

Conference Paper

Lived Experiences of Tertiary Students in the Teaching of Philippine History Courses

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Abstract

This study is qualitative research which employs phenomenology approach coined by Edmund Husserl, the father of phenomenology. The main purpose of this study was to describe the phenomenon of teaching Philippine History subject in the tertiary level in the private university.

The participants of this study were the students of different courses enrolled in Philippine History in the private tertiary university during the second semester of school year 2015-16. Also, this study included the faculty members handling Philippine History during the said semester. This research utilized interview guide in gathering information.

The delivery of history in a private tertiary education was successful because the students were satisfied in the method utilized by the faculty members. In effect, the students realized that the History subject is vital in the development of patriotism and nationalism.

Finally, the school managers and faculty members of history should employ teaching models fitted to the needs of the students in the contemporary period.

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1. Introduction

Every semester a lot of faculty members prepare to teach classes while thousands of students come to school to learn. Every faculty member is bound to teach one or more courses every semester. As the faculty member engages in the task of teaching, they have two options. One, to continue following the traditional ways of teaching which is the lecture method wherein the faculty member is being perceived to be the sole repository of knowledge and the students emerged to be passive recipients of the knowledge being shared by the faculty member. Or they can dare to dream about doing something different, something special in the courses that would significantly improve the quality of student learning.

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Faculty members always desire to deliver teaching-learning process the best they can. They make it a point that the atmosphere of being welcome is surely felt by every student inside the classroom. Faculty members are more than willing to do anything just to make the teaching-learning process enjoyable and productive on the part of the students. This is in accordance with the idea coined by Dr. Jose Rizal through the mouth of Ibarra in "Noli Me Tangere" (Guerrero, 2010). To Ibarra, "the school has to be a playground of the mind and not a torture chamber".

In delivering quality education, faculty members are always compelled to answer questions about how to teach, what he is trying to get across, how to assist the students to find their own way of raising questions and finding answers, how to do this in the context of a university should he provide detailed lectures, should the students be engaged in small group discussion, should he ask the students to read everything about the topic and then write a paper, should he ask the students to find an expert and pick his or her brain, or should he ask the students to do a project reflective of what and how they understand.

However, reality will tell that no matter how the faculty members strive very hard in making the teaching-learning process an easy way, still, there are negative reactions being mouthed by the students especially in the subject History perceived to be one of the most boring subjects and at worst useless. What could be the cause of this problem? Although faculty members want to elevate the subject and their students to achieve higher forms of learning, they continue to use teaching practices that are not effective at promoting such learning. If the faculty members will be asked about their goal in teaching, they will always make reference to higher-level learning goals such as critical thinking however, they have traditionally relied heavily on lecturing as their main form of teaching.

Peter Stearn, a noted American historian, elucidated the importance of history in the lives of the people. First he said that History helps to understand people and society. In the first place, they are living in a very complex society and history serves as the storehouse of information about how people and society behave. There were several attempts done by the different disciplines in understanding this complex society but none emerged successful. The data from the past must serve as the most vital evidence to figure out why the people in the different societies behave differently. History offers the extensive evidential base for the contemplation and analyses of how societies function, and people need to have some sense on how societies function simply to run their own lives. This fundamentally is the reason why they cannot get rid of studying history. Second, History helps to understand change and how the society

they live in came to be. The past, the present, and the future are interrelated. This simply means that they will not understand the present if they do not know the past and at the same time, how they are going to plan for the future if they do not understand the present. According to Stearn (1967):

Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or society persist despite change. (np)

Third, History contributes to moral understanding. Studying the past allows the students to test their own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. It is not only studying the heroic deeds of the great men and women who successfully worked through moral dilemmas but also of ordinary people who provide lessons in courage, diligence, or constructive protest. Fourth, History provides identity. This is unquestionably one of the reasons why modern nations require the teaching of history. Historical data tell us how families, groups, institutions and countries were formed. Defining the group in the present pales against the possibility of forming an identity based on a rich past. Lastly, History is essential for good citizenship. This is the most common justification why most of the curriculums offer history subjects. History lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values. It offers evidence also on how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying history helps to understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More importantly, studying history encourages habits of mind that are vital in forming responsible public behavior of a national or community leader, an informed voter, a petitioner, or a simple observer.

