacher 3- Contemporary Issues
4	D2-JHS2-SST4-AS	District 2-Junior High School 2-Social Studies Teacher 4- Asian Studies
5	D2-JHS2-SST5-WH	District 2-Junior High School 2-Social Studies Teacher 5- World History
6	D2-JHS2-SST6-E	District 2-Junior High School 2-Social Studies Teacher 6- Economics
7	D2-JHS2-SST7-CI	District 2-Junior High School 2-Social Studies Teacher 7- Contemporary Issues
8	D3-JHS3-SST8-AS	District 3-Junior High School 3-Social Studies Teacher 8- Asian Studies
9	D3-JHS3-SST9-WH	District 3-Junior High School 3-Social Studies Teacher 9- World History
10	D3-JHS3-SST10-E	District 3-Junior High School 3-Social Studies Teacher 10- Economics
11	D3-JHS3-SST11-CI	District 3-Junior High School 3-Social Studies Teacher 11- Contemporary Issues
12	D4-JHS4-SST12-WH	District 4-Junior High School 4-Social Studies Teacher 12- World History
13	D5-JHS5-SST13-WH	District 5-Junior High School 5-Social Studies Teacher 13- World History Teacher



Appendix W

Other Specific Strategies to Activate Prior Knowledge

Brainstorming

This is a common strategy in which students are given a topic and asked to suggest additional ideas. Everything is agreed upon, and the teacher records the words, thoughts, significant phrases, and so on. Students need time to think, analyze, and recall information, but the session should conclude when responses slow down or become ridiculous (SSCED Toolkit).

Brainstorming



Brainstorming is a common strategy in which students are given a topic and asked to suggest additional ideas.

(Source: planet-design.com.ua)



How It Works:

- Define the problem
- Clearly lay out any criteria to be met
 - Keep session focused on the problem
 - Ideas should be listed, rather than developed deeply on the spot the idea is to regenerate possibilities
 - Accordingly, participants should be encouraged to pick up on ideas offered to create new ones
 - One person should be appointed as note-taker
 - Ideas should be studied and evaluated after the session

According to Pana and Escarlos (2017), the term brainstorm was introduced in 1939 by a team led by advertising executive Alex Osborn as a way of employing the brain to solve a creative problem. This means that brainstorming allows the brain to think freely and creatively when solving an issue. Ghabanchi and Behrooznia (2014) evaluated the impact of brainstorming as a prereading approach on learners' reading comprehension as well as critical thinking (CT) abilities. According to the findings, brainstorming tactics had a favorable substantial effect on the participants' CT and reading comprehension abilities. Furthermore, Odoh (2013) found that students who were taught using the brainstorming strategy outperformed those who were taught using the lecture method.



Graffiti Wall

A graffiti wall is a “free-form space or brainstorming or communicating key words, phrases or ideas on a topic” (Pappas, Kiefer & Levstik, 1995, p. 239 in Freeland & Hammons 1998). It utilizes the natural propensity young people have for scribbling, doodling or writing. The teacher, for example, could instruct the students to write all of the words that pop into their minds in response to a topic or a particular story. Students write on a large sheet of paper tapped to the wall itself.

Bubble Trees

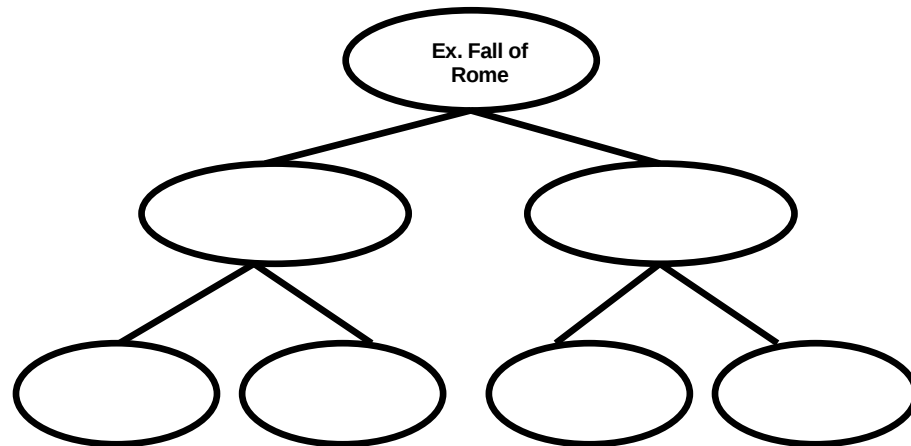
A bubble tree is an example of a graphic display that helps students focus on what is important in the next material. It works best when relevant material can be organized around a central concept. The essential understanding is identified at the top of the structure. In a dynamic social studies classroom, bubble trees can be used in a variety of ways (Maxim, 2006).

How It Works:

- This can be completed by the teacher before lesson, they can present an overview, or advance organizer, for the students;
- It can be presented only as blank bubbles, they can tap students’ prior knowledge before the lesson – as the lesson progresses, students add to, modify and refine their suggestions;
- After a lesson, they can be used by student to review and organize content



Bubble Tree



Prediction Charts

A statement or set of statements related to the issue under investigation are included in prediction charts. Although one statement can be utilized, most prediction charts have three to five claims. Students are asked to react to each statement individually by marking whether they agree or disagree. After that, students have a group discussion to assist them clarify their ideas by eliciting explanations for each prediction (Maxim, 2006).



Prediction Chart

	<i>SLAVES</i>	<i>SMALL FARMERS</i>	<i>PLANTATION OWNERS</i>
<i>Homes</i>			
<i>Work</i>			
<i>Crops</i>			
<i>Living</i>			
<i>Conditions</i>			

 K-W-L-S Chart

A K-W-L-S Chart is an efficient and effective technique to check for students' prior knowledge and interest during and after the learning experience. Students are asked what they know (or think they know) about a topic at the start of a unit or course. These things are written in the K column of the K-W-L-S Chart, which is shown on a bulletin board or flip chart. Then they're asked to ask questions about the issue, such as what they'd like to know, and their responses are noted in the W column. The L column is used to summarize essential points that the class has learnt about the topic as the unit progresses. As the unit comes to a close, the students evaluate the ramifications of their learning, such as so what. The S column is used to explain how the new knowledge will



benefit them both inside and outside of the classroom (Source: K to 12 Assessment)

K-W-L Chart



The K-W-L

technique is a popular social studies activity because it allows students to actively correlate their prior knowledge and experiences with a specific goal of engaging in a new learning experience. In social studies, this technique efficiently bridges direct instruction and more independent learning (Maxim, 2006).

Students can also create their own individual K-W-L charts on notebook paper or handouts once the class has become familiar with the K-W-L structure. Students can use IWB software on laptop computers to add textual elements and nonlinguistic representations of K-W-L elements. They can also use hyperlinks to augment the K-W-L chart with supporting information and visual representation of connections between past content and new content. Finally, students can use clickers with text input or a mobile device with polling software to suggest elements for the K-W-L chart (Magaña & Marzano, 2014).



Quick Scans

Guillaume et al. (2007) recommended the fast scan for activating prior information and establishing a learning purpose. Quick Scan can be used for a variety of purposes in the classroom. They can be used as an informal formative assessment of students' content knowledge, giving the instructor with valuable information that will help guide preparation. It gives students a rough idea of whether they have a lot of background information and encourages them to develop connections with the subject, both of which help them learn new material (Pressley, 2002). Furthermore, thinking about what we already know before beginning new learning is a type of self-assessment, and the ability to do so is critical to reading achievement (Afflerbach, 2002) and likely to success in all learning. Quick scans are usually performed before the start of a unit or course.

On the other hand, Magaña and Marzano (2014) defined previewing to any activity that initiates student thinking about the information students will encounter in the class. This practice can also help activate related knowledge, and allow them to formulate crucial links between new and previously acquired content.

