

Management of Instruction

Selection and organization of content

- **VALIDITY**- This means teaching the content that we ought to teach according to national standards in the K to 12 Basic Education Curriculum
- **SIGNIFICANCE**- What we teach should respond to the needs and interests of the learners, hence meaningful and significant.
- **BALANCE**- Content includes not only facts but also concepts and values.
- **SELF-SUFFICIENCY**- Content fully covers the essentials. Learning content is not “mile-wide-and-inch-deep”.
- **INTEREST**- Teacher considers the interest of the learners, their development stages and cultural and ethnic background.
- **UTILITY**- What is learned has a function even after examinations are over.
- **FEASIBILITY**- The content is feasible in the sense that the essential content can be covered in the amount of time available for instruction.

BASE OF STRUCTURE OF COGNITIVE SUBJECT MATTER CONTENT EFFECTS

- PROVIDING OPPORTUNITIES FOR EXPERIMENTATION
- PRESENTING THE IDEAS OF OTHERS
- EMPHASIZING CONCEPTUAL UNDERSTANDING

Here are some specific strategies that can help you develop conceptual understanding in your students: (ORMROD, 2000)

- Organize units around a few core ideas and themes.
- Explore each topic in depths. For example, by considering many examples, examining cause- effect relationships, and discovering how specific details relate to more general principles.
- Explain how new ideas relate to students’ own experiences and to things they have previously learned.
- Show student-through the things we say, the assignments we give, and the criteria we use to evaluate learning-that conceptual understanding of subject matter is far more important than knowledge of isolated facts.
- Ask students to teach to others what they have learned. A task that encourages them to focus on main ideas and pull them together in a way that makes sense.