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*The National Center for Teacher Education*

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## Rhizomatic Teaching in Philippine Secondary History Classrooms



[https://hapiyep.files.wordpress.com/2015/06/img\\_0768.jpg](https://hapiyep.files.wordpress.com/2015/06/img_0768.jpg)

The study applied the framework of a rhizome as a metaphor in curriculum theorizing in the teaching of history in the Philippine classrooms. Findings showed the method as a suitable and innovative approach in teaching history. Policy implications are discussed.

The rhizome, as a metaphor in curriculum theorizing, provides a philosophical lens that subjects curriculum and knowledge to multimodal ways of making meaning devoid of any arborescent or linear source. This framework was applied in teaching History classes in Philippine secondary schools as an innovative way of teaching the subject from factual knowledge to domain-based skills. Currently, no other study has done this yet.

Ten secondary History teachers were selected to participate in classroom observations and semi-structured interview. Using narrative inquiry, eidetic description of actual teaching practices that apply rhizomatic principles were derived. Findings show that first, History, as a discipline, is taught from different perspectives and lenses; second, History teaching is a multiplicity; third, new ways of teaching History are developed when teachers problematize what limits students'



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achievements; and lastly, historical discourse is open to interpretations, connections, and parallelisms to contemporary contexts.

These findings can be useful for teachers and school administrators, and the following policy implications can be gleaned:

1. The use of rhizomatic teaching as a framework in teaching History among secondary level students must be explored as an innovative way of teaching the subject. This approach may motivate students to refine and redefine History, appreciate the discipline beyond its content, and maximize History learning may offer.
2. By using an innovative way of teaching History, critical thinking among students may be developed, which is especially important nowadays given that there are rampant revisionist perspectives about the country's history. Moreover, given the challenges our country is facing, innovative approaches in teaching History may be necessary in order to cultivate stronger nationalism among students.
3. Teachers and school administrators may find value in the use of the framework of rhizomatic teaching, not only as an innovative teaching practice, but also as a framework for evaluating the effectiveness of teaching History in secondary level.

#### REFERENCE:

Nery-Cua, M. L. S., & De Guzman, A. B. (2018). A portrait of rhizomatic teaching in Philippine secondary history classrooms: An interpretative study. *The Normal Lights*, 12(1), 199-231.



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