History subject undeniably is an important tool in developing patriotism and nationalism among countrymen (McNeil, 1985). On the contrary, students of history, instead of appreciating the contribution of history subject in developing nationalism and patriotism, have embodied negative connotation about the subject. This is the very reason why this study was conceptualized aside from the fact that the researcher himself is a history faculty member.

Several moves are being done to ensure that quality education will be delivered by both the educational institutions and the faculty members as well. Article 11, Section 7 of the Philippine Constitution (1988) clearly defined the objectives of the higher education system of the Philippines. Accordingly, higher education shall have the following objectives:

1. To provide a general education program that will assist each individual to develop his/her potential as a human being, enhance the quality of citizen participation in the basic function of society, and promote in each student a sense of national identity, cultural consciousness, moral integrity and spiritual vigor.
2. To train the nation's human resources in the required skills for national development, and to instill and foster the appropriate and relevant attitudes, skills and knowledge to enable each individual to become a useful, productive, globally competitive, and gainfully employed member of the society.
3. To develop and maintain the integrity of the professions and disciplines that will provide leadership for the nation.
4. To advance the frontiers of knowledge through research work, and apply the technology gained for improving the quality of human life and responding effectively to changing societal needs and conditions.

The researcher was able to observe the phenomenon on how Philippine History subject is delivered and how students reacted on the way the subject was delivered by the faculty members. At the end, it is the utmost desire of the researcher to revitalize the teaching delivery of History. This will be the contribution of the researcher in reforming the general education in the Philippines in the implementation of the K to 12 Program of the Department of Education.

2. Objectives of the Study

It puts forward a working hypothesis for the faculty members of History, seeking to point out the deficiencies and hopefully to address these inadequacies.

It seeks to present a model in teaching History with a view of contributing to the revitalization of the teaching pedagogy in History.

This study will contribute the body of meager literature in phenomenological study in the teaching of History. Also, this will serve as a guide for History faculty members

to improve their craft. Finally, this study will help in improving the delivery of History as a in the tertiary level.

3. Materials and Methods

The researcher employed qualitative research in conducting this study. Qualitative research is a type of research that produces findings not arrived at by statistical procedures or other means of quantification (Strauss & Corbin, 1998). This type of research is applied to the individual lives, experiences, behaviors, emotions, and feelings. Thus, qualitative research is a situated activity that locates the observer of the world (Creswell, 2013). It consists of a set of interpretative, material practices that makes the world visible. These practices created volutions in the world we live. Turning the world into a series of representations including fieldnotes, interviews, conversations, photographs, recordings and memos to the self. At this juncture, qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005). But we cannot deny the fact that in qualitative research, we still need to quantify some data like the background information of the respondents. At the end, the bulk of the analysis is interpretative, naturalistic approach and meanings that will transform the world. This is the rationale behind the stipulation of Creswell (2013) about qualitative research, to him:

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researcher use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes pattern or themes. The final written report or presentation includes the voice of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change (p.44).

Qualitative research has eight (8) characteristics (Creswell, 2013), namely: 1) natural setting; 2) researcher as key element; 3) multiple methods; 4) complex reasoning through inductive and deductive logic; 5) participants' meanings; 6) emergent design; 7) reflexivity; and 8) holistic account.

Researchers who are using qualitative method are expected to commit the extensive time in the field, engage in the complex, time-consuming process of data analysis through the ambitious task of sorting through large amounts of data and reducing them to a few themes or categories, write long passages, because the evidence must substantiate claims and the writer needs to show multiple perspective, and participate in a form of social and human science research that does not have firm guidelines or specific procedures and is evolving and constantly changing.

Qualitative research is used because there is a great need for a problem or an issue to be explored. The exploration is done because of a need to study a group or population, identify variables that cannot be easily measured, or hear silenced voices. Aside from this, qualitative research is utilized because there is a need for a complex, detailed understanding of a certain issue which can only be understood if by talking directly with people, going to their homes and places of work, and allowing them to tell the stories unencumbered by what we expect to find or what we have read in the literature. Qualitative research empowers individuals to share their stories, hear their voices, and minimize the power relationship that exist between a researcher and the participants in the study. Finally, researchers conduct qualitative method to write in a literary, flexible style that conveys stories, or theater, or poems, without the restrictions of a formal academic structures of writing and to understand the contexts or settings in which participants in a study address a problem or issue.

