

Thematic Book

| Research Questions | Major Themes | Subthemes | Common Themes/ Codes | Codes | Participant's Answer |
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| <p>1. How did you incorporate local history into the current social studies curriculum?</p> | <p>Instructional Integration of Local History in Social Studies</p> | <p>Subtheme 1. Local History as a Motivational Tool</p> <p>Subtheme 2. Local History in Learning Activities and Assessments</p> <p>Subtheme 3. Local History in Lesson Discussions</p> | <p>Used in the Motivation phase (P1, P2, P12, P14, P15, P16)</p> <p>Integrated in learning activities and assessments (P2, P3, P6, P8, P9, P10, P11)</p> <p>Incorporated during lesson proper and discussions (P3, P4, P5, P6, P7, P9, P10, P11, P13)</p> | <p>Motivation prior to the lesson proper by showing local pictures, integrating them into the topic (P1)</p> <p>Motivation part before the lesson proper (P2)</p> <p>Used in learning activities and assessments (P2)</p> <p>Integration in the learning activities and assessments (P3)</p> | <p>... I've been able to integrate local history into my Araling Panlipunan lessons, especially during the motivation part before the main lesson...I usually connect it with significant events, places, and figures that shaped our city and relate those to the topic at hand. Sometimes, I show pictures. For example, in my Grade 7 class, we were discussing early civilizations – I compared it to the culture we have here in Tangub City so the students could relate more. (P1)</p> <p>... I do integrate local history into my Araling Panlipunan classes, especially during the motivation part before the actual lesson begins. I also include it in the activities I give my students – using examples that are closely related to our topic. I've learned that many of our topics need to be visualized so the students can fully understand them. That's when I connect the lesson to real-life situations and local culture here in Tangub City. The same goes for the assessments we give – we try to make them relevant to the students' local experiences. (P2)</p> <p>I integrate local history into my Social Studies lessons by embedding it naturally into the topics we cover. But most of the time, since I teach Grade 9 learners, I am more on relating it to the activities and assessments we have, since it deals with economics. Well, usually during the first quarter, when we talk about the nature of economics and the concepts of "needs" and "wants." Then again, in the third quarter, when we discuss the different sectors of the economy, those are areas where I often find</p> |

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| | | | | <p>Use media and videos online during discussion (P3)</p> <p>Integrating local historical examples during discussions (P4)</p> <p>Incorporating local history concepts to contemporary issues, cultures, and traditions during discussion (P5)</p> <p>Community-based tasks for students (P6)</p> <p>Use of local examples to bridge the connection during discussion (P6)</p> | <p><i>local examples to connect with the lesson...Sometimes, I use educational content shared online by their upperclassmen in past years. I also include games connected to Tangub's local history and relate them to our current economic activities – like what's happening in Tangub's local market today. (P3)</i></p> <p><i>I've been able to integrate local history into my Araling Panlipunan classes, especially during our discussions. This usually happens when we talk about significant historical events that helped shape a particular city or place. For example, when we discuss significant historical events, we try to connect them to those that happened here in Tangub. Since Tangub is known as the Christmas Symbols Capital of the Philippines, I use that as a way to relate local events to our topics. (P4)</i></p> <p><i>I incorporate local history into my Social Studies lessons by naturally weaving it into the topics we discuss. For example, I handle Grade 10, which focuses more on contemporary issues. So when we tackle topics like governance, I bring in discussions about the structure and history of Tangub City's local government. When we cover culture and traditions, I include our local festivals, customs, and key historical events that helped shape our city..., I make use of technology. I show them videos or student-made promotions related to specific topics. (P5)</i></p> <p><i>...I've been able to incorporate local history into my discussions, especially when our topic involves events that highlight how those moments unfolded in our town. For example, from national events, I assign community-based tasks that require students to explore their local history. I use examples from our local government's structure or highlight</i></p> |
