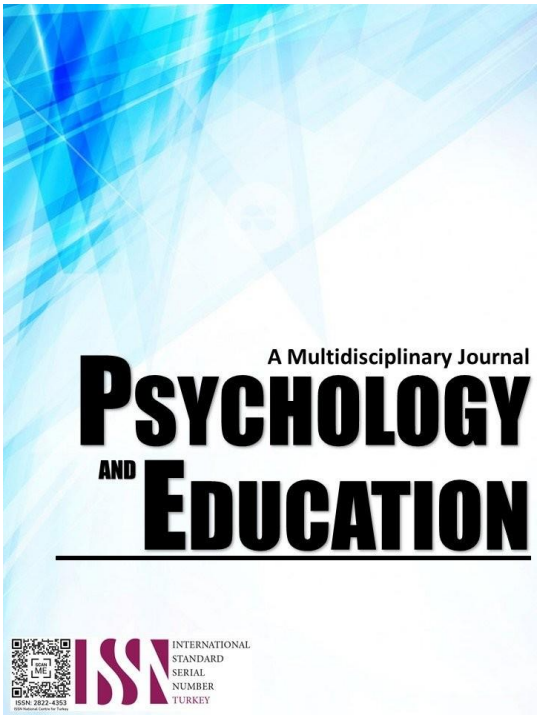
SIMULATION STRATEGY IN TEACHING *EDUKASYON SA PAGPAPAKATAO* (EsP)



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Research Article

Simulation Strategy in Teaching *Edukasyon Sa Pagpapakatao* (EsP)

Rizel P. Hayag, * Vilma H. Arazo
For affiliations and correspondence, see the last page.

Abstract

The study assessed the contribution of simulation strategy in teaching *Edukasyon sa Pagpapakatao* (EsP) with mother tongue as language of instruction in instilling values to Grade One learners of Tambacan Elementary School, school year 2019-2020. There were 60 pupils served as subjects of the study and used Quasi-experimental research design. Result showed that both Comparative and Simulation groups had the result of did not meet expectation in their pre performance. However, there was a significant difference in the post test scores between Comparative and Simulation Groups. Result disclosed that 14 or 46.7% of the participants in the Simulation group had post-performance scores of 23-30, while 11 or 36.7% of the participants in the Comparative group had that score range, which was both classified as "very satisfactory to outstanding performance. The result implied that the subjects in both groups had incomparable performance after the Simulation strategy intervention. Lastly, there was a significant difference of the mean post performance between Comparative and Simulation groups. In conclusion, simulation strategy had positive effects to the learners' performance.

Keywords: *simulation strategy, teaching ESP, quasi-experimental design*

Introduction

Values development is a primary goal of education since the aim of education is to prepare young people to become law-abiding citizens, humane, and productive members of their society. Teaching about values must be effective, and teachers are delegated to do the task. In the process, mentors are given the challenge to find an effective and enjoyable way of imparting values to children through different teaching pedagogies. There are numerous ways of teaching, but they need to be evaluated to ensure that learning occurred in the educative process.

Before, the Department of Education (DepEd) used the old curriculum known as the Basic Education Curriculum (BEC) in which values education is being taught in English. Since English is not the learners' first language, the transmission of desired values, especially to the Grade One learners, was difficult to attain since the language of instruction was not familiar to them. As the educational system evolved, the K to 12 Curriculum is being introduced. In this new curriculum, mother tongue is being used as the language of instruction in teaching values education or also known as Edukasyon sa Pagpapakatao (EsP) so that, the learners can easily understand the desired values that needed to be inculcated and integrated as indicated in the skills in the curriculum guide per grading period to ensure learning as seen in pupils behavior.

As observed, many learners in the elementary grades, especially in Tambacan Elementary School, need to strengthen their values formation as evident in their shown attitudes in the classroom. Teachers nowadays, find it difficult to introduce values formation since many of the learners are inattentive and lack of focus in their studies. In addition to that, factors like the socio-economic problem, family issues, environment, and misused of technology in which the learners are exposed to, have led them not to take their lessons in Edukasyon sa Pagpapakatao (EsP) seriously. As a result, learners had poor academic performance even though the test in *Edukasyon sa Pagkakatao* (EsP) is easy.