Preview Questions

The significant information to come are highlighted in preview questions, which assist students understand what they should pay attention to. To engage the class and activate any prior knowledge students may have regarding the new content, the teacher employs questions and facts. Create concept inventories using online survey



tools (such as SurveyMonkey) and conduct these surveys with students before lesson in order to preview new academic content and stimulate background knowledge. During the course of the lesson, refer back to the concept inventory as the students' process new information. Polling technology is a great tool for drawing our students' understanding or misconceptions while previewing new content. Use digitized primary-source documents to activate background knowledge and help students generate links between past knowledge, related knowledge, and new content. Digital videos are also engaging resources for previewing new content and activating students' prior knowledge.

Skimming

When modeling skimming, the teacher guides students through the process of making assumptions about the meaning of a book by glancing at headers, subheadings, and graphics before reading. Students can try to summarize the main ideas in a part after skimming it, make predictions about what they could learn from reading it, or formulate questions regarding the topic after skimming it. To introduce new content, demonstrate skimming strategies utilizing presentation software (such as Prezi or Google Drive) or IWB software.

Advance Organizers

During the introduction of new subject, the teacher provides a blank graphic organizer, which pupils fill in. This lets pupils to visualize the information's structure, organization, and flow, making it easier to understand. Students can use advance



organizers to establish connections between new content and what they've already learned in class. Using online presentation software, create a graphic organizer that previews new content, its connections, and its order (such as Prezi or Google Drive). Modify and save the presentation's interactive visual elements for students to access later. To accommodate the demands of diverse learning styles, incorporate visual, textual, or auditory aspects into the presentation. Allow time for pupils to explain the new subject, its links, and its sequencing in their own words.

Anticipation Guides

To pique students' interest and activate background knowledge, the teacher can create a series of statements and have students respond to them. Depending on the level of complex thought that the teacher wants to elicit, student responses can be as simple as *I agree* or *I disagree* with a given statement (use true or false for facts) or take the form of more open-ended constructs. After giving students time to work through their anticipation guides, the teacher leads them in a whole-class discussion about their responses. The debate exposes students to a variety of perspectives, ideas, and disputes concerning the issue, in addition to sparking student curiosity and activating preexisting knowledge. Incorporate technology by asking students to reply to anticipatory guide questions at the start of the course using clickers with text input or mobile devices with polling software.

Word Splash Activity

To help students preview upcoming vocabulary concepts, the teacher can create



a list of key words and phrases from the new content, present the list of students, and ask them to classify the terms into logical categories. After giving time to categorize the terms, the teacher leads a whole-class discussion about the strategies students used to sort the terms, how the terms relate to one another, and what students already know about the topic.

Further, organizing students to interact with new knowledge like group interaction is important because it exposes students to multiple points of reference. When utilized to assist students communicate about their ideas with other students, group work is an important method. Students will realize that their ideas frequently differ from those of other students (Cobern, 1991).

The teacher's role in this type of group work is one asking questions and causing the students to think deeply about the match, or mismatch, between their own ideas and those presented by the teacher. Group work becomes even more powerful in helping students with sense-making when it is coupled with group writing (Gallagher in Tobin, 1993). Students can be organized into pairs, triads or small group of four to discuss small chunks of content. Organizing students into groups for collaborative practice is another technique to bridge the gap between whole-class guided practice and individual autonomous practice in the learning process (Magaña & Marzano, 2014).

Grouping for Active Processing

Processing new information in small groups gives students the opportunity to



observe the different ways in which their classmates may be processing the same information. A student's exposure to other students' perspectives has the potential to enrich his or her own processing information. Students can be randomly organize into pair, triads of small group of four or assign groupings based on levels of understanding, heterogeneously mixing students with a firm grasp on the material with students who do not. Students can organize into random groups using software such as Team Maker. Students can also use tablets, laptops, or mobile devices to log to word-or image based collaboration tools while collectively processing new information. Students can also use Pinterest to repin screenshot of digital notes captured during a group discussion or use Google Drive to revise and edit the notes. They can also create diagrams or flowcharts using IWB software on laptops or drawing and flowchart apps (such as Mindjet) on tablets (Magaña & Marzano, 2014).

Job Cards

Distributing note cards to groups that designate jobs or roles for each member serves the dual purpose of guiding student groups in a particular direction and equalizing participation among the students in a group. Select students for jobs within each group – such as recorder, summarizer and questioner – using random number or name generators. For example, give role of recorder to the first students assigned to each group, the role of summarizer to the second student, the role of questioner to the third student, and so on (Magaña & Marzano, 2014).

Cooperative learning, also known as collaborative learning, happens when



students interact in pairs or larger groups to exchange information and experiences (Maxim, 2006).

Students conduct practice exercises, problems, or activities independently before meeting in small groups to discuss their answers in cooperative learning. This strategy exposes students to diverse perspectives about content, reveals new ways to solve problems, and allows students to deepen their own knowledge by explaining their thought processes to classmates. To practice and develop knowledge, use online software like Team Maker to randomly assign students into groups (Magaña & Marzano, 2014).

Even though Marlowe and Page (1998) pointed that cooperative learning approaches incorporate a teacher-dominated strategy (Slavin, 1989) and are concerned with the learning of basic skills requiring correct and wrong replies. To Arends (2015) the constructivist view of teaching and learning was described on cooperative learning. Social constructivism holds a set of beliefs about how learning works. Learners are active participants in constructing their own knowledge.

Interaction in social environments, such as the classroom, has a significant impact on the creation process and how people interpret their experiences. Teachers interested in using cooperative learning in their dynamic social studies classrooms can choose among a wide variety of approaches.

Here are four approaches for cooperative learning in a student-centered constructivist approaches to teaching:



Student Teams Achievement Divisions (STAD).

In 1995, Robert Slavin developed STAD, one of the most popular of all cooperative learning approaches used in social studies classroom. The STAD process starts immediately after the students have either uncovered or been presented important social studies content. Then, the class is divided into teams of mixed ability, gender and ethnicity. Four-member teams are ideal but five can also work effectively. The teacher calculates a base score or individual learning expectations (ILE), for each team members. This score is computed by averaging the student's grades or test scores from previous work. The ILE represents the student's average level of performance (Maxim, 2006).

Additionally, teachers that use STAD give fresh academic knowledge to students every week or on a regular basis, either verbally, visually, or utilizing multimedia. Within each class, students are organized into four or five learning teams, with members representing both sexes, various racial or ethnic groups, as well as high, average, and poor achievers. Team members master the academic materials using a variety of study devices before teaching, quizzing, or holding team discussions to help each other grasp the materials. Students take quizzes on the academic content on a weekly or monthly basis. These quizzes are graded, and each student is given an "improvement score," which is based on how far a student's score exceeds their previous averages, rather than on their absolute score (Arends, 2015).



Jigsaw

Elliot Aronson and his colleagues created and tested Jigsaw (Aronson & Patnoe, 1997, 2011). Jigsaw places students in five- or six-person heterogeneous study groups. Students are given audio or visual presentations of academic content, and each student is accountable for learning a portion of the material. Members of separate teams working on the same issue (often referred to as an expert group) get together to study and assist one another in learning the subject. Students then return to their home teams to share what they've learned with their teammates. Students take solo quizzes on the learning materials after home team meetings and discussions (Arends, 2015).

Learning Together

David and Johnson (1998, 2013) have developed a third approach to cooperative learning that they have labelled learning together. Students complete assignments in four-or-five member heterogeneous teams. Where highlight the importance of group dynamics and their method contains processes for having students debrief and discuss how effectively they are working together and helps students develop crucial group and social skills, rewards are most commonly dependent on the outcome of the team's work.

The Structural Approach.