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| | | | | <p>Integrating local historical documents and archives during discussions (P7)</p> <p>Uses of barangay records, artifacts, local interviews, and field trips to emphasize local connections as learning activities (P8)</p> <p>Local interviews, heritage sites visit, and group presentations as learning activities (P9)</p> <p>Use of local government publications, brochures, and news articles as references and sources in teaching (P9)</p> | <p><i>projects like the Panguil Bay Bridge to help them connect the lesson to real life. (P6)</i></p> <p><i>In my Social Studies classes here in Tangub City, I integrate local history by discussing significant events, places, and figures that helped shape our city. For example, I teach students about the history of Tangub City and explain why it's known as the Christmas Symbols Capital of the Philippines. I use local historical documents and archives as my primary resources when teaching local history. (P7)</i></p> <p><i>I start by identifying the topics in the curriculum where local events, figures, or places naturally fit – such as the “Christmas Symbols of the Philippines,” the Panguil Bay Bridge, or the history behind Handurawan. Then I design lessons that emphasize these local connections. It’s about showing students that history isn’t just something that happened somewhere else – it also happened and is still happening right in their communities. I use barangay records, family heirlooms, interviews with elders, and sometimes organize field trips to nearby historical sites. I also ask students to bring old photos or artifacts from home to spark discussions. (P8)</i></p> <p><i>I usually align the topics in the curriculum with local events or notable personalities. I also organize activities such as interviews with community elders, visits to heritage sites, and group presentations on local traditions. I ensure to include local festivals, customs, and significant historical events that have shaped our city. Regarding the resources I use to teach local history, I rely on materials like local government publications, brochures from the City Tourism Office, and archived news articles to provide factual</i></p> |
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| | | | | <p>Localization of lessons through researching local events, community interviews, oral histories, visit of heritage sites as learning activities (P10)</p> <p>Use of multimedia such as photos and videos during the discussions (P10)</p> <p>Localizing history through real-life community examples during the teaching-learning process (P11)</p> <p>Local interviews, such as oral history, as a learning activity (P11)</p> | <p>background. I also utilize sources from municipal documents, oral stories from elders, old family records, and online archives from local heritage organizations such as the Gymnasium and Handurawan. (P9)</p> <p>...I integrate local history by localizing the lessons for my students. For example, I ask them to research local events here in Tangub and conduct interviews with elders. When I teach topics about culture and identity, I emphasize festivals like the Dalit Festival and the Christmas Symbols Festival. When we discuss governance, I use examples from the local government structure and major projects such as the Panguil Bay Bridge. In teaching local history, I also use oral histories. I encourage my students to interview elders, barangay officials, and long-time residents who know the history of Tangub. I also use multimedia – like videos and photos – to make lessons more engaging. I utilize barangay records, interviews, local museums, and even ancestral homes as tools for learning. I usually show them videos or pictures of historical events that happened in Tangub City. This helps the students become more aware and better relate to the lesson. (P10)</p> <p>I incorporate local history by aligning it with national topics and using real-life community examples. I also make sure to highlight Tangub City's unique festivals, such as the Dalit Festival and the Christmas Symbols Festival. When discussing governance, I use local examples like the structure of our government and major projects such as the Panguil Bay Bridge. To teach local history effectively, I rely on oral histories. I encourage my students to interview elders, barangay officials, and long-time residents of</p> |
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| | | | | <p>Use local concepts in the motivation part of the lesson to connect new topic (P12)</p> <p>Use of local stories and examples to contextualize the topics (P13)</p> <p>Use local history to integrate into the motivation part of the lesson related to the topic (P14)</p> <p>Use local history to integrate into the motivation part of the lesson related to the topic (P15)</p> <p>Use local history to integrate into the motivation part of the lesson related to the topic (P16)</p> | <p><i>Tangub who have first-hand knowledge of the city's past. (P11)</i></p> <p><i>Before I begin my classes, I integrate these topics as a form of motivation to connect them to our lessons and help my students relate through their own experiences. (P12)</i></p> <p><i>I often integrate local stories through contextualization – connecting them to the lived experiences of the students in a way that aligns with the topics we're discussing. This helps them better understand the lesson. Honestly, students don't care what's in the textbook if you don't make it relatable to their own experiences or local history. That's the only time they begin to see its actual value. Of course, this approach varies depending on the situation. (P13)</i></p> <p><i>Before I start my class, I am going to integrate local history into the motivation part, which is related to our topic, and also, my students can relate to it. (P14)</i></p> <p><i>But before I start my class, I am going to integrate local history into the motivation part, as it is relatable to the topic. (P15)</i></p> <p><i>Before starting my class, I use it as a form of motivation. I also use it to contextualize other topics, making them more relatable to the lesson. (P16)</i></p> |
