

SOCIAL STUDIES TEACHERS' PROCLIVITIES TO TEACH WORLD HISTORY IN THE NEW K TO 12 – JUNIOR HIGH SCHOOL CURRICULUM IN THE PHILIPPINES

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Abstract

According to George Lucas, “*The one way the world hasn’t changed: Teaching is the most important job.*” This supports the profession’s nobility—that without it there could be no other professionals around. This qualitative study assessed the social studies teachers’ proclivities to teach world history, by (1) analyzing their learning styles and their likelihood to teach using the brain quadrants; (2) describing the actual demonstration based on selected lessons in each unit of work, and (3) generating themes based on their values, expressions, impressions and written commitments. The study employed a typical case analysis of a selected cluster of Social Studies teachers, among the five city divisions in Cebu, who attended the Grade 9 Mass Training for Social Studies in summer, 2014. A researcher-made-questionnaire, designed according to the Ned Hermann’s Brain Quadrants, was administered before the start of the training. Narratives on their challenging moments during the five-day training-workshop were generated, clustered and analyzed. Actual observations on their attendance, participation in break-out and plenary sessions and teaching demonstrations were also observed. Significant insights, expressions, impressions, and personal commitments were recorded. Their proclivities to teach world history before and during the training were consistent with their behavior and performance as shown in the actual planning and teaching demonstration on the KPUP Model of Teaching. Receptiveness, cautious assessment, holistic teaching, dynamic synergy, candidness, sincerity, and honest commitments were useful themes that consequently generated the values of self-regulation, extraversion, agreeableness and openness (Mirhashemi & Goodarzi, 2014) for the successful implementation of the K to 12. At the outset, not one of the groups in the cluster showed a perfect whole brain propensity to teach world

history—a challenge that they needed to address right after the training.

Keywords: Localization and contextualization of teaching, 21st century teacher and learner, holistic learning, proclivities to teach

Introduction

According to George Lucas, “*The one way the world hasn’t changed: Teaching is the most important job.*” This quote supports the profession’s nobility—that without it there could be no other professionals around. To attest to this nobility, teaching is never viewed as a mediocre profession, because the success of our human capital depends on it. A number of professionals leave their present jobs, go back to the university and take up additional 18 units in professional education in order to become licensed school teachers (RA 7836, 1994), a mandate that teaching is the most important job for nation-building. Thus, teaching must be seen as a continuous learning process (Stockard, 2001) in order to strengthen its nobility. It is said that “the more we teach, the more we learn”. It can propel the need for a continuing quest for professional development through vertically-articulated advanced studies (Inocian & Hermosa, 2014) and regular trainings courses, for the enhancement of an effective career path in teaching. This pursuit fortifies the adage that teaching efficacy can change the world. The people with high self-efficacy believe on their ability to succeed in specific situations with maximum self-regulation (Mirhashemi & Goodarzi, 2014).

To Stockard (2001), “teachers must remain knowledgeable of changing demographic patterns of the nation and the accompanying changes of student characteristics”. Their expertise is not only confined to the mastery of content alone; but this includes their wider understanding of social issues, the changing mobility of the nation and the students’ profile, consisting of: learning styles, socio-economic background, and family and cultural orientations which are necessary in molding young citizens that the global community needs in the future. Ogena (2012) crystallizes the achievement of a strong nation that catapults to global recognition through this formula: teacher education + quality nation + respect for people = strong nation. Thus, teachers are encouraged to show a strong regard for teacher education, re-focus orientation for nationalism, and maintain an altruistic regard for ourselves and our countrymen (Inocian, 2013), in order to bring new developments to a global standard for excellence—a new paradigm of ‘glocalization’ that works. “The teachers are human beings who bring their cultural perspectives, values, hopes, and dreams to the classrooms, which mediate and interact with what they teach, and influence the ways that messages are communicated and perceived by their students” (Parker &

Jarolimek, 1997). This statement views teaching as a dialectical process—a quest for truth—in which teachers and students joyfully engage, that no teaching and learning process takes place in the absence of any of these interacting forces in the classroom. Biggs & Tang (2009) define good teaching as ‘getting most students to use the level of cognitive processes needed to achieve the intended outcomes...’ in order to ensure quality teaching and learning process.

In the Philippines, by virtue of Republic Act (RA) 10533, the Department of Education (DepEd) organizes a series of mass training courses of all public school teachers every year, for the gradual and successful implementation of the K to 12, [the Enhanced Basic Education Program (EBEP)]. The teacher-participants are exposed to remarkable changes in the curriculum, more especially the current changes in social studies for Junior High School: the elimination of Philippine History in Grade 7, which is replaced with Asian Studies (effective this year), World History for Grade 8 instead of Asian Studies, Economics for Grade 9 instead of World History, and Contemporary Issues for Grade 10 instead of Economics will be implemented next year. All these disciplines are taught in a spiral, conceptual, thematic, collaborative, integrative, constructivist, and experiential manner, more in an access mode than a delivery mode of instruction. These synthesized approaches mold the four learning quadrants of the 21st century learner, who will be equipped with 21st century skills such as: (1) information, media and technology, (2) learning and innovations, (3) communication, and (4) life and career.

