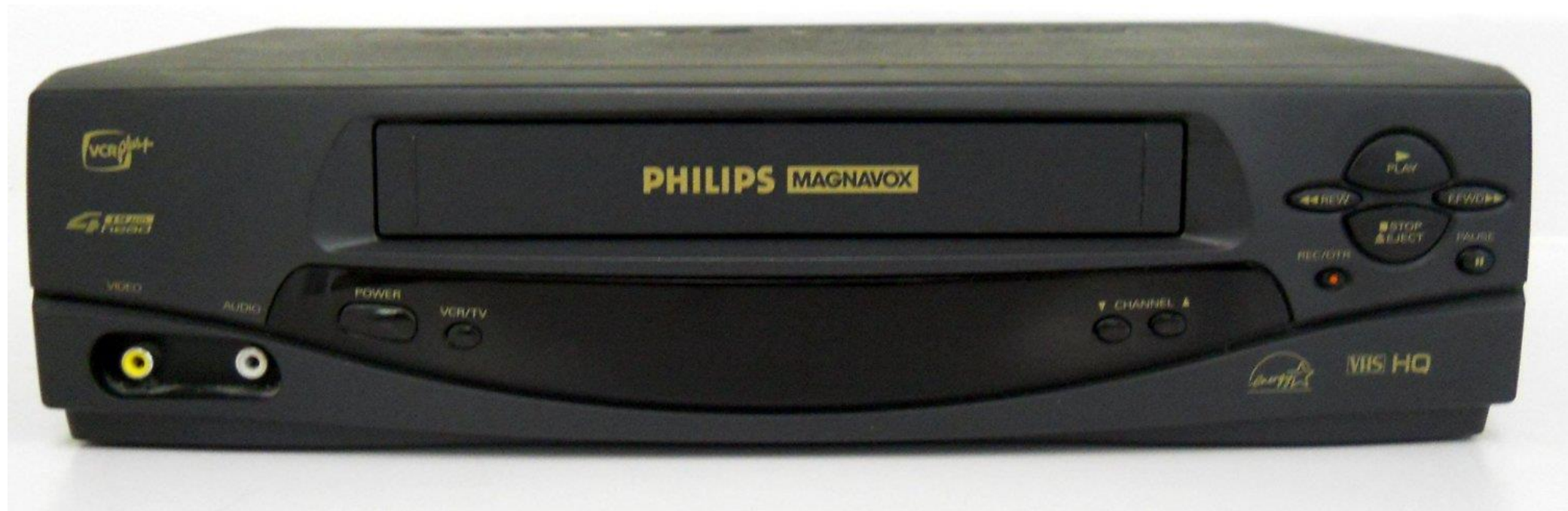# VALUES EDUCATION PEDAGOGY FOR Z LEARNERS

CESAR CHESTER O. RELLEVE

PHONOGRAPH

VIDEOCASSETTE RECORDER (VCR)

DISCMAN (PORTABLE CD PLAYER)

FAMILY COMPUTER

SIATO

POG

COUNTER STRIKES

MOBILE LEGENDS

GENERATION

Greatest Generation
Born: 1901 - 1924

Silent Generation
Born: 1924 - 1945

Baby Boomers
Born: 1946 - 1964

Generation X
Born: 1965 - 1976

Millenials / Gen Y
Born: 1977 - 1995

Generation Z
Born: 1996 →

http://fourhooks.com/marketing/the-generation-guide-millennials-gen-x-y-z-and-baby-boomers-art5910718593/

DasmaSIpag, DasmaGAling, at DasmaSIGlang Paglilingkod

1. **The Silent Generation** (also referred to as the "Matures" or "Traditionalists" in some literature) are those born prior to 1946 or the end of the second world war;

2. **Baby Boomers** are those born between 1946 and 1960 as children of post-war survivors;

3. **Gen Xers** are those born between 1960 and 1980; and

4. **Millennials** are born between 1980 and 1995

5. **Generation Z** ("Gen Z") who are said to be born after 1995 (Holderman & Walls, 2008; Robertson, 2009)

According to the American Management Association:

Silents are considered among the **most loyal workers**. They are **highly dedicated** and the most risk averse. Their values were shaped by the Great Depression, World War II, and the postwar boom years.