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| | | | | <p>questions and sharing thoughts (P4)</p> <p>Local history can help simplify complex topics (P5)</p> <p>Students become more engaged and attentive (P6)</p> <p>Students become more engaged and develop sense of pride of their roots (P7)</p> <p>Students become more engaged (P8)</p> | <p><i>haven't even finished asking a question, and they're already raising their hands, excited to share their thoughts with the class. (P4)</i></p> <p><i>I believe one of the most valuable benefits of integrating local history is how it helps in contextualizing complex topics. I try to relate lessons to local life so students can better visualize what we're talking about – and more importantly, so they can remember it better, which helps us understand more easily. When I give real-life examples that they can relate to here in Tangub, it sparks interest. And when I teach history, I try to use real objects or materials – “realia” – but since we don't always have access to those, I make use of technology. I show them videos or student-made promotions related to specific topics. (P5)</i></p> <p><i>Students become more engaged because they can relate to the topics. You can see that they're more attentive; they listen closely because it's easier for them to grasp the ideas being discussed. It connects to their own experiences or things they've seen in their community, so they participate more willingly. (P6)</i></p> <p><i>I've noticed that they become more engaged and prouder of their roots when they learn that their hometown has a rich history that's truly worth studying. (P7)</i></p> <p><i>It helps them relate more easily to what we're discussing in class. When they learn about Tangub's history, they become more engaged because they can see and feel how it connects to their lives. (P8)</i></p> <p><i>It helps the students appreciate and value their own culture and heritage. It increases their awareness of their identity and gives them a sense of pride in</i></p> |
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| | | | | <p>Students learn how to appreciate and value their own culture and heritage (P9)</p> <p>Students become more expressive of their thoughts. (P9)</p> <p>Students gain a deeper understanding of the past. (P10)</p> <p>Students gain a deeper understanding (P11)</p> <p>Students develop a sense of cultural pride and identity. (P11)</p> <p>Students become more engaged (P12)</p> <p>Students can gain a deeper appreciation and understanding of local milestones (P12)</p> | <p><i>being part of their community. Students learn about the history and accomplishments of their city, including Tangub's festivals, notable leaders, and cultural practices. As a result, they begin to respect their roots and develop a strong sense of civic responsibility. I've noticed that when we begin discussing local topics, students become more vocal – especially when they can relate to stories from their own families or barangays. It could help them to begin to see history as something alive and meaningful to them personally. (P9)</i></p> <p><i>Integrating local history into my teaching brings numerous benefits to my students, especially those from Tangub City, because they can personally relate to events and better understand what the city was like in the past. (P10)</i></p> <p><i>It encourages deeper understanding and cultural pride. Many students become more interested when they discover that their own families may have contributed to local historical events. It also helps them better understand and connect with their cultural identity. When students learn about their community's achievements, values, and traditions – such as our local heroes or major festivals – they develop a stronger sense of belonging and appreciation for the efforts that shaped Tangub into what it is today. (P11)</i></p> <p><i>The students become more engaged and willing to listen to me because they can relate to the historical events we discuss, especially those that happened right here in Tangub City. I highlight local milestones in our community, such as introducing them to our local heroes and organizing field trips or interviews with elders in the area. I connect these local experiences to broader national history so that it's easier for students to understand and</i></p> |