Spencer Kagan came up with the idea (2001, 2013; Kagan & Kagan, 2008). The structural approach stresses the employment of specific structures to impact the pattern of student engagement. Kagan's frameworks require pupils to work in small



groups interdependently, with cooperative rather than individual rewards. Teachers can utilize structures like think-pair-share and numbered heads together to teach academic subject or check on students' grasp of specific topics.

- **Think-Pair-Share.**

This method, which was created by Frank Lyman (1985) and his colleagues at the University of Maryland, is an effective strategy to transform a classroom's conversation pattern.

Step 1 – Thinking: The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 – Pairing: Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.

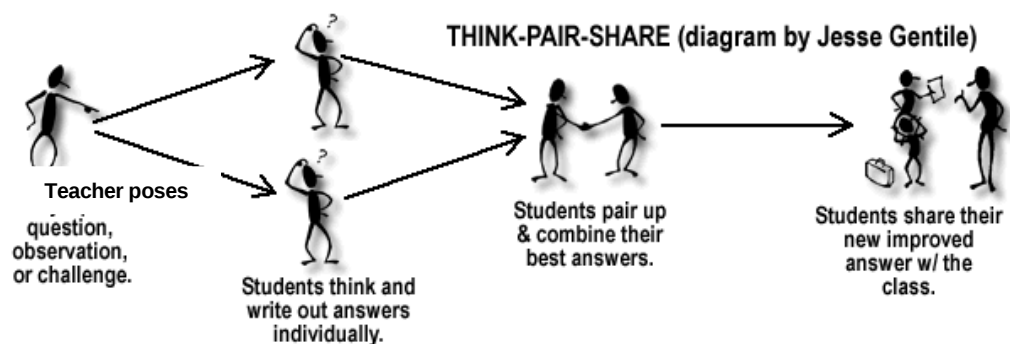
Step 3 – Sharing: In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

Think-Pair-Share is a great tool, but it's only as good as the prompt



on which the students are asked to reflect. Use prompts that ask students to consider the various points of view or components that your target standard has. Pose questions that require students to explain how these elements work together or interact. "How would the concept of an electoral college be considered undemocratic?" a teacher might question. "In order to react, students must first comprehend the complexities of the electoral college before contrasting them with alternative democratic characteristics (Himmele & Himmele, 2017).

Think-Pair-Share



Think-Pair-Share created by Frank Lyman (1985) and his colleagues at the University of Maryland, is an effective strategy to transform a classroom's conversation pattern.

Source: <https://comprehensionstrategiesreadingwriting.weebly.com/strategy-1-think-pair-share.html>

- **Numbered Heads Together**

Spencer Kagan (1998) developed the numbered head together



strategy to involve more students in the review of items covered in a session and to verify their grasp of the content. Instead of asking questions to the entire class, teachers employ the four-step method below.:

Step 1- Numbering: Teachers divide students into three-to-five member teams and have them number off so each student on the team has a different number between 1 and 5.

Step 2-Questioning: Teachers ask students a question. Questions can vary. They can be very specific and in question form.

Step 3-Heads Together: Students put their heads together to figure out and make sure everyone knows the answer.

Step 4-Answering: The teacher calls number and students from each group with that number raise their hands and provide answers to the whole class.

Teachers, on the other hand, can utilize two kinds of lessons to teach pupils about sharing skills and how to regulate their controlling behavior (Arends, 2015). Many students may struggle to share time and materials, which can lead to major management issues during a cooperative learning course.

Round Robin

Round robin is a group-work practice that teaches students how to take turns. The teacher introduces a concept or poses a question with multiple answers. The



teacher then invites the children to contribute. One student takes the lead and contributes, then passes the baton to the next student, who does the same. Continue taking turns until everyone in the group has had an opportunity to speak.

Pair Checks

Working in pairs and using the pair checks structure is one technique to assist dominant students learn to share. The eight stages recommended by Kagan (1998) are included in the version of pair checks presented here.

Step 1 – Pair work: Teams divide into pairs. One student in pair works on a worksheet or problem while other student helps and coaches

Step 2 – Coach checks: The student who was coach checks the partner’s work. If coach and worker disagree on an answer or idea, they may ask the advice of other pairs.

Step 3 – Coach praises: If partners agree, coach provides praise

Step 4-6 – Partners switch roles: Repeat steps 1 through 3

Step 7 – Pair check: All team pairs come back together and compare answers

Step 8 – Team celebrate: If all agree on answers, team members do team hand-shake or cheer

Moreover, in the book of Beninghof (2012) “Co-Teaching That Works Structures and Strategies for Maximizing Student Learning” suggested some strategies for maximizing student learning such as or enhances student participation.

Board Relay

Board relay is an energizing activity that uses inconsequential competition to



engage students in completing an assigned task. It can be used across grade levels and content areas, with very little preparation on the part of the teacher.

How It Works

- Divide the class into four relay teams. Team membership should be heterogeneous
- Review the rules of board relay with students like no running, no shouting out answers, marker or chalk must be placed on the ledge after each turn, winners will be determined based on accuracy as well as speed
- Divide the board into four sections and place chalk or a marker on the ledge beneath each section
- Determine the task for board relay
- Explain to the students that they will each take a turn in completing the task, as in relay.
- Explain that finish times will be kept for each team, but that finishing first does not mean winning – accuracy is more important
- Determine and convey a scoring system
- Start the board relay
- Mark the finishing order of each team on the board.
- Note total scores for each team and try again with a new task.

Variations

- Board relays can be done in partners, so that no student is left on his



own to complete a step of the task. Partners should be assigned by the teacher with the purpose of pairing a more able student with a student in need of support.

- Relay teams can be given thirty seconds before the start to strategize about their approach to the task. This will allow struggling students to hear ideas from their peers.
- If boards are not available, place four sheets of chart paper on the wall, one per team.
- Seated relay is a variation that reduces the physical movement in the room. For seated relay you will need one small whiteboard and marker per team. The student in the first position of the relay writes on the board while seated at her desk, and then passes it back to the next students.

Connection Collection

To encourage students to make connections between prior knowledge and new learning, set up a Connection Collection board in the classroom. The board will highlight a theme or concept from the unit, and whenever a student makes a connection to the theme it is added to the board.

How It Works

- Find a place in the room that can be dedicated to your Connection Collection.

This might be a section of your whiteboard, a bulletin board, or a chart hung on



a wall. Label it "Connection Collection."

- Explain to students that they will be recording any connections that are made between their prior and new learning.
- Model and lead a connection activity. Ask students for ideas they have.
- Encourage them to move to higher level examples
- Throughout the week, encourage students to share connections as they think of them. Have the students add the ideas to the board.

Variations

- Take a photo of the Connection Collection before removing it and upload it to your class website.
- Have students copy the connections into their subject-area notebooks.

Deal or No Deal

This popular game show serves as an effective hook for student attention. Students select a briefcase that contains an unknown component. Students use the element to learn vocabulary in new contexts after it is disclosed. The cases contain a variety of contexts in which students can practice vocabulary application.