Silents possess a s**trong commitment to teamwork and collaboration and have high regard for developing interpersonal communications skills**

…American Management Association

Baby Boomers. Boomers are the first generation to **actively declare a higher priority for work over personal life**. They are **more optimistic and open to change than the prior generation**, but they are also responsible for the "Me Generation," with its pursuit of personal gratification.
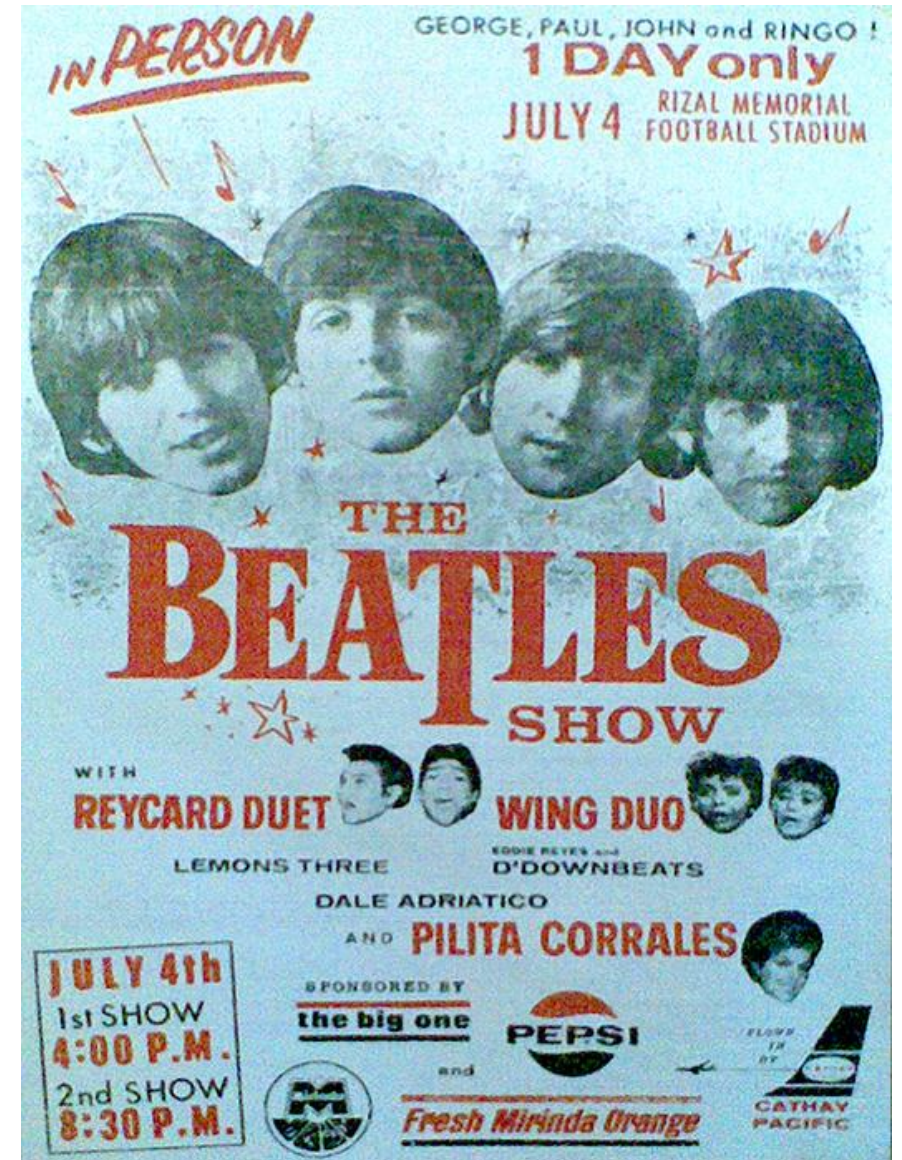
Generation Xers. They **naturally question authority figures and are responsible for creating the work/life balance concept**. Born in a time of declining population growth, this generation of workers **possesses strong technical skills and is more independent** than the prior generations.

