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Gearing towards Better Curriculum, Instruction, and Evaluation in Basic Education



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This policy brief reviews findings of previous studies relevant to the development of curriculum, instruction, and evaluation in basic education. Policy implications and recommendations are then provided based on this information.

The curriculum should not only focus on theories and concepts, but knowledge applicable to real life and would promote important values such as environmental awareness, must be incorporated as well. For instance, important environmental issues such as knowledge in the Philippine water code and its proper implementation can be incorporated in teaching Earth Science in basic education (Camacho, 2012). Aside from that, it should also be culturally-sensitive. Indeed, a tool that could be used to evaluate a culturally-sensitive curriculum material (CS-CMET) has been developed (Morales, 2013). To be able to deliver the topics covered by the curriculum, an effective method of instruction is important. One approach that has been proposed is the predict-observe-explain approach intended to promote positive attitude and achievement among students (Garnale, Arañes, & Duad, 2015). Likewise, an objective method of evaluation is essential. Thus, a method of scoring mathematical investigation through an analytical scoring framework, rubric, transmutation table, and rubric calibration was proposed (Nivera, 2012).



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Both the predict-observe-explain approach and the method for scoring mathematical investigation that has been developed showed that these methods are promising, as suggested by their generally positive reviews (Garnale et al., 2015; Nivera, 2012).

Here is a summary of policy recommendations for these issues:

1. In keeping with the goal of developing environmental awareness among pupils in basic education, environmental issues, such as that of the water code, should be included in the curriculum (e.g., in Science 3, Earth Science) (Camacho, 2012).
2. The developed CS-CMET (Morales, 2013) can be a useful tool in evaluating curriculum materials that integrate culture and language. This could be helpful in promoting student learning by taking into account the uniqueness of their culture and language.
3. The development and application of methods that could facilitate proper assessment of students' performance (e.g., Nivera, 2012) should be encouraged. It is also suggested that teachers be given trainings/workshops on various ways they can assess student performance and success.
4. Likewise, teachers must be trained on the use of various methods of instructions that have been shown to be effective among students, not only in terms of their achievement, but also in promoting positive learning attitudes (e.g., Garnale, 2015). The conduct of training through seminars and workshops are recommended.

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