With all these changes under way, the study is conducted specifically with the social studies teachers who are expected to teach World History in Grade 9. This development is consequent with the elimination of Philippine History effective this year and Grade 8 next year, as the latest development, under the new K to 12 Junior High School Social Studies (Araling Panlipunan) curriculum. Hence, their proclivities to teach and their readiness to embrace this new curriculum are treated in this study. The Mass Training for World History teaching focuses on the relevant content selections with appropriate learning activities and assessments designed to achieve UNESCO’s Four Pillars of Learning in the 21st century [Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be] by Jacques Delors, who introduced this in 1996 (Canadian Council for Learning, 2010), from which DepEd derived the creation of the KPUP (*knowledge, process, understanding, and product or performance*) Model of Teaching in the K to 12 context. This model is uniquely designed for the use in the Teacher’s Guides (TGs) and the Learning Modules (LMs), wherein the teachers need to have a proper orientation on how these are utilized. New knowledge in history and the social sciences, current issues, controversial issues, and social

conditions requires the constant attention of the teachers (Stockard, 2001). Leaning on this, a perusal of lesson standards, competencies, content, activities, and assessments of these learning resources are set into proper perspective, when the participants make their positive and negative comments on the content and skills based on the given World History 's scope and sequence.

Vincent R. Rogers of the University of Connecticut in Storrs, defined **World History** as a study of the records of significant events, places, and people in the past that have great impact on the present (Gonzalez, 1989), in Inocian (1999). Manning (2003), in McArthur & Shreiner (2014), supports it when he defines world history... simply as a story of connections within the global community. To confirm: *“History is not a body of precise memorization of facts; it is in a sense, constant controversy; it attempts to delineate, assess, interpret, and give a relative place to the efforts of people, important ideas, and great national achievements; and it is made by people and is reconstructed by the historians”* (Gonzalez, 1989). History teaching is something very concrete that the teachers around the world can do to help the world's people get along, by understanding about diversity (Parker & Jarolimek, 1997). History teaching is defined as the “transmission of historical knowledge to people who do not yet have such knowledge, which occurs in various places and opportunities – in the classrooms, museums, and historic sites; and in different forms such as: print, media, websites, and documentaries (Aha, 2011) in Reyes (2014). Vis-à-vis, they further state that history learning has much to do with students' self-identity, where they are connected with the heritage of the nation.

Reyes (2014) presented the scope and sequence of World History outlined in the K to 12 TGs and LMs, following the contents and skills prescribed by DepEd, in quarterly units. The 1st Grading Period (The Beginning of History) focuses on the theories of the origin of the world, theories on the origin of human beings, the first civilizations in Mesopotamia and the Fertile Crescent. This unit emphasizes the beginning of the world and its ancient civilizations. The 2nd Grading Period (The World in Transition Times) focuses on the political history of Greece and Rome, the American Indians in Mesoamerica and in South America, the islands of Polynesia, and the Papacy in Rome. This unit emphasizes the early part of the medieval period. The 3rd Grading Period (The Onset of World Relations and the Establishment of Independent States) focuses on the establishment of the national monarchy in France and in England, the church reformation and the counter-reformation, the intellectual and political revolutions. This unit emphasizes the development of the world from the late medieval or the renaissance period. The 4th Grading Period (Transition to the Modern Times) focuses on the scientific and commercial revolutions, the first and the second

world wars, world organizations, and neo-colonialism. This unit emphasizes the history of the world in the modern and post colonial times.

Short literature of the study

According to Gottfredson (2002 & 2005), in Leung (2008), “career development is viewed as a self-creation process in which individuals look for avenues or niches to express their genetic proclivities within the boundaries of their own cultural environment”. Notwithstanding that all the social studies teachers who participated in the five day training-workshops were all licensed teachers, some were full-fledged master’s degree holders, and the rest were finishing their master’s and doctoral degrees, these were not enough measures to enhance career development. Self-assessment is needed to evaluate their proclivities in order to teach more effectively with maximum self-regulation. One way to discover it is to reassess their propensity to teach through Hermann’s brain quadrants (1996). Hermann theorized that every individual has four brain quadrants in order to be called successful in life. The four quadrants were classified into A (Blue Quadrant), B (Green Quadrant), C (Red Quadrant), and D (Yellow Quadrant). Inocian & Lasala (2014) underscored Hermann’s explanation that:

“QA is characterized as the “Rational Self” or the “logician”, who knows how things work, knows about money, likes numbers, quantifies, analyzes, and is realistic, critical and logical. The QB is dubbed as the “Self-keeping Self” or the “organizer”, who plans time schedules, organizes and gets things done, establishes procedures, takes preventive action, and is neat and reliable. The QC is the “Feeling Self” or the “communicator”, who is expressive and talks a lot, is emotional and supportive, feels sensitive to others, touches a lot, and likes to teach. The QD is the “Experimental Self” or the “visionary”, who infers and imagines, speculates, takes risks, is curious and impetuous, breaks rules, plays a lot and likes surprises.”

