Educators do NOT believe that all learners are the same.

BUT

Educators continue to treat all learners ALIKE while paying lip service to the principle of diversity.

Most schools still function as if the students were THE SAME.
Learners of the future will be even more socially, economically, and educationally diverse than ever before.

–Roberts, 1993
CONTEXTUALIZING
TEACHING PRACTICES IN A DIVERSIFIED CLASSROOM: AN ASSESSMENT

Percyveranda A. Lubrica - Team Leader

Members:

Janetlynne S. Montemayor
Evelyn S. Angiwan
Arnulfo C. Capili

Research Assistants: Percival Palope & Elvy Tacquio
Commodity Classification:

Social Research
TYPE OF RESEARCH

Research Discipline:

EDUCATION
Priority Area:

Curriculum and Instruction
Research Thrust:

Policy Oriented Research Focused on Curriculum Management in Teacher Education
Institutional Research
HARRDEC & CIERRDEC

CHED Research Fora

Regional

2nd Asian Multidisciplinary Research Forum (IAMURE)
CONTEXTUALIZING TEACHING PRACTICES IN A DIVERSIFIED CLASSROOM: AN ASSESSMENT
Every classroom is diverse and unique in its own way. In the educational settings we can see how culture background of learners encapsulates in various aspects.
There are cultural factors which have direct implication to classroom teaching and practices. Cultural diversity exist in the educational setting.
One of the most serious issues in the educational system local and international is how to meet the educational needs of culturally and linguistically diverse students.
• If current trends of educational achievement continue, millions of students including the Filipinos in the Asian populace will not obtain the education necessary for full participation in the economic and civic life of the country.
Furthermore, the inequality that results from differences in educational achievement of learners is likely to make the social stability of any country increasingly doubtful.
If current trends of educational achievement continue, millions of students including the Filipinos in the Asian populace will not obtain the education necessary for full participation in the economic and civic life of the country.
SITUATIONAL ANALYSIS

There is no single unified theory of learning, yet understanding how people learn, adapt and change is fundamental in a progressive world of global economic and social change. The learners of the future will be even more socially, economically, and educationally diverse than ever before.
Promoting and managing diverse populations may be the next great challenge facing the Philippine Society and its schools’ projections, students in schools will become more diverse in the decades ahead.
There is a need to address the imbalance between uniformity and diversity. We have few teaching models that appropriately accommodate both consistent educational values and human diversity.
It is along this premise that the research team is prompted to conduct a study on the educational context for diversity in the College of Teacher Education. With this, an assessment will be done on the teaching practices in a diversified classroom.
Overview of Presentation

THEMES
Theme 1. Students’ cognitive preference modality for learning.

Theme 2. Level of adequacy and competency of teachers along:
   a. Classroom teaching practices,
   b. Management of learning environment,
   c. Accommodation of diversity in the classroom.
THEMES

Theme 3. Level of adequacy and competency among teachers according to cognitive preference modality.

Theme 4. Differences in level of adequacy and competency among teachers as perceived by students grouped according to:

a. Personal profile,
b. Academic profile,
c. Demographic profile, and
d. Socio-economic status.
Conceptual Framework

**COGNITIVE PREFERENCE MODALITY**

- a. Visual-Numerical
- b. Visual-Language
- c. Audio-Numerical
- d. Audio-Language
- e. Expressive-Oral
- f. Expressive-Written
- g. Group Learner
- h. Individual Learner
- i. Bodily Kinesthetic

**PERCEIVED ADEQUACY AND COMPETENCY OF TEACHERS ALONG:**

- a. Classroom Teaching Practices
- b. Learning Environment
- c. Accommodation of diversity in the classroom

**PROFILE OF RESPONDENTS**

- a. Personal
- b. Demographic
- c. Socio-Economic
- d. Academic
METHOD
Locale and Sample

Cordillera Administrative Region

A  B  C
Instruments

IV. STUDENTS’ PERCEPTIONS

DIRECTION: This section asks about your teachers’ teaching strategies and how you feel about their use. Please answer the items completely and honestly. Write your answers on the space provided.

A. Give three examples of teaching strategies that you have seen your teacher use in class at least twice. Be as specific as possible. Please list them according to your preference.

B. Give three examples of teaching strategies that you have not seen your teacher use in class at least twice. Be as specific as possible. Please list them according to your preference.

