

Teachers' Pedagogy and Conceptions of History: Decolonizing and Transforming History in Elementary

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Abstract—Educators' teaching practices matter more than the formal curriculum. Therefore, it is important to understand the factors that affect their decisions on what and how to teach a particular subject. This study described elementary teachers' conceptions of history and analyzed how these influence their pedagogy. In addition to this, issues that emerged from these conceptions and pedagogy were identified. The findings of this research were used to develop a pedagogical approach that intends to improve the teaching of history in elementary. In-depth informant interviews were conducted with four public elementary school teachers in Metro Manila, Philippines. Results revealed that teachers' conceptions of history influence the content and skills that they value in their instruction. Moreover, critical issues related to the teaching of Philippine history were identified: (1) propagation of uncritical and colonial history, (2) the lack of cognitively engaged pedagogy, and (3) teachers' limited knowledge in history and pedagogy. This study recommends the teacher education institutions to strengthen the disciplinal knowledge of future educators and the schools to implement the proposed Kasaysayang Bayan approach to decolonize and transform the teaching of history in the Philippines.

Keywords—History; Kasaysayang Bayan; Pedagogy; Social Studies; Traditional History.

Abbreviations—Basic Education Curriculum (BEC); National Achievement Test (NAT).

I. INTRODUCTION

THERE is a need to understand teachers' conceptions of history and their pedagogy to effectively transform the teaching of history in the Philippines. History is one of the most effective tools to strengthen a nation. It helps the people to understand their identity and their society [Fitzgerald, 1983]. Moreover, it helps them develop critical judgment when dealing with diverse information they encounter in their everyday lives [Fitzgerald, 1983; Lee, 1998; Tan, 2004]. It also equips them to make sense of multiple perspectives as they try to understand the patterns of culture and social organization of the past societies [Barton & Levstik, 2010]. In other words, history prepares the individuals to become responsible and active thinkers of a democratic society. However, in the Philippines, the potential of history to raise thinking individuals who are committed to their identity and the nation is not maximized as a result of various problems in schools, particularly the teaching of social studies.

In the Philippines, like most other countries, history is one of the components of social studies. The intensive teaching of history starts at grade 5. Based on the Basic Education Curriculum (BEC) of 2002, grade 5 students should learn Philippine history from prehistory to the 21st century within one academic year. This national curriculum, which will be implemented until 2016, poses significant challenges to teachers and learners.

In terms of learning, the results of the National Achievement Test (NAT) from 2008 to 2012 indicate that elementary students failed to achieve mastery in HEKASI (Geography, History and Civics) or social studies.

Table 1: Grade 6 National Achievement Test Results in Social Studies

Academic Year	Achievement Rate
2008-2009	67.84%
2009-2010	70.88%
2010-2011	70.40%
2011-2012	65.97%

Table 1 shows that in 2012, grade 6 students got a 65.97% achievement rate in social studies [Department of Education, September 2013]. According to the percentage distribution of examinees by achievement level, only 0.55% have mastered the subject, 14.69% were closely approximating mastery, 42.47% were moving towards mastery, 32.40% were in average level, 9.58% were in low level, 0.29% were in very low level, and 0.03% have absolutely no mastery of the subject [Department of Education National Education Testing Research Center, n.d.]. These results can be attributed to the ineffective teaching of social studies. To cover all topics within one academic year, teachers tend to give more emphasis on memorization of facts rather than understanding of history lessons and other components of social studies.

According to Diokno (2009), as a result of too much emphasis given on memorization, students failed to develop historical thinking skills such as chronological thinking, contextualization of events, analysis, interpretation, and historical writing. These skills are significant in developing reflective thinking and critical thinking. Social studies textbooks used in elementary worsen this situation. In the Philippines, teachers rely heavily on textbooks, making it the source of information and learning activities. Diokno (2009) found that textbooks contain conceptual and factual errors, hence, violating the basic tenets of history regarding facts, the validity and veracity of data. In addition to this, texts also contain ethnic bias, colonial bias, and gender bias, which yield negative effects to learners' understanding of Philippine history and society [Diokno, 2010].