In this study, the use of simulation strategy in teaching values education in Grade One was introduced. This is to test the effectiveness of the strategy in enhancing values approved by society for children who will be future citizens of the world. An effective method of teaching is a way of teaching future leaders through these children. The values being taught in the classroom can be translated through positive attitudes and good behaviors and would lead to good manners and right conduct that are appropriate in interacting with other people in the society. A study along this line can guide teachers in enhancing their teaching on values education.

Values are what people think essential in their lives. They are beliefs on desirable goals that motivate actions. These serve as standard or criteria and are in hierarchal order. In the entirety, the school has a role in teaching values education. This is because value education is the process by which people give moral values to each other. Explicitly and generally, values education is associated with different pedagogies, methods, or programs that teachers or educators use in order to create learning experiences for students when it comes to values. Therefore, it is inherent to the duty of the teachers, especially those in primary grades, to teach well the learners about values education or *Edukasyon sa Pagkakatao* (EsP) in the K to 12 Curriculum. Because of this, a study on using simulation strategy in teaching values education in Grade One was proposed and conducted in Tambacan Elementary School, Barangay Tambacan, Iligan City, Philippines.

Any attitude or behavior typically has implications for more than one value. For example, attending church might express and promote tradition and conformity values at the expense of "hedonism" and simulation values. The tradeoff among relevant, competing values guides attitudes and behaviors (Schwarts, 2012). Values influence actions when they are relevant in context (hence likely to be

activated) and important.

Also, Williams et al. (2014) stated that the implementation of Mother Tongue Based Multilingual Education (MTB- MLE) in the primary grades as a part of the introduction of the K to 12 curriculum, represents a significant innovation in schooling in the Philippines. The potential reward of Mother Tongue instruction is the achievement of higher outcomes by children because they are learning a language that is familiar to them.

On the other hand, simulation means role-playing or rehearsal in which the process of teaching is carried out artificially. It is based on socio-drama. The central aspect of simulation in teaching is the introduction of a student-teacher to teaching in a non-stressful condition. To do this type of teaching (simulated teaching EsP in Grade One), Mother Tongue-based teaching was used so that the learners could fully understand what they are teaching each other on EsP.

A simulation is regarded as a form of experiential learning. It is a strategy that fits well with the principles of student-centered and constructivist learning and teaching. In a simulated teaching strategy, learners experience the reality of the scenario and gather meaning from it (UNSW Teaching Staff, 2018).

Accordingly, the objective of this study was to determine the contribution of using simulation strategy in teaching EsP in Grade One learners of Tambacan Elementary School. The study was conducted in October 2019. Also, the researchers has been teaching teaching EsP to Grade One learner for some time.

Research Questions

The main objective of this study was to determine the contribution of using simulation strategy in teaching EsP among Grade One learners in Tambacan Elementary School, Barangay Tambacan, Iligan City, in School Year 2019-2020. Specifically, it sought to answer the following research questions:

1. What are the pretest results of the subjects in the Comparative and Simulation groups?
2. What are the posttest results of the subjects in the Comparative and Simulation groups?
3. What are the pretest and posttest results of the subjects in the Comparative group and Simulation group?
4. Is there a significant difference between the pretest scores of the subjects in the Comparative group and Simulation group?
5. Is there a significant difference between the pretest and posttest scores of the subjects in the Comparative group and Simulation group?
6. Is there a significant difference between the posttest scores of the subjects in the Comparative group and Simulation group?

Methodology

This section discusses the research design, research environment, respondents, data gathering procedures, research instruments, and statistical data treatment.

Research Design

This study used the two-group pretest and posttest quasi-experimental research design. The first group of Grade One pupils was exposed to simulation activities like role-playing and social drama using Mother tongue as the language of instruction while the comparative group of Grade One pupils was exposed to lecture and discussion. Quasi-experimental research is appropriate in determining the contribution of simulation strategy to the development of values education of learners.

Respondents

The respondents of the study were the two classes of Grade One pupils. The experimental subjects were the Grade One pupils under the researchers's class that include 12 males and 18 females. The related subjects were from other Grade One class adviser that includes 12 male and 18 female in Tambacan Elementary School during the S.Y.2019-2020. A total of 60 learners served as subjects of the study. Both subjects were being handled by the researchers in teaching them Edukasyon sa Pagpapakatao (EsP), especially the comparative group for third grading only for the conduct of this study.