FGD Guide Questions

1. What are the teaching strategies that you use?
2. What are the factors that you consider in deciding which strategy to use?
3. In what aspects do you observe diversity among your students?
4. In what ways do you deal/handle the diversity of your students?
Data Analysis

- Quantitative Data
  - Descriptive Statistics
    - Frequency, Percent
    - Mean
  - Inferential Statistics
    - Independent samples
    - t-test
    - Analysis of Variance
    - $\alpha = .05$

- Qualitative Data
  - Thematic Analysis
RESULTS
Theme 1. Cognitive Preference Modality

Cognitive Preference Modality

- VN: 49
- KT: 34
- GL: 31
- IL: 26
- VL: 24
- AN: 20
- EO: 19
- EW: 15
- AL: 11
Implication:
Dominant cognitive preference modalities among students are visual-numerical and kinesthetic-tactile.
Theme 2. Preferred Teaching Methods

N = 50

Preferred Teaching Method
Lecture = 33%
Theme 2. Preferred Teaching Methods

- Preferred Teaching Method
  - Lecture = 33%
  - Interactive = 32%

N = 50
Theme 2. Preferred Teaching Methods

N = 50

Preferred Teaching Method

Lecture = 33%
Interactive = 32%
Demonstration = 11%
Theme 2. Preferred Teaching Methods

N = 50

Preferred Teaching Method

Lecture = 33%
Interactive = 32%
Demonstration = 11%
Socratic = 11%
Theme 2. Preferred Teaching Methods

N = 50

Preferred Teaching Method:
- Lecture = 33%
- Interactive = 32%
- Demonstration = 11%
- Socratic = 11%
- Eclectic = 7%
Theme 2. Preferred Teaching Methods

N = 50

Preferred Teaching Method

Lecture = 33%
Interactive = 32%
Demonstration = 11%
Socratic = 11%
Eclectic = 7%
Technology = 6%
According to the TEACHERS...

Subject Matter
- Nature of the course
- Objectives
- Lesson
- Current Events

Resources
- Availability of technology and materials
- Class size
- Schedule
- Environmental Conditions

Student
- Ability and interest
- Prerequisite skills
- Culture
- Religion

Culture
Religion
### Classroom Teaching Practices

<table>
<thead>
<tr>
<th>Highly Adequate (<strong>Sufficient and competent practice of the indicator</strong>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting and evaluating <em>topics</em> included in the course syllabus</td>
</tr>
<tr>
<td>Demonstrating <em>current</em> knowledge</td>
</tr>
<tr>
<td>Facilitating <em>active</em> learning and knowledge construction</td>
</tr>
<tr>
<td>Creating classroom activities that <em>meet</em> the needs and satisfy the performance of students</td>
</tr>
<tr>
<td>Adapting classroom activities that <em>focus</em> on progress and motivation, needs and interest</td>
</tr>
<tr>
<td>Developing classroom activities that encourage students to think through in different <em>perspectives</em></td>
</tr>
<tr>
<td>Teaching by enhancing students’ <em>higher</em> order thinking skills</td>
</tr>
<tr>
<td>Conducting <em>assessment</em> of student learning to achieve objectives</td>
</tr>
<tr>
<td>Using <em>traditional</em> assessment methods (paper-and-pencil tests)</td>
</tr>
<tr>
<td>Using <em>authentic</em> assessment methods (performance, portfolio)</td>
</tr>
<tr>
<td>Using individual and group assessment <em>methods</em></td>
</tr>
<tr>
<td>Maintaining <em>records</em> of students work and communicating students’ progress</td>
</tr>
</tbody>
</table>

**Content**

**Knowledge**

**Classroom Management**

**Assessment**
## Classroom Teaching Practices

**Adequate** *(Competent but insufficient practice of the indicator)*

<table>
<thead>
<tr>
<th>Practice</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing instruction by facilitating the development of self-control through social <em>interaction</em></td>
<td>Instructional Design</td>
</tr>
<tr>
<td>Conducting <em>alternative</em> teaching strategies and materials to achieve different instructional purposes</td>
<td>Inclusion</td>
</tr>
<tr>
<td>Recognizing factors and situations that address <em>individual</em> needs and learning styles</td>
<td></td>
</tr>
<tr>
<td>Considering standard learning <em>competencies</em> in the preparation of classroom activities</td>
<td>Evaluation</td>
</tr>
<tr>
<td><em>Monitoring</em> own teaching behaviors through students’ progress</td>
<td></td>
</tr>
</tbody>
</table>
## Management of Learning Environment