This theory supports the diversity of social studies teachers in the field, such that: QA teachers view contents in a logical sequence and engage their students to memorize and analyze factual information through the use of critical thinking skills, QB teachers see competencies in a procedural manner, with emphasis on mental applications, with the use of survival skills; QC teachers regard the generation of concepts and themes in a collaborative manner and social interaction through interpersonal skills; and QD teachers consider products or performances and other forms of learning transfer through manipulation and invention with the use of students’ creative skills. If all these proclivities to teach are present in all the social

studies teachers in the field, then what a brilliant world would be shining through the lands, equipped with well-rounded human individuals, in perfect harmony, solidarity, and peace. These aspirations for total development would not become possible if teachers were not conscious about their self-efficacy. In self-efficacy, Bandura explained that teachers who believe in their abilities are more likely to create learning environments that support the cognitive process to organize and execute the courses of action required to produce given attainments (Bandura, 1997 & Kendra, 2012), in Inocian (2013). The social studies teachers' willingness to complete the five-day training-workshop, with open minds and hearts for new developments, participation in teaching demonstrations, and acquisition of new teaching strategies can propel teaching performance to greatness.

However, the achievement of this teaching efficacy in the K to 12 can be supported with proper rules for implementation. The Implementing Rules and Regulations (IRR) for Republic Act (RA) 10533, under Sec. 10.2 (d) and (h), provides that "K to 12 curriculum shall be contextualized and global. Thus, the curriculum shall be flexible enough to enable and allow schools to localize, indigenize, and enhance the curriculum based on their respective educational and social contexts." These provisions challenge the creativity of the social studies teachers to teach world history with what is known locally in the communities, (like local songs, food, products, sceneries, leaders, etc.), with which the students are familiar to construct meanings of information and concepts, (to connect these to a global view) in a specific lesson selection. Teaching differentiation according to content, process and product is realigned with various learning styles, interests, and cultural orientations of the students (Tomlinson, 2001), in order to provide wider areas for contextualization of content and performance standards without sacrificing quality.

Bolgatz & Marino (2014) found out that some content areas of the five world history textbooks commonly used in high school in the United States, are splintered between 57 to 62 percent Eurocentric bias (European orientation). On their study, they "*reflected that texts on the selected books, they analyzed, showed a discernible shift in content coverage towards multiple regions of the world, by emphasizing themes and reorienting the contents, by highlighting social and environmental history and geography rather than political and military history. These texts reflect a more global orientation toward world history by using themes, redefining terms, and describing events in history through a more global lens, so much so that it is not possible to describe any history without bias.*" What do these reflections bring to the proper implementation of the K to 12? The answer... is very obvious—the need for LOCALIZATION and CONTEXTUALIZATION. To immerse in better contextualization, Biggs & Tang (2009) emphasized

the general characteristics of teaching and learning contexts that are common to achieve a range of Intended Learning Outcomes (ILOs) such as: an appropriate motivational context, a well-structured knowledge base, a relevant learner activity, a formative feedback, a reflective practice and self-monitoring.

Inocian (1999), in his study on the “Effects of Self-learning Activities in World History Instruction”, recommended that students who take world history should continuously be provided with relevant activities that would give adequate exposure for the development of their higher thinking skills, more especially in analyzing, synthesizing and evaluating of information, with maximum flexibility on students’ needs and mental abilities. Though this recommendation only caters to the development of the QA learners, there is a need for the world history teachers to respond to the QB, QC, and QD learners. Angeli & Valanides (2005); Chai, Koh, & Tsai (2010); Jonassen, Howland, Marra & Crismond (2008); Mishra & Khoeler (2006), in (Lyublinskaya & Tournaki, 2014) viewed the need to have courses that integrate the teaching of all the components of teacher knowledge, that is, content knowledge on a subject matter, pedagogy skills, and technology skills. Leaning on this recommendation, the teaching of world history will not only be limited to facts but also the development of competencies and values needed for the 21st century learner. Lyublinskaya & Tournaki (2014) introduced the Technological, Pedagogical and Content Knowledge (TPACK) that defines a way of thinking and integrates the multiple domains of knowledge interconnection and intersection of content, pedagogy and technology (Margerum-Lys & Marx, 2002; Mishra & Koehler, 2006; Niess, 2005; Pierson, 2001; Zhao, 2003) in Lyublinskaya & Tournaki (2014), which provides the so-called blended learning—a hopeful response to total learning development, most especially the other three quadrants, which were neglected due to over-indulging and the rapidity of content internalization, in traditional history teaching.