To acquire the data in qualitative research, the researcher will resort to the normal technique used in doing qualitative research which are interviews and observations. There are three major components of qualitative research which are the data, procedures, and coding (Strauss & Corbin, 1998). Phenomenological studies, Ethnographic studies, and Grounded theory are some of the approaches in qualitative research.

Phenomenology is said to be a philosophy and a method (Husserl, 2006). As a method, phenomenology looks at the lived experiences of those who have experienced a certain phenomenon. The researcher will identify the subjects of his study, then places his own thought on the topic in brackets so as not to influence or color his thinking as the researcher continue investigating. The researcher will interview a number of people related to the chosen topic. Transcription of data will follow, then reduce the data so that ultimately discern the essence of the phenomenon. Think of it as moving from very specific and detailed statements about the phenomenon to derive to the essence of the phenomenon and finally, the researcher is the interpreter of the data. The process is completed when the researcher reduce the data to its essence.

Phenomenology as a philosophy suggests that the phenomenological movement reflects European philosophy in the 20th century (Lichtman, 2006). According to Husserl (2006), phenomenology was a new way of thinking about philosophy; rather than being esoteric and metaphysical, this would enable the philosopher and phenomenologist to come into contact with matters, the actual lived experiences. Below is the depth of understanding about the methods of phenomenology as enumerated by Lichtman (2006):

1. What do we mean by the lived experience? The lived experience is a term from Husserl. Live experiences or life experiences are those in which we are all involved. Often a researcher selects a particular experience or event on which to focus. In the adult education field, one might study the lived experience of professional women as they plan for retirement (Repass, 2002). The individual who are studied have been involved in the experience. In education, one might study the experiences of families living with a child with autism (Glass, 2001) or one might study educational leadership (Van der Mescht, 2004).

Boeree (1998) offers some insight into understanding the lived experience. Think of it this way: Every experience has an objective and a subjective component; thus, you must understand all aspects of a phenomenon.

2. What is meant by the essence of the experience? And on a deeper, more philosophical level, we can ask how does the nature of the experience indicate the nature of the human being's existence? I agree with Bottorff (2003) that when we consider the essence of the experience we are moving to a deeper level of understanding. It is this last part that gets a little difficult to understand and that is related more to the philosophical underpinnings. You can see that a description of an experience, while interesting, is not the full intent of the research. I believed, however, that you will encounter a number of studies that are phenomenological in intent but do not go to a deeper level of understanding. Perhaps that is because some are reluctant to bring too much interpretation to the data they have. Or perhaps it is because we do not trust ourselves to move to an understanding of the inner self.
3. What is reductionist process? How are bracketing and epoche related to it? Phenomenological reduction is the process that is used to facilitate seeking the essence of a phenomenon. It is here that bracketing, epoche, or eidetic reduction (terms often used interchangeably) describe the change in attitude that is necessary for the philosophical reduction. Bracketing involves placing one's

own thoughts about the topic in suspense or out of question. Epoche involves the deliberate suspension of judgment. Giorgi (1989) suggests that researcher should search for all possible meanings of the phenomenon (pp.72-73).

According to Lichtman (2006), Husserl suggested that a researcher could set aside his or her own views about the phenomenon by using a process of bracketing. Also, according to Lichtman (2006), a term related to phenomenology is hermeneutics. Hermeneutics is generally thought to be the science of interpretation and explanation wherein in the hermeneutical process there is an interaction or link between the researcher and what is being interpreted. Phenomenology and hermeneutics should not be used interchangeably because phenomenology focuses on lived experiences and hermeneutics deals with the interpretation of language. Humans use language to experience the world and that we get understanding and knowledge through our language are the two assumptions of hermeneutics.

The researcher was able to interview students who are about to finish their course in history. Also interviewed were the faculty members teaching History subjects. Interview was used as a technique in gathering necessary information for the completion of this study.