Social studies education in the Philippines has gone through curriculum reforms. Yet, the results of the national examination imply that these attempts were not sufficient. The researchers believe that the instructional practices of teachers have greater influence on students' learning than the national curriculum. Thus in the previous article, *Elementary Teachers' Conceptions of History: Influence and Issues on Pedagogy*, that was presented at the 2014 International Conference on Education, Psychology and Society (ICEPAS) held in Bangkok, Thailand, we focused mainly on teachers' conceptions of history, its influence on pedagogy and issues in teaching history to elementary students. However, in this present study, aside from dealing with the important points mentioned, the central purpose is to use the findings of the research as basis for developing a pedagogical approach that intends to improve the teaching of Philippine history.

II. RELATED WORKS

Improving teachers' gatekeeping practices matter more than the formal curriculum [Stevenson & Stigler, 1992; Thornton, 2005]. According to Thornton (2005), social studies educators' gatekeeping practices determine the kind of instruction that students experience in class. Gatekeeping in education means how the instructors interpret the formal curriculum in terms of purpose, content, and instruction. Based on various researches, teachers' instructional decisions

and practices are influenced by their belief system and knowledge [Evans, 1988, 1989, 1990; Armour-Thomas, 1989; Wineburg & Wilson, 1991; Barton & Levstik, 2010].

Shulman (1986) identified three dimensions of teachers' content knowledge: (1) subject-matter knowledge, (2) pedagogical knowledge, and (3) curricular knowledge. Subject-matter knowledge includes the basic concepts and principles of the discipline, as well as the syntax that determines the truthfulness and validity of claims. Pedagogical knowledge involves teachers' understanding of the most effective form of presentation and formulation of ideas to help the students learn. Curricular knowledge includes understanding of available and alternative materials for instruction, familiarity with curriculum materials that are simultaneously taken by students in other subject areas, and topics that will be taught in the same subject area in the preceding years. These three dimensions of teachers' content knowledge greatly affect students' learning experiences. For example, Wineburg & Wilson (1991) found that instructional practices of history teachers are influenced by two factors, their comprehension of the subject matter content and their perceived student needs, motivations and abilities. However, they noted that mastery of content is not the only determinant of effective teaching [Wineburg & Wilson, 1991]. In Evans' three consecutive years (1988, 1989, 1990) of research regarding the teaching of history, he concluded that teachers' conceptions of history and pedagogy seem to be strongly related. He identified five typologies of history teachers: story teller, scientific historian, relativist/ reformer, cosmic philosopher, and eclectic [Evans, 1989, 1990]. The idealist share stories, the scientific historian develops open-ended thinking about history, the reformer mixes methods to hone questioning skills and to link past to present, the cosmic philosopher challenges students with cosmic interpretations, and the eclectic utilizes various methods to motivate learners [Evans, 1989]. These typologies of history teachers support the claim of Barton and Levstik (2010) that educators' sense of purpose in teaching oftentimes determines their instruction.

The previous studies emphasized that teachers' knowledge, beliefs and conceptions influence their instructional practices. However, only few researchers proposed solutions to issues that were uncovered from their findings. In this study, the Filipino elementary teachers' conceptions of history and their teaching practices were explored. In addition to this, the problems that emerged from these conceptions and practices were identified and used in developing a pedagogical approach that intends to improve the teaching of history. Specifically, this research sought to answer the following research questions:

- How do teachers define history?
- How do teachers perceive the significance of teaching history among elementary students?
- How do teachers' conceptions of history influence their pedagogy?
- What are the issues that challenge effective teaching of history in the Philippines?

- What pedagogical approach can be developed to improve the teaching of history in the Philippines?

This paper focused on the teaching of history in the Philippines. However, this also discussed the universal issues in social studies education. Hence, the findings of this study could benefit the educators, students and curriculum developers of the Philippines and other countries that aim to improve the teaching of history and other components of social studies.

III. METHODOLOGY

3.1. Sample

Four social studies teachers in Metro Manila participated in this study. The respondents were chosen based on their educational background and type of school where they are teaching. These criteria were considered to explore the different conceptions of history and teaching practices of educators in the Philippines. Table 2 summarizes the profile of the research participants.