The teacher’s proclivities to teach world history are squelched in Swiddler’s assertion for unlearning the wrong notions of historical contents, brought by ignorance and bias, which she considered hard, yet important to establish a new paradigm, in establishing historical truth. To Swidler (2013), “to develop students’ critical thinking can be achieved through exposure to historiography, by confirming the recommendation of Loewen (1996), that students be engaged in contextual readings of sources, in order to construct historical knowledge. This indicated the promotion of a left-brain dominance of being analytical and logical. McArthur-Harris & Shreiner (2014) supported the use of concept formation of Parker (1987) that essential understanding of events, connections, and global patterns can be a well-planned with contextual and conceptual framework.

Wineburg (2001) in Swidler (2014), claimed that students can only grasp a deeper understanding of history if they are engaged in the actual history writing like engaging in writing their own accurate biographies—personalization or localization—in order for them to become historical narrators, and be exposed to editorial decisions and consequently engaged in historical debates, to sieve biases and sustain objectivity in historical knowledge. Wineburg (2001) further encouraged students to speak up, to be engaged in a dynamic participation and treated with equal respect, while Swidler (2014) encouraged students to produce a music video in the presentation of current events, Loewen (1996) convincingly argued that unless history is taught in a way that brings it, into direct connection with our contemporary world—or contextualization, then learning of history is not realistic. Through contextualized world history discussion, these experts advocated debunking of fossilized knowledge, by opening new avenues for better learning.

Objectives of the study

This study aimed to assess the social studies teachers' proclivities to teach world history, among the Cebu Division's participants in the Mass Training for Grade 9, dated May 17-21, 2014. The following objectives were raised in order to answer the main problem: (1) analyze the teaching profile of the participants' learning styles and their propensity to teach using the brain quadrants; (2) describe the actual demonstration based on the selected lessons in each of the four units of work, and (3) generate themes based on the participants' values on their expressions, impressions and written commitments.

Methods and materials

Research Design

The study employed a typical case analysis of a selected cluster of social studies teachers in the five city divisions in Cebu who attended the Grade 9 Mass Training for social studies teachers. Before the start of the training, a researcher-made-questionnaire was administered in order to determine the participants' propensity to teach world history, with attributes designed according to Ned Hermann's Brain Quadrants, before the actual discussion and demonstrations on differentiated instruction. This study also made use of narratives of the participants' challenging moments during the five-day training-workshop. They were closely monitored from the first to the last day of the training. Actual observations of their attendance, participation in break-out and plenary sessions, and teaching demonstrations were also used. Responses on the cluster's significant insights, expressions, impressions, and personal commitments were recorded, in order to generate

teaching values that can be utilized in the actual implementation of the K to 12 – Grade 9 curriculum.

Results and discussion

On Participants' Teaching Proclivities

Based on the actual “origami” demonstration, it was observed that 64% of the participants were considered visual learners (who learned origami by watching the actual demonstration and the power-point presentation), 21% were tactile and kinesthetic (who learned origami through dictation, without the use of power-point presentation), and 15% were auditory (who learned origami by listening the dictated instruction without the power-point presentation). This result implied that the training-workshops' participants mostly belonged to the QA and QB. The low percentage of being tactile and auditory meant that the participants had less exposure to QC and QD. This finding revealed that the 56 participants were mostly realistic and common sense learners and few were idealistic and intuitive. This finding was found consistent when they were given an assessment on the four brain quadrants as shown in Table 1.

Table 1 Participants' Whole Brain Learning System Profile

| Division | No. of Participants | Q A | Ran k | Q B | Ran k | Q C | Ran k | Q D | Ran k | Interpretation |
|--------------|---------------------|---------|-----------------|---------|-----------------|---------|-----------------|---------|-----------------|---------------------------|
| Cebu City | 9 | 11 4 | 1 st | 10 0 | 2 nd | 93 | 3 rd | 82 | 4 th | Realistic/Common Sensical |
| Danao City | 15 | 21 7 | 1 st | 21 2 | 2 nd | 18 9 | 3 rd | 18 2 | 4 th | Realistic/Common Sensical |
| Naga City | 12 | 98 | 4 th | 13 5 | 1 st | 10 4 | 3 rd | 11 8 | 2 nd | Common Sense/Pragmatic |
| Talisay City | 2 | 31 | 1 st | 26 | 2 nd | 25 | 3 rd | 22 | 4 th | Realistic/Common Sensical |
| Toledo City | 18 | 15 0 | 4 th | 25 8 | 1 st | 22 2 | 2 nd | 21 6 | 3 rd | Visceral/Instinctual |
| Total | 56 | 61 0 | 4 th | 73 1 | 1 st | 63 3 | 2 nd | 62 0 | 3 rd | Visceral/Instinctual |

The new curriculum in social studies requires teachers to teach for the holistic development of the 21st century learners. With this, the need to assess the teachers' readiness based on the quadrants of the brain was generated, in order to ascertain their profile in which areas they were strong or weak. As depicted in Table 1, the participants who came from the Cebu City, Danao City and Talisay City divisions were mostly classified as belonging to QA and QB – having a dominant left-brain. They were realistic in their teaching and also used their common sense. They were characterized as visual, analytical, procedural, idealistic and logical. This implied that they

could teach effectively through content and performance standards, with the use of varied texts lifted from any selected reading material.

