The Responsiveness of Bachelor of Elementary Education Curriculum: An Illuminative Evaluation

**Michael B. Cahapay1**

1Department of Elementary Education, College of Education, Mindanao State University,

Fatima, General Santos City, 9500, South Cotabato, Philippines

Table 1. Responsiveness of instructional system based interview of faculty members

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| Construct | Concept | Theme |
| The BEEd Department follows the minimum curriculum requirements of CHED. | The instructional system complies to the standards of highest regulating body in higher education. | A responsive instructional system considers regulatory and industry factors that influence it |
| The BEEd Department submits itself to Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) | The instructional system is influenced by accreditation standards. |
| The BEEd Department sets the result of Licensure Examination for Teachers (LET) as benchmark. | The instructional system aligns competencies to board examination. |
| The BEEd Department trains students based on the skills needed in the K to 12 teaching. | The instructional system is aligned to the needed competencies in teaching field. |
| Teachers plan lessons that cater learning styles and multiple intelligences of the students  | The instructional system considers psychological background of students | A responsive instructional system caters to the psychological, cultural, and economic backgrounds of the students |
| Teachers plan lessons with consideration of their cultural minority and majority learners. | The instructional system considers the cultural background of students |
| Teachers plan lessons that will not financially cost the learners so much. | The instructional system considers the economic background of students |
| Teachers handle field studies courses that include classroom observations and practice teaching to expose students in the field. | The instructional system consists of courses that demonstrate how the discipline is being actualized in the reality. | A responsive instructional system connects theory to the practice through instruction, research and extension |
| Teachers advise research that give students opportunity to apply lessons to the field. | The instructional system has research component to apply classroom lessons |
| Teachers facilitate extension activities to make them experience the reality of lessons. | The instructional system engages students in extension activities to understand reality |
| The mission, vision, and value statement of MSU are considered in planning the lessons | The instructional system adheres to the stated vision, mission and values of the university | A responsive instructional system adheres to the philosophy of the institution |
| The goals and objectives of the College of Education and department are considered in palnning the lessons | The instructional system adheres to the stated goals and objectives of the college and department |
| Teachers employ pencil and paper tests and performance based assessment where suited | The instructional system employs combination of assessment strategies | A responsive instructional system holistically develops the students in terms of all learning domains |
| Teachers strive to develop the cognitive, affective and psychomotor domains of students | The instructional system expresses development of three dimensions of competencies |
| Teachers change instructional activities when students seem not to understand the lesson | The instructional system employs alternative methods to aid learning | A responsive instructional system assists students to learn at maximum through the use of alternative methods and open discussions |
| Teachers give students opportunities to clarify their learning throughout the lesson | The instructional system acknowledges freedom of students to clarify their learning |

As shown in Table 1, the analysis of constructs and concepts based on the documents produced themes that define responsiveness as desired in the instructional system.

Table 2. Responsiveness of instructional system based on documents

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| Construct | Concept | Theme |
| The three stated goals of BEEd Department reflects the three stated goals of the College of Education | The instructional system reflects the goals and objectives of the department and college. | A responsive instructional system adheres to the institutional philosophy of the institution |
| The three goals of College of Education reflects the mission, vision and core values of MSU | The instructional system reflects the mission and vision of Mindanao State University |
| The three program goals of the BEEd Department reflects the concepts of knowledge, experience and passion respectively | The instructional system strives for the development of three dimensions of competencies | A responsive instructional system holistically develops the students in terms of all learning domains |
| The sample course outcomes consistently state “knowledge”, “skills”, “values” to indicate overview of expected learner expectation | The instructional system strives to produce students who demonstrate the three domains of competencies |
| The program of study provides for field courses such as field study and practice teaching to use theories of teaching learned in the classroom | The instructional system provides instruction intended to practice what has been learned | A responsive instructional system connects theory to the practice through instruction and research |
| The program of study provides for research courses that intend to apply classroom interests to solve educational problems  | The instructional system has research component to  |

As shown in Table 2, the analysis of constructs and concepts based on the documents produced themes that define responsiveness as desired in the instructional system.