<table>
<thead>
<tr>
<th>Highly Adequate</th>
<th>(Sufficient and competent practice of the indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing a <em>healthy</em> environment for students</td>
<td></td>
</tr>
<tr>
<td>Maintaining a <em>healthy, safe, clean</em> learning environment</td>
<td></td>
</tr>
<tr>
<td>Works with school administrators to establish and maintain a <em>physically-conducive</em> environment.</td>
<td></td>
</tr>
<tr>
<td>Creating <em>socially conducive</em> learning environment</td>
<td></td>
</tr>
<tr>
<td>Managing <em>resources</em> (time, space, attention) equally for all students</td>
<td></td>
</tr>
<tr>
<td>Engaging students in <em>purposeful</em> learning activities</td>
<td></td>
</tr>
<tr>
<td>Encouraging <em>independent</em> learning</td>
<td></td>
</tr>
</tbody>
</table>

- Creating a Conducive Environment
- Management of Resources
Management of Learning Environment

<table>
<thead>
<tr>
<th>Adequate (Competent but insufficient practice of the indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating and modifying classroom environment and curricular experiences to meet <em>individual</em> needs of students</td>
</tr>
<tr>
<td>Providing <em>boundaries and expectations</em> that are understood by students</td>
</tr>
<tr>
<td>Using appropriate <em>communication tools</em> and other learning technologies</td>
</tr>
<tr>
<td>Using appropriate <em>technology</em> to accommodate students with disabilities</td>
</tr>
<tr>
<td>Selecting developmentally appropriate <em>materials and equipment</em></td>
</tr>
</tbody>
</table>

- **Accommodation**
- **Use of Technology**
## Accommodation of Diversity

<table>
<thead>
<tr>
<th>Highly Adequate <em>(Sufficient and competent practice of the indicator)</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing <em>instructional</em> activities that accommodate multiple intelligences.</td>
<td>Teaching</td>
</tr>
<tr>
<td>Integrating authentic and diverse cultural <em>experiences</em></td>
<td></td>
</tr>
<tr>
<td>Involving students in planning and assessing <em>activities</em> based on learners’ individualities</td>
<td></td>
</tr>
<tr>
<td>Demonstrating <em>sensitivity</em> to individual differences</td>
<td>Modeling</td>
</tr>
<tr>
<td>Modeling <em>respect</em> for individuals</td>
<td></td>
</tr>
</tbody>
</table>
## Accommodation of Diversity

<table>
<thead>
<tr>
<th>Adequate</th>
<th>(Competent but insufficient practice of the indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing and implementing a <em>curriculum</em> that considers cultural differences.</td>
<td>Integration</td>
</tr>
<tr>
<td><em>Communicating</em> in ways that demonstrate sensitivity to individual differences</td>
<td>Communication</td>
</tr>
<tr>
<td><em>Communicating</em> with parents and other professionals concerned with students’ well-being</td>
<td></td>
</tr>
</tbody>
</table>
Teachers are highly adequate in terms of practicing students’ preferred classroom teaching practices; adequate in terms of managing the learning environment and accommodation of diversity in the classroom.
Theme 3:

Differences in level of adequacy and competency among teachers as perceived by students grouped according to cognitive preference modality.
A student whose cognitive preference modality is well defined rate teachers highly as regards level of adequacy and competency along classroom management, learning environment, and accommodation of diversity in the classroom.
There is a difference in the level of adequacy and competency among teachers as perceived by students grouped according to level of cognitive preference modality.
Theme 4:

Differences in level of adequacy and competency among teachers as perceived by students grouped according to:

