

Development and Validation for Center-Based Learning in Teaching Science

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Abstract : The study probed that out of eight (8) lessons in Science Six have been validated, lessons 1-3 got the descriptive rating of very satisfactory and lessons 4-8 got the descriptive rating of outstanding based on the content analysis of the prepared CBL lesson plans. The evaluation of the lesson plans focused on the three main features such as statements of the lesson objectives, lesson content, and organization and effectiveness. The study used developmental research procedure that contained three phases, namely: Development phase consists of determining the learning unit, lesson plans, creation of the table of specifications, exercises/quizzes, and revision of the materials; Evaluation phase consists of the development of experts' assessment checklist, presentation of checklist to the adviser, comments and suggestions, and final validation of the materials; and try-out phase consists of identification of the subject, try-out of the materials using CBL strategy, administering science attitude questionnaire, and statistical analysis to obtain the data. The findings of the study revealed that the relevance and usability of CBL lessons 1 and 2 in terms of lesson objective, lesson content, and organization and effectiveness got the rating of very satisfactory (4.4) and lessons 3-8 got the rating of outstanding (4.7). The lessons 1-8 got the grand rating of outstanding (4.6). Additionally, results showed that CBL strategy helped foster positive attitude among students and achieved effectiveness in psychomotor learning objectives.

Keywords : development, validation, center-based learning, science

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