Table 2: Profile of Research Participants

Teacher	Educational Background		Type of School Where the Respondent is Teaching
	University Where Degree Was Achieved	Highest Academic Qualification	
A	Provincial State University	B Elementary Education	Regular Public Elementary School
B	Provincial College	B Elementary Education	Regular Public Elementary School
C	National State University	B Secondary Education, major in Social Studies	State University Laboratory School
D	National State University	B Secondary Education, major in Social Studies	State University Laboratory School

It is important to mention that there are differences between regular public elementary school and laboratory school in the Philippines in terms of administration. Regular public elementary schools are directly under the administration of the Department of Education of the Philippines, thus they follow the policies and curriculum that the agency of the government implements. On the other hand, state university laboratory schools are not controlled by the Department of Education. These schools develop their own policies and curriculum, which oftentimes aligned to the recent research advances in the university.

3.2. Data Collection and Analysis

This study used a qualitative research approach to explore elementary teachers' conceptions of history and how these influence their pedagogy. Focus interviews were conducted among four public school teachers. The following questions were asked:

1. What is history?
2. What is the significance of teaching history among elementary students?
3. How do you teach history in elementary?

- a. Content emphasized
- b. Topic in history that requires more class time
- c. Teaching strategies

All interviews were recorded and transcribed. The data gathered were analyzed using thematic analysis. Based on the participants' responses, patterns and themes were identified.

IV. RESULTS

The analysis of interviews was divided into three parts, (1) teachers' definition of history, (2) teachers' perception of the significance of teaching history in elementary, and (3) pedagogy. The responses of the participants that were quoted here were translated to English from their native language.

4.1. Teachers' Definition of History

4.1.1. Significant People, Significant Event

Teacher A and teacher B define history as the study of past significant events and people. Teacher A clarified that these significant people pertain to the national heroes who fought for the country during the period of colonization. According to teacher B, she learned her definition of history from her teacher when she was in primary school and college. Hence, she is passing this knowledge to her students.

Teacher A and teacher B's definition of history coincide along the concept of traditional history that has been widely accepted in the Philippines. According to Navarro (1998) there were three fundamental threads of tradition of history that have reached the Philippines. The first thread was the Spaniards' historia that centered on chronology of events. The second and third thread came from the tradition of American history. The second thread, history and positivism, was concerned mainly with scientific research and study of history based on documents. On the other hand, the third thread was interpretation of history based on frameworks, mentalities and foreign language. These threads of history reflect the features of dominant history in the Philippines, a record of past events that oftentimes interpreted based on colonial perspectives.

4.1.2. Narrative Significant to the Owner of History

Teacher C defines history as a narrative relevant to the people to whom it is narrated. Likewise, teacher D defines it as events significant to the lives of the people who own the history. Their definition of history reflects the tradition of history that historians in the national state university where they graduated have been promoting. This is called *kasaysayang bayan*, a history based on Filipino perspective. The fundamental interest of this history is to study the entirety of the Filipino society [Agcaoili, 2010]. It does not only include the past but also the present. Furthermore, it does not depend solely on written documents but also in oral tradition that evolved before the coming of Spaniards in the Philippines. According to Veneracion (1990), this includes the myth, epics, folk tales and genealogy that contributed to the development of Filipino society during the period

commonly known as 'prehistory' or what the proponents of kasaysayang bayan termed matandang bayan (there is no direct translation of this word in English but the nearest term would be the prehistoric society). This periodization reiterates that the history of the Filipinos began before the Spanish colonization.

Educational background, educational materials, teaching experience, role of students and interaction with colleagues are some of the dominant factors that shape teachers' conceptions of history [Evans, 1989; Harding, 1999]. Based on the informants' responses, the knowledge that they have learned when they were students seems to influence their definition of history.

4.2. Teachers' Perceptions of the Significance of Teaching History in Elementary

4.2.1. Accumulation of Historical Knowledge

Teacher A believes that it is significant to teach history. According to her

History is being taught (to elementary students) so that they will know the history of our ancestors...when they reached high school they already know the history of the national heroes who sacrificed for our country.

Teacher A seems to consider the teaching of history as mere accumulation of historical knowledge. This poses a problem with regards to the real significance of facts. Diokno (2009) explained that facts are raw materials that historians use to interpret the past in terms of questions of causality and claims of truth. In other words, historical facts are means to an end rather than an end in itself.

4.2.2. Development of Nationalism and Understanding of Filipino Identity

Teacher B considers the teaching of history in elementary important because according to her

Teaching of history develops national consciousness of our youth. As a Filipino, (through history) we develop consciousness to love our own country.