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| | | | | <p>Students can feel a sense of community. (P13)</p> <p>Teachers can gain a deeper understanding and knowledge of local history, too. (P13)</p> <p>Students become interested and active learners. (P14)</p> <p>Students gain a deeper understanding and cultural understanding and sense of community. (P15)</p> <p>Students develop a sense of community and pride. (P16)</p> | <p><i>appreciate, which promotes a more profound understanding and cultural pride. (P12)</i></p> <p><i>The benefits extend not only to students, who feel a stronger sense of community, but also to me as a teacher. I can say that through the contextualization strategies I use, one of the most significant rewards is the considerable growth in my understanding of local history. The more I deepen that knowledge, the greater the impact I can have in sharing it with my students. (P13)</i></p> <p><i>By this, my students become active learners. And you can see their willingness to listen to our discussion, because they can relate to the history here in Tangub City. (P14)</i></p> <p><i>Students promote deeper understanding and cultural pride. Also, students learn about their own community's achievements, values, and traditions, and they develop a stronger sense of belonging and appreciation for the efforts that shaped Tangub into what it is today. (P15)</i></p> <p><i>Curiosity is really what sparks their interest – mostly during discussions. They also begin to develop a sense of community when they discover their heritage, values, and traditions, like realizing, 'Hey, our surname is connected to this or that!' That sense of pride transforms learning into something enjoyable. (P16)</i></p> |
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| <p>3. What are the barriers that hinder the inclusion of local history in the curriculum?</p> | <p>Structural Constraints in Integrating Local History</p> | <p>Subtheme 1. Inadequate Access to Local Historical Resources</p> <p>Subtheme 2. Time Constraints Exacerbated by Curricular Demands</p> | <p>Lack of readily available local historical documents and materials needed for teaching integration (P1, P2, P4, P5, P6, P7, P8, P9, P10, P11)</p> <p>Limited time to cover broad topics and integration of local history due to a lack of local historical materials available (P3, P9, P11, P12, P13, P14, P15, P16)</p> | <p>Lack of local historical documents and materials (P1)</p> <p>Lack of readily available teaching materials focused on the local context. (P2)</p> <p>Difficulty in managing the time in broad topics makes it harder to integrate local history. (P3)</p> <p>Lack of availability of instructional materials focusing on local history. (P4)</p> <p>Lack of official teaching materials in the local history context. (P5)</p> | <p>One of the main issues is the lack of accessible and well-documented local historical materials. And I believe this isn't just my concern – many places face this. Local records are often incomplete or not digitized, making it hard to include verified content in our lessons. (P1)</p> <p>One major challenge is the lack of readily available teaching materials focused specifically on our local context, especially since I teach here at City High. Most textbooks focus more on national or global history, so teachers often have no choice but to conduct their research. And although it's possible to reach out to the city for resources, time is often minimal. (P2)</p> <p>Challenges are part of teaching, and a major one is time management. Before – and even now – I sometimes go overtime in class. But I'm learning to become a more time-conscious teacher to manage my time better. Some topics are broad and challenging to explain, so I have to break them down into smaller, more understandable parts. Time constraints make it harder to integrate local history as we would like. (P3)</p> <p>One of the barriers I've encountered is the lack – or limited availability – of teaching materials that focus on our local history. There aren't many textbooks that talk about the history of our barangay or even of Tangub City. So, what I usually do is gather factual information from the internet or ask elders who grew up here in Tangub for insights. (P4)</p> <p>When I was assigned to a developing integrated school, one of the major barriers I encountered was the lack of official teaching materials focused on local history. Most textbooks are standardized at the national level and don't include specific content</p> |
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| | | | | <p>Lack of available historical documents and formal records of information (P6)</p> <p>Lack of available historical documents and materials (P7)</p> <p>Lack of available historical written materials (P8)</p> | <p><i>about cities like Tangub. So, I often had to take the initiative – doing my research and gathering materials from the Tangub City Tourism Office and local archives. I compiled them into simple handouts and visual aids, which I used not just for my current classes but also for future reference. (P5)</i></p> <p><i>One challenge that I've faced is the lack of written sources about the history of our barangay. For example, when we try to search for information about local heroes, there are no formal records, only stories passed down from elders. And sometimes those accounts don't match. So, I taught my students how to compare sources and check for consistency. I also took the initiative to gather information