In contrast, the participants from the Toledo City division were visceral and instinctual. This meant that these teachers were tactile and kinesthetic, using of their muscles and entire bodies in teaching world history through: games, play and socio-drama, with the use of instincts and intuitions. These teachers taught world history in a procedural way, but required students to produce creative outputs. The participants from the Naga City division were found pragmatic with the use of their common sense. This implied that they were able to find teaching strategies, which were relevant to students' needs and utilized social interaction and sharing of emotions. In totality, the entire number of respondents in Cluster 7, under the K to 12, were flexible in teaching world history, a sign of readiness that they could make teaching enjoyable, systematic, creative, and logical. The participants from the Naga City and Toledo City divisions, who were mostly QC and QD – dominantly right-brain mode, could make interesting lesson presentations, through the use of localization and contextualization, compared to the participants from the divisions of Cebu City, Danao City and Talisay City.

On Actual Teaching Demonstrations

After revisiting the different units and lessons, based on the content and performance standards, the 56 participants in Cluster 7 were grouped according to divisions, in order to get a selected unit for the actual demonstration and critiquing of the lesson. The Cebu City Division was assigned to Unit 1, the Danao City division was assigned to Unit 2, Toledo City was assigned to Unit 3, and the Naga and Talisay City divisions were assigned to Unit 4. All the four demonstrators were instructed to choose a specific lesson within the quarter unit assigned to their groups. They were asked to develop a lesson with the use of learning activities and materials that would capture the development of the 21st century learners.

Table 2 Lesson Demonstration of a Specific Quarter Lesson

| Demonstrators | Lessons | Levels of Learning | Positive Comments | Recommendations |
|--|---------------------------------|--|---|--|
| Demonstrator No. 1 from the Cebu City Division | Centers of Early Civilizations | Level 1 only, on Knowledge acquisition | <ol style="list-style-type: none"> 1. The use of a localized song to introduce the lesson. 2. Activities were used to discover important information on five centers of civilization. 3. Visual materials were prepared. | Link the song to the development of a concept of civilization. |
| Demonstrator No. 2 | The Rise and Fall of the Minoan | Level 1 on Knowledge Level 2 on | 1. The use of localization and contextualization of the lesson was evident. | 1. The concept of industrialization in the island of Mactan in the |

| | | | | |
|---|---|--|--|--|
| from the Danao City Division | Civilization | Process Level 3 on Understanding Level 4 on Product | 2. All the four levels of learning were used in the demonstration | Philippines was clearly connected with the development of the Minoan civilization. 2. Connect the concept of trade to the growth of civilization. 3. Rubrics were provided for the role play performance. |
| Demonstrator No. 3 from the Toledo and Talisay City Divisions | The Growth and Development of Europe focused on the Role of the Bourgeois and Mercantilisms | Level 1 on Knowledge Level 2 on Process Level 4 on Product | 1. A review of the past lesson was conducted. 2. Direct Instruction was used. 3. The use of localization was evident. | 1. The understanding portion of the lesson was not fully established before making the product was required. 2. Be able to differentiate the two concepts of bourgeois and bourgeoisie. 3. Do not limit the demonstration to the teacher's guide and the learning modules, which makes the demonstration boring. |
| Demonstrator No. 4 from the Naga City Division | Causes and Effects of World War I | Level 1 on Knowledge Level 2 on Process Level 3 on Understanding Level 4 on Product | 1. The lesson started with the reactions to a posted quotation. 2. There was a good concept development about war. 3. All quadrants of the brain were addressed in the development of the lesson through the use of varied activities. | 1. Improve the use of language facility such as straight communication of ideas. 2. Stick to the use of one language alone, either Cebuano or Tagalog or English, not a combination of all these languages, for clarity and consistency. |

The knowledge level was the main focus of the demonstration by the Cebu City division, and showed a connection of left brain dominance of his group's profile. Though there was an awareness of creativity through the use of a song, entitled "Ang Palaka" (The Frog), typical of a quadrant D trait, the first demonstrator failed to connect it with the development of a concept on the lesson which he selected on centers of the ancient world's civilizations. The planning of lesson activities and the visual materials that scaffolded instruction was evident of a Quadrant B teacher. Like the first demonstrator from the Cebu City division, the second demonstrator from the Danao City division, managed to plan out a lesson presentation utilizing the development of the four levels of learning. However, in the actual demonstration, he did not stick to it, which made the presentation monotonous; the techniques of questioning he used, on the concept of industrialization in Mactan, did not

match a connection with the intended concept to be developed, on the development of the Minoan civilization. His actual demonstration was attributed to his Quadrant B profile, dominant among his teammates in the division. Biggs & Tang (2009) suggested the importance of sound knowledge, which was based on interconnections in order to generate deep learning. They further said that teaching context could be regarded as a ‘construction site’ on which students build on what they already know and connect it with the new in order to make the connections explicit.