Finally, this study aimed at presenting a radical departure from the traditional way of delivering history subjects. In so doing, the researcher investigated the different approaches utilized by faculty members handling History subjects and the demand of the students in the delivery of the said subject.

4. Results and Discussion

The participants of this study were the students enrolled in the different courses offered by the private tertiary university during the second semester of school year 2015-16. The participants were enrolled in Philippine history subject when inquiry was conducted. The researcher chose four respondents in every course taking-up Philippine History subject during the said semester. The four respondents were composed of one male top academic performer, one female top academic performer, one the male low academic performer and one female low academic performer.

Based on the result of the study conducted in analyzing the lived experiences of the students enrolled in Philippine History classes in a private tertiary level most of the female students with high academic grade were all satisfied with the way their history professors delivered the teaching of History. Most of them appreciated the way

the faculty members of the History department taught the said subject. They even appreciated the method employed by the faculty members in teaching the subject as these faculty members stimulated their interest in the subject, which in turn led to an enhanced understanding of how important the subject was (Respondent C, Female with High Grade). They also appreciated the utilization of primary sources in teaching History in which historical knowledge of the students would be improved (Respondent D, Female with High Grade).

Most of the students, regardless of their gender and intellectual abilities, expected that the faculty members teaching history must have enough knowledge on the subject-matter they are teaching. Also, students expected their respective faculty members to be lively in delivering history subject. They also preferred a faculty member who is properly groomed and can communicate very well. This goes without saying that students are expecting their faculty member to be a role model and a good example in their chosen field.

Based on the replies of the respondents, regardless of their gender and their class standing, most of them focused on the attitudes and personalities of the faculty members teaching History. They want a faculty member who can combine learning with humor which is very much parallel with what Henry Steele Commager (1989) said. To him "teaching is a function of the knowledge of the subject matter and the personality" (Zophy, 1982). This goes without saying that most of the students appreciated the teaching of History due to the warm and wonderful personalities of the faculty members. Faculty members who have great command of the subject matter and great personalities are the one having great influence on how to captivate the interest of the students in studying history.

Most of the female respondents with high academic grades expected the teaching of History to be boring just like what they had experienced in the high school level but they realized that in the tertiary level, the teaching of history is enjoyable and interesting (Respondents C and D, Female with High Grade). On the other hand, Respondent A, female with high academic grade expected a faculty member who is matured enough to deal with his/her students and somebody who is friendly enough to his/her students. She even expected a faculty member who can prepare them to become globally competitive.

A female student with high academic grade viewed the importance of history as an avenue for them to develop the feeling of nationalism (Respondent A, Female with High Grade). "We learn from our history, we follow the footsteps of our great men, they are treasures we should keep, and that we are living in a free country because

of our heroes and those fearless warriors who fought for our independence. The least we could do is to give them pride and respect by learning their story. There are golden lessons in history, worthy to keep and treasure" (Respondent B, Female with High Grade). "I think it is important to learn Phil. History. Because in our generation, we are slowly but surely forgetting our heritage. We are being trapped in the American dream, more often than not, we forget how important our lineage is, how important we are as Pinoy" (Respondent C, Female with High Grade). "It is important because everything what we become came from the past. Teaching it to the next generation will also help them to know what put them to a better place" (Respondent D, Female with High Grade). "For me it is important to know what Philippine history all about, how our ancestors and heroes sacrifice just to have that independent" (Respondent E, Female with High Grade).

On the other hand, the female respondents with low academic grade have a different perspective when it comes to the importance of history. According to Respondent A, female with low grade, history is exciting because of the stories shared by the teacher to his/her students. Respondent E, female with low grade felt that history is the reason why graduates or the future workers are trained to apply knowledge acquired from the past and the teaching of history is a way for the people to know what had happened in the past as they will be the ones to disseminate what the Philippines is and what it is for. Three female respondents with low academic grades viewed History subject as not that important in the 21st century education but they did not divulge the reason why. They just simply feel that the teaching of Philippine History is no longer relevant in the 21st century.

