

Contextualized Nature Exposure: A Strategy in Teaching Biodiversity

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Abstract

This study aimed to determine the effectiveness of Contextualized Nature Exposure Teaching Strategy (CNETS) as a strategy in teaching Biodiversity to the academic performance and environmental sensitivity of the Grade 7 learners of a public secondary school in the 5th District of Iloilo during the school year 2019-2020. The result of the study suggests that learners from both groups had the same “low” level of knowledge before the administration of the treatment but differed after the groups were exposed to the two teaching strategies wherein learners who were exposed to CNET performed better after having a mean descriptive rating of “high” than those who were exposed to NCTS with a mean descriptive rating of “average”. The mean gain score of Grade 7 learners who were exposed to CNET was considerably higher compared to the mean gain scores of the learners who were exposed to the NCTS. Based on the result of the study, with a descriptive rating of “High Environmental Sensitivity”, both groups had the same level of environmental sensitivity regardless of the teaching strategy implemented. There was a significant difference in the pretest and the post Biodiversity achievement test for Grade 7 learners who were exposed to CNETS and NCTS. There was no significant difference in the Biodiversity achievement test of Grade 7 learners when they were classified according to the teaching strategy they were exposed to. There was a significant difference in the post-test scores in Biodiversity achievement test of Grade 7 when they were classified according to the teaching strategy that they were exposed to. On the other hand, the computed data using the t-test for independent samples in SPSS for the Environmental Sensitivity Test given to the participants revealed that there was no significant difference in the Environmental Sensitivity of the Grade 7 learners when they were classified according to the teaching strategy that they were exposed to. There were significant differences in the pretest and post Biodiversity achievement test in terms of mean gain scores of Grade 7 learners exposed to CNETS and non-contextualized teaching strategy. There was a significant relationship between the Grade 7 learners’ Environmental Sensitivity and Biodiversity achievement test. On the basis of the findings of the study, The Contextualized Nature Exposure teaching strategy with the use of a researcher-made contextualized module was an effective intervention in learning science. An actual learning from nature experience while studying biodiversity can help the learners realize the application of the concepts in the lesson to a real-life scenario making the learning process effective. Once the learners know the application of the concept, it can develop a deeper understanding and retention of the lesson. The scientific approach in conducting activities and observation develops scientific attitudes in learners if the strategy is appropriately demonstrated. Moreover, the inclusion of performance tasks such as photography, drawing, educational use of gadgets or any other fields of interest can encourage learners to use initiative, critical thinking and creativity, which can further improve learners aptitude and skills. Apart from that, since the method had been used as a learning material in a modular distance learning modality with little supervision, Contextualized Nature Exposure teaching strategy was not just an effective approach in teaching biodiversity but also an effective tool in developing independent learning and even self-discovery.

Keywords: Biodiversity, Contextualized Nature Exposure, Teaching Strategy, Environmental Sensitivity