The third demonstrator, from the Toledo and Talisay City divisions, tried to follow through the contents and activities found in the TG and the LM more seriously, evident of his belonging to a Quadrant A; however, the process was well-deliberated, as a manifestation of a Quadrant B attitude. The result of these dominant quadrants of the demonstrator, even if the group profile showed dominant Quadrant C traits, was: the demonstrator tended to follow the left-brain oriented learning activities found in both TG and LM. This meant that if the learning activities provided in the instructional materials were skewed for the left-brain learners, the demonstrator also had a similar profile; then, he would have the tendency to follow the provided lesson sequence. This implied a crucial dilemma on how to provide holistic learning to the 21st century learners, notwithstanding the group’s visceral and instinctual nature. The fourth demonstrator, from the Naga City division, who represented the group with more Quadrant B and D attributes, understood the selected topic on the causes and effects of World War I, with the use of the four levels of learning instruction, that is, (KPUP), **Knowledge** (*alamin*), **Process** (*paggawa*), **Understanding** (*pag-uunawa at pagnilayan*), and **Products/Performance** (*pagsasabuhay*). From start to finish, the demonstrator was able to derive a perfect concept development on war, based on Nathan Hale’s quotation. Lesson activities were intended for quadrants A, B, C, and D learners, with minor suggestions.

On Mass Training Insights

On the last day of the training, the participants were instructed to fold a piece of paper for a paper plane. They were instructed to write their insights in the 5-day training-workshop. They were urged to have this flown toward the center of the session hall, with background music, a song entitled “I Believe”. Then they were instructed to pick up this paper plane to write additional insights, and release it for the second time. They were made to write again until the third time. The color-coded paper planes were mounted on the board according to the designated airline agency mounted on the wall, where they were made to read their team members’ insights. These insights were coded into four categories: the curriculum for K to 12, the 21st century

teacher and learner, instructional strategies, and holistic assessment were synthesized into the following:

On Receptiveness

The participants learned that the curriculum for world history, in Grade 9, is geared toward the holistic development of the 21st century learner (a curricular change), in order to fulfill the goals of Education for All (EFA). To achieve this end, they realized that content and performance standards should be strictly followed by the teacher, as reflected both in the TGs and LMs, in order to justify the spiraling nature of a decongested curriculum. Level of competencies was derived from the identified standards; the KPUP instructional delivery promotes functional literacy and technologically-savvy learners, ready to face various exit-points in higher education, employment, entrepreneurship, and middle-level services.

On Cautious Assessment

Stephen Covey said, “Begin with an end in mind”. This redirected the Grade 9 teachers to plan for assessment, before, during, and after the actual teaching was conducted. These participants had shown a very high indication to plan for a holistic assessment such as: diagnostic (*assessment as learning*) before instruction, formative (*assessment for learning*) during instruction, and summative (*assessment of learning*) after instruction. This holistic assessment can be categorized into four levels (KPUP), congruent with the four quadrants of the brain. In order not to rely so much on the traditional form of assessment, the participants learned the two categories of assessment: one good for left brain and another for right brain learners. The left brain learners in QA and QB were best given the convergent or traditional types of test consisting of: simple recall, multiple-choice, matching type, true or false, and classification, while the right brain learners in QC and QD were best given the different forms of authentic assessment, in a more localized and contextualized manner, consisting of: semantic differential, checklist, self-report, rating scale, Thurstone scale, role play, oral discussions, and other forms of alternative assessment with designed rubrics. One of the participants remarked “before, I had only a little idea about the K to 12 programs, now, I’m enlightened... I learned about what is assessment”. Another participant said, “*Kailangan pala yung pagtatasa ay maiangkop sa uri ng mga mag-aaral,*” translated (Surprisingly, it is needed that assessment should fit the learning styles of the learners).

On Holistic Teaching

The teaching of World History, within the four quarters, followed the spiral, chronological, thematic, collaborative, integrative, inquiry-based and

experiential approaches. The highest insights that the participants revealed were on localization and contextualization, through differentiated instruction. Differentiation of content, process, and product was new to the participants. This was the process that local resources and events, personal experiences, local culture and heritage can be interwoven in the discussion of World History texts. For instance, the first demonstrator, being one of the participants, used the local song, entitled “Ang Palaka sa Sapa” (The Frog in the River), as an initial singing activity. As observed, the participants enjoyed the singing, and the variety of sounds used in the song, more especially the QC teachers. Questions were raised, like: “Where can frogs mostly live?”, “What do rivers provide us?” and “What idea or word reminds us about the importance of rivers to our existence, more especially during the ancient times?”

