

TEACHING WORLD HISTORY AT ST. MARY'S ACADEMY OF ST. ANA, MANILA, USING DIFFERENTIATED ACTIVITIES

MARK LESTER C. CUAYZON

MAZEDAN EDU. REVIEWS AND TEACHING METHODS

e-ISSN:

Article id-MERTM0104005

Vol.-1, Issue-4

Received: 23 Nov 2021

Revised: 26 Dec 2021

Accepted: 28 Dec 2021

Citation: Cuayzon, M. L. C. (2021). Teaching World History at St. Mary's Academy of St. Ana, Manila, Using Differentiated Activities. *Mazedan Educational Reviews and Teaching Methods*, 1(4), 26-30.

ABSTRACT

21st century students are equipped with different skills which should also be hone by teachers. Especially learning World History, it is the duty of the teachers to strategize different approaches and go beyond with the traditional method in delivering the topics. This study aimed to adapt new ways in teaching World History. The researcher utilized four differentiated activities to achieve the desired outcome of the study. These groupings were utilized by the teacher inside the classroom to improve the grades of the grade 9 students in the following quarters which is reflected to the teacher's learning plans. The researcher used random sampling to determine the number of respondents for feedbacks and the grades that will be used for comparing the two quarters. In comparing the two quarter grades, it revealed that 90 % of the 40 respondents increased their grades implying that the differentiated activities were effective in teaching World History. Also, the feedbacks of the students while participating in the groupings were collated to see the actual engagement of the students in relation to the groupings they performed. The researcher concluded that it is effective to use this kind of differentiation of groupings in learning World History because most of the students increased their grades and to promote cooperative learning not only among students and with the teacher as well.

Keywords: Differentiated Activities, Education, Teaching, World History

1. INTRODUCTION

Differentiation holds many of the strategies, approaches, processes reinforced by best preparation and research. It is needed to elucidate the idea of fairness and equality. Social Studies as a subject, the idea to some, especially the student, the word such synonyms and ideas such as yawn, dull and boring brings to mind. To others, social studies has traditionally been names, dates, places, and events that are memorized and regurgitated for the test. Social Studies is a delightful subject that allows teachers to differentiate instruction in several ways to help reach students with different learning interests and abilities. Especially in understanding World History, it created an impression to the students that it is difficult to understand because of its content specifically the dates, times, and events.

St. Mary's Academy of Sta. Ana is not exempted in the perception that World History is a boring subject. With the curriculum being implemented to the Grade 9 students in accordance of the mandate of Department of Education, all learning competencies are being presented in teaching World History. With this, it is the sole responsibility of the teacher to strategize different approaches and teaching methodologies to obliterate the view of the students and to hook their attention as well. World History encompasses all important events happened in different countries. So much data and facts are needed to be presented to meet the learning competencies directed by the Department of Education that is why most of the time the teachers used traditional teaching strategies such as lecture method, reading books while discussing and the

common group reporting of the students. The researcher devised new teaching strategies to lessen the problems in discussing and learning World History. The researchers believed the 21st century students are proactive and should contribute to the whole teaching-learning process. The students are demanded to be also part of the facilitation of learning and also giver of knowledge and information inside the classroom. Cooperative learning was also believed to have been a method used by the researcher. It also incorporates the goal of building positive working relationships between students.

While the teachers also believed in cooperative learning strategy such as the traditional group reporting, the researchers used differentiated activity in reporting. The researcher used four group reporting techniques namely: Presentation Group, Trivia/ Fact-Finding Group, Inquiry Group and Evaluation Group.

2. STATEMENT OF THE PROBLEM

This study aims to describe the utilization of differentiated activities in teaching World History among grade 9 students of St. Mary's Academy of Sta. Ana.

The researcher aims to answer the following specific questions:

1. What is the profile of the respondents?

- a. Grade Level

Department of Education - Manila - Manuel A. Roxas High School, Manila, Philippines

*Corresponding author email- mark.cuayzon@deped.gov.ph

- b. Section
2. How do differentiated activities in teaching World History utilized in the following:
 - a. Learning Plans
 - b. Classroom
3. Do differentiated activities devised by the teachers lead to increased students' achievement in terms of their 3rd Quarter Grade?

3. REVIEW OF LITERATURES

Constructivism in Teaching

This theory of learning drives back centuries ago, but in a much recent time, the study of John Dewey, Jerome Bruner and Lev Vygotsky along with Jean Piaget's research on developmental psychology, has brought a wide approach on constructivism.

John Dewey as cited by Fallace (2010) in his journal entitled "John Dewey on History Education and the Historical Method" rejected the notion of schools focusing on memorization and rigid mind development. Instead, he suggested a technique called "directed living". In this method, students would engage in practical workshops and real-world setting in which they would exhibit their knowledge through creativeness and cooperation. Students should be allowed to think independently and contribute their ideas.