A. Personal profile
B. Academic Profile
C. Demographic profile
D. Socio-economic status
### Gender

<table>
<thead>
<tr>
<th></th>
<th>Classroom Mgmt</th>
<th>Learning Envt</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3.23 (Ad)</td>
<td>3.15 (Ad)</td>
<td>3.18 (Ad)</td>
</tr>
<tr>
<td>Female</td>
<td><strong>3.30 (HAd)</strong></td>
<td>3.23 (Ad)</td>
<td>3.25 (HAd)</td>
</tr>
<tr>
<td>t-value</td>
<td><strong>1.979</strong>*</td>
<td><strong>1.752</strong>ns</td>
<td><strong>1.582</strong>ns</td>
</tr>
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<td>Age</td>
<td>Classroom Mgmt</td>
<td>Learning Envt</td>
<td>Diversity</td>
</tr>
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<td>----------------</td>
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<td>-----------</td>
</tr>
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<td>Below 18</td>
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<td>3.33 (HAd)</td>
<td>3.42 (HAd)</td>
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<tr>
<td>18-19</td>
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<td>3.21 (Ad)</td>
<td>3.24 (Ad)</td>
</tr>
<tr>
<td>20 and above</td>
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<td>3.18 (Ad)</td>
<td>3.20 (Ad)</td>
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<td><strong>1.305ns</strong></td>
<td><strong>2.668ns</strong></td>
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<td>Ethnic Group</td>
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<td>Diversity</td>
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<tr>
<td>------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Cordilleran</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baliwon</td>
<td>3.19 (Ad)</td>
<td>3.17 (Ad)</td>
<td>3.18 (Ad)</td>
</tr>
<tr>
<td>Ibaloi</td>
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<td>3.05 (Ad)</td>
<td>3.11 (Ad)</td>
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<td>Ibontoc</td>
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<td>3.19 (Ad)</td>
<td>3.22 (Ad)</td>
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<td>Ifugao</td>
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<td>3.23 (Ad)</td>
</tr>
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<td>Isneg</td>
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<td>Kalinga</td>
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<td>3.59 (HAd)</td>
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<tr>
<td>Kankanaey</td>
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<td>3.15 (Ad)</td>
<td>3.16 (Ad)</td>
</tr>
<tr>
<td><strong>Non-Cordillerans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ilocano</td>
<td>3.28 (HAd)</td>
<td>3.18 (Ad)</td>
<td>3.20 (Ad)</td>
</tr>
<tr>
<td>Others</td>
<td>3.28 (HAd)</td>
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<td>3.24 (Ad)</td>
</tr>
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<td><strong>F-value</strong></td>
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<td>4.294*</td>
<td>4.214*</td>
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<td>Degree</td>
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<td>Learning Envnt</td>
<td>Diversity</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
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<td>3.30 (HAd)</td>
</tr>
<tr>
<td>BSEd</td>
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<td>3.18 (Ad)</td>
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<td>t-value</td>
<td>2.590*</td>
<td>2.684*</td>
<td>3.446*</td>
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## Academic Status

<table>
<thead>
<tr>
<th>Degree</th>
<th>Classroom Mgmt</th>
<th>Learning Envt</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
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</tr>
<tr>
<td>Irregular</td>
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<td>3.30 (HAd)</td>
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<tr>
<td><strong>t-value</strong></td>
<td><strong>0.289\text{ns}</strong></td>
<td><strong>2.484\text{*}</strong></td>
<td><strong>2.172\text{*}</strong></td>
</tr>
</tbody>
</table>

*Note: HAd denotes an Honor's Academic Dean's mark.*
### Father’s Job

<table>
<thead>
<tr>
<th>Father’s Job</th>
<th>Classroom Mgmt</th>
<th>Learning Env't</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>3.30 (HAd)</td>
<td>3.20 (Ad)</td>
<td>3.20 (Ad)</td>
</tr>
<tr>
<td>Private</td>
<td>3.21 (Ad)</td>
<td>3.21 (Ad)</td>
<td>3.11 (Ad)</td>
</tr>
<tr>
<td>Self</td>
<td>3.25 (HAd)</td>
<td>3.15 (Ad)</td>
<td>3.19 (Ad)</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3.34 (HAd)</td>
<td>3.30 (HAd)</td>
<td>3.33 (HAd)</td>
</tr>
<tr>
<td><strong>F-value</strong></td>
<td><strong>3.563</strong>*</td>
<td><strong>3.162</strong>*</td>
<td><strong>3.367</strong>*</td>
</tr>
</tbody>
</table>
### Mother’s Job

<table>
<thead>
<tr>
<th>Mother’s Job</th>
<th>Classroom Mgmt</th>
<th>Learning Envt</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>3.26 (HAd)</td>
<td>3.12 (Ad)</td>
<td>3.18 (Ad)</td>
</tr>
<tr>
<td>Private</td>
<td>3.09 (Ad)</td>
<td>3.01 (Ad)</td>
<td>3.13 (Ad)</td>
</tr>
<tr>
<td>Self</td>
<td>3.27 (HAd)</td>
<td>3.19 (Ad)</td>
<td>3.20 (Ad)</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3.33 (HAd)</td>
<td>3.26 (HAd)</td>
<td>3.31 (HAd)</td>
</tr>
<tr>
<td><strong>F-value</strong></td>
<td>3.563*</td>
<td>3.162*</td>
<td>3.367*</td>
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</tbody>
</table>
### Monthly Income