All the male respondents with high academic grade agreed that the teaching of History is still very much important in the 21st century education. Respondent A, male with high grade believes that for us to understand the present and plan for a better future, there is a need to know the past. Respondent B, male with high academic grade, is convinced that the study of History is essential for the growth of the nation. Respondent D, male with high academic grade, strongly adheres to the idea that the teaching of history is still important in the 21st century because it's a way of showing respect to those who deserve to be respected. Respondent E, male with high academic grade, viewed the teaching of History as equally important as the teaching of science and math.

Female respondents with high grades have different reactions when they were asked about the role played by the faculty member in teaching Philippine History in the tertiary level. Respondent A, female with high grade would like his/her teacher in

Philippine History to be more flexible while female respondent B, with high grade would like his/her teacher to be well oriented in using technology in teaching Philippine History and she even suggested that there should be student participation so that learning would be less difficult. Also, she suggested to have a History exhibit and contest (probably she is referring to the History Quiz Bee) to draw the enthusiasm and passion of the students in learning Philippine History. Lastly, she suggested to have an educational trip. On the other hand, respondent C, female with high academic grades, said that the teacher of History must educate his student more on why should they love being "Pinoy" and why we need to love our country and cherish our beloved Philippines. Respondent D, female with high academic grade, pointed out that the teacher of History must be more lively and interactive with his/her students. She even suggested to have role-play and documentary film showing activities about the past. She would like Philippine History to be taught in Filipino to elicit more interest and interaction.

Respondent A, female with low academic grade, believes that the faculty member of History should share his/her knowledge to the students. Respondent B, female with low academic grade, posited that the faculty members have their own way of teaching but she prefers a History faculty member to do the usual story telling type of teaching. Respondent C, female with low academic grade, expects a History faculty member to have continuous way of making the class (discussion) interesting by actively sharing knowledge or factual information about Philippine History and by being professional. Respondent D, female with low academic grade, would like a faculty member of History to be updated with current events and news and relate these with the past. Lastly, respondent E, female with low academic grade, would like a History faculty member who is more open to the suggestions and responses of the students.

According to respondent A, male with high academic grade, the faculty members of History should teach in a way that they will catch the attention of the students, not only obliging them to memorize everything but to understand everything. To respondent B, male with high academic grade, the faculty member of History must cease on being dependent on textbooks. They should be well acquainted with the subject-matter and provide an avenue where the students can understand and appreciate the lessons. He even posted that the faculty of History should be playing as "The Provider and The Rabbi". Respondent C, male with high academic grade, said that the faculty member of History should play the role of a bridge between the past and the present. He or she must be able to show to the students how current events rooted in actions and decisions made by certain men and women in the distant and not-so-distant past while

respondent D, male with high academic grade, suggested that the faculty member must be energetic and must find other tools to be used in their teaching aside from just being bookish. Lastly, respondent E, male with high academic grade, would like to have a faculty member of History who is joyful and happy.

5. Conclusion and Recommendation

After a thorough analysis of the data gathered by the proponent, several categories were derived from the responses of the students and the faculty members as well. These categories were extracted to find out the revealed theme of this study. The **categories** derived from this study as shown in the appendix are **(1) Method of teaching**, under this method of teaching several **revealed themes** were extracted such as: history should be taught in a smooth and quick manner, the teaching of History should create enthusiasm and draw interest among the students, faculty members of History should correct the wrong teaching of History in the primary and secondary levels, History should be taught using primary sources, faculty members should explain the topic well and help the students realize and analyze the past, and use story-telling as an approach in teaching History; **(2) Importance of History** under the importance of History are the following **revealed themes**: History gives information that are not learned easily; role-playing in which the students would understand our history; students should have knowledge about our history; history provides a strong foundation about our identity; history provides a profound nationalistic sense; History is a good source of knowledge; history opens the minds of the students and present a view on how we gain our independence; history is important in the 21st century; history presents the origin of our country; history is about us; and history is the most effective way of solving social problems and it will contribute to the development of our country; history presents a reason why we need to love our country; value the cultural heritage; students will contribute to the development of our country; it values the sacrifices of our ancestors; **(3) Attitude of the students members towards history**, under this are the following **revealed themes**: history is not needed to the course the students are taking; age is a factor in appreciating history; History is boring because the students were not able to absorb what is being taught; the past experiences of the students in History subject makes it boring; History is boring, students perceived that the faculty member is boring and strict; irrelevant subject, students have no interest in learning the past, and not important; **(4) Qualifications of the faculty members**, under this are the **revealed themes**: the teaching of History depends on the faculty members and the