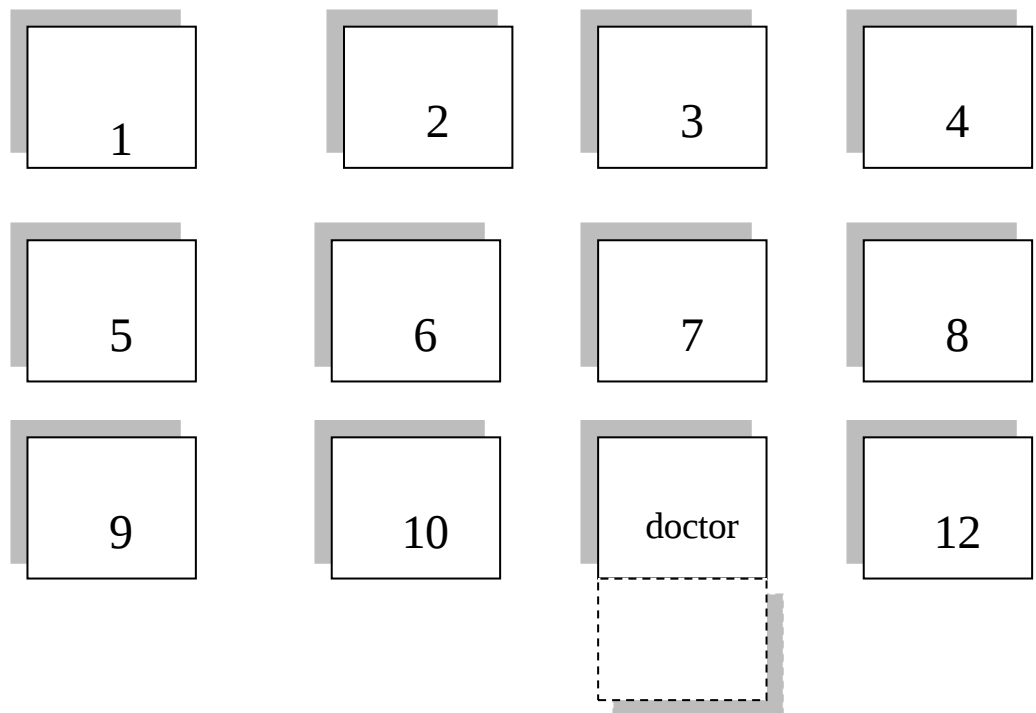
How It Works

- Gather a dozen or more three-by-five-inch index cards. Fold them in half to form a briefcase shape that measure three by two-and-a half inches, and stick them closed with a bit of a sticky tack.
- Number the outside of the cases. Inside each case write for example, an



occupation that your students might be familiar with. This could be firefighter, doctor, teacher, computer specialist, game designer, baseball player and truck driver.

Deal or No Deal



- Hang the cases on a wall or bulletin board where students can access them
- When introducing a new vocabulary word to students, share the definition and discuss the meaning. Explain to children that knowing how to use words in context is crucial.
- Point out the cases and ask if they have seen a television show that has a similar array of briefcases (Deal or No Deal). Explain that instead of money, these cases contain jobs where people can earn money.



- Select a student to be the first contestant, open the suitcase of his choice and read aloud the job he has won.
- Direct students to talk with a peer and develop a sentence that uses the new word in the chosen occupation.

Variations

- Replace the occupations with locations, names of famous people or with variety of hobbies. Ask students to apply vocabulary words in these other contexts.
- Place a number in each case and use the numbers for random pairing of students, selection of a problem to answer, and others like developing stories.

Discussion Chips

Small-group participation skyrockets when students have strategic tools to help them. Students are given poker chips with graphic clues connected to a variety of conversation methods in this visual/tactile strategy. When students have anything to say, they are urged to toss an appropriate poker chip into a receptacle. The resemblance to poker adds a game-like aspect that encourages students to participate.

How It Works

- Make copies of the discussion chip reproducible and cut out the icons. Choose which chips are related to the discussion topic.
- Ask students if they have ever played poker. Describe how poker players must



declare "I'm in" and toss poker chips into the middle of the table to participate.

Share phrases such as "get your head in the game" or "I'm really into this." into the discussion.

- Distribute a set of relevant chips to each student
- Discuss the icons and what they might represent in a discussion about your content
- Explain to students that when they are ready to participate in the discussion, they must toss a poker chip into the pot that reflects the comment or inquiry they wish to make.
- Break students into small groups for discussion and give each group a piece of paper or a small container. Students should sit in a circle with the container in the middle.
- As students participate in the debate, keep an eye on them. If you find that some pupils haven't put in their poker chips, ask them to come up with something to add.
- If preferred, have students reflect on how "in the game" they are midway through the discussion period.

Group Graffiti

Group Graffiti is a fast and interesting approach to refresh old skills or reinforce new ones. Like graffiti (also known as tagging) thoughts or ideas are expressed in simple but bold artistic messages. The visual display is an appealing alternative to



brainstorming or K-W-L activities.

How It Works

- Cut two white butcher paper lengths of eight feet each.
- Inform children that they will be "tagging" or making graffiti on butcher paper regarding the class topic. Remind kids that graffiti is made out of basic visual pictures or words that are often symbolic.
- Ask students to find a marker in their desk, backpack, or supply bin.
- Have students quickly reassemble their desks so that there are two huge open floor areas, then place the paper on the floor.
- Split the class into two groups and have them sit around the paper's edges.
- In the center of the butcher paper, write the topic (one to three words) in large print.
- Tell students to use their markers to scribble anything they can think of concerning the topic on the paper.
- Stop the students after a few minutes. Place the two groups in front of each other, with each holding a graffiti poster for the others to see. Encourage discussion of the words and symbols that come to mind when thinking about the issue.

Multiple Perspective Glasses

One way to add depth in almost any content area is to encourage students to view the topic from a perspective other than their own. Classroom discussion may bring in the



perspective of their peers or teachers, but moving beyond the classroom walls can develop greater depth of understanding. A simple way to accomplish this is through Multiple Perspective Glasses. The props-mirrored sunglasses-add a novel element to liven the discussion.

How It Works

- Collect several old sunglasses or purchase inexpensive ones at a party or novelty supply store
- Using a water-based transparency marker, write the name of a well-known individual on each pair of lenses. Names might include celebrities, politicians, historical figures, or athletes. Names might also stem from your content.
- Place the sunglasses in a container
- Ask students to form small groups, and have one student in each group reach into the container and grab a pair of sunglasses
- Direct groups to discuss the topic from the perspective of the person they drew
- After a few minutes, ask groups to share their insights with the whole class
- Wipe off the lenses with a damp tissue and choose new names for new content

Variations

- Increase the challenge by choosing inanimate objects to write on the lenses.



RAFTs

Nancy Vandevanter, as part of the Montana Writing Project (Santa, 2004) devised the RAFTs technique, which combines writing or performance activities to improve information understanding. Students present their comprehension in a non-traditional format rather than writing a standard short answer or essay to showcase their knowledge and understanding. This strategy promotes creative thinking and helps pupils to think about subjects in novel ways.

How It Works

- Develop a table with a heading that is similar to the RAFT below
- Begin with developing ideas for the Topic column as this represents your learning objectives. You may choose just one topic for the entire column, or several topics. Next, complete the other three columns. Strive for one row that represents a higher level of complexity, two rows that represent grade-level complexity, and one row that has a simpler level of complexity. Explore the list of RAFT ideas.
- Explain to students what each letter in RAFT represents

R = What exactly is the role of the writer?

A = Audience: Who will be reading or receiving the writing?

Options might include the teacher, people in the community,
historical figures, or an object related to the content



F = Format: What is the most effective arrangement for presenting this data?

Options might include a letter, an article, a poem, or an advertisement

T = Topic: What do we want the student to know and demonstrate?

What is the objective or standard?

- Allow students to choose any row that appeals to them as way to show their knowledge of the subject matter. If necessary, offer guidance to individual students so that they make a choice matching their readiness level.

*RAFT Ideas*

ROLE	AUDIENCE	FORMAT	TOPIC
Writer	Self	Journal	Expected
Artist	Peer group	Editorial	Content
Character	Government	Brochure	Knowledge
Scientist	Parents	Booklet	or skill
Adventurer	Fictional	Interview	Issue relevant
Inventor	Character(s)	Video	to the text or
Juror	Committee	Song Lyric	time period
Judge	Jury	Cartoon	Topic of
Historian	Judge	Game	personal
Reporter	Activists	Primary	interest of
Rebel	Immortality	document	concern for the
Therapist	Animals or	Critique	role or
Journalist	Objects	Biographical	audience topic
Food Item	Weather	Sketch	related to an
Plant	Ocean	Newspaper	essential
Inanimate	Tree	Article	question
Object	Pen	Complaint	
Candidate	Cell phone	Advice column	
New mother	Food	Text message	
Superhero	Vehicle	Horoscope	
Heart	Pillow	Thank-you note	
Water		Speech	
		Raft or song	
		Closing	
		Argument	

Text Message Summary

Text messaging is a popular communication shortcut that many students are familiar with. Teachers might use this interest to practice summarizing curriculum topics in a concise manner.



