

Project FALA (Fostering Active Learning Activities) among Grade One Learners of Our Lady of Lourdes Elementary School in Developing Critical Thinking Skills



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Abstract

This research project is crafted to enhance and develop critical thinking skills among learner's and identify their level of skills which is subjected for preparing appropriate intervention and action planning that will congruent to their needs and ability.

Purposive sampling techniques was utilized in this study; the participants are Grade One learners with low level of critical thinking skills. This school year the total number of enrollment in Grade One learners are ninety-four (94) and three (3) teachers. As the result of their kindergarten report card, most of the incoming Grade one learners are categorized as developing, it seems that most of them needs to improve their critical thinking skills. From these category, they are selected to participate in Project FALA.

As the result of the gathered data, Mother tongue has climbed up to seven percent (7) points from a mean percentage of 13. 98 (pretest) to 21. 13 (post test), while Mathematics build up to four (4) points, got a mean percentage of from 13.61 (pretest) to 17. 53 (post test). This may imply that the materials and activities presented during the classroom discussion was facilitates learning were learners can interact and gain mastery of the lessons. Learners became active and shows interest to participate during the lesson.

After tabulation and interpretation of the gathered data, this research inferred the following conclusions, most of the activities presented and used during the research period, it is proven that the strategies, materials and active engagement through working in groups or collaborative, learners have developed his/her skills and used in the most productive way and can think in critically, can applied the learned skills in daily activities and phenomenon. This justification may have supported by the result of their pre-test with the overall mean 14.01 (pretest) and builds up to 19.76 (post test) as it shows, the academic performance of the learners has improved

Therefore, most of the learner who had categorized from developing builds up into approaching proficient. This may imply that through fostering active learning activities may help learners to think beyond on their level of proficiency.

Legend: *critical thinking, active learning, level of proficiency*

Introduction

The global cancellation of education due to Covid 19 crisis lead to some multiple problems even the department of Education did not know how to react on it. The opening of classes had frozen for a while, but due to the perseverance and initiatives of our DepEd Secretary Leonara Briones together with her officials in the department, they crafted and imposed an alternative ways of schooling where face to face is not applicable if the country is facing a phenomenal health crisis and war.

The Department of Education implemented an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a home-based environment where parents serve as their teacher. The five learning modalities provided by the DepEd in the new normal are modular (printed or digitized), online learning, radio and television-based instruction and blended learning.

For the last school year 2020-2021 were modular learning is the best and applicable means of education in the country, were parents play the major role in addressing education were they serve as home facilitator who facilitate and guide the learners in answering the activity and accomplishing performance task sent by the teachers. As the time went by, teacher received a lot of unexpected situations, problems and queries such as parents could not find time to teach and guide their children in answering the modules due

to work relations, they could not even teach properly all the subjects because they even don't know how to understand it and they cannot also motivate their own child to listen to them. As a result of this problems, most of the parents answered the activities in the module with their own knowledge which directly neglecting their child's disposition. This action done by the parents is not acceptable, but they tend to do it just to comply for the requirements of their child to finish this school year.

Teachers from Our Lady of Lourdes Elementary school noticed that the learners did not fully understand the lesson as they visited to their home for monitoring and assistance. Based on the ECCD assessment and Phil-Iri, learners from kindergarten to grade three find harder to decode letters, cannot fully understand and comprehend basic literary text and count numbers correctly. Learners was not able to supply the answers comprehend what the question is without further explanation by the teacher. They could not even solve simple problems and think critically or beyond.

According to John Dewey (1910), it is an reflective thinking as active process, an activity that requires careful thought based on the grounds (reasons) on which one stands: Active, persistent and careful consideration of belief or supposed form.

So that as a teacher, we must develop our learners critical thinking skills

while facing this pandemic, were parents neglect to notice this problem.

Therefore, now that limited face-to-face is already implemented, were learners attend classes; teachers shall prepare an interactive, creative and fun learning environment to boost learner's interest to attend classes and also to build and develop their reasoning and decision skills.

This research project is crafted to enhance and develop critical thinking skills among learner's and identify their level of skills which is subjected for preparing appropriate intervention and action planning that will congruent to their needs and ability.

Methodology

This research aimed to implement Project FALA (Fostering Active Learning Activities) and eventually identify the effects of the project to the grade one learners of Our Lady of Lourdes Elementary School.

The researcher sought permission from the Schools Division office of Biñan City. Letter of approval will send to the office of the school head and likewise to the school district supervisor.

The researcher made a pre-test questionnaire; this questionnaire was validated by a school head and subject coordinator. After validation of the questionnaire, the researcher asked the school head to administer the priming activity or pre-test .Evaluate learner's score to identify which level they belong. Implementation of different active learning activity through classroom engagement and discussion. This process will last for one specific quarter.