Millennials or Generation Ys. This group is the **first global-centric generation**, having come of age **during the rapid growth of the Internet and an increase in global terrorism**. They are among **the most resilient in navigating change while deepening their appreciation for diversity and inclusion**.
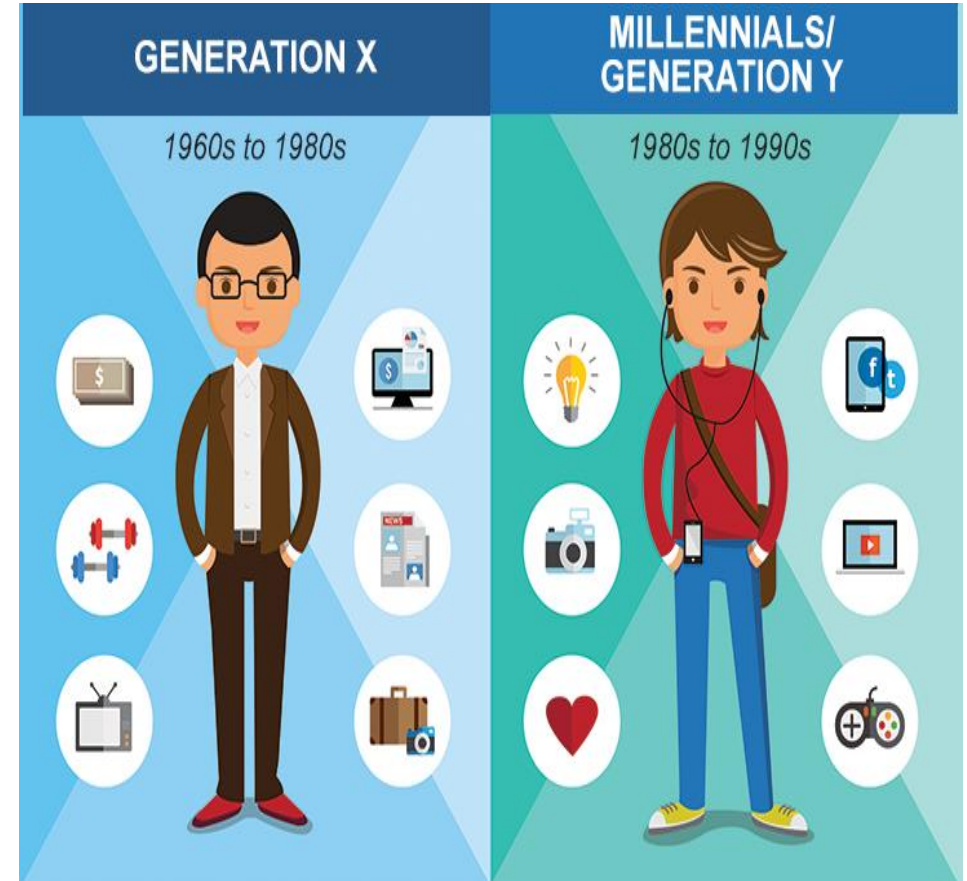
Generation Z = iGeneration (iGen), *Gen Tech*, *Gen Wii*, *Net Gen*, Digital Natives and *Plurals*

Gen Z

- According to Ng & Parry, Emma (2016), Gen Z is seen as the **first truly digital and global generation**, is a global and diverse generation, who grew up in a wider mix of backgrounds than other generations (Labi, 2008). They are **confident, very optimistic, imaginative, and think more laterally than other generations** (Matthews, 2008).

- They have **never known a world without computers and cell phones**. Having integrated **technology** seamlessly into their lives, and having used it from the youngest age; **it is almost like the air that they breathe, permeating almost all areas of their lifestyle and relationships**.

Consumer Preference / Value Evolution by Generation, USA...
Millennials = More Global / Optimistic / Tolerant..., per Acosta

	Silent	Baby Boomers	Gen X	Millennials
Birth Years	1928 – 1945	1946 – 1964	1965 – 1980	1981 – 1996
Year Most of Generation 18-33 Years Old	1963	1980	1998	2014
Summary	• Grew up during Great Depression • Fought 2nd "war to end all wars" • Went to college on G.I. Bill • Raised "nuclear" families in time of great prosperity + Cold War	• Grew up during time of idealism with TV + car for every suburban home • Apollo, Civil Rights, Women's Liberation • Disillusionment set in with assassination of JFK, Vietnam War, Watergate + increase in divorce rates	• Grew up during time of change politically, socially + economically • Experienced end of the Cold War, Reaganomics, shift from manufacturing to services economy, + AIDS epidemic • Rise of cable TV + PCs	• Grew up during digital era with internet, mobile computing, social media + streaming media on iPhones • Experiencing time of rising globalization, diversity in race + lifestyle, 9/11, war on terror, mass murder in schools + the Great Recession
Core Values	• **Discipline** • **Dedication** • **Family focus** • **Patriotism**	• **Anything is possible** • **Equal opportunity** • **Question authority** • **Personal gratification**	• **Independent** • **Pragmatic** • **Entrepreneurial** • **Self reliance**	• **Globally minded** • **Optimistic** • **Tolerant**
Work / Life Balance	• Work hard for job security	• Climb corporate ladder • Family time not first on list	• Work / life balance important • Don't want to repeat Boomer parents' workaholic lifestyles	• Expanded view on work / life balance including time for community service + self-development
Technology	• Have assimilated in order to keep in touch and stay informed	• Use technology as needed for work + increasingly to stay in touch through social media such as Facebook	• Technology assimilated seamlessly into day-to-day life	• Technology is integral • Early adopters who move technology forward
Financial Approach	• Save, save, save	• Buy now, pay later	• Cautious, conservative	• Earn to spend

Source: Acosta Inc., Pew Research
Image: Doomsteaddiner.net, Billboard.com, Metro.co.uk
Note: Data from Acosta as of 7/13. Pew Research Center tabulations of the March Current Population Surveys (1963, 1980, 1998, and 2014). Pew Research defines each generation and may differ from other sources as there are varying opinions on what years each generation begin and end.