Teacher B's perception on the significance of history reflects the idea that nationalism is also an intellectual construct. Therefore, knowledge and understanding of history is vital in strengthening nationalism [Krug, 1967]. Likewise, teacher C and teacher D recognize the power of history to help individuals to gain an in-depth understanding of self as Filipinos and to develop a sense of pride in Filipino culture. This supports the idea that history or common collective memory is essential in creating national identity [Heyking, 2004].

4.2.3. Understanding the Past, Present and Future

Teacher C and teacher D also believe that teaching history in elementary is significant because it helps students to understand the past, present and future. When asked to clarify, teacher D said

If we do not have a past, we have no future. If we fail to know where we came from or what happened to us before, we will have no idea what awaits us in the future.

This is the essential contribution of history in citizenship education. According to Heyking (2004), through history, children can see themselves in one time, as inheritor of the legacies of the past and as a maker of the future.

4.3. Pedagogy

4.3.1. Content Emphasized in Teaching

A. Significant People and Chronology

In teaching Philippine history, teacher A and teacher B give more emphasis on the martyrdom of national heroes. Teacher B explained that students would understand good citizenship by learning about the struggles and sacrifices of the significant people in history.

Both teachers require students to memorize dates in history. Teacher A requires her pupils to memorize dates related to the arrival of the Filipino ancestors in the archipelago, revolts that took place in different periods of Philippine history, and declaration of independence. On the other hand, teacher B pointed out that she only requires her students to remember the date of Philippine independence and the number of years Spain, America and Japan colonized the country. When asked to explain, she said that memorizing dates tend to overwhelm the learners.

B. Historical and Social Significance, Past as Present

Teacher C and teacher D believe that it is more important to understand and analyze the context of events in history than to memorize dates and names of people. Teacher D pointed out that by focusing more on questions such as why and how, her pupils will be able to develop critical thinking skills. In addition to this, teacher C explained that it is more important for the students to analyze how events have affected their lives at present. Giving emphasis on these things will make the learning of history more relevant and personal to the learners.

4.3.2. Topic in History that Requires More Time in Discussion

A. Colonization and Significant People

In teacher A and teacher B's class, more time is devoted to studying colonization and significant people in history. According to teacher A, she devotes more hours in teaching Spanish colonization because this period was the longest period of colonization in the country. She also focuses on the lives of the national heroes of the country. In contrast to this, teacher B gives more time in teaching Japanese Occupation because her secondary source of information about this period is her family. She further said

I do not know if that is exaggeration...I really give emphasis on Japanese Occupation because my parents told me that my uncle was a victim of (Japanese) atrocities.

Teacher B also mentioned that in her discussion of American colonization, she focuses on the positive contributions of America to the Philippines. However, she also explains to her students that America had a vested interest in the resources of the country.

B. Filipino as Central Subjects in All Periods of History

According to teacher C and teacher D, almost 50% of the lessons in history are devoted to matandang bayan or the history of the Filipinos before colonization. The following topics are discussed under the period of matandang bayan, (1) the origin of the Filipinos (2) how Filipinos adapted to their environment and how they developed their resources, (3) language, beliefs and traditions, (4) political system, and (4) economic relations within and outside the boundaries of the Philippine archipelago. According to teacher C and teacher D, it is important to devote more time to matandang bayan to allow the students to gain deeper understanding of the making of the Filipino nation. This provides them historical facts that they can use to analyze how the Filipino society have changed as a result of colonization and how it is continuously evolving due to various social, political and economic challenges that confronts the country.

Teacher C and teacher D reiterate that the Filipinos are the central subjects of their discussion in all periods of history, from matandang bayan to contemporary history. In terms of their lesson about colonization, they allot more time on studying how the Filipinos reacted to colonization and how it changed the matandang bayan or the old Filipino society. Teacher D explained that her students are Filipinos, thus it is important to look at history this way.

4.3.3. Pedagogy

All teachers ask their students to do oral reports. However, two patterns have emerged based on their other responses.

A. Traditional Teaching

Usually teacher A and teacher B conduct lecture to teach history. They also ask their pupils to do oral reporting. Teacher A said

They (teachers) are used to it. When I came in this school, that's the way they do things, lecture...after that, sometimes students are asked to read (the text) in front of the class...