How It Works

- Make a copy of the text Message Cell Phone and give one to each student.
- As though they were messaging a friend, instruct pupils to write a text message summary of their learning on the screen space. Encourage them to use some of the texting shortcuts and alternate spellings that they might otherwise employ.
- When they have finished their text message, ask them to count up the number of characters used and record the total in the small box at the bottom of the screen.
- Encourage students to share their summaries with the class. This can be done verbally or cell phones can be shown under a document camera
- After the initial summary has been shared, inquire about the number of characters used. Then poll the class to see if anyone believes they could communicate the learning's primary theme in fewer characters.
- Keep sharing for a reasonable amount of time.

Variations

Use text messaging as an exit slip. Near the end of the class period, distribute the paper cell phones and direct students to write a text message describing one thing they learned in class, or one thing they still have questions about. Each student must hand in a cell phone as they exit class. Use Internet sites such as www.polleverywhere.com to do live polling with students. Students use their cell phones to text in a response to a question the teacher has designed in advance. The website is projected onto the



screen and students can watch their text message responses being received in real time.

The Answer Is...

This simple strategy promotes higher order thinking and can be used to activate prior knowledge or make connections. The Answer Is ... can be used as a one-time activity or be made available for students to respond to during the course of a week or unit.

How It Works

- Cut a four-foot section of butcher paper or obtain a piece of chart paper
- Place the paper on the floor surrounded by colored markers
- In the center of the paper write phrases “The answer is...” followed by a single word. The word may be related to your content, or could be randomly selected.
- Direct students to generate questions that are answered by the chosen word, and write them on the paper. They can work individually or in pairs.
- Discuss student questions, highlighting the variety of thinking shown
- Hang the chart in a place that is accessible to students so that they can continue to generate questions throughout the week

Virtual Tug-of-War Debate

Engineered debate enhances student learning in many ways. Emotion increases attention and engagement, aids in memory and can crystallize thought processes. If debate is carefully engineered, it can make content personally relevant and meaningful



to students. In contrast, debate that is dull will have little positive impact. Virtual-Tug-of-War Debates add visual stimulus through the use of technology to make discussion more multimodality and engaging.

How It Works

- Choose an animation web tool such as www.goanimate.com. Familiarize yourself with its features. Many students will be knowledgeable about these tools and can serve and can serve as debate designers
- Choose character images to represent both sides of the debate topic. Place the images in an open virtual space, with a rope between them
- Insert beginning dialogue for each character, appropriate to your topic
- After you basic animation setup is complete, save it for use during the lesson
- At the start of the lesson period, assign roles to students. Some will be “pro” and some “con” with three students acting as judge. Assign a student to modify the animation during the debate
- Provide the students and the judges with a simple rubric for effective debate
- Explain to students that they will be debating the topic. They will have a few minutes to work with their teammates to develop arguments. For every point they make that the judges deem valid, a character will be added to their side of the rope in the animation. The winning team is the one that has the most characters to tug on the rope.



Tug-of-War Debate Rubric

Criteria	Level of Performance	
	Try Again	Join your Team and Pull
Use of Arguments	No reason given or reason is irrelevant to the topic.	Reason is clear and relevant to the topic
Use of examples and facts	No example or facts	Example of fact given support argument
Use of Rebuttal	No counter-argument offered	Effective counter-argument speaks directly to other teams' point
Presentation Style	Tone of voice / gestures are inappropriate (rude, loud, silly and so on) or not convincing	Tone of voice and gestures are appropriate and convincing

Variations

A similar effect can be achieved without using an animation tool. Open a blank document with your word processing program. Insert two characters with a line or rope strung between them. For each argument made, paste another character into the scene on the corresponding side of the rope.

Students will love the idea of doing a real-tug-of-war. Bring in one-hundred-foot length of rope. Tie a colorful ribbon in the center of the rope. Take your students outside to an open grassy area. If a student offers a valid argument for or against the issue, he gets to tie a knot on his side of the rope



and stand ready to pull. After all the students have taken sides, mark a line under the center of the rope and begin the tug of war. The game is finished when one team pulls the other team over the center line.

WebQuest

A WebQuest is an inquiry-based learning activity that stresses higher-order thinking skills and uses Internet technologies. Students are provided with structured task guidelines, including a variety of prescreened website. Teachers differentiate the task by choosing websites at various levels of reading and navigation difficulty.

How It Works

- WebQuest can be designed using any document with hyperlinks. Tools such as Powerpoint and Prezi add possibility for interesting visuals, but Word and Excel also work
- Choose an interesting task that is related to your content. WebQuest often have a real-life or career application. For example, in a unit on Japanese-American internment camps, a WebQuest might center on causes, comparisons to reactions after the 9/11 bombings and developing opinions about whether internment camps could happen again.
- Develop a document outlining the specific questions or tasks that students must address. Include hyperlinks to websites that will assist them with the tasks. WebQuests usually do not involve a lot of surfing and searching – instead they are time – efficient ways to use the Internet for information. Consider



developing a color code or legend that guides students to more or less complex sites.

- Websites such as www.webquest.org include numerous shared WebQuests developed by teachers all over the world. These can be used as is, or as model for developing your own WebQuest.
- Students often work on WebQuests in small groups to encourage collaborative skills. If the WebQuest is designed for group work, be sure to include specific roles and responsibilities for each member so that all students participate fully.

Not only Beninghof but also Himmele and Himmele (2017) recommended a total participation technique (TPTs) which enables teachers to swiftly assess the level of student comprehension of subjects being taught.

Quick-Writes

A Quick-Write is a quick activity that may be incorporated into a lesson at virtually any point or planned ahead of time using prepared questions. Word banks can also be used in Quick-Writes to ensure that students address key themes. It can also be used to help pupils examine their own metacognitive thought processes.

Quick-Write Half Sheets

Quick-Write	
Name: _____	Topic: _____



How It Works

- Choose a question that you want students to respond to.
- Set aside a certain amount of time for students to assemble their thoughts and write a response (approximately three to five minutes)
- After that, do a Pair-Share and a Network Session.

Don't just ask pupils to describe what a concept means. Instead, have pupils establish connections between concepts and how they affect the world. "Why is this important?" is a simple inquiry. " and "How does it apply to our everyday lives?" " may encourage students to pause and consider the larger meanings and objectives of what they're studying. Allow students to communicate with and listen to one another while sharing their Quick-Writes in small groups.

Selected-Response Hold-Ups

Selected-Response Hold-ups make advantage of a list of suitable options that have been created ahead of time. Students hold up cards that correspond to certain prompts or questions (for example, Fact or Opinion). Words, paired with visuals of facial expressions, seasons, or even basic yes/no cards, can be utilized effectively to cognitively engage all learners, even for very young students. Hold-up cards with the beginning letters L, E and J symbolizing the legislative, executive, and judicial branches of government, could be used to teach about the three branches of government.

Here are some topics a teacher might ask in a Hold-Up activity on the three



branches of government:

- Which branch is also known as "Congress"? (lower-thinking skills)
- Who is appointed by the president and confirmed by the Senate in which branch? (lower-thinking skills)
- Which of these three branches do you believe plays the most important role in maintaining power balance? Prepare to defend your response (higher-order thinking).