from the Tangub City Tourism Office, local government records, and even conducted interviews with community elders and cultural workers. (P6)</i></p> <p><i>I've encountered some challenges, especially with the lack of accessible and well-documented local historical materials here in Tangub. Many local records are either incomplete or not digitized, which makes it challenging to include verified content in the lessons. To address this, I collaborate with local historians and the city's cultural offices. I also encourage students to document stories from their communities. (P7)</i></p> <p><i>One of the biggest challenges is the limited availability of written materials about Tangub City's local history. A lot of what we know is passed down orally. To address this, I collaborate with the local heritage council, tourism office, and LGUs. I create my materials based on verified oral accounts and also encourage my students to participate by collecting stories or information from their own families or neighbourhoods. I believe local history helps students discover their roots, which builds a</i></p> |
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| | | | | <p>Lack of published materials and structured modules about local history. (P9)</p> <p>Time constraints (P9)</p> <p>Lack of written resources on local context. (P10)</p> <p>Lack of formal records and historical materials needed for teaching. (P11)</p> | <p><i>stronger sense of self and responsibility in their community. I've also compiled newspaper clippings, photos, and digital content from events like the Dalit Festival and the Christmas Symbols Festival to create my teaching resources. As for time constraints, I try to integrate local history within existing topics. For instance, when discussing governance or festivals, I use Tangub's leaders and traditions as concrete examples. (P8)</i></p> <p><i>Yes, especially the lack of published materials or structured modules specifically about Tangub City's local history. Another challenge is time constraints; it's often difficult to allocate enough time for more in-depth discussions on local content. When documents are limited, I manage by embedding smaller, localized activities within the standard lessons. For example, instead of using generic textbook examples, I replace them with local ones. I also use flexible tasks, like performance-based outputs, to help students engage more deeply. (P9)</i></p> <p><i>Yes, especially the lack of written resources. That's the main challenge. Most textbooks and modules only focus on national or global content, so there are minimal materials that highlight Tangub's specific history. I take the initiative to gather information from the Tangub City Tourism Office, local government records, and conduct interviews with community elders and cultural workers. I then compile all this information into simple handouts, slides, and student-friendly learning materials. (P10)</i></p> <p><i>The lack of formal documentation and the limited time we have are big challenges. Araling Panlipunan covers broad topics, so it's often hard to fit everything in. Because there's also a lack of localized teaching materials, I took the initiative to gather information from the Tangub City Tourism</i></p> |
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| | | | | <p>Limited time covering whole topics (P11)</p> | <p><i>Office, local government records, and I even conducted interviews with elders and cultural workers in the community. I compiled these into handouts, slides, and other student-friendly learning tools. Local history is essential because it helps students value their heritage and identity. I address these challenges by encouraging students to conduct community interviews and by collaborating with elders here in Tangub. (P11)</i></p> |
| | | | | <p>Limited time (P12)</p> | <p><i>One of the challenges is the lack of time, since the textbooks primarily emphasize local history. This focus highlights the significance of learners' origins, fosters pride in their culture, and underscores the importance of the historical events in Tangub City. (P12)</i></p> |
| | | | | <p>Lack of time to deepen the lesson (P13)</p> | <p><i>One of the main obstacles is limited time – because in terms of materials, we're already in the digital age, where most information is easily found online. What we lack now is time. Time to thoroughly emphasize our lessons. But again, it varies depending on each case or situation. (P13)</i></p> |
| | | | | <p>Limited time to teach local history due to the unavailability of books (P14)</p> | <p><i>Limited time is one of the barriers to teaching local history. Still, there are no books available that include the history of Tangub City, which is why time constraints are obvious. (P14)</i></p> |
| | | | | <p>Minimal time to teach local history due to the unavailability of books (P15)</p> | <p><i>Yes, one of the barriers is time constraints; most of the books do not include the history of Tangub City, which is why the time is minimal when discussing. (P15)</i></p> |