These series of questions would trickle among the QA students to provide logical answers about “civilization”. The demonstrator guided the participants in the groups to maximize their QB potentials, in order to generate information, through the use of Facts-Forming-Web, in each of the five selected centers of ancient civilizations. What was missing then in that demonstration was the maximization of the QD, where the demonstrator could contextualize the groups of participants to present a creative output like: the first group could have a talk show on China’s legacy in food recipes, the second group could illustrate Filipino houses with pyramidal designs, similar to the Egyptian pyramids, the third group would present Filipino dances influenced by the Hindu culture of the Indian, and the fourth group could simulate the life of the Filipinos farmers like that of the Olmecs in Mesoamerica. With this, the participants realized that they had to be creative to provide a variety of learning activities, in order for students to experience life-long learning.

On Dynamic Synergy

The participants realized their role as 21st century teachers in order to produce 21st century learners. Their task was more of a facilitator of learning, rather than a dispenser of information in the classroom. One way to do this is to generate profiling of students’ brain-quadrants and learning styles for an anticipated differentiation of content, process, and product. With this, they are expected to be: learner-centered, innovative, creative, committed, digital, flexible, compassionate and a holistic teacher. While they said that “nobody is perfect”, they were trying their best to produce 21st century learners, who are digital, productive, reflective, critical, globally competitive, and ready to face various exit points, the moment they graduate from the senior high school. In order to realize all these expectations, Biggs & Tang (2009) emphasized the use of more intrinsic motivation rather than extrinsic. Both

believed that high quality learning is more associated with the use of intrinsic motivation; poor learning is attributed to the use of extrinsic motivation (material things). Intrinsic motivations included the use of the students' choices, interests, proclivities, skills, talents that they naturally possessed or they mutually agreed on.

On Candid Expressions

There were quadrants of expressions noted in the training. For QA, they were psychologically-equipped; they managed their attendance and remained angelic. They began with an end in mind, participated in the walk-through, instead of walking in and out of the session hall. For QB, they were particular about time for their snacks and lunch, and drinking water to replenish. They reacted to a monotonous breakfast: with eggs for five days, jokingly they said, "*itlog na naman, tugkan na tag balhibo ani*" (eggs all the time, we will grow feathers consequently). This jovial statement was matched by the participants' QC attitudes with these remarks: "Do you like it? I like it." It was observed that the participants were very friendly with a happy note: "Wanna have fun? Yeah..." There was so much fun, more especially in the pageant presentation in the plenary session. One candidate when asked, said, "Ahm, I'm beautiful, more beauty". Another candidate was asked and he responded, "Yes, your honor... Talk to my lawyer..." At large, they were humorous and largely comical. But, when the serious time of the demonstration came, the demonstrator said, "*Karun pa ko ga demo, ge kulbaan ko*" (This is my first time to demonstrate, it's making me tense). On the other hand, the participants were spotted exhibiting the QD attitude, in terms of their statements. Aside from being visually creative, one lamented: "With the erection and orgasm of our minds for learning, it takes place till our recovery, and then we see that learning is satisfying and very much functional". Though it sounds sensual, but that is how the endorphins stimulated the mind and began to spark the intensity for learning, in a more metaphoric way.

On Sincere Impressions

Compared to the previous years' K to 12 trainings, the participants in QA were impressed about the fully-air-conditioned room, with proper lighting and ventilation, and audible sound system facilities used in the training-workshop. Foods were served on time, the TGs and LMs were given full compilations from the 1st to the 4th quarter. The participants in QB showed their profound appreciation to carry out the 21st century teacher in them, and portrayed being an effective and efficient teacher, in the most practical way to the learners. For the QC group, meeting new faces of teachers from the other divisions of Cebu enhanced comradeships for

building bridges of tying-up and sharing of resources, during their conversations and brainstorming sessions. Ultimately, they were very happy about the expertise and charm of their facilitators. For QD, they considered the training-workshop a wonderful opportunity for being creative and innovative in teaching.

On Honest Commitments

Being in QA, the participants showed their strong belief as regards the implementation of the K to 12 lessons aligned with the vision-mission of the Department of Education, the standards and competencies of Grade 9. They said randomly, *“I promise to bring consistently the text to life... I will do my best to impart all that I have learned from our brilliant speakers to produce a holistic individual in the 21st century learner. I commit to the full implementation of the G9 K12 curriculum. I promise to embrace the new curriculum, techniques and methods of teaching to produce globally competent individuals and worthy citizens in the future. I will implement these innovative approaches in the teaching-learning process with great zeal and faith in God.”* These statements represented an **optimistic response** toward the new curriculum, a sign of **self-regulation**. To Mirhashemi and Goodarzi (2014), self-regulation refers to the processes by which people control their thoughts, feelings, and their behaviors. QA teachers managed to implement the K to 12 with maximum self-regulation.