Instruments

A researchers-made test was used as the main instrument in this study. There were 30-item tests used in the study. The tests were patterned in the periodical tests conducted every quarter. All test items were multiple types of tests. After it was checked by the thesis adviser, the research instrument underwent content validation by the EsP coordinator of the school. After it was checked and proven that it was patterned in the third periodical test and followed the skills indicated in the curriculum guide, the school ESP coordinator has it signed. Then, the researchers used it as a research instrument to conduct her study.

Procedure

The researchers personally conducted the study and facilitated the gathering of data. The data gathering process was done in this

manner: First, a letter of recommendation for the researchers to conduct her study was taken from the thesis adviser and noted by the Dean of the Graduate Studies, St. Peter's College, Iligan City. With the letter, the researchers proceeded to the Office of the Schools Division Superintendent of Iligan City to ask permission for her to conduct the study. Given the permission, she proceeded to the District Supervisor's office and the office of the principal to inform them of the researchers' intention to conduct the study.

Given the permissions, a pretest was administered to the Grade One learners. The number of correct answers was recorded and consolidated. After a lesson plan was prepared for the topics to be included, the teaching intervention was done in a month after the pretest given with the use of a simulation strategy. The teacher used a simulation strategy in terms of the activities like role-playing and social drama using their Mother tongue to the experimental group while purely discussion in the comparative group. The teacher taught the same skills for both subjects but differed only in the activities wherein the simulation group did the role-playing in their performance task, and rubrics were being used as an assessment tool while the comparative group was purely discussion. After a month of implementing the instruction to the subjects, the posttest was administered using the same test in the pretest, but this time, questions were shuffled. Thus, the test items in the pretest were the same with the posttest but differed only on its arrangement. The results were collated and submitted to the accredited statistician of the school.

Simulation strategy was an approach wherein, and the learners were given a scenario they need to portray. It developed creativity and confidence as they do their assigned part and role. It also enhanced their memory as they quickly memorized their lines since they are using their mother tongue in doing the task.

In this approach, the teacher gave a scenario from the skills being taught for that day, and each group demonstrated it in front of the class. Before they presented their assigned task, the teacher let the learners knew how they would be graded as a group using rubrics. Rubrics were being used as a tool in giving grades to each group based on their performances.

Data Analysis

For Problem 1, 2, and 3, Frequency and Percentage were used to describe the distribution of the pretest and posttest of the respondents.

For Problem 4, Independent T-test and SD were used to describe the significant difference between the pretest of the subjects in the Comparative and Simulation groups.

For Problem 5, Paired T-test and standard deviation (SD) were used to determine the difference between the pretest and posttest of the subjects in the Comparative and Simulation groups.

For Problem 6, Independent T-Test and standard deviation (SD) were used to describe the significant difference between the posttest of the subjects in the Comparative and Simulation Groups.

Results and Discussion

Problem 1. What is the pretest of the subjects in the Comparative and Simulation groups?

Table 1. *Pretest of Comparative and Simulation Groups*

Raw Scores	*Performance Category*	*Comparative Group*		*Simulation Group*		*Total*	
		F	*%*	*F*	*%*	*F*	*%*
27-30	Outstanding	0	0.0	0	0.0	0.0	0.0
23-26	Very Satisfactory	1	3.3	3	10.0	4	6.7
19-22	Satisfactory	4	13.3	4	13.3	8	13.3
15-18	Fairly Satisfactory	11	36.7	12	40.0	23	38.3
≤ 14	Did not meet expectations	14	46.7	11	36.7	25	41.7
	Total	30	100.0	30	100.0	60	100.0

Note: Comparative Group: Mean (SD) =Level: Did not meet expectations
Simulation Group: Mean (SD) =Level: Did not meet expectations

Table 1 presents the distribution of subjects in terms of their pretest in the Comparative and Simulation groups. Result showed that the subjects of both groups had no score range from 27-30 or 0% in their pretest. There were 3 or 10% of the subjects in the simulation group, and 1 or 3.3% of the subjects in the comparative group had that score range, which was classified as very satisfactory. While both groups got, 4 or 13.3% had that score range in their pretest, which was classified as satisfactory. There were 12 or 40% of the subjects in the simulation group, and 11 or 36.7% of the subjects in the comparative group had that score range, which classified as reasonably satisfactory. There were 11 or 36.7% of the subjects in the Simulation group had pretest score of below-14 which was classified as "did not meet expectations," while 14 or 46.7% of the subjects in the Comparative group had that score range, which was also classified as "did not meet expectations." Also, 16 or 53.3% of the subjects in the Simulation group and 15 or 50% of the subjects in the Comparative group classified reasonably satisfactory to satisfactory performance in their pretest. The result entailed that the subjects in both groups had matched or comparable performances prior to the Simulation intervention.