However, when asked if these practices are effective, she instantly replied

No, I don't think these two (lecture and oral reporting) are effective. To compensate, after their (students) report, I conduct a review of the lesson from the beginning... I repeat everything so that they will remember the lesson. Sometimes even if they have read it, the answers are there... still they can't answer.

Teacher A expressed her worries about their history class. She went on to say

We no longer know how to teach it. What are we going to do about this? Sometimes we just ask among ourselves... I don't know.

Regarding the use of textbook, according to teacher B, it plays a crucial part in their class. The information that the children present during oral reports comes solely from the textbook. She added that she no longer allot time to process the reports because all students have the same reading material. Since the textbook is written in Filipino, she believes that her pupils can understand it easily without further discussion. Diokno (2009) pointed out three conditions that encourage educators to resort to this teaching practice: (1) lack of resources in the libraries and poor access to other sources of information, (2) poor quality of academic training of basic education teachers in disciplinal knowledge and (3) very heavy teaching load.

B. Activity-based Learning

According to teacher C, she provides her students with different cooperative learning activities, group reporting, and class discussion. She deems that it is important that learners are part of the learning process. Regarding reading materials, her class is not limited to a single textbook. In fact most of the content of the lessons are not included in the available elementary textbooks. Hence, she consults references being used in higher education and provides her pupils with teacher-made handouts as reading materials. Sometimes, she also asks the children to conduct research to develop their research skills and historical thinking skills.

Likewise, teacher D believes that children understand the lesson better when they can visualize the information and when they are given opportunities to share and discuss the lesson. She provides her pupils with different learning activities like playing, constructing graphs, drawing posters, and doing oral reports. She also presents the lesson using various instructional materials such as pictures, visual organizers, replica of artifacts, and music to allow them to use all their senses in learning history. According to Llanes, this kind of teaching approach not only helps the learners to gain historical information but also provides them an opportunity to feel and understand that they are Filipinos [Agcaoili, 2010].

Summing up the responses of the four teachers regarding the teaching of history, their own understanding of the meaning and importance of the subject are reflected on the content and skills that they value in their instruction. Moreover, the depth of their disciplinal knowledge seems to influence the quality of learning experience that they provide to their students.

V. DISCUSSION

Based on the informants' responses, there seem to be two traditions of history being implemented in social studies class, the traditional history and kasaysayang bayan. Traditional history is more dominant in the Philippines. In fact, the content and periodization used in the social studies curriculum for grade 5 under the Basic Education Curriculum (BEC) of 2002 reflect this kind of history. Hence, it is not surprising how the two informants from regular public

elementary school define history. In traditional history, colonizers and elite are given more importance than the history of the majority of the Filipinos [de Manila, 1996; de Quiros, 2000, 2002]. Furthermore, it tends to emphasize the failures of the Filipinos in revolutions than their victories [de Quiros, 2000]. Traditional history poses a serious problem in achieving the aims of education. It encourages colonial mentality rather than love of the country and pride in Filipino identity.

In addition, this study found that teachers' conceptions of history influence the content and skills that they value in their pedagogy. For example, teacher A believes that students study history to gain knowledge about Filipino ancestors, particularly national heroes. Consequently, her pedagogy tends to focus only on remembering of facts such as names of national heroes and dates of significant events. Likewise, teacher B believes that history is the study of past significant events and people. She also thinks that this subject contributes to the development of national consciousness and nationalism. Similar to teacher A, her pedagogy is limited to the development of memorization skills of learners. Also, the bulk of historical knowledge that she brings to class comes from textbooks believing on its sufficiency and accuracy. According to Diokno (2009), social studies textbooks in the Philippines contain colonial, ethnic and gender biases. Furthermore, these reference materials tend to present sanitized or incomplete history. Thus, instead of strengthening nationalism, it only leads to the miseducation of the children regarding Philippine history. Another issue that aggravates this situation is how teacher A and teacher B treat historical facts as an end in itself. This results to the propagation of uncritical and colonial history. These revelations are saddening, yet the problem on the lack of cognitively engaged pedagogy and propagation of colonial

history will seem to continue as a result of teacher's limited knowledge on history and pedagogy, convenience, and idea of 'established traditions in teaching' social studies.