| | | | | <p>Minimal time to teach local history due to the unavailability of books (P16)</p> | <p><i>Yes, one of the biggest obstacles is the lack of time, especially since most textbooks don't include local history from our barangay. Even in the case of Tangub, while some information is accessible online, our teaching time is still too limited to explore it deeply. (P16)</i></p> |

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| <p>4. What recommendations can you suggest to help innovate the integration of local history into the current secondary social studies curriculum?</p> | <p>Strengthening Culturally Responsive Social Studies through Localized Resources and Institutional Collaboration</p> | <p>Subtheme 1: Development of Innovative Localized Instructional Materials</p> <p>Subtheme 2: Building Institutional Partnerships and Teacher Capacity</p> | <p>Integrating and developing documented and interactive localized learning instructional material, such as modules, videos, documentaries, virtual tours, interactive maps, vlogs, and a historical mapping system. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16)</p> <p>Establishing a strong partnership between LGU-school institutions and cultural institutions to create localized content materials and by providing teachers' training and support. (P3, P4, P5, P7, P8, P9, P10, P11)</p> | <p>Community-based historical mapping (P1)</p> <p>Creation of localized learning materials (P1)</p> <p>Incorporate technology and multimedia (P2)</p> <p>Establish a strong partnership with LGU-school institutions to establish a historical mapping system (P3)</p> <p>Develop learning materials, written and digital content (P3)</p> | <p><i>I suggest establishing community-based historical mapping and creating localized learning materials in collaboration with LGUs and local historians. This way, teachers and students can easily access and navigate information, which can enhance students' learning, especially for us Araling Panlipunan teachers. (P1)</i></p> <p><i>I highly recommend incorporating technology and multimedia. Many schools now have large smart TVs donated, so we should utilize them. We can include local history through videos and interactive timelines. I've seen this approach work well, especially in Grade 8 History, because it's more accessible and engaging for digital-native students. (P2)</i></p> <p><i>There should be strong collaboration with our local government units here in Tangub to establish a system for historical mapping. This way, we'll have official documents and resources we can use in class. Even student projects can become practical materials. I also suggest that Araling Panlipunan teachers team up to develop modules, activity sheets, and digital content that highlight the unique history, culture, and achievements of our city and province. That would deepen students' understanding of local topics. Yes, definitely. It's effective not only for learning but also because it allows students to showcase their skills through digital, performance-based assessments. What's great is that their output can also serve as learning tools for future generations. (P3)</i></p> <p><i>...one thing I can strongly recommend is the development of localized teaching modules – and that requires partnership with our local government units. (P4)</i></p> |
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| | | | | <p>Develop localized teaching modules that require LGU partnership (P4)</p> <p>Develop localized learning materials and digital content that require LGU partnership (P5)</p> <p>Creation of localized modules (P6)</p> <p>Establishing community-based historical mapping through LGU collaboration (P7)</p> <p>Development of localized learning materials, including documentaries and digital content (P7)</p> <p>Creation of localized modules and lesson plans with teachers training and involvement of students (P8)</p> | <p>...I highly recommend developing localized learning materials. This would require strong collaboration among local government units here in Tangub, yes, local historians, and educators to create modules, activity sheets, and digital content focused on our unique local history, culture, and achievements. (P5)</p> <p>One thing I strongly recommend is the creation of localized modules that DepEd officially approves. Local history should be treated as a living subject, not just something from the past, but a tool to help students shape their identity, develop critical thinking, and become involved in their community, especially here in Tangub City. (P6)</p> <p>I recommend establishing community-based historical mapping and creating localized learning materials in collaboration with LGUs and local historians. I also suggest using documentaries and student-made vlogs that showcase events like the Dalit Festival, the Christmas Symbols celebration, or the Panguil Bay Project. These types of content appeal to students' digital interests and promote creative learning. I believe incorporating local history can help foster a sense of belonging and responsibility in students. It reminds them that they're not just members of the community but active contributors to Tangub City's ongoing story. (P7)</p> <p>I recommend the inclusion of localized modules as part of the official curriculum, along with training for teachers on how to develop contextualized lesson plans. To make integration more effective and engaging, I suggest using technology and multimedia like videos, interactive timelines, virtual tours, and online archives. Also, I recommend making space for student-led community research projects. These not only deepen</p> |