methods employed; passion in teaching history; enthusiastic in making history interesting; love for books and reading; imaginative yet objective; teachers are innovative patient and understanding: exhibit humor in teaching; love his fellowmen and relate lessons to present realities; faculty members should be clever; teachers are friendly approachable and open to all questions, and faculty members are young; **(5) Appreciation of the students towards History subject**, under this are the following **revealed themes**: the students will appreciate History if the faculty members will explain the topic well and accept the opinions/answers of the students; the students will appreciate History if the faculty members relay important information about the country; faculty members' knowledge is important; the perception of the students about history will be changed if the faculty members employ teaching methods fitted to the needs of the students; history will be appreciated by the students if the faculty member is kind; very approachable; and he loves what he is doing; history should be taught in broad manner; the students of history will appreciate the subject if the faculty member is passionate in teaching; the faculty members should be more comprehensive and unveil mysteries of the past; interesting discussion; students should understand history; a well-dressed faculty members will attract the students to study history; intelligent faculty members; explain critically; and jokes are needed to make discussion lively; **(6) Demands of the students among the faculty members teaching History**, under this are the following **revealed themes**: friendly; fun; serious in teaching will prepare students to be globally competitive; recall what students have learned from the past; fun to know history; develop the sense of nationalism; friendly and skilled; new teaching method; learn more about the country and how nationalism developed; information that are useful in everyday situation; students should not be deprived of the real issues in History; unveil the mysteries of the past; technology in teaching History; funny at the same time quality learning; open the mind of the students and know how patriotism developed; and History should be taught in a realistic manner; **(7) Role of faculty members in teaching History**, under this are the following **revealed themes**: faculty members will make history interesting; faculty members should be flexible; the strategies employed by the faculty members is important; faculty members make the class active in the discussion; updated in the current development in teaching history; they are open to suggestion and reaction; not bookish and provide avenue to understand the subject; faculty members bridge the gap between the past and the present; they are energetic and resourceful; joyful and happy in teaching; they should be at their best; and use technology in teaching; **(8) Medium of instruction in**

the teaching of history, under this is the **revealed theme**: Filipino as the medium of instruction.

These categories and revealed themes were utilized in proposing the instructional design in teaching the History subject.

5.1. Suggested teaching model

If we will try to imagine an ordinary classroom setting, we will visualize a teacher standing in front of a group of students wherein the teacher is talking in front of the students and the students listening intently to what the teacher is saying, trying to absorb everything being said by the teacher. Afterwards, the teacher will begin to throw questions for the students to answer. In effect, the students will be forced to answer the question, if not the students will be scolded and worse, might get a lower grade because of not answering the question of the teacher.

According to Reiser & Dempsey (2002), instructional design is a system of procedures for developing education and training programs in a consistent and reliable fashion. It is a complex process that is creative, active, and interactive. Reiser & Dempsey (2000) characterized instructional design as learner-centered, goal-oriented, focused on real-world performance, focused on outcomes that can be measured in a reliable and valid way, empirical, and typically is a team effort. On the other hand, Reeves (2011) suggested a step-by-step process of designing instruction that is centered on student learning. These are the following: "Is deep design really necessary?", "Doesn't deep design require more work and take more time?", "Doesn't the teacher's focus belong on what happens in the classroom?", "But this kind of planning does not describe what the teacher should do?", and "So who are the lesson plans really for?"

The teaching model in History courses presented in this study is anchored on the responses of the students and the faculty respondents of this study which a student- and learning-centered instructional design. The philosophical underpinning of this teaching model in History courses is reconstructionism. This philosophy advocates an attitude toward change that encourages individuals to try to make life better than it was or is (Ozmon & Craver, 2008). Reconstructionist educators consider themselves as radical educational reformers rather than as reactionary conservatives, timid moderates, or weak-hearted liberals (Ozmon & Craver, 2008).