The last question asks students to demonstrate a solid comprehension of the interrelationships between the three branches of government, which involves higher-order thinking. The final answer will not be agreed upon by all students. However, the last question would allow for further investigation by obtaining (possibly via e-mail) opinions from local community members such as high school teachers, university professors, politicians, people who work in the justice system, parents, and anyone else who has expressed an interest in government. Unanswered higher-order questions could be used as a springboard for interesting educational initiatives. Consider obtaining a free e-mail account for your class so that you may bring the richness of knowledge available in the greater community into your classroom (and to protect students from giving out their own e-mail addresses to strangers).

Line Ups and Inside-Outside Circles

A Line-Up is a fun game that encourages students to get out of their seats and share their responses to prompts with others in the classroom. Inside-Outside Circles



and Line-Ups (Kagan, 1989, 1990) are variations of the similar activities. Because both activities perform roughly the same thing, your option of which would work best relies on your room design. During the duration of the exercise, your pupils will be paired with a variety of peers at random.

How It Works

- Prepare a series of discussion questions or prompts for a pair of students.
When we do this activity, we usually offer time for learners to see questions, take notes, and bring their books to Line-Up to serve as a reference.
- Make two concentric circles or two parallel lines of equal length with your learners. Then tell them to turn around and face the person across the line or in the circle opposite them. If you have a large class, an Inside-Outside Circle could be ideal because children engage better in circles.
- Have students go over their first prompt and discuss it in groups.
- Ring a bell or use a signal to get everyone's attention. Students should thank their linemates, and then just one of the lines or circles should take two steps to the left, so that everyone is facing a different person.
- As the students interact, move around the lines or circles, paying attention to their interactions. This will provide you an idea of the different levels of comprehension as well as an excerpt on which to focus a closing chat with the rest of the group.

Avoid literal or factual questions to encourage higher-order thinking. If your



questions only require short replies, your Line-Up will almost certainly fail. You want to hear the buzz of student dialogue, opinions, and content-based or personal judgments in Line-Ups. Use questions and prompts that force students to talk about their ideas, create connections, and defend their reasoning.

Three 3's in a Row

Three 3's in a Row is a bingo-style activity in which students communicate with their peers and receive feedback on what to put in the boxes of their template. Students select the questions they are most comfortable answering, allowing other students to gain input from "peer experts." All students, experts or not, must analyze the concepts in each of the nine boxes. Only the template owner is authorized to write on his or her own template, hence this outcome is guaranteed. Each student must write down what their peers have said and summarize it in the box. It allows teachers to quickly analyze what their students have learnt successfully and where they need assistance. Teachers simply stroll around looking for a pattern of still-empty boxes. It leads to interesting discussions that need critical thinking (when you ask the right questions).

How It Works

- Create a Three 3's in a Row template with nine questions based on the topic being studied.
- Students move around the room, asking each other to explain one (only one answer) of their responses.
- In their box, students summarize the responses of their peers.



- Students then look for a new classmate to answer a new question, and the process begins again. A peer can only be used once by a student. This gives pupils the opportunity to interact with nine different persons in the room. To go through the solution, ask volunteers to share their responses with the class.

Networking Sessions

A Networking Session is a simple mix-it-up exercise that allows students to interact with people they may not have met otherwise. This game is excellent for encouraging students to venture outside of their social comfort zones and for fostering classroom community. Because of the nature of the activity, all students have someone to converse to, regardless of their popularity.

How It Works

- Choose one of the prompts or questions to prepare. Encourage students to think about or write about the prompts.
- Have students choose someone with whom they have not spoken that day and discuss their replies to a prompt chosen by the teacher.
- Ring a bell or otherwise notify the class to find someone else they haven't spoken to that day after a certain length of time has passed.
- Have students respond to a new prompt chosen by the teacher with their new partner. Repeat until you've covered all of the prompts.

Go beyond factual questions to explore the significance of concepts for the world



around us to ensure higher-order thinking. Allow students to defend their responses based on what they have learnt.

Appointment Agendas

This is a wonderful technique to get pupils out of their seats and socializing with their classmates. Students schedule meetings with their peers by putting their names in a certain time period. Students meet with the individual listed on their appointment schedule when the teacher sets a time (Ball & Cerullo, 2004).

How It Works

- Give pupils a copy of an Appointment Agenda with a variety of time slots.
- Instruct them to go around the room and schedule meetings with various partners.
- Pick an open time slot for each partner and write their names in it.
- If someone still needs a partner, pair them with another partner or volunteer to be the student's appointment.
- You can use this as a pairing tool once the agendas are filled up. For example, you may invite students to identify their 2:00 appointment on their Appointment Agenda and submit their Quick-Writes or reflections in response to a prompt. To make larger groups, have students team up and form a four-person group.

Caution: A partner should only appear on an agenda once.

Once partners have met, the steps for assuring higher-order



thinking will vary depending on the activity you choose. If you choose to pair students for the ranking exercise, for example, consult the Ranking descriptions for suggestions on how to ensure higher-order thinking.

Appointment Agenda

Appointments	
Time	You have an appointment with ---
8:00 a.m.	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	

Bounce Cards

The Bounce Cards gave students, especially the more reserved ones, a way to express themselves.

How It Works

- Choose a student to act out a scene for the rest of the class. Before modeling for the class, practice with that student.



- Demonstrate how to converse in the "wrong" way. Demonstrate, for example, a conversation that finishes swiftly once both parties have provided their responses, with no back-and-forth dialogue. Discuss how important conversational skills are for allowing ideas to flow from one person to the next.

- Discuss the three techniques to responding to peer comments listed below:

Bounce: Students produce ideas based on what their peers say (or extend the idea)

Sum it up: Students reflect on what their peers say and make comments on specific portions.

Ask a question: Students inquire about what their peers have said.

- Use Bounce Card sentence starters to model a discussion.
- Provide opportunities for students to practice using prepared themes or questions.

The Bounce Cards provide an opportunity to concentrate on a crucial common life skill that many adults are still learning. Encourage pupils to consider how these conversational abilities will help them in their daily lives. Ask them to practice these skills at home or at any after-school activities they attend, and report back on what they learned.



Bounce Card

Bounce:

Take what your classmate(s) said and bounce an idea off it. For example, you can start your sentence with –

- “That reminds me of ...”
- “I agree, because...”
- “True. Another example is when ...”
- “That’s a great point...”

Sum It up:

Rephrase what was just said in a shorter version. For example, you can start your sentences with –

- “I hear you saying that ...”
- “So if I understand you correctly...”
- “I like how you said ...”

Ask a question:

Understand your classmates mean by asking them questions. For example, you can start your questions with –

- “Can you tell me more about that?”
- “I’m not sure I understand...?”
- “I see your point, but what about ...?”



Feature Walk

The Feature Walk enables students to leave their seats to work in a small group as they analyze important features presented in their textbooks in related Internet resources. Features refers to pictures, diagrams, charts, maps, sidebars, figures, tables, bulleted lists and any supports included in the text that aid in the comprehension of the text. These can be pulled directly from your course texts from related resources. This technique requires some preparation, but once you've tried it, it's an activity that can be saved reused, with the same or modified prompts. Before you teach:

- Choose four features from your course text or related resources, and make enlarged (8½" x 11) photocopies of them. Post them the walls of the classroom prior to the activity. Make sure that the features encapsulate one of the major points or big picture concepts of your lesson.
- Prepare picture for an average-size classroom (32 students or fewer). You'll need to sets of four pictures so that you can have one group of about four students standing each features posted around the room.
- Select prompt that best fits your overall goal for this activity. You can also select several prompts by assigning and posting certain ones next to the corresponding pictures and features

How It Works

- Place students in groups of no more than four. Ask students to reflect on the text feature and jot down some thoughts as they relate to your selected



prompt. After a minute or two, ask the students to stop and share their thoughts with the others in their group.

