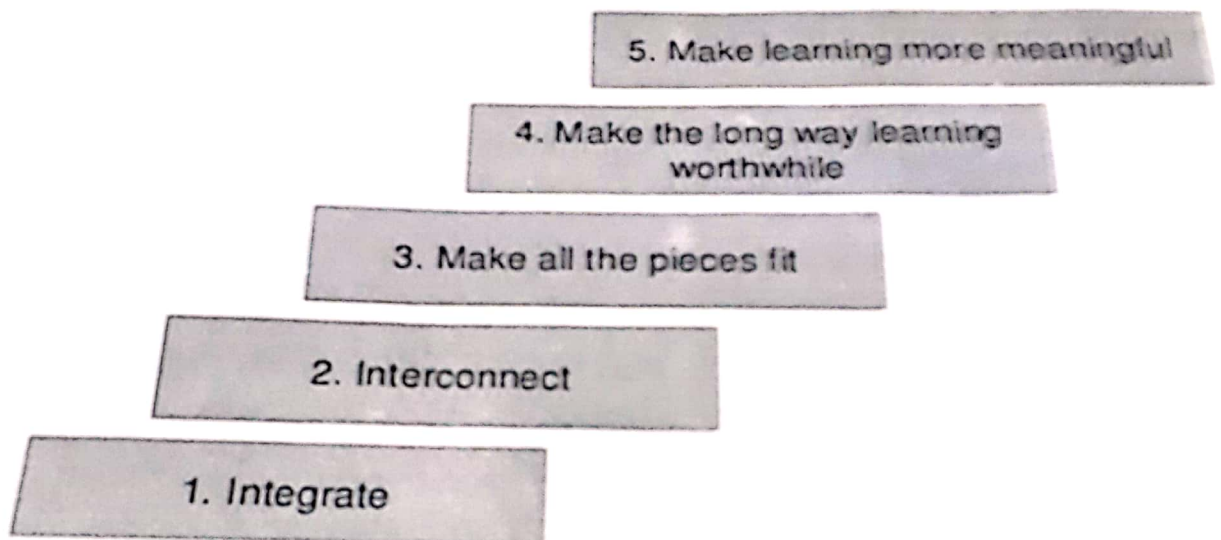


## INTRODUCTION:

Success in the teaching-learning process is always attributed to the creativity of the teachers. Being the pilot of the classroom educative flight, the teacher has to choose and design what strategy suits the kind of learners present therein. To be creative, teacher has to consider individual differences (old) or diversity of learners in every learning episode to make it more meaningful.

## INTEGRATIVE LADDER:



**Several ways to sustain learner's interest:**

- 1. use diverse learning activities or experiences;
- 2. relate clearly to individual learning modes; and
- recognize group's success through appreciative remarks and rewards.

## **DISCUSSION:**

### ● **INTEGRATIVE TEACHING STRATEGY**

- is a well-organized strategy anchored on real life situation that include learners' interests and needs creating a variety of meaningful activities and learning experiences.



## OBJECTIVES OF INTEGRATIVE TEACHING STRATEGIES

1. To foster security and satisfaction.
2. To promote cooperative learning.
3. To help develop sense of values.
4. To help develop self-direction.
5. To foster creativity.
6. To provide opportunities for social action.
7. To help evaluate learning.

### **III. Principles underlying the planning for integrative teaching strategies**

- 1 The development of the whole personality of the learner is more important than the subject matter.
- 2 Long range plans and large units should be prepared to daily and isolated tasks.
- 3 Learning activities should be recognized around real-life problems of the pupils, their needs and interests.
- 4 Learning should be characterized by group planning, group work, and group assessment.
- 5 Teaching- learning activities should follow democratic procedures.
- 6 Individual Differences should be provided for by a wide variety of learning activities and experiences.
- 7 The atmosphere of the classroom should be permissive and happy.