Problem 2. What is the posttest of the subjects in the Comparative Group and Simulation Group?

Table 2 presents the distribution of subjects in terms of their posttest in the Comparative and Simulation groups. Results disclosed that 14 or 46.7% of the subjects in the Simulation group had posttest scores of 23-30, while 11 or 36.7% of the subjects in the Comparative group had that score range, which was both classified as "very satisfactory to outstanding performance." There were 16 or 53.3% of the subjects in the simulation group who had a posttest score of 15-22 while 17 or 56.6% of the subjects in the comparative group had that score range, which was classified as reasonably satisfactory to satisfactory. There was no subject in the simulation group got the score range of below 14, but there were 2 or 3.3% of the subjects in the comparative group had that score range which was classified as did not meet expectation in their posttest. This result implied that the subjects in both groups had incomparable performance after the Simulation strategy intervention. According to UNSW Teaching Staff (2018), simulations promoted concept attainment through experiential practice. They helped students understand the nuances of a concept. Students often find them more deeply engaging than other activities, as they experienced the activity first-hand, rather than hearing about it or seeing it.

Table 2. *Posttest of Comparative and Simulation Groups*

Raw Scores	*Performance Category*	*Comparative Group*		*Simulation Group*		*Total*	
		F	*%*	*F*	*%*	*F*	*%*
27-30	Outstanding	2	6.7	2	6.7	4	6.7
23-26	Very Satisfactory	9	30.3	12	40.0	21	35.0
19-22	Satisfactory	7	23.3	13	43.3	20	33.3
15-18	Fairly Satisfactory	10	33.7	3	10.0	13	21.7
≤ 14	Did not meet expectations	2	6.7	0	0.0	2	3.3
Total		30	100.0	30	100.0	60	100.0

Note: Comparative Group: Mean (SD) = Level: Satisfactory
Simulation Group: Mean (SD) = Level: Satisfactory

Problem 3. What are the pretest and posttest of the subjects in the Comparative and Simulation groups?

Table 3 presents the pretest and posttest of the subjects in the Comparative group. Results described that none got the score range of 27-30 in the pretest of the subjects in the comparative group, but there were only 2 or 6.7% of the subjects had that score range in their posttest. There was only 1 or 3.3% of the subject in the comparative group got the score range of 23-30, but there were nine subjects got that score range that classified as "very satisfactory" in their posttest. There were 15 or 50% of the subjects of the comparative group who got the score range of 15-22, but there were 17 or 56.6% got that score range in their posttest that classified as "fairly satisfactory to satisfactory." Comparative group had 14 or 46.7% of the subjects got the scores of below 14 in their pretest, but there were only 2 or 6.7% of the subjects got that score range in their posttest that classified as "did not meet expectations." The result implied that pupils in the Comparative group learned from the teaching of values as what Schwartz (2012) stated that when one thinks of values, a person thinks of what was important to us in life. Each of us held numerous values (e.g., achievement, security, benevolence) with varying degrees of importance.

Table 3. *Pretest and Posttest Scores of the Subjects in Comparative Group*

Raw Scores	*Performance Level*	*Pre-Performance*		***Post-Performance***	
		F	*%*	*F*	*%*
27-30	Outstanding	0	0.0	2	6.7
23-26	Very Satisfactory	1	3.3	9	30.0
19-22	Satisfactory	4	13.3	7	23.3
15-18	Fairly Satisfactory	11	36.7	10	33.3
≤ 14	Did not meet expectations	14	46.7	2	6.7
Total		30	100.0	30	100.0

Note: Pretest: Mean (SD) = Level: Did not meet expectations
Posttest: Mean (SD) = Level: Satisfactory

Table 4 presents the pretest and posttest of the subjects in the Simulation group.