On the contrary, this study also reveals a different approach in teaching Philippine history. Based on the information gathered from teacher C and teacher D, the perspective and teaching approach that the *kasaysayang bayan* attempts to promote has the potential to strengthen students' nationalism, national identity and historical thinking skills. It liberates the learners from colonial history by allowing them to look at history based on Filipino perspective. It also allows them to have an in-depth understanding of themselves as Filipinos by analyzing the entirety of the Filipino society. Moreover, it provides opportunities to interpret and analyze history based on the cultural and political context of the Philippines. In other words, *kasaysayang bayan* makes learning of history more relevant and interesting to Filipino children. Despite the positive points of this perspective and approach, it remains unpopular in public schools since it has not reached the information of majority of the educators. Also, considering the culture of reliance on textbooks, the unavailability of *kasaysayang bayan* textbooks for elementary students discouraged the educators to implement this in class.

The researchers recognize the difficulty of implementing *kasaysayang bayan* in public schools due to limited training of teachers and lack of resources appropriate to the level of elementary students. However, it is still possible to gradually transform the teaching of history to make learning more meaningful and supportive of the goals of citizenship education. Based on the findings of this study, the researchers developed a pedagogical approach that supports the philosophy of *kasaysayang bayan* and promotes skills that are significant to civic and political engagement.

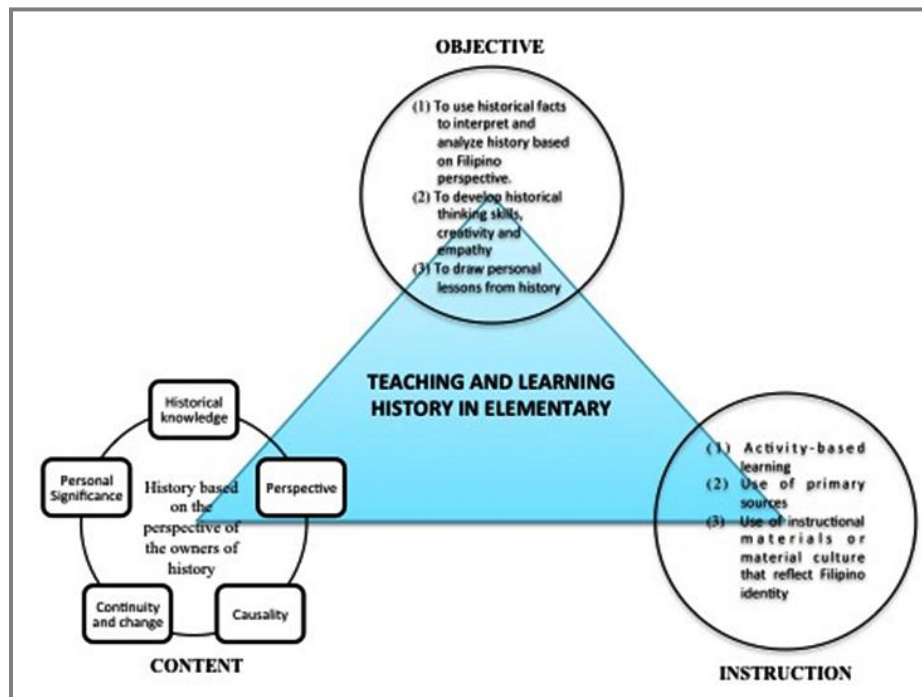


Figure 1: Proposed *Kasaysayang Bayan* Approach

Three relevant objectives in teaching history are presented in figure 1. In the proposed Kasaysayang Bayan approach, students are expected (1) to use historical facts to interpret and analyze history based on Filipino perspective, (2) to develop historical thinking skills, creativity and empathy and (3) to draw personal lessons from history. These objectives are related to the six fundamental concepts to historical thinking that were identified by Seixas. According to Seixas (2010) students of history must be able to: (1) establish historical significance, (2) use primary sources as evidence, (3) identify continuity and change, (4) analyze cause and consequence, (5) take historical perspectives, and (6) understand moral dimension of historical interpretation. In terms of content, people deal with the same historical facts, however, the interpretation and meaning varies as a result of different points of view. This study proposes that teachers and students use the Filipino perspective to understand history according to the context and experiences of the Filipinos. In doing this, the focus of discussion will no longer be the history of the colonizers in the Philippines and their policies and influences. More time will be devoted to studying how the *matandang bayan* (the Filipino society before the period of colonization) has evolved as a result of the reactions of the Filipino people to colonization and other internal and external problems of the nation. This will allow a thorough discourse on the historical narratives not only of the dominant groups but also of the marginalized groups such as women, workers and ethnic minority groups. Furthermore, the actions, behaviors and thinking of the Filipinos on a specific period of Philippine history will be analyzed based on the socio-political conditions and existing values, culture and traditions of the Filipinos during that time. To facilitate this kind of discussion, educators and learners should analyze and reinterpret the historical narratives presented by historians based on these five elements, (1) historical knowledge or facts, (2) perspective, (3) causality, (4) continuity and change, and (5) personal significance.