Table 3. Responsiveness of learning milieu based on interview of students

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| Construct | Concept | Theme |
| Field studies offered learning opportunities how teaching is done in the actual classroom | The learning milieu provides instruction that translate learning to reality | A responsive learning milieu connects theory to the practice through instruction, research and extension |
| Lessons required activities like simulations and demonstrations to practice how to teach | The learning milieu employs instructional activities close to reality |
| Lessons are presented through real life examples  | The learning milieu presents instructional contents close to reality |
| Research papers were oriented towards applying knowledge to solve problems in schools | The learning milieu includes research that intends application |
| Community immersions gave students diret learning experiences in teaching  | The learning milieu provides extension that hones teaching |
| Past knowledge and experiences were considered of students in implementing the lesson in the classroom | The learning milieu considers the psychological backgrounds in terms of schema of students  | A responsive learning milieu caters to the psychological, cultural and personal backgrounds of the students |
| Differentiated strategies were used to encourage maximum participation of students | The learning milieu considers the psychological backgrounds in terms of learning strengths of students |
| Classroom discussion included respect to the personal perspectives of students | The learning milieu considers the personal perspectives of students |
| Instructional materials used were localized to the culture of the students. | The learning milieu considers the cultural background of students |
| Instructional activities were changed if students do not understand the lesson | The learning milieu uses alternative methods to realize learning  | A responsive learning milieu assists students to learn at maximum through the use of alternative methods, instructional materials, open forum and vernacular translation |
| Instructional materials were used to improve understanding of the lesson instead of pure lecture | The learning milieu employs alternative instructional materials to facilitate better learning. |
| Students were given time to ask questions and encouraged to ask questions in the class  | The learning milieu acknowledges freedom of students to clarify their learning |
| Translation to vernacular was used as a means if students have difficulty understanding | The learning milieu considers the use of vernacular to augment learning.  |

As shown in Table 3, the analysis of constructs and concepts based on the interview produced themes that define responsiveness as desired in the learning milieu.

Table 4. Responsiveness of learning milieu based on documents

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| Construct | Concept | Theme |
| Items on tests that require application, analysis and evaluation levels of thinking skills | The learning milieu develops the cognitive aspect of students | A responsive learning milieu holistically develops the students in terms of all domains of learning |
| Sample student portfolios showcase the application of creative ideas and resources | The learning milieu develops the soft skills of the students |
| Recurring assessment activities employed were essay writing, summative tests and class performances | The learning milieu assesses cognitive and performance aspects of learning |
| Requirements and marking system show combination of traditional and authentic assessment strategies | The learning milieu employs combination of assessment strategies |
| Materials for course orientations levels off student prior understandings and experiences about the course | The learning milieu considers the psychological background in terms of schema of the students | A responsive learning milieu caters to the psychological and cultural backgrounds of the learners |
| Group activities done in classes give students options to exhibit their own talents, skills and styles | The learning milieu considers the psychological background in terms of learning strengths of students |
| The situations, places, plants, and other items in instructional materials were localized to culture of the students. | The learning milieu considers the cultural background of students |
| Course outcomes in the instructional plans cover the goals of the department and college, and vision and mission of the university | The learning milieu adheres to the vision and mission of the university | A responsive learning milieu adheres to the philosophy of the institution |
| Course outcomes in the instructional plans are formulated to reflect the department and college goals one by one | The learning milieu adheres to the goals of the college and department |
| Course outcomes in terms of values integration in the instructional plans sufficiently covers the stated core values of the university | The learning milieu adheres to the stated values of the university |
| Sample test papers taken by students include items that are similar, if not the same, to LET questions | The learning milieu prepares students for the board examination | A responsive learning milieu considers industry factors that influence it |
| Competencies were aligned to National Competencies Based Standards needed in K to 12 teaching | The learning milieu prepares students to teach in the field |

As shown in Table 4, the analysis of constructs and concepts based on the documents produced themes that define responsiveness as desired in the learning milieu.