Table 4. *Pretest and Posttest Scores of the Subjects in the Simulation Group*

Raw Scores	*Performance Level*	*Pre-Performance*		***Post-Performance***	
		F	*%*	*F*	*%*
27-30	Outstanding	0	0.0	2	6.7
23-26	Very Satisfactory	3	10.0	12	40.0
19-22	Satisfactory	4	13.3	13	43.3
15-18	Fairly Satisfactory	12	40.0	3	10.0
≤ 14	Did not meet expectations	11	36.7	0	0.0
Total		30	100.0	30	100.0

Note: Pretest: Mean (SD) = Level: Did not meet expectations
Posttest: Mean (SD) = Level: Satisfactory

Results revealed that none of the subjects in the Simulation group had posttest scores of below-14, but 36.7% of the subjects had that pretest within that score range. With regards to having scores of 23-30, 46.7% of the subjects got that score in their posttest, while 10%

of them obtained in the pretest. There were 16 or 53.3% of the subjects in the simulation group who had that score range from 15-22 in their pretest and posttest, which classified as "fairly satisfactory to satisfactory." The findings implied that learning took place in the process of instruction using the simulation strategy.

According to Yang et al. (2010), games and simulations were already widely integrated into the traditional educational process wherein they were deployed in the field of education with an existing body of work examining the relation between games and education since the user of simulation had advantages for it was learner-friendly. It also allowed the organization to make accurate forecasts through role-playing or socio drama wherein; the learners can visualize the scenario they portrayed and able to put themselves to the character they were assigned.

Problem 4. Is there a significant difference between the pretest of the subjects in the Comparative and Simulation groups?

Table 5 shows the difference between the mean pretest between the Comparative and Simulation groups. Result revealed that there was no significant difference in the mean pretest of the subjects between the Comparative and Simulation groups since a p-value of 0.450 did exceed the 0.05 level of significance. This result suggested that before the Simulation strategy intervention applied, the two groups had comparable mean scores in their pretest. Thus, the null hypothesis, which stated that there was no significant difference in the mean pretest scores of the subjects between the Comparative and Simulation groups were not rejected. The result implied that the two groups of pupils had little knowledge about values before the interventions were implemented. According to Schwartz (2012), values were crucial for explaining the social and personal organization and change. Values have played an important role not only in sociology, but in psychology, anthropology, and related disciplines as well.

Table 5. *Differences[1] on the Pretest of the Subjects between the Comparative and Simulation Groups*

Group	*Pre-performance*		*t-value (df)*	*p-value*	*Remark*
	Mean	*SD*			
Comparative (n=30)	15.07	4.06			*Not significant*
Simulation (n=30)	15.87	4.08	-0.761[ns] (58)	0.450	

Note: 1-Analysis is based on Independent T-test SD-standard deviation
ns-not significant at 0.05 level

Problem 5. Is there a significant difference between the pretest and posttest of the subjects in the Comparative and Simulation groups?

Table 6 presents the paired differences between the pretest and posttest of the subjects in the Comparative group. Results revealed that there was a highly significant difference between the pretest and posttest scores of the subjects in the Comparative group (t=-8.136, p=0.000). This result meant that posttest scores of the subjects were higher as compared to their pretest scores. These findings showed that the traditional approach of teaching still plays a significant role in the improvement of students' performance. Thus, the null hypothesis of no significant difference between the pretest and posttest scores of the subjects in the Comparative group was rejected. According to Schwartz (2012), values were one important, the especially central component of our self and personality, distinct from attitudes, beliefs, norms, and traits. Values were critical motivators of behaviors and attitudes. Our values affect the way we behaved.