Table 3: Guide Questions to Analyze and Reinterpret History

Elements	Questions
1. Historical knowledge	<ul style="list-style-type: none"> • What happened? • Who were the people involved in this event? • What was the social, cultural, political and economic condition of the society before and during the period when the event took place?
2. Perspective	<ul style="list-style-type: none"> • How did the historians interpret the event? • What kind of perspective/s did the historians use to view and present history?
3. Causality	<ul style="list-style-type: none"> • What were the factors that led to the event? • How did the people who are involved in the event react to the situation? Why? • How did the event and the reaction of the people influence the social, cultural, political and economic condition of the society?
4. Continuity and Change	<ul style="list-style-type: none"> • What are the things/conditions that have continued as a result of this event? • What are the things/conditions that have changed as a result of this event?
5. Personal Significance	<ul style="list-style-type: none"> • How would you feel/react if you lived during this period? • Did this event affect your community at present? • What personal lessons could you learn from this?

Table 3 shows sample guide questions to help students’ develop their historical thinking skills, creativity, empathy, and ability to draw personal lessons from history. In terms of instruction, constructivists posit that learners should take an active role in constructing meaning or knowledge. Barton, Booth, Foster and Yeager, Levstik and Smith and VanSledright claim that children are capable of developing sophisticated historical thinking skills given the appropriate context of active engagement with source material and proper guidance from the teacher to use their prior knowledge and skills [Heyking, 2004]. Hence, the proposed Kasaysayang Bayan approach encourages the educators to utilize all techniques of activity-based learning to allow the students to use all their senses, prior knowledge and skills in building and understanding new knowledge. This also recommends the use of primary sources to engage the students in investigation, analysis and reinterpretation of historical narratives. Most importantly, this approach reiterates the use of instructional materials that will help the students to feel and understand their sense of being a Filipino. These materials include music, paintings, poem, food, clothes, and other material culture available in the community. The researchers believe that teaching history should not only concentrate on the education of the mind but also on the education of the heart. By doing this, children will develop their cognitive skills as well as their sense of identity.

VI. CONCLUSION AND RECOMMENDATIONS

Teachers’ conceptions of history and pedagogy are strongly related. The teachers’ definition of history and perceived importance of teaching the subject influence their instructional practices. The educators who believe that the main purpose of history is to accumulate knowledge tend to focus more on rote learning and development of memorization skills. On the other hand, those who consider history as a tool to understand the past, present and future tend to provide challenging tasks to develop learners’ higher order thinking skills. Wilson & Wineburg (1991) claim that expertise on content is not the sole determinant of effective teaching. However, this research found that the extent of teachers’ disciplinary knowledge is one of the major factors that affect their capacity to promote a meaningful history lesson to elementary students. The educators who exhibit in-depth knowledge on history and pedagogy provide children with more cognitively engaging activities while those whose disciplinary knowledge are limited tend to teach history very lightly. Therefore, this study recommends the teacher education institutions to strengthen the disciplinary knowledge of future educators.

Aside from the issues on teacher education and pedagogy, one of the serious challenges in teaching history is the propagation of colonial history. The social studies classes of teacher A and teacher B are microcosms of Philippine education that has been dominated by colonial history. It is about time that Filipinos liberate their minds and learn history based on Filipino perspective and approach. To decolonize

and transform the teaching of history, this study recommends the implementation of the proposed Kasaysayang Bayan approach in Philippine schools and universities. With proper contextualization and modification, other countries particularly those who were colonized too, can also adopt this pedagogical approach to decolonize the history of the nation, to strengthen the identity of the people, and to develop skills that are useful in civic and political engagement of citizens.

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