@KPCB

KPCB INTERNET TRENDS 2016 | PAGE 51

https://www.visioncritical.com/mary-meeker-2016-internet-trends-report/

DASMASIPAG, DASMAGALING, AT DASMASIGLANG PAGLILINGKOD

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock 'n' Roll Nuclear families Defined gender roles — particularly for women	Cold War Post-War boom "Swinging Sixties" Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids; rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	"Technoholics" – entirely dependent on IT; limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational — careers are defined by employers	Early "portfolio" careers — loyal to profession, not necessarily to employer	Digital entrepreneurs — work "with" organisations not "for"	Career multitaskers — will move seamlessly between organisations and "pop-up" businesses
Signature product	Automobile	Television	Personal Computer	Tablet/Smart Phone	Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	Formal letter	Telephone	E-mail and text message	Text or social media	Hand-held (or integrated into clothing) communication devices
Communication preference	Face-to-face	Face-to-face ideally, but telephone or e-mail if required	Text messaging or e-mail	Online and mobile (text messaging)	Facetime
Preference when making financial decisions	Face-to-face meetings	Face-to-face ideally, but increasingly will go online	Online — would prefer face-to-face if time permitting	Face-to-face	Solutions will be digitally crowd-sourced

http://fourhooks.com/marketing/the-generation-guide-millennials-gen-x-y-z-and-baby-boomers-art5910718593/

DasmaSIpag, DasmaGAling, at DasmaSIGlang Paglilingkod

REPUBLIC ACT No. 10533

Enhanced Basic Education Act of 2013

SEC. 5. Curriculum Development.

The **DepED** shall work with the **Commission on Higher Education** (CHED) to craft harmonized basic and tertiary curricula for the global competitiveness of Filipino graduates. *To ensure college readiness and to avoid remedial and duplication of basic education subjects, the DepED shall coordinate with the CHED and the Technical Education, and Skills Development Authority (TESDA).*

The DepED shall adhere to the following standards and principles in developing the enhanced basic education curriculum:

(a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;

(b) The curriculum shall be relevant, responsive and research-based;

(c) The curriculum shall be culture-sensitive;

(d) The curriculum shall be contextualized and global;

(e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative;

(f) The curriculum shall adhere to the principles ,and framework of Mother Tongue-Based Multilingual Education (MTB-MLE)

(g) The curriculum shall use the spiral progression

(h) The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

DepEd REGION IV-A MEMORANDUM No. 11 s. 2015

THE 2C-2I-1R

- ***Teaching and Learning Approaches Across Learning Areas*** that Support Teacher Practice is a guide to all curriculum planners, designers and leaders of DepEd Region IVA. **It was crafted to provide support in implementing the approaches prescribed in RA10533** expected to develop the information skills, learning and innovation skills, communication skills, life and career skills of all learners in the basic education program.

- The five major approaches are Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning (2C-2I-1R).

DepEd REGION IV-A **Regional Memorandum No. 233, s. 2016**

- Implementation of the Pedagogical Approaches

- *"…this Office reiterates the **use of the 2C-2I-1R** approaches cum suggested strategies and underlying principles…"*

Article XIV, Section 5 of the Constitution of the Philippines

- states, "Academic freedom shall be enjoyed in all institutions of higher learning."

- The *raison d'être* (reason for being) of academic freedom is to guarantee that teaching, learning and research are free from state intervention and manipulation (Osieja, 2016)

PEDAGOGY

- derived from French and Latin adaptations of the Greek boy + leader, literally means a man having oversight of a child, or an attendant leading a boy to school (Mortimore, 1999).

- "Paidagōgos" is an ancient Greek word (παιδαγωγο'ς) meaning "a slave who takes children to school to learn" (Pritchard & Woollard, 2010)

PEDAGOGY

- the heart of teaching. It is the rules and principles that guide effective and efficient activities which lead to learning (Pritchard & Woollard, 2010)

- The field relies heavily on **educational psychology**, *which encompasses scientific theories of learning,* and to some extent on the **philosophy of education**, *which considers the aims and value of education from a philosophical perspective* (britannica.com)

A Study of the Philippine Values Education Programme (1986-1993)
Lourdes R. Quisumbing (1994)

Three emerging schools of thought underlie values development.