Moreover, Bruner as cited by Spronken-Smith (2010) in her journal entitled "Experiencing the Process of Knowledge Creation: The Nature and Use of Inquiry-Based Learning in Higher Education" in understanding constructivism, the key principle is that an individual learner is an active constructor of knowledge and information. Individuals, with the help of interaction with the environment, construct their own reality and knowledge.

She also cited Prince and Felder (2006) in their journal entitled "The Many Faces of Inductive Teaching and Learning", they suggested that a person who experiences something fresh, screens this information through background knowledge (schemata), integrates prior knowledge, views and preconceptions to add up to the new information.

Also, she elaborated that the role of the teacher must be on the side, providing learning opportunities to measure the adequacy of students' current understandings.

On the other hand, cognitive constructivism has seen primarily on Piaget's theory of cognitive development. Piaget projected that individuals construct knowledge through experience. These experiences let the creation of schemas leading to learning. Different from cognitive constructivism, social constructivists highlighted social context of learning. Vygotsky as the proponent of social constructivism suggested that cultural history, social context, and language play an important part in the development of children. Vygotsky's idea of the zone of proximal development contends that individuals can, with the help of an experienced peer, learn concepts and ideas that they cannot comprehend on their own.

Constructivism is fundamentally an observational and scientific theory about how people process information. From experiencing things and reflecting on experiences, people construct their own understanding and knowledge of the world. When people encounter new knowledge, they merge it with the past ideas and experiences, somehow changing the beliefs, or maybe disregarding the new information as immaterial. Furthermore, we are the active makers of our own knowledge. To put into the process, we must ask queries, discover, and assess the knowledge that we have.

In the classroom setting, constructivism can enumerate different teaching practices. Generally, it usually means reassuring learners to use dynamic methods such as experiments or real-world problem solving to gain more knowledge and reflect on these experiences so that their perception may lead to varieties of understanding. Teachers in constructivism must encourage students to continually evaluate how the activities are helping them in understanding clearly the lessons. By means of asking themselves and their approaches, learners in the constructivist classroom ideally become "expert learners." (www.thirteen.org, 2016).

Differentiation in the Classroom

Using current classrooms becoming progressively diverse, educators, teachers and school administrators are looking to learning and teaching approaches that provide for a variety of learning profiles. A model that is gaining ground in many educational loops is differentiated activities. It proposes a rethinking of the structure, administration and content of the classroom, engaging participants within the learning setting to become affianced in the process, to the benefit of all (Subban, 2006). Educators who differentiate are teachers who consider student learning inclinations, capabilities and styles. In high school, teachers use a variety of teaching strategies to address the diverse student population's learning characteristics (Tomlinson, 2003).

Economics, politics, history, and sociology are all topics covered in social studies. The learner's purpose in studying these is to become an active and productive member of society who can use the knowledge obtained to make informed decisions. If social studies knowledge is not relevant and remembered, the curricular goal is not met. (<http://socialstudiesdifferentiatedinstruction.com/>).

Children and students often get hung up on the concept that it is not right for the teacher to have different outlooks for different students. It is imperative for the educators to establish the fact that each student is a unique being and has different learning needs. Thus, they will be working and collaborating at different tasks most of the time. (<http://members.shaw.ca/priscillatheroux/differentiatingstrategies.html>).

The aforementioned literatures and studies have clearly shown that each model of thought can the researcher to differentiate activities that should be given and applied to classroom instruction.

4. METHODOLOGY

Descriptive type of research was used by the researcher in conducting the study entitled "The Utilization of

Differentiated Activities in Teaching World History”. This is the most appropriate method, as action research encompasses a broad range of evaluative, investigative, and analytical research techniques aimed at diagnosing problems or weaknesses—whether organizational, academic, or instructional—and assisting in the development of practical solutions to address them quickly and effectively.

Instruments and Techniques

To determine the current problems and concerns in teaching World History among grade 9, the researchers used the final grades of the students in 2nd Quarter to evaluate if there should be a change or another approach to be used in teaching World History then, it will be compared to their 3rd Quarter grades if there is a significant change.

Data were gathered from the teachers through survey. The survey provided the researcher the feedback of the students while they are engaged in the different strategies given by the teachers.

Learning Plans

The learning plan of the World History teachers was also used to provide consistency and coherence on what is written and what is going to be implemented in the classroom. It also serves as a tool in validating the different strategies employed is actually planned and written.

Grades

The 2nd Quarter and 3rd Quarter grades of the randomly selected students in were also used to serve as a point for comparison of the effectivity of the different strategies employed by the teachers.