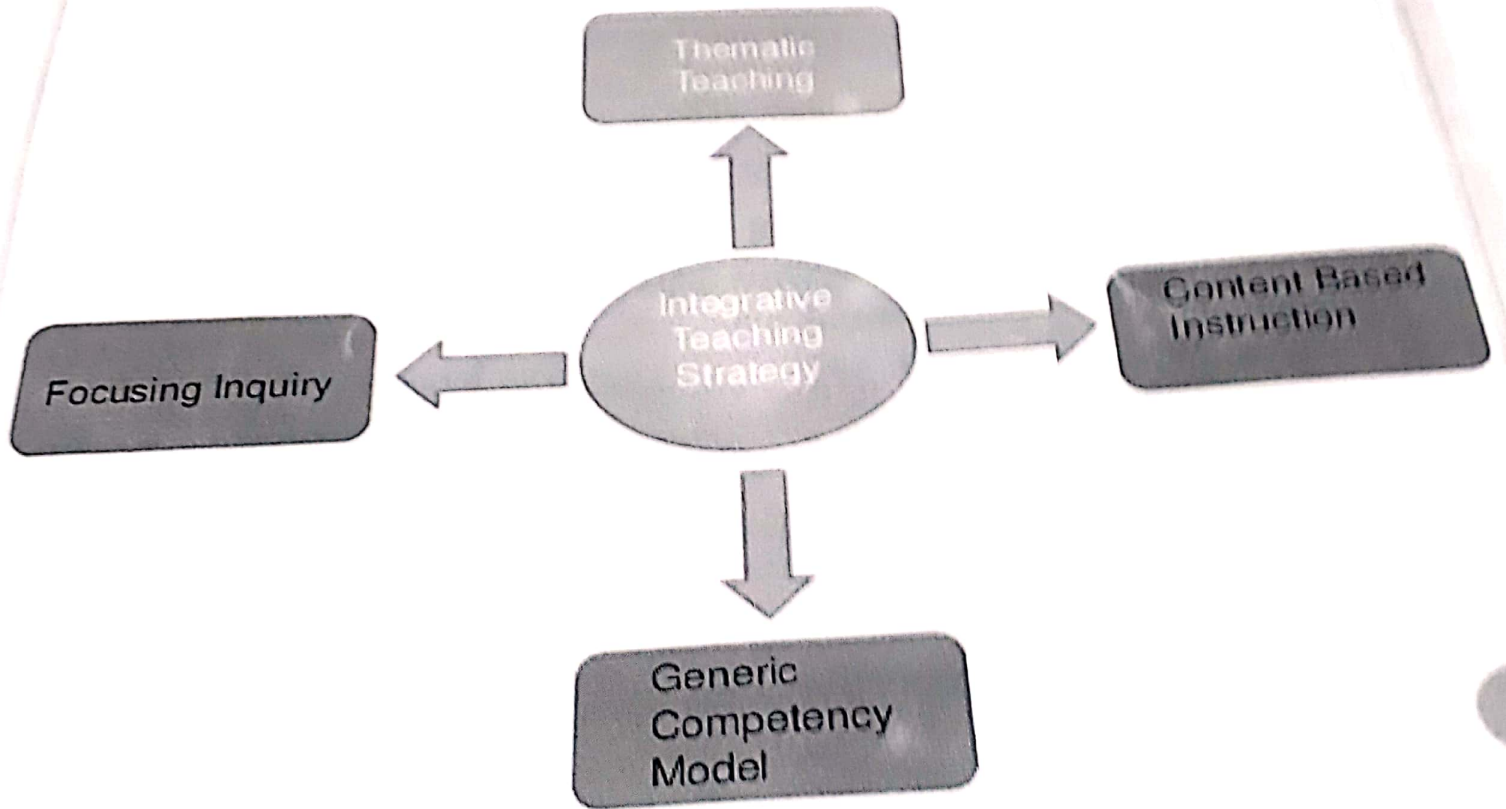
#### IV. BENEFITS

1. Help alleviate fragmentation of learning and isolated skill instruction.
2. Train students to think and reason at a higher level (critical thinking).
3. Provide instruction in a more relevant and interesting to the students.