The participants in QB showed their commitments with an **egoistic response**. *“I will carry out the attributes of a 21st century teacher in order to meet the growing and changing needs of a 21st century learner, by not just sitting down in the corner and watching things done, but instead make a change by applying in the real world the mission and vision of the K to 12 program. I should be the catalyst of change for the betterment of the country by inspiring students to value K to 12 and become productive citizens, making a difference in their lives, performing my tasks to the best of my ability, and teaching them to become successful in their own careers and effecting change in my students’ life.”* Hoyle (2006) in Mirhashemi and Goodarzi (2014) linked this response through the value of **conscientiousness**, in which the participants managed their behavior during the training-workshop. They said that ‘people who are high in conscientiousness are confident, disciplined and orderly, whereas those who are low in conscientiousness are not confident in their ability to control their behavior, are spontaneous, distractible, and prone to procrastinate’.

The group in QC expressed their commitments with profound feelings. *“I would like to do my best by imparting and sharing ideas with my students, in an interactive manner, by molding them, to become competent in their chosen fields. I would like to “walk my talk” together with my students,*

in order to promote localization and contextualization. I want to show love to my students and understand how they feel. I will try to be more concerned about the learning needs of my students and try to be more patient in understanding them. I will cooperate with DepEd officials in the full implementation of the program.” These statements represented a **nurturing response**. Mirhashemi and Goodarzi (2014) associated this response to **extraversion** and **agreeableness**. The two further insinuated that in extraversion, the teachers had shown great energy, positive emotions, urgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness; while in agreeableness, the teachers had the tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

The rest, who constituted the QD teachers, were creative and visionary among their students. *“I need to stay out of my comfort zones and be in my war zone in implementing the K to 12, in order to teach my students with a big heart and develop them holistically. I promise to touch lives and make a difference, across the four quadrants, in order to nurture life-long learning. I’ll do my best to become an effective teacher that produces a globally competitive and productive citizen of this country.”* These represented the participants’ **transformative response** or openness. **Openness** would reflect the teachers’ degree of intellectual curiosity and creativity, in order to make them imaginative, independent, maintain a personal preference for novelty and variety of activities over a strict routine (Mirhashemi & Goodarzi, 2014).

Conclusion

The Grade 9 social studies teachers’ proclivities to teach world history was consistent with their behavior and performance as shown in the actual planning and teaching demonstration on the KPUP Model of Teaching, before and during the training. Receptiveness, cautious assessment, holistic teaching, dynamic synergy, candidness, sincerity, and honest commitments were useful themes that consequently generated the values of self-regulation, extraversion, agreeableness and openness (Mirhashemi & Goodarzi, 2014) for the successful implementation of the K to 12. At the outset, not one of the groups in the cluster showed a perfect whole brain propensity to teach world history—a challenge that they needed to address right after the training.

Recommendation

It is recommended that these teachers need to work out for the attainment of the goals of the 21st century teacher through self-mastery of the whole-brain learning systems, in order to provide appropriate learning

activities and various forms of assessment for the 21st century learners. They are required to reflect on the use of the following approaches, methodologies, and techniques of teaching under close monitoring by DepEd officials:

1. QA learners need to enhance critical thinking skills with the use of didactic, synoptic and structured approaches of teaching with emphasis on lecture, expository, deductive and unit methods through the use of outlining, public speaking, oral presentation, graph analysis, photo analysis, tiered activities, either-or-forced choice, rank order, needs analysis, tabular analysis, crossword puzzle, situational dynamics and program instruction techniques, where the teachers' expertise and self-regulations are mostly valued.

2. QB learners need to enhance adeptness to survival skills with the use of process and hands-on approaches of teaching with emphasis on demonstration, laboratory and individualized instruction methods through the use of chunking, chaining, mnemonics, sequencing events, noting details, retrieving information, classifying and categorizing, time-lining and map-sketching, scenario-clipping, comic-strip-making, graffiti, Gant charting, documenting and describing, contracting learning techniques, where the teachers' competence and conscientiousness are mostly valued.

3. QC learners need to enhance social and interpersonal skills with the use of dialectical, participatory, collaborative and interactive approaches of teaching with emphasis on discussion, inductive, type study, direct instruction and indirect instruction methods through the use of simulation, pantomime, role playing, socio-drama, talk-show, forum, panel discussion, buzz session, brain-storming, think-pair-share, peer coaching/tutoring, focused-group discussion, colloquium, caucus, debate, partying, sports and games and dialoging techniques, where the teachers' extraversion and agreeableness are mostly valued.

4. QD learners need to enhance creative and reflective skills with the use of constructivist, scientific, and creative approaches of teaching with emphasis on research, project and experimentation methods through the use of synectics like (metaphoring, paradoxing, configuring), serendipity walk, devil's advocate, literature circles, interviews, intuiting and reflecting, case study, creating a program or a website, heuristics and other forms of visual scaffolding techniques, where the teacher's openness and tolerance are mostly valued.

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