Post-Test was administered and evaluated learner's score using evaluation tool prepared by the

researcher. Administer data gathering and analyzed of result.

The data was analyzed using One tailed T-test, it is a statistical test of for an increase or decrease between a set of samples such as pre and post test scores.

Results

This research was accumulated and gathered data to provide results such as:

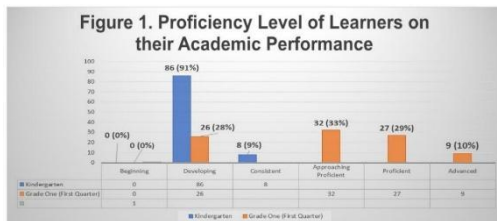
Table 1. Distribution of Learners Test Results (Pre-Post)

Subject	Pretest	Posttest
Mother Tongue	13.98	21.13
Edukasyon sa Pagpapakatao	14.05	20.68
Mathematics	13.61	17.53
Aralin Panlipunan	13.84	19.41
MAPEH	14.57	20.06
Overall Mean	14.01	19.76

Table 1 shows the distribution of learner's test result (pre-post) in different subject area. With the overall mean 14.01 (pretest) and 19.76 (posttest). Based on the data presented, Mother Tongue got a mean percentage of 13.98 (pretest) and 21.13(post test), Edukasyon sa Pagpapakatao, has a mean percentage of 14.05 (pretest) and 20.68 (post test), Mathematics got a mean percentage of 13.61 (pretest) and 17.53 (post test), Aralin Panlipunan has a mean percentage of 13.84(pretest) and 19.41 (post test) and lastly, MAPEH got a mean percentage of 14.57(pretest) and (20.06).

As the result of the gathered data, Mother tongue has climbed up to seven percent (7) points, while Mathematics build up to four (4) points. This may imply that the materials and activities presented during the classroom discussion facilitates learning were learners can interact and gain mastery of the lessons. Learners became active and

shows interest to participate during the lesson.



The figure shows the of proficiency level of learners on their academic performance during First quarter of the school year 2022-2023. As presented in the figure, Beginning is 0 or 0%, Developing has 26 or (28%), Approaching Proficient 32 or (33%), Proficient 27 or (29%) and lastly, Advanced got 9 (10%). Based on the data, majority of the learners are categorized as to Approaching Proficient, while 26 learners are belonging to developing.

This may imply that most of the learners are categorized to Approaching Proficient with 33 pupils out of 94, this may have explained that they showed and gained their interest and actively engagement during classroom discussion. Interactive and collaborative activities helped the learners to think critically and able to demonstrate and applied the learned skills during discussion. While some of the learners are belongs to developing with a total of 26 pupils out of 94, this may imply that learners are not fully engaged due to some other factors.

Discussions

Based on the gathered data, the following finding are

In terms of distribution of test result (pre-post), Mother tongue has climbed

up to seven percent (7) points from 13.98 and raised to 21.13, while Mathematics build up to four (4) points, were 13.61 increased to 17.53. This may imply that the materials and activities presented during the classroom discussion facilitates learning were learners can interact and gain mastery of the lessons. Learners became active and shows interest to participate during the lesson.

As to proficiency level of learners on their academic performance, most of the learners are categorized to Approaching Proficient with 33 pupils out of 94, this may have explained that they showed and gained their interest and actively engagement during classroom discussion. Interactive and collaborative activities helped the learners to think critically and able to demonstrate and applied the learned skills during discussion. While some of the learners are belongs to developing with a total of 26 pupils out of 94, this may imply that learners are not fully engaged due to some other factors.

After tabulation and interpretation of the gathered data, this research inferred the following conclusions, most of the activities presented and used during the research period, it is proven that the strategies, materials and active engagement through working in groups or collaborative, learners have developed his/her skills and used in the most productive way and can think in critically, can applied the learned skills in daily activities and phenomenon. This justification may have supported by the result of their pre-test with the overall mean 14.01 (pretest) and builds up to 19.76 (post test) as it shows, the academic performance of the learners has improved

Therefore, most of the learner who had categorized from developing builds up into approaching proficient. This may imply that through fostering active learning activities may help learners to think beyond on their level of proficiency.

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Active Learning
<https://serc.carleton.edu/introgeo/gallerywalk/active.html>

Active Learning
<https://www.smartsparrow.com/what-is-active-learning/>

Critical Thinking
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC233182>

Active learning
<https://teaching.washington.edu/topics/engaging-students-in-learning/promoting-student-engagement-through-active-learning/#:~:text=Active%20learning%20is%20an%20instructional,to%20what%20they%20already%20know.>

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