1. Learning theorists or behaviorists

2. Cognitive develop mentalists

3. Psychoanalyst

A Study of the Philippine Values Education…

1. Learning theorists or behaviorists view moral behavior as the result of three sorts of mechanism: reinforcement and rewards, punishment or threat of it, and modelling or imitation. This is related to Skinner's patterns of behavior modification through reinforcement. The works of Sears, Bandura, and Eysenck provide examples of this theory.

A Study of the Philippine Values Education...

2. The cognitive develop mentalists view values development as an "active, dynamic and constructive process... where the individual is able to act according to moral principles because he understands and agrees with them." The works of Piaget, Kohlberg, Turiel and Gessell provide examples of this view.

A Study of the Philippine Values Education…

3. The psychoanalysts view values development as a conforming to cultural standards through the internalization of emotional experiences and the simultaneous formulation of conscience. Freud and Erickson's works provide examples of this thought.

- In 2012, the shift to K-12 began and thus, led to the updating and revision of the Values Education program, along with other learning areas.

- At the elementary level, **Character Education** is replaced by **Edukasyon sa Pagpapakatao** <u>which focuses on honing an individual's capacity to make moral and ethical decisions and actions.</u>

- At the secondary level is <u>based on ethics and career guidance. It covers concepts of self and humanity, moral values, career choices, and responsibility.</u>

- Edukasyon sa Pagpapakatao (EsP), "ang palatandaan o batayang kakayahan ng *functional literacy* ay nagpapasya at kumikilos nang mapanagutan tungo sa *kabutihang panlahat (common good)"*

Constructivist

- This is based on the central notion that **learners construct their our own understanding of the world around them based on experience as they live and grow**. They select and transform information from past and current knowledge and experience into new personal knowledge and understanding (Pritchard & Woollard, 2010)

- Constructivist Approach allows **learners to be active in the process of constructing meaning and knowledge rather than passively receiving information**. It fosters critical thinking and provides learners with a learning environment that helps them make connections with their learnings (RM No. 11 s. 2015)

Constructivist…

Since the construction is the process of learning, teachers have a big role like

    (a)   to influence, or create motivating conditions for students,

    (b)   take responsibility for creating problem situations,

    (c)   foster acquisition and retrieval of prior knowledge,

    (d)   create the process of learning not the product of learning Olsen (1999)

Constructivist…

- **Teorya ng Pagtuturo-Pagkatuto** : *Ang Interaktibong Teorya ng Pagkatuto (Social Learning Theory) ni Albert Bandura, Pagkatutong Pangkaranasan (Experiential Learning) ni David Kolb, Konstruktibismo (Constructivism) at Teorya ng Pamimili ng Kurso (Theory of Career Development) ni Ginzberg, et. al. at Super ang iba pang teorya na nagpapaliwanag kung paano natututo ang mag-aaral sa EsP.*

DepED K to 12

K to12 Gabay Pangkurikulum

EDUKASYON SA PAGPAPAKATAO

Baitang 1 –10

COLLABORATIVE APPROACH

- Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product (Laal & Laal, 2012)

COLLABORATIVE...

- Further, Laal & Laal (2012) stated that good way to understand what CL means is to refer to the definitions presented by experts in the field:
  - CL is an **umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together.** Activities vary, but most center on student's exploration or application of the course material, not simply the teacher's presentation or explication of it (Smith, B.L. & MacGregor, J.T., 1992).
  - that **learning is a naturally social act in which participants talk among themselves. It is through the talk that learning occurs** (Gerlach, J.M., 1994, p.12).
  - **Two or more may be interpreted as a pair, a small group (3-5 subjects) or a class (20-30 subjects).** Learn something may be interpreted as follow a course; perform learning activities such as problem solving. Together may be interpreted as different forms of interaction which may be face-to-face or computer mediated
  - (Dillenbourg, P., 1999).

COLLABORATIVE...

- RM No. 11 s. 2015, in order to achieve a classroom where collaborative learning approach works, teachers must fully understand learners preferred learning styles and view of learning- Classroom teachers shall use the following strategies properly

1. Online - Collaborative Learning
2. Jigsaw Method
3. Think- Pair- Share
4. Integrated Process Approach
5. Peer Teaching

INTEGRATIVE APPROACH

- Roegiers (2001) cited by Peyser, Gerard, & Roegiers (2006), The goal of such pedagogy is to enable the learner to master those situations he/she will have to deal with in his/her professional and/or private life.

- Integrative Approach provides learners with **a learning environment that helps them make connections of their learning's across curricula**. It focuses on connections rather than teaching isolated facts (RM No. 11 s. 2015).