Class Groupings

Every topic in the 3rd Quarter, the class was divided into four groups namely: Presentation, Fact-Finding, Inquiry and Evaluation. Each group has different task to do and to

present in the class. These groupings were used after the teachers seen the 2nd Quarter grades and observed that there is a possibility to increase the grades significantly if these strategies had been employed changing from the traditional way of teaching World History in St. Mary’s Academy of Sta. Ana.

Sampling Procedure

This study involved 40 students enrolled at St. Mary’s Academy of Sta. Ana, Manila and they represented the 20% of the total population of grade 9 students. On the other hand, simple random sampling was used to determine respondents to be used. A simple random sample is composed of individuals drawn from the population in such a way that each group of individuals has an equal chance of being selected for the sample.

5. DISCUSSIONS

This part presents the information vital in answering questions in the problems. The arrangement of data was also in accordance to the organization of the problems. Primarily, data were derived from the retrieved feedbacks from the survey, grades of the randomly selected students in 3rd Quarter

The aim of the research is to propose ways of teaching activities for World History in order to promote academic advancement. To achieve such objective, specific investigation was also conducted to find out the-

1. profile of the respondents
2. utilization of differentiated activities in learning plan and classrooms
3. the effectivity of the differentiated activities which are seen in the increase in the grades. To clearly see the elucidation of the data, it is presented in accordance of the problem with the textual interpretation.

Table 1 Utilization of Differentiated Activities in Learning Plan

Topics	Differentiated Activities				Days Accomplished
	Presentation	Fact-Finding	Inquiry	Evaluation	
Renaissance, Repormasyon at Rebolusyong Siyentipiko	Day 1: Data Retrieval Chart Day 2: Picture Analysis Day 3: Debate Day 4: PowerPoint Presentation	Day 1-2: <i>Aha Style!</i> Day 3-4: Role Playing “Kuya Kim’s Style”	Day 1: Box of Questions Day 2-4: Draw lots Style	Day 1: Body Language Style Day 2-4: “Deal or No Deal Style”	4
Kolonyalismo at Imperyalismo	Day 1: Timeline Day 2: Role Playing	Day 1-2: “Aquino and Abunda Style”	Day 1-2: Fish Bowl Style	Day 1-2: Pin the Score	2
Absolutismo at Tagumpayng Demokrasya	Day 1: Data Retrieval Chart	Day 1: “TV Patrol Style”	Day 1: Sticky Notes Question Style	Day 1: Role Playing	1
Enlightenment at Rebolusyong Amerikano at Pranses	Day 1: Story Mapping Day 2: Picture Analysis Day 3: Venn Diagram	Day 1: Role Playing Day 2-3: Impersonation	Day 1: Hangaroo Syle Day 2: Charades Day 3: “Use it” in the sentence style	Day 1: Pin the Score Day 2-3: Role Playing	3
Rebolusyong Industriyal	Day 1: Comic Strip	Day 1: Walking Gallery	Day 1: Isang Tanong, Isang Milyon Style	Day 1: Body Language	1
Nasyonalismo sa Europa	Day 1: Data Retrieval Chart Day 2: Gallery Walk	Day 1-2: Role Playing	Day 1-2: Guessing Game	Day 1-2: Puzzle Pieces	2

Table-1 shows the actual differentiated activities presented by the different groups. It is seen that the class is divided into four groups in such a way that they have specific tasks to accomplish at the same time. Activities that were used was carefully monitored by the teachers so that it will suit to each lesson.

Table-2 shows the differentiated activities used by the teachers in teaching World History. The class is divided into four with different tasks and responsibilities that need to be presented in every discussion. After a particular topic which actually lasts for 2-3 days, the groupings will be changed so that every group in the class has an opportunity to experience all groupings.

Table-3 shows the comparison of grades of the randomly selected grade 9 students in 2nd and 3rd quarter. The grades on the 2nd quarter shows that the differentiated activities were not yet employed and the teachers devised different teaching methodology that will help the students increase the grades on the next quarter. The 3rd quarter grades reflected the strategies employed and used by the teachers. It shows that 90% of the 40 students increase their grades, while 5% decrease and the other 5% did not change. It clearly connotes that one of the factors that help the students increase their grades is the new differentiated strategies used by the teachers.

Table 2 Utilization of Differentiated Activities in Classroom

Name of the Group	Functions
Presentation Group	They will report or present the topics given to them using different strategies in reporting such as (role playing, data retrieval charts, graphic organizers and etc.)
Fact-Finding Group	They will add other information or search interesting trivia to the topic which are not presented by the Presentation Group.
Inquiry Group	They will ask questions to the Presentation Group based from the topics presented.
Evaluation Group	They will evaluate the works of the Presentation, Fact-Finding and Inquiry Group based on the rubrics they provided.