<table>
<thead>
<tr>
<th>Degree</th>
<th>Classroom Mgmt</th>
<th>Learning Envnt</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below/Within</td>
<td>3.30 (HAd)</td>
<td>3.23 (Ad)</td>
<td>3.27 (HAd)</td>
</tr>
<tr>
<td>Above</td>
<td>3.24 (Ad)</td>
<td>3.10 (Ad)</td>
<td>3.09 (Ad)</td>
</tr>
<tr>
<td>t-value</td>
<td>1.794(^\text{ns})</td>
<td>3.054*</td>
<td>3.926*</td>
</tr>
</tbody>
</table>
### Family Size

<table>
<thead>
<tr>
<th>Degree</th>
<th>Classroom Mgmt</th>
<th>Learning Envt</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small (&lt; 5)</td>
<td>3.23 (Ad)</td>
<td>3.17 (Ad)</td>
<td>3.22 (Ad)</td>
</tr>
<tr>
<td>Average (5)</td>
<td>3.27 (HAd)</td>
<td>3.16 (Ad)</td>
<td>3.15 (Ad)</td>
</tr>
<tr>
<td>Big (&gt; 5)</td>
<td>3.32 (HAd)</td>
<td>3.25 (HAd)</td>
<td>3.27 (HAd)</td>
</tr>
</tbody>
</table>

| F-value    | 2.810<sup>ns</sup> | 2.812<sup>ns</sup> | 3.059*    |

F-value ns indicates non-significant difference; F-value * indicates significant difference.
Implications

There is a difference in the level of adequacy and competency among teachers as perceived by students grouped according to personal profile (gender), academic profile (degree, academic status), demographic profile (ethnicity), and socio-economic status (parents’ jobs, monthly income, family size).
RECOMMENDATIONS
Recommendations

1. Teachers are encouraged to conduct a *learning styles inventory* at the onset of each semester in order for them to effectively design instruction according to the individual needs and interests of students.

2. *Differentiated instruction* is encouraged among teachers. Differentiated instruction involves the use of varied strategies that are appropriate to different learning styles, gender groups, ethnic groups, and academic status. It is further recommended that administrators conduct *seminar-workshops* and training to improve teachers’ skills of integrating differentiated instruction in instructional planning.
3. Teachers may explore and use different teaching strategies to address the learning needs of students.

4. Specifically, teachers may consider the use of visual materials, especially when citing numerical information. Numbers may be written on the board or presented in a chart to help students visualize the information. Teachers are also encouraged to design instruction that calls for active participation of students, such as role plays, interpretative movements, and rhythmic activities.
Recommendations

5. Administrators and teachers may strive to **structure the learning environment** in such a way that students’ diversified needs be accommodated. If at all possible, it is recommended that classrooms be structured to include activity and/or learning areas. Otherwise, classrooms may be made flexible to allow for varied activities.

6. Teachers may consider the **personal, demographic, academic and socio-economic background** of students in designing instructional activities. To do this, teachers may obtain information from the institution’s student affairs office. Otherwise, teachers may or conduct leveling of expectations as part of the learning contract at the start of classes.
7. **Further studies** may be conducted on:
   - Differences/Similarities of students’ cognitive learning modalities in different courses/subject areas.
   - Cross-examination of students’ cognitive learning modalities and preferred teaching strategy.
PADLeS Model of Teaching

- Personal Profile
- Cognitive Preference Modality
- Academic Profile
- Demographic Profile
- Socio-Economic Profile

Contextualized Pedagogical Approach
PADLeS Model of Teaching

- Personal Profile
- Academic Status
- Demographic Profile
- Learning Style
- Socio-Economic Status

Instructional Decision

Contextualized Pedagogical Approach
**PADLeS Model of Teaching**

**Profiling**
- Personal Profile (Gender)
- Academic Profile (Degree, Status)
- Demographic Profile (Ethnic Group)
- Socio-Economic Profile (Parents’ Occupation, Monthly Income, Family Size)

**Learning Style Inventory**
- Visual-Numerical
- Visual-Linguistic
- Audio-Numerical
- Audio-Linguistic
- Individual Learner
- Group Learner
- Expressive-Oral
- Expressive-Written
- Kinesthetic-Tactile

**Instructional Planning**
- Instructional Design
- Execution
- Assessment
Acknowledgment

Commission on Higher Education–Higher Education Regional Research Center (HERRC) for funding this research; administrators, faculty, and students of the six SUCs in CAR for participating in this study and ASAIHL.

By God’s grace and for His glory!
Thank you... 😊