- Stop the class and request that the pupils move in the same direction (clockwise or counterclockwise) to the next feature posted. Ask them to silently process and then repeat the process of sharing for the next feature.
- Repeat until all groups have discussed the features

This technique is excellent to use when you don't want students to overlook important images or text features that can support student understanding of the content. In social studies lessons, use pictures, data charts or other salient pieces of information to enhance the deeper meaning in the lessons.

Citation Walk

Similar to Feature Walk, the Citation Walk allows students to zoom in and analyze citations that are used in a text or in related resources. This technique is interactive, in that student work in small groups, and it requires movement as student circulate to different walls of the room where citations are posted.

How It Works

- Place students in groups of no more than four. (The smaller the groups, the more each student will participate). Ask students to reflect on citation and jot down some thoughts as they related to your selected prompt. After a minute or two, ask the students to stop and share their thought with others in their group.
- Stop the class and ask the students to move in the same direction to the next



citation (clockwise or counterclockwise), where they will find the next item posted. Ask them to silently process and then repeat the process of sharing for the new citation.

- Repeat until groups have discussed all the citations

This activity is useful for lessons where there are quickly and meaty quotations or citations available, either in your text or on the Internet, that carry the potential to convey deeper meaning related to your topic of study.

Acting It Out, Role-Plays and Concept Charades

Role plays are useful not only for absorbing stories, but also for learning about history and science. Students can digest what they really know about an idea by acting it out or displaying comprehension with their bodies. The outcome of pupils having to act out complex concepts is not only a break from sitting, but also an opportunity for them to study the concepts in order to assign motion to these components. Higher-order thinking is a result of the activity. When students are invited to complete them in groups, it's even more enjoyable.

Simulations

Students' capacity to establish connections that allow them to recognize the significance in what they are learning can be greatly aided through simulations.

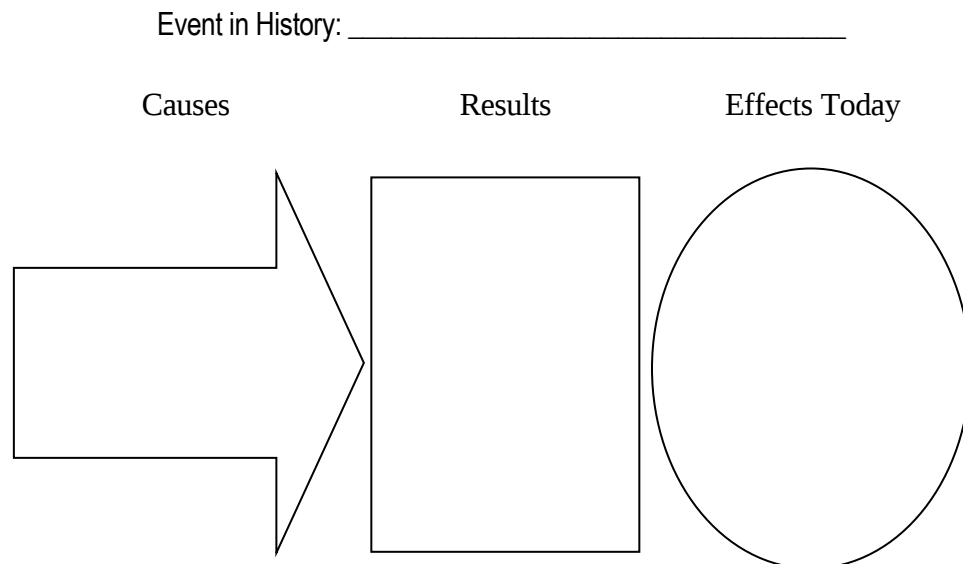
Graphic Organizers and Prepared Packets

Konrad et al. (2009) looked at the role of "guided notes," or teacher-prepared handouts with cues and spaces for students to fill in crucial information during lecture,



in a meta-analysis of eight peer-reviewed research. Guided notes improved learning and note-taking accuracy in several experiments. Students can use graphic organizers to help them record information in a way that graphically supports their comprehension.

Graphic Organizer



Graphic Organizer

Source: From the Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners (p. 64), by P. Himmele and W. Himmele, 2009, Alexandria, VA: ASCD Copyright 2009 by ASCD.

Confer, Compare and Clarify

Students can read each other's notes, compare them, and add to their own notes in this activity. This basic strategy might bring various advantages to your students. For starters, it allows students to gain insight into how their peers take notes. It also gives them time to think on the topic, compare their understandings with their peers, and



ask questions that can determine whether or not they comprehend something.

How It Works

- Assign students to pairs and have them confer, compare, and clarify. Confer refers to a group of students getting together and providing a one-sentence summary of the most significant aspect of a presentation. When students compare notes, they are actually reading each other's notes. They should next compare what they've written in their notes to what their classmates have written. Allow students to "take" ideas from their classmates' notes and incorporate them into their own. Clarify refers to students writing down any queries they have about the material delivered.
- Have pairs join other pairs to form four-person groups and share questions (from the Clarify piece).
- Have students write down any questions that they couldn't answer in the larger groups of four on the board in a Chalkboard Splash, or on scrap paper or index cards.
- Before moving on, answer the questions that were recorded.

Use suggestions to help students evaluate their own note-taking effectiveness. Ask them to consider whether they've picked up any note-taking tips from their peers. Remind kids that taking good notes is a skill that takes time and practice to master. Request that they examine and reflect on the note-taking process. Circulate while students use Confer, Compare, and Clarify to ensure that they are capturing the most



important aspects of the presentation. Allow a few pupils to share what they wrote before moving on to the next topic.

Anticipatory Guides

Anticipatory guides can be a great approach to expose pupils to new information. They're simple to make, give pre-assessment for content, and help students to actively convert their predictions into true/false statements regarding the material to be learnt. Anticipatory Guides can be used as a pre-reading task, a topic introduction, or a pre-unit activity. Reread the statements in the guide as the unit develops. Allow students time at the end of the unit to complete the "After" column on their guide.

How It Works

- Make true/false statements about the material you'll be delivering.
- Have students read the statements and guess the responses based on their knowledge of the issue and related topics. In the "Before" column, write your answers.
- Have students share their responses in pairs and explain why they chose the answer they did. Request that they develop any queries that can be presented to the entire class.
- You can either keep this activity brief by taking Thumbs Up/Down Votes as you go over the facts connected to each assertion, or you can have students keep their Anticipatory Guides and address each statement as it arises



throughout the class.

Anticipatory Guide for Revolutionary War

Before	Statement	After
True and/or False	Most of the American Colonists considered themselves patriots.	True and/or False
True and/or False	Loyalists wanted to remain loyal to Britain.	True and/or False
True and/or False	The Continental Congress was a branch of government overseeing the affairs of the North American continent.	True and/or False
True and/or False	The Declaration of Independence was drafted and signed before the Colonists went to war.	True and/or False
True and/or False	The Boston Massacre was an event that resulted in the death of thousands of Colonists.	True and/or False
True and/or False	The Boston Tea Party is an event held annually to celebrate the fact that Bostoners could finally import and purchase tea.	True and/or False

Picture Notes

Picture Notes can be a great opportunity for kids to pause and reflect on what they've learned. They are meant to supplement rather than fully replace written notes. Students draw a graphic that highlights the principles being learnt during designated pause points. Students can be asked to demonstrate the first of three theories on what causes inflation during their first "picture-pause." Students must be able to properly consolidate the knowledge provided in order to create a picture and then explain their drawing to a peer. Because students get to add to each other's understandings in between each picture-pause, sharing is vital for students who only have a partial



understanding of what has been taught. These picture pauses, as well as the interactions that precede them, contribute to each student's final knowledge of the "big picture" depicted in the final box.

