



Teaching the Net Generation:
Curriculum, Pedagogy and the Challenge
of 21st Century Learning
10 to 11 September ♦ Cebu City, Philippines

The Education for All thru Radio Pilot at Mambago A Elementary School

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Education For All thru Radio

- Designed to extensively utilize radio for providing educational content for teachers.
- Addressing the special needs of marginalized groups in far flung areas nationwide through a 16-part radio course on basic science and mathematic literacy.
- Funded by the Coca-Cola Company, managed by FIT-ED and supported by DepEd.
- The content material is entitled “[Mga Alaming Pangkalusugan at Pangkabuhayan](#),” developed by UP NISMED

– Hear sample lesson



EFAR at Mambago-A Elementary School

EFAR was piloted at Mambago-A Elementary School as part of the IGACOS Schools Division's in-service training program for science and mathematics teachers.



EFAR at Mambago-A Elementary School



Pilot teachers organized listening sessions around the 15-minute lessons aired twice a week by a local radio station.

Division-based Face to Face workshops were conducted by EFAR's pool of trainers following the 8-week listening session for a more comprehensive discussion of the content material.

EFAR Pilot at Mambago-A Elementary School



Aims & Objectives of ICT integration

- to be able to apply in an actual classroom setting the learning and information imparted from the EFAR program
- to extend these new concepts by integrating them with current lessons in the curriculum
- to enhance classroom activity in aid of a more in-depth lesson comprehension for students

The Student Beneficiaries

The learners were Grade V and VI pupils in a combined class section.

There were 47 students, composed of 26 Grade V and 21 Grade VI.



The group is heterogeneous and mixed with different cognitive levels (slow and fast learners) due to only one section with different rural upbringings



Implementation Activities

- The activity lasted within the second semester of the school year 2007-2008. Specific to Mambago A, pilot teachers listened to the radio programs with the students.
- Classroom activities were implemented as suggested in the activity guide.
 - Activity on Simple Interest and Mark Up (Math)
 - Activity on Composting
 - See video of classroom activities
- Students, though indirectly, were able to communicate with experts and knowledgeable persons concerning the topic being integrated like school nurses and physicians for science topics concerning health and nutrition.

Implementation Activities



- The ICT tools used were recorded tapes from on-air inputs broadcasted on radio and the fact sheets that were distributed.
- These helped us teachers implement well for actual integration of lessons for our subject classes.
- Students output required hand written visual presentation and oral reporting

Assessment

- The activities made use of collaborative learning techniques which increase learner engagement in the classroom.
- The pilot teachers' eagerness has been motivated by lively and sensible dramatization listened through on-air broadcasting of information related to the lesson to be discussed
- The intervention aroused learners' interest because the additional topics and information were very applicable to their daily lives and experiences.
- It also helps that people from rural areas such as Samal are fond of listening to radio dramas. This made the program beneficial not only for teachers but for the rest of the community as well.

Assessment

- Due to the teacher's exposure to other collaborative teaching techniques through other training programs, integrating EFAR materials (audio and classroom activities) were easier to manage.
- The activity guides were very useful and easy to follow; most of the materials suggested were also readily available.
- Some of the other topics discussed such as flashfloods and junk foods, were easy to integrate into Science lessons.
- Other health topics such as dengue were easily integrated since it is urgent issue in the commu

Difficulties

- Students usually find it a little more difficult to understand the underlying subject matter to be discussed when the context of the drama for that specific topic isn't something that they could very well relate to.
- A disabling factor is when there is an unexpected power interruption and they fail to listen to the lesson broadcasted.
- Another hindering factor is conflict in listening time due to school or other personal activities.

Recommendations

- Lessons to be developed should follow the scope and sequence of the curriculum so that teachers will be able to use them when they need them.
- Make the lessons available in CD format so that power interruptions will not be a problem and so that playback can be an option.
- Broadcasting of lessons should follow the scope and sequence in the curriculum so that they can be easily integrated.

Recommendations

- Broadcasting of lessons should be more frequent and consider the teachers' free time.
- Additional materials (video) can be developed or used to make the experience more multimedia in nature.