5.2. Dynamic faculty members

First, let us identify the faculty member who will teach History by identifying the qualification of the faculty. Since we are talking of the tertiary level, therefore, we are looking for faculty members who are graduates of BSE-Social Studies, BSE-History, AB History, and AB International Studies and other related Social Sciences courses with a minimum requirement of Master of Arts in History, Master of Arts in Teaching History, Master of Arts in International Studies, and the likes. This was done to ensure that the faculty members would be delivering the needs of the students in the subject history. This is to disregard the myth that the History subject is an easy subject which can be taught by any faculty member without proper qualification.

Aside from these professional qualifications of the faculty members, the faculty members who are being viewed as the most important agent in educational program would be the one to see to it that the various influences surrounding the students are selected and arranged to promote learning. The faculty members are tasked to promote learning by providing instruction. To Gagne (1974), instruction is a set of events designed to initiate, activate, and support learning. Therefore, the faculty members are the managers of instruction, making it sure that instruction is being delivered to the students in any form. For this reason, we need to consider the voices being articulated by the student respondents in this study about what kind of faculty members will emerge as effective and efficient in teaching History. Based on the student respondents, they would like to have a faculty members who has the passion in teaching History, enthusiastic in making history interesting, very inclined to reading, has a sense of humor, friendly and approachable, well-groomed, willing to entertain questions based on the topic being discussed. Another thing is the ability of the faculty members to employ instructional technology inside the classroom, which is the perfect match with today's focus on teaching and learning (Reiser & Dempsey, 2002). In short, the faculty member assigned to teach History must be **dynamic** in making History a subject for students' interest. It should be in the heart of every faculty member to prepare the students for their future.

After identifying the faculty members who teach History in the tertiary level, the faculty member will administer a diagnostic assessment (Reeves, 2011) about history. The purpose of administering diagnostic assessment to the students is to find out the strong points and the weak points of the students in the History subject so that learning of the students will be facilitated.

5.3. Innovative learning

The result of the pre-test will be the basis of deciding the topics to be discussed in the entire semester in which the faculty member will only focus on the weaknesses of the students about history. This is to avoid repeating the lessons which were already learned by the students in the previous year levels. The faculty member should choose the topic that will prepare the students to be globally competitive, encourage active participation of the students, bridge the gap between the past and the present, provide an avenue to understand the historical development of our country, useful for the daily living of the students, a topic that can be explained properly by the faculty member, contribute to the development of patriotism and nationalism among the students, and unveil the mysteries of the past. Moreover, the topics chosen by the faculty members should be **innovative** enough to captivate the interest of the students.

Deciding what the students should learn is the most challenging task that should be determined by the faculty members because of the fact that our students will not learn everything we teach.

To make learning interesting, the faculty members will employ the use of technology such as multi-media, power point presentation, and film showing. Also, they will be exposed to the different primary sources like diary, artifacts, fossil and oral history. Educational trip will also be employed. This will ensure that the delivery of teaching History is easy, meaningful, interesting, and enjoyable.

5.4. Outcomes-based objectives

Creating objectives is the most critical part of this teaching model in history courses. Instructional objectives are statements of what students will know and able to do at the end of the lesson or unit of instruction (Reeves, 2011). The faculty member will describe the learning outcomes for students that the lesson is designed to produce. These objectives, once created will help the faculty member to choose the right activities for the objectives. According to Reeves (2011), an instructional designer needs four types of prerequisite knowledge to establish objectives. These are the knowledge of curriculum, knowledge of lesson content, knowledge of students, and knowledge of the vital role that objectives play in teaching and learning.

To check the validity of the instructional objective is to ask whether it is student-centered, is thinking-centered, and describes a performance that demonstrates learning (Reeves, 2011). Further, he enumerated the characteristics of good instructional

objectives. According to him, good instructional objectives must be: (1) clear and specific; (2) focused on thinking; (3) demonstrate mastery; (4) measurable; and (5) aligned with standards.