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| | | | | <p>Utilizing multimedia technology (P8)</p> <p>Teacher's training in developing local history content by establishing partnership with schools-LGU and cultural institutions (P9)</p> <p>Developing localized modules with teachers' training through LGU-school partnerships. (P10)</p> <p>The integration of multimedia such as videos, virtual tours, and interactive maps. (P10)</p> <p>Developing localized modules involving student researchers through LGU-school partnerships. (P11)</p> | <p><i>their understanding but also help develop important 21st-century skills like collaboration and communication, particularly when working with elders and LGUs here in Tangub. (P8)</i></p> <p><i>I recommend the development of a local history supplement that DepEd officially recognizes. So we teachers should also be trained and supported in gathering community-based information. By making local history more visible and interactive for students, we can enrich their understanding of heritage and help them become culturally grounded and community-aware citizens. Local content also makes Social Studies more engaging and relevant for learners. I also suggest encouraging stronger partnerships between schools and local government units or cultural institutions here in Tangub City. (P9)</i></p> <p><i>I encourage LGUs to collaborate with schools in developing localized history modules and to provide training for teachers to become more effective in teaching these topics. I also suggest using videos, virtual tours, and interactive maps of Tangub's local landmarks and festivals to make learning more engaging, especially for digital-native students who may not be familiar with the city's heritage. We also have local institutions like Handurawan, the heritage and tourism offices – they can serve as partners or even provide guest speakers for classes. (P10)</i></p> <p><i>Schools should form partnerships with local government units and student researchers here in Tangub to help develop localized learning materials. I recommend that LGUs work closely with schools in creating local history modules and in providing teacher training. To make local history integration more innovative and effective, I also suggest incorporating videos, digital timelines, virtual</i></p> |
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| | | | | <p>The integration of multimedia such as videos, virtual tours, and interactive maps. (P11)</p> <p>The integration of multimedia such as documentaries and vlogs (P12)</p> <p>The integration of multimedia such as documentaries and vlogs (P13)</p> <p>The integration of multimedia such as documentaries (P14)</p> <p>Technology and multimedia integration, such as videos, virtual tours, and maps. (P15)</p> <p>Multimedia integration (P16)</p> | <p>tours, and interactive maps that feature local landmarks, festivals, and historical events. It would be a missed opportunity if we didn't teach these crucial parts of our culture. (P11)</p> <p>I recommend integrating multimedia and enhancing the use of technology to make classes more engaging and accessible. Tools like documentaries and student-created vlogs featuring local events such as the Dalit Festival, Christmas Symbols, or the Panguil Bay Project resonate with students' digital interests and foster creative learning. Local history, after all, deserves the same importance as national history. It is the root of genuine patriotism and love for our country. (P12)</p> <p>I recommend integrating multimedia and enhancing the use of technology to make classes easier and more engaging. Documentaries and student-created vlogs, which are very popular nowadays, allow students to relate more easily to the lessons. It's simple: make lessons easy to understand while still challenging their abilities. (P13)</p> <p>I recommend technology integration to make the class easier. And also include documentaries about the important events that happened here in Tangub City. It would be a missed opportunity if we didn't teach these important parts of our culture. (P14)</p> <p>I recommend multimedia and technology enhancement to make the class smoother and easier. I also suggest incorporating videos, digital timelines, virtual tours, and interactive maps that feature local landmarks, festivals, and historical events. (P15)</p> <p>I recommend integrating multimedia and enhancing the use of technology to make teaching smoother and more efficient. Even though there's a</p> |
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| | | | | | <p><i>lack of books, there are at least online resources available. You can also turn it into a student project so that they can experience researching and conducting interviews themselves. That way, their learning doesn't just happen inside the classroom.</i></p> <p>(P16)</p> |
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