How It Works

- Choose strategic pause spots throughout your lecture for students to reflect on what they've learnt and create a picture to represent the principles. Make it clear that drawing ability isn't the most crucial factor. The image pause and sharing time can be set to four minutes.
- Instruct students to share their photograph with a peer (pre-selected or chosen at random) and to make track of any questions they may have. Circulate to gain a sense of whether or not the pupils are grasping the material.
- Respond to any questions that arise during the photo pause.
- Toward the end of the lesson, ask students to consolidate what they've learned into a final drawing that captures the "big picture," along with summary statement below the picture.
- You can debrief the big picture portion in a Chalkboard Splash and search for similarities, differences and surprises, or in a small-group discussion, followed by individuals sharing their big picture.



Reflection Logs

Reflection logs allow for breaks where students can pause to process content during presentations that are heavily teacher-directed. When reflecting on content that has several new concepts, ask students to be selective and specific. Instead of retelling the content, which they will have already done in their notes, ask them to think about its relevance and why it matters.

How It Works

- Divide up your lesson into logical sections. Create a template that includes pause points where students will process portions of the content right after it has been presented. Students can submit these to the teacher for a quick review, or keep them with their notes.
- At each pause in the class, encourage students to take two to three minutes to write a brief summary and explain why what was provided was important.
- Ask them to stand up and pair up with someone they haven't spoken to that day and share their reflections
- After about two or three minutes, ask for a volunteer or two to share their reflections.
- Students can sit down until it is time for the next reflection.



groups of four or more people. The papers are returned to the original owner once all four boxes have been filled in.

How It Works

- Create a question that requires students to take a stand based on their own judgment and the information supplied. Record the prompt on the board or include it in your slides so that students can read and refer to it while filling out the form.
- You'll need a template for each student so that everyone can react simultaneously. In the first box, have all pupils write their judgment and a rationale for what they believe.
- Ask all students to pass their papers to the right, and read and add a supporting rationale that goes along with their peer's judgment (even if they don't agree).
- You'll need a template for each student so that everyone can react simultaneously. In the first box, have all students write their judgment and a rationale for what they believe.
- Have all students pass their papers to the right and write their own view in the final box, backed up by their rationale.
- Request that the students return the papers to their original owners.



- Have volunteers discuss some of the arguments for and against their carousel shapes with the class.

Debate Team Carousel

1. Give your opinion and explain your rationale Record your opinion and explain your reason for it.	2. Add a supporting argument Read your classmate's response. In this box add another reason that would support your classmate's response.
3. Add an opposing argument In this box record a reason that might used to argue against what is written in boxes #1 and # 2.	4. Add you "two cents." Read what is written in the three boxes. Add your opinion and your reason for it in this box.

History encourages argument. During a Debate Team Carousel, for example, a teacher might ask, "Do you think nationalism helped more to unify or divide the country's citizens?" or "Do you think it is undemocratic not to vote?"

Zare and Othman (2013) discovered that employing classroom debate as a teaching/learning strategy provides various benefits to students, including the development of critical thinking skills, mastery of course content, and improved speaking talents.



Classroom Clickers and Interactive Apps

Students gain from classroom debate as a teaching/learning approach, according to Zare and Othman (2013), including the development of critical thinking skills, understanding of course content, and enhanced speaking abilities. Other apps, like as Kahoot (getkahoot.com), offer game-show-style experiences as a method of content assessment. Clickers were also used effectively to include student engagement into the presentations. "Ask your neighbor how he addressed that difficulty." "Did you do the same thing?" Teachers, on the other hand, frequently employ clickers to answer questions with only correct responses. Instead, teachers should remind themselves to circulate and provide feedback and help to struggling students, as well as to emphasis on why answers are correct or incorrect.

Blogging

Consider the notion of blogging and posting on the internet. These online journal formats have a lot of potential when used as a place for academic collaboration. Students may be asked to blog or write about a specific topic or theme, but they may face peer pressure. While there are concerns that must be addressed, students can also take ownership of their own education. If every student participates and the activity requires higher-order thinking, it has the potential to be a wonderful resource for assuring deeper learning.

Although online collaboration takes more time, it is a good approach to engage students and keep them accountable.



Appendix X

Certificate of Compliance from the Research Ethics Committee

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc. 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020	
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	Date:	09-24-2018	
	Page	1 of 1	
EPR	CERTIFICATE OF COMPLIANCE	QAC No.	CC-09242018-027

BASIC INFORMATION

REC Code:	05122022-026
Title of the Research Project/Thesis/Dissertation:	Social Constructivist Teaching Practices in Junior High School (JHS) Social Studies: Basis for an Instructional Framework
Researcher/Project Leader and Designation/Affiliation:	Marivic M. Pimentel

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☐ Thesis
☒ Dissertation
☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **May 12, 2022**


Dr. TERESITA T. RUNGDUIN
Secretary
Research Ethics Committee


Dr. RENE R. BELECINA
Chair
Research Ethics Committee



 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63 2 353 3768 to 750764 • info@pnup.edu.ph • www.pnup.edu.ph	Index No.	PNUP-MW-2016-EPN-FM-016
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	Date:	06-24-2018
	Page	1 of 1
	QAC No.	CC-09242018-023
EPRDC	CLEARANCE TO PROCEED	

BASIC INFORMATION

REC Code:	120919-459
Research Proposal Title:	Social Constructivist Teaching Practices in Junior High School (JSH) Social Studies: Basis for an Instructional Framework
Researcher / Project Leader and Designation/Affiliation:	Marivic M. Pimental

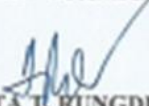
The following items [v] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- ☒ Research Proposal in prescribed format
- ☒ Informed Consent Form/s /Assent Form
- ☒ Data Collection Tools

and hereby approved:

- ☒ To proceed to the validation of the data gathering tools
- ☒ To proceed to data collection, organization and write-up

Date of Issuance: December 9, 2019


TERESITA T. RUNGDUIN, Ph.D.
Secretary
Research Ethics Committee


RENE R. BELECINA, Ph.D.
Chair
Research Ethics Committee



Appendix Y

Authenticity Report



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



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Marie Paz E. Morales, Ph.D.
Director





Appendix Z

Certificate of Language Editing

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies
and Teacher Education Research
Taft Avenue, Manila

17 June 2022

CERTIFICATION

This certifies that I have language edited the dissertation titled "**SOCIAL CONSTRUCTIVIST TEACHING PRACTICES IN JUNIOR HIGH SCHOOL (JHS) SOCIAL STUDIES: BASIS FOR AN INSTRUCTIONAL FRAMEWORK**" by **Marivic Mendoza Pimentel**, a candidate for the degree PhD in Curriculum and Instruction.

(SGD)

MERRY RUTH MORAUDA GUTIERREZ
CGSTER Faculty



Curriculum Vitae

I. Personal Data

Name : **Marivic Mendoza Pimentel**

Home Address : Batasan Hills, Quezon City

E-mail Address : pimentel.mm@pnu.edu.ph

Civil Status : Married

Religion : Born Again Christian



II. Educational Background

Degree	College / University	Major	Year Graduated	Honors Received
Doctor of Philosophy	Philippine Normal University, Manila	Curriculum and Instruction	August 25, 2023	---
Master of Arts in Education	Philippine Normal University, Manila	Social Science Teaching	March 21, 2012	
Master of Arts in Education	Marinduque State College (MSC) Boac, Marinduque	Educational Management	earned 18 units	
Bachelor of Arts	Marinduque State College (MSC) Santa Cruz, Marinduque	Political Science	2001	<i>Cum Laude</i>
Units in BSE Social Studies & Units in Education	National Teachers College (NTC), Manila Santa Cruz Institute (SCI) Santa Cruz, Marinduque	---	earned 36 units	