INTEGRATED LEARNING MODEL

ACADEMIC / SCHOLARLY
ANALYSIS
PRACTICAL / EXPERIENTIAL
INTEGRATED LEARNING 1 2 3
CRITICAL EVALUATION
SELF-REFLECTION
SPIRITUAL / BIBLICAL

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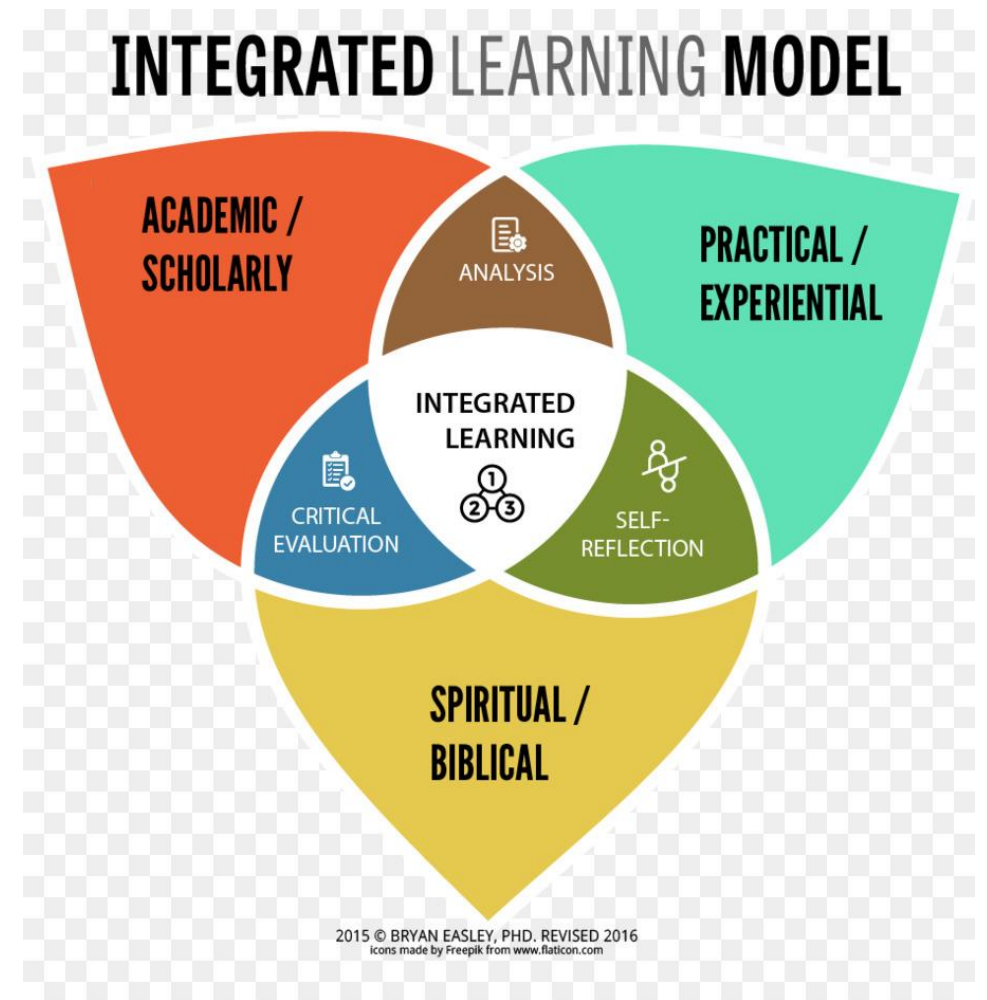
INTEGRATIVE APPROACH…

To this effect, pedagogy of integration has four objectives (Peyser, Gerard, & Roegiers, 2006):

1. Making sense of the learning process
2. Differentiating matters by relevance
3. Applying the learning to practical situations
4. Associating the learned elements

Inquiry Based Approach

- *"Inquiry ... requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study."* (Kuklthau, Maniotes & Caspari, 2007)