## VII. CHARACTERISTICS OF THE UNITS/LEARNING EXPERIENCES FOR MEANINGFUL INTEGRATIVE ACTIVITIES

- Problem-Based
- Contextualized in learner's comprehension and scope of experience;
- Continuous development
- Cooperatively planned by teachers and students. (Lardizabal, 1995)





## **1. THE THREE MODES OF TEACHING STRATEGIES**

### **1. THEMATIC TEACHING**

It provides a broad framework for linking content and process from a variety of disciplines. The theme provides coherence; it gives a "focus" to the activities that accompany by the unit. The theme also helps learners see the meaningful connection across disciplines or skills areas. It conveys a clear, compelling purpose to learners, teachers and parents, linking ideas to actions and learning to life. (Zulueta, 2006)

### **Steps for the Integrated Unit Design (Thematic Teaching):**

1. Decide on a unit theme that will allow all group members to enter to the integration process.
2. Identify a major concept to serve as a suitable "integrating lens" for the study.
3. Web the topics for study, by subject or learning area, around the concept and theme.
4. Brainstorm some of the "essential understanding" (generalization) that would expect learners to derive from the study.
5. Brainstorm "essential questions" to facilitate study toward the essential understanding.
6. List processed (complex performance) and bullet key skills to be emphasized in a unit instruction and activities.
7. For each week and discipline in the unit, write instructional activities to engage learners with essential questions and process.
8. Write the culminating performance to show the depth of learning.
9. Design the scoring guide (rubric-criteria and standard) to assess the performance task. Additional types of assessment may be used to measure progress throughout the unit.

## 1. CONTENT-BASED INSTRUCTION

- **Content-Based Instruction (CBI)** is the integration of content learning with language teaching aims. It refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material. The language curriculum is centered on the academic needs and interests of the learner, and crosses the barrier between language and subject matter courses.



## 2. FOCUSING INQUIRY

**Focusing Inquiry** is an interdisciplinary approach that uses questions to organize learning. Like most disciplinary teaching, it crosses conventional knowledge boundaries. The teacher guides learners to discover answers to questions, whether or not answers pre-exist. Learners become creators of knowledge rather than recipients. Concepts and content are less important than the governing process conducting an investigation and communicating what was learned to others. The process of "inquiry" is the organizer of the instructional design while "content" is relegated to an ancillary place. (Zulueta, 2006) .

### **Steps for Inquiry Process:**

1. Frame a focusing question.
2. Present a field of facts.
3. Help learners connect or relate facts.
4. Help learners generate explanatory ideas.
5. Help learners find answers.

## **Teaching Strategies for Cognitive, Thinking, or Inquiry Process**

These strategies may be used in any subject and are designed to be used at all levels of instruction. The order of questioning generally follows but varies in terms of student's backgrounds, prior knowledge instruction or emphasis on inductive and deductive approach. Both cognitive and affective dimensions are involved in any given strategy. (Aquino, 1999)

## LOW LEVEL PROCESS:

- Recalling
- Observing
- comparing/Contrasting
- Classifying
- Defining
- Interpreting
- Generalizing



## HIGH LEVEL PROCESS:

- Inferring
- Hypothesizing
- Predicting
- Analyzing
- Synthesizing
- Evaluating

## **V. IMPEDIMENTS**

1. Take more time in planning and collaborating with other disciplines.
2. Does not sound accepted as valid or useful by some teachers.
3. Result to competition among teachers with regards to time, priorities and learning environment.

## **VI. KINDS OF WORK UNITS OR INTEGRATIVE ACTIVITIES IN THE CLASSROOM**

### **The Three Kinds of Units of Work:**

- 1. Subject Matter Units
- 2. Center of Interest Units
- 3. Integrative Experience Units



## VIII. GENERAL ATEPS IN DEVELOPING UNITS/INTEGRATIVE STRATEGY

- 1 Initiating the Unit
- 2 Point of Experiencing
- 3 Culminating Activity
- 4 Evaluation