Table 6. *Paired Difference[2] between the Pretest and Posttest of the Subjects in the Comparative Group*

Comparative	*Scores*		*t-value (df)*	*p-value*	*Remark*
	Mean	*SD*			
Pretest	15.06	4.06			
Posttest	20.10	4.11	-8.136** (29)	0.000	*Significant*

Note: 2-Analysis is based on Paired T-test SD-standard deviation
***- significant at 0.01 level*

Table 7. *Paired Difference[2] between the Pretest and Posttest of the Subjects in the Simulation Group*

Simulation Group	*Scores*		*t-value (df)*	*p-value*	*Remark*
	Mean	*SD*			
Pretest	15.87	4.08			
Posttest	22.07	3.35	-14.333** (29)	0.000	*Significant*

Note: 2-Analysis is based on Paired T-test SD-standard deviation
***- significant at 0.01 level*

Table 7 presents the paired differences between the pretest and posttest scores of the subjects in the simulation group. The result showed that there was a highly significant difference between the pretest and posttest scores of the subjects in the simulation group (t=-14.333, p=0.000). This result suggested that the posttest scores of the subjects in the simulation group were higher as compared to their pretest scores. The result implied that the Simulation approach of teaching could help the students learned more about the lesson. Thus, the null hypothesis of no significant difference between the pretest and posttest scores of the subjects in the simulation group was rejected. According to UNSW Teaching Staff (2018), simulations promoted the use of critical and evaluative thinking, and because they were

ambiguous or open-ended, they encouraged pupils to contemplate the implications of the scenario. Since the situation seems real, it led to more engaging interaction by the learners wherein they developed creativity, camaraderie, teamwork, sense of responsibility, and discipline during the presentation of the activity.

Problem 6. Is there a significant difference between the posttest of the subjects in the Comparative and Simulation groups?

Table 8. *Differences[1] on the Posttest of the Subjects between the Comparative and Simulation Groups*

Group	*Post-Performance*		*t-value (df)*	*p-value*	*Remark*
	Mean	*SD*			
Comparative (n=30)	20.10	4.11			
Simulation (n=30)	22.07	3.35	-2.030* (58)	0.047	*Significant*

*Note: 1-Analysis is based on Independent T-test SD-standard deviation *- significant at 0.05 level*

Table 8 shows the mean posttest between the Comparative and Simulation groups. Result revealed that there was a significant difference in the mean posttest between the Comparative and Simulation groups since the observed p-value of 0.047 (t=-2.030) did not exceed the 0.05 level of significance. The result suggested that the subjects in the Simulation group yielded good performance with those subjects in the Comparative group. Further, it can still be implied that Simulation strategy had a positive effect on the learners' performance. Thus, the null hypothesis of no significant difference between the mean posttest scores between the Comparative and Simulation groups was rejected. According to Shaw (2010), the user of the simulation strategy had an advantage where learners became friendly with their peers.

Conclusion

Based on the previous results, it was concluded that the Simulation teaching approach could be an effective way of instilling values to children. Proper use and guidance using this teaching strategy can enhance learning values among learners. Furthermore, it develops creativity among learners, and they can express themselves freely and clearly since they are using the language that is very familiar to them. Simulation is effective, for it also allows learners to practice their skills and guide them through scenarios in real-time. Also, the Mother Tongue plays an important role in which pupils can connect themselves with the scenario given and able to build their understanding of new ideas and experiences that they portray.

According to John Dewey's theory (2011), children learn best when they interact with their environments and are actively involved with the school curriculum. Since simulation is a form of experiential learning, learners experience to be in a scenario designed by the teacher in which they can put themselves in the role they portray. Further, the result revealed that there is a significant difference between the mean post-performance between the Comparative and Simulation groups. The result suggested that the subjects in the Simulation group yield good performance with those subjects in the comparative group. It implies that simulation strategy has a positive effect on the learners' performance.

Based on the findings and conclusions made, the study has these following recommendations to offer: (1) Pupils must be exposed in simulation strategy to develop experiential learning that helps improve their confidence which they also learn as they portray the role assigned to them; (2) Teachers must use simulation strategy in most possible ways in other subject areas to integrate values among learners and also enhance pupils' creativity and confidence; (3) Guidance Counselors may use simulation strategy in the form of role-playing or socio drama in-school program in order for the learners to visualize the scenario and come up with the good realization that has an impact to minimize meeting problematic and troublesome pupils; (4) School administrators should provide teaching resources and training related to the use of simulation strategy for teachers to enhance their skills in teaching values education. (5) Future researchers may explore studies on the use of Simulation strategy in other subject areas and develop it further for the benefit of the teachers and learners.

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Affiliations and Corresponding Information

Rizel P. Hayag
St. Peter's College – Philippines

Vilma H. Arazo, EdD
St. Peter's College – Philippines