- Whitworth, Maeng & Bell (2013) inquiry is an **important pedagogical approach in teaching Science**. Another underlying reason is that its success can be significantly improved due to the recent technical developments that allow the inquiry process to be supported by electronic learning environments (Pedaste, Et al., 2015)
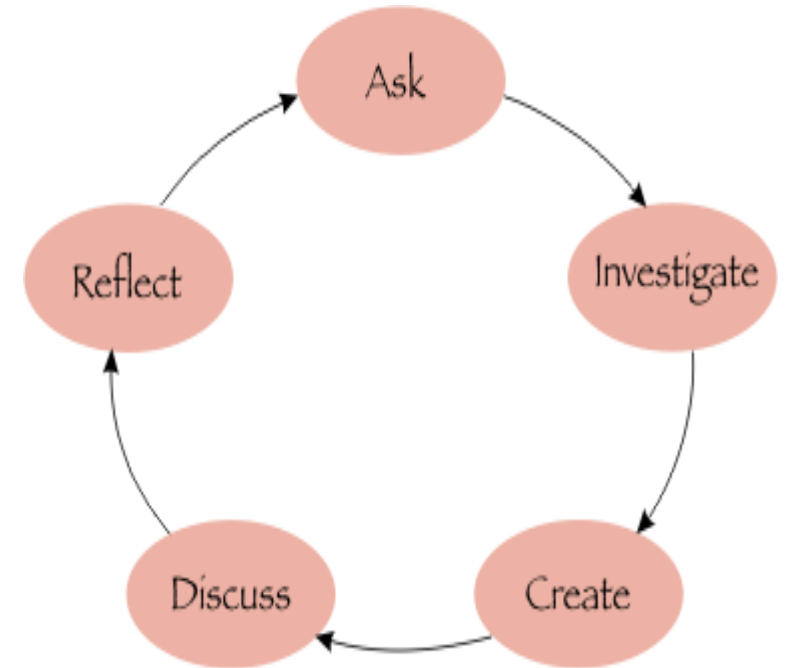
Inquiry Based Approach

- Educators play an active role throughout the process by **establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning** (Scardamalia, 2002).

Inquiry Based Approach

To achieve the desired outcomes using this approach, the following strategies can be adopted (RM No. 11 s. 2015):

1. Simulation
2. Demonstration
3. Experiment
4. Field Study
5. Project Work

Reflective Approach

- Reflective Teaching Learning Approach means looking at what the teacher and learners do in classroom, thinking about why they do it, and analyzing about it if it works. This is a process of self-evaluation cum self-observation **(Regional Memorandum No. 233, s. 2016)**

- Suggested Strategies: Self Evaluation and Self Reflection

- Suggested Form of Assessment: Diary Presentation, Paper writing Reports, or Journals

Pedagogical approaches

- are often placed on a spectrum from teacher-centered to learner-centered pedagogy