5.5. New generation assessment

Assessment is the process and product of determining whether students have learned what they were expected to learn from instruction (Reeves, 2011). Assessments proceed logically and directly from the thinking-focused objectives aimed at securing intellectual gains. Assessment is anything that reveals what students are learning or how well they have learned. There are two kinds of assessment (Reeves 2011), by application and by format. **Assessment application** depends on purpose like diagnostic assessment in which is being used before the new learning begins. The purpose of this assessment is to inform the faculty member what students know at a point before the next stage of their learning gets underway. This assessment is used at the beginning of a semester or any case, at the beginning of a unit or lesson. The result of this assessment is not recorded because it will serve as a preparation for teaching and learning new material. Another is the Formative assessment in which is used during the learning process and the purpose is to inform the faculty member and the students how well the learning is going. Another is the summative assessment in which is designed and administered to sum up learning that has taken place during a lesson. The result of the summative assessment is used as a basis for a grade, a certificate, a degree, or any other marker of achieved learning.

Assessment formats are the various ways of grouping and describing the myriad forms these data-gathering instrument can take. One way of assessment format is traditional assessments have been used by faculty members for generations. These include essays and various type of written test like multiple choice, fill-in-the-blank, and matching type. It may also take the form of an oral examination or recitation of what the student has learned. Another is the alternative testing format in which came into existence because of the criticism that traditional test formats are poor tools for determining how well a student truly understands the material and can apply it to real-life situations. This assessment includes group project, portfolios of student work, performances, demonstrations, and other evidence of students learning.

Generally speaking, assessment should contribute to students' learning. Students should be required to explain, apply, analyze, synthesize, and be creative with new knowledge. Assessment will be deemed successful if the students appreciated history

because the faculty members were able to explain the topic well, if the faculty members relayed important information about the country, if the knowledge of the faculty members is sufficient about the topic being discussed, and if the faculty members employed a teaching method fitted to the needs of the students and the topic as well.

5.6. Youth oriented learning activities and learning plan

Finally, the most important portion of this suggested teaching model in history course is the learning activities and the learning plan. According to Reeves (2011), learning activities are the public face of instruction, a visible performance of learning and teaching. These are what the students notice about teaching, what they remember about learning, what they see themselves directing when they embark on a teaching career. In designing learning activities, the faculty members should break down the process of thinking into stages. Once we understand the objectives and assessment, we can state for example, that at the end of the lesson

Students will analyze why the Japanese occupied the Philippines

And they will demonstrate one application of this skill in an aligned assessment:

Students will write a reflection paper analyzing the reasons why the Japanese occupied the Philippines

Reeves (2011), presented steps on how learning activities will be designed: (1) Plan how to start students' thinking by knowing what the students already know about the topic to be discussed. This is what we called "activating background knowledge." (2) Plan how to provide access to new information by presenting the different sources that the students will utilize in getting information. (3) Plan how to help students connect new information to established learning, this can be done through presenting the different reading materials, video, and other multi-media sources. (4) Plan how to monitor student performance and give feedback and this can be done by roaming around the classroom and observe if the students are doing the activity in the right manner and give feedback. And (5) Plan for closure, this can be done by providing an opportunity for students to connect their new learning to previous learning. Learning activities can be enhanced if the faculty members have proper exposure to the different seminars, workshops, and conferences whether locally or internationally because of the following reasons coming from the faculty respondents themselves: such exposure gives information about the development of the fields, is a good source of the latest trend in research and teaching as well, provides new ideas about the

teaching skills and methods, it allows the faculty member to share knowledge about History, and above all, enhances the teaching performance of the faculty members.

Plan for learning is different from lesson plan, the latter is about a plan for a lesson and the former is about learning as the focus and goal (Reeves, 2011). Learning plan comes into variety of formats, in essence, it is not the format that is important in plan for learning but the way it answers these two questions: "What will students learn?" and "How will they show their learning?" (Reeves, 2011). Seven elements of doing a learning plan were presented by Hunter & Russell (1994). These are: (1) Determining the kind of access students will have to new information; (2) Modeling desired thinking and skills; (3) Checking for understanding; (4) Guiding students' practice; (5) Providing independent practice; (6) Communicating to students what the objective is; and, (7) Starting a lesson by creating an anticipatory set.

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