Table 3 Effectivity of the Differentiated Activities in the Grades, Comparison of Final Grades of 2nd Quarter and 3rd Quarter

Students	2nd Q	3rd Q	PTS <input type="checkbox"/>	PTS <input type="checkbox"/>
1	91	92	1	0
2	94	95	1	0
3	90	92	2	0
4	89	90	1	0
5	91	92	1	0
6	87	92	5	0
7	90	93	3	0
8	91	92	1	0
9	90	92	2	0
10	89	93	4	0
11	85	88	3	0
12	86	87	1	0
13	86	87	1	0
14	81	82	1	0
15	84	83	0	1
16	84	89	5	0
17	82	82	0	0
18	81	83	2	0
19	86	89	3	0

20	81	82	1	0
21	78	82	4	0
22	80	84	4	0
23	79	81	2	0
24	87	84	0	3
25	81	81	0	0
26	80	83	3	0
27	81	84	3	0
28	75	77	2	0
29	88	91	3	0
30	81	82	1	0
31	86	90	4	0
32	91	94	3	0
33	81	86	5	0
34	80	86	6	0
35	78	82	4	0
36	81	91	10	0
37	85	88	3	0
38	80	86	6	0
39	75	83	8	0
40	92	92	0	0
PERCENTAGE (%)				
Increase	Decrease	Unchanged	TOTAL	
90%	5%	5%	100%	

CONCLUSIONS

From the analysis of the data, feedbacks of the students and utilization of the groupings, the following conclusion had been drawn

1. The respondents are from grade 9 since they are using the curriculum of World History of Department of Education.
2. The differentiated activities are utilized in the learning plan by indicating the names of the groups with different tasks assigned to them in a particular topic. On the other hand, differentiated activities are realized and utilized in the classroom by dividing the class into four groups namely: Presentation, Fact-Finding, Inquiry and Evaluation group.
3. The differentiated activities employed helped ninety percent (90%) of the respondents increased their grades as it is seen in the significant change in the 3rd Quarter grades

RECOMMENDATIONS

Based on the results of the findings and conclusions gathered, the researcher carefully plans necessary action for the implementation of the following:

1. The use of differentiated activities should be introduced in the beginning of the 1st Quarter so that the students will be familiar to the different tasks assigned to them according to the different activities given by the teachers.
2. The use of differentiated activities such as Presentation, Inquiry, Fact-Finding and Evaluation group should be strictly implemented especially in the next school year that there are two grade levels that will use both World History curriculum to help the teachers in facilitation of the learning process inside the classroom.

3. The differentiated activities should fit to the lessons to be discussed by the teachers hence, it is still on the prerogative of the teacher to apply or to suggest other activities that will cater the needs and interests of the students.
4. The students should actively participate in the different activities employed by the teacher so that there will be a meaningful teaching-learning experience.
5. Other researchers may use this study as a basis of crafting new studies that focus on the active engagement of the students to the differentiated activities given by the teachers.

BIBLIOGRAPHY

- [1] Business Dictionary (n.d.). Retrieved on 23 March 2015 from <http://www.businessdictionary.com/definition/simple-random-sample.html>
- [2] Carlson, A. What Is Differentiated Instruction? - Examples, Definition & Activities. Retrieved on 24 March 2015 from <http://study.com/academy/lesson/what-is-differentiated-instruction-examples-definition-activities.html>
- [3] Differentiate Instruction for Social Studies (n.d.). Retrieved on 30 January 2015 from <http://socialstudiesdifferentiatedinstruction.com/>
- [4] Education Reform (2013, October 14). Retrieved on 27 February 2015 from <http://edglossary.org/action-research/>
- [5] Enhanced Learning with Technology (2004, April 26). Retrieved on 27 February 2015 from <http://members.shaw.ca/priscillatheroux/differentiatingstrategies.html>
- [6] Fallace, T. "John Dewey on History Education and the Historical Method". E&C/ Education and Culture Vol. 26 No. 2, 2010
- [7] Prince, M. & Felder, R. "Inductive Teaching and Learning Methods: Definitions, Comparisons, And Research Bases". J. Engr. Education Vol. 95 Nos. 123-138 July 2006.
- [8] Spronken-Smith R. Experiencing the Process of Knowledge Creation: The Nature and Use of Inquiry-Based Learning in Higher Education Vol. 1 No. 2, 2010
- [9] Subban, P. (2006). Differentiated Instruction. A Research Basis. Retrieved on 25 February 2015 from <http://ehlt.flinders.edu.au/education/iej/articles/v7n7/Subban/BEGIN.HTM>.
- [10] Tomlinson, C. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Virginia: ASCD
- [11] ww.thirteen.org. Retrieved on December 12, 2016