Teacher-Centered Approach

Direct Instruction
- Formal Authority
- Expert
- Personal Model

Student-Centered Approach

Inquiry-Based Learning
- Facilitator
- Personal Model
- Delegator

Cooperative Learning
- Facilitator
- Delegator
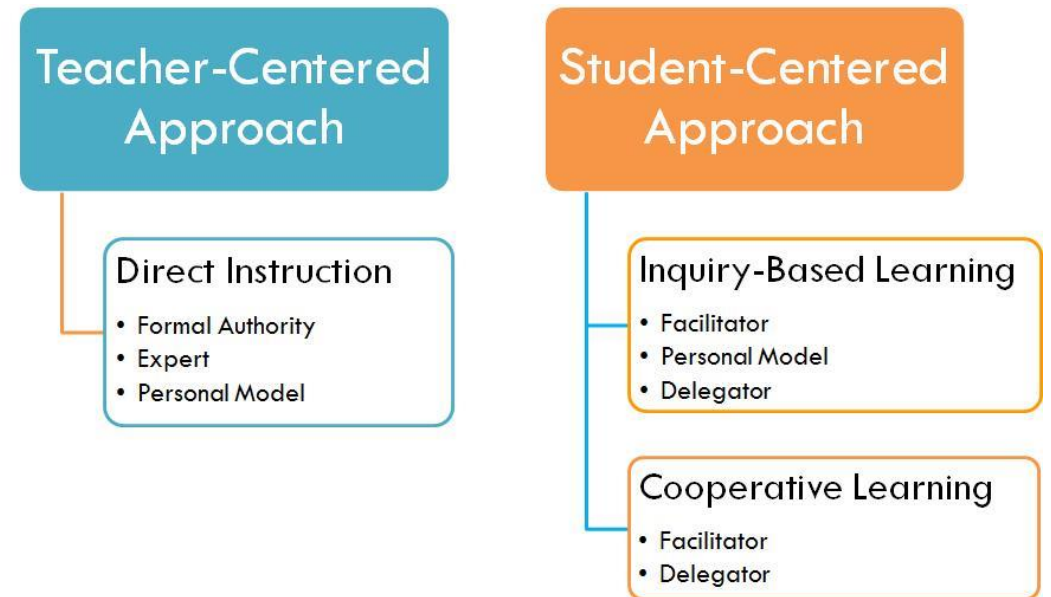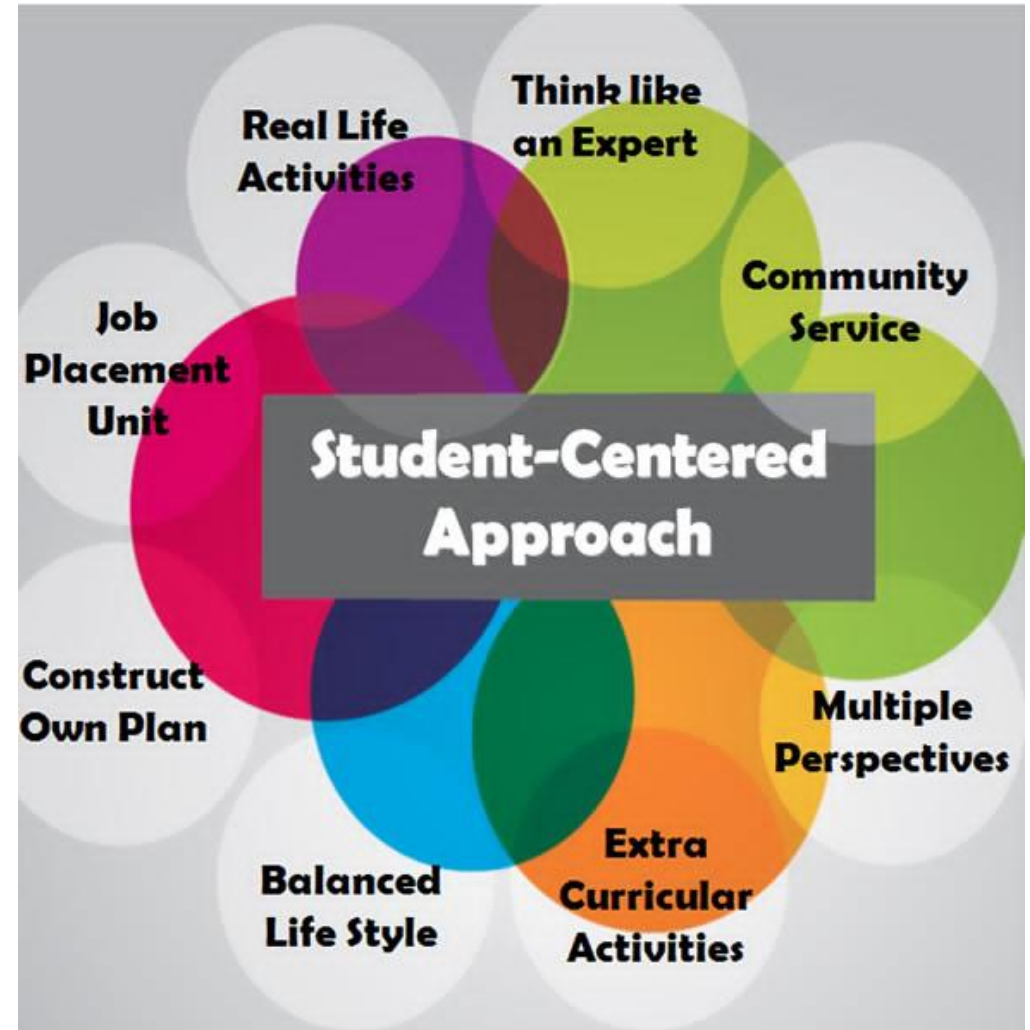
Pedagogical approaches

- *Teacher-Centered Pedagogy:* Teacher-centered pedagogy positions **the teacher at the center of the learning process and typically relies on methods such as whole-class lecture, rote memorization, and chorus answers** (i.e., call-and-response). This approach is often criticized, especially when students complete only lower-order tasks and are afraid of the teacher.

Pedagogical approaches

- *Learner-Centered Pedagogy:* This pedagogical approach has many associated terms (e.g., constructivist, student-centered, participatory, active), but **generally draws on learning theories suggesting learners should play an active role in the learning process. Students therefore use prior knowledge and new experiences to create knowledge**. The teacher facilitates this process, but also creates and structures the conditions for learning.

Pedagogical approaches

- Burton and Bartlett (2006), as cited by Pritchard & Woollard (2010) suggest that **there is a danger that new ideas for pedagogical approaches in the classroom are often promoted, sometimes by government agencies, without the detailed research and theoretical underpinning relating to it being considered with due diligence**

Pedagogical approaches

- *Learning-Centered Pedagogy:* "Learning-centered pedagogy" **acknowledges both learner-centered and teacher-centered pedagogy can be effective, but teachers must consider the local context, including the number of students in the class, the physical environment, the availability of teaching and learning materials**, etc. It suggests that teachers should be flexible and carefully adapt their pedagogical approaches based upon the school environment.

Thank you!

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