



THE TEACHING DEMONSTRATION IN THE TRANSITIONED TIMES: PEDAGOGICAL PRACTICES IN NEW NORMAL CLASSROOMS

Maryann H. Lanuza¹, * Ronald A. Gonzales², Neil P. Aligam³

Corresponding author: mhlanuza@ccc.edu.ph

<https://orcid.org/0000-0003-0879-483X>

¹Mathematics Cluster Faculty, DTE, VPRI, City College of Calamba, Philippines

²English Cluster Faculty, DTE, VPAA, City College of Calamba, Philippines

³Science Cluster Faculty, DTE, VPEL, City College of Calamba, Philippines

ABSTRACT

College Graduating Students Batch 2022 of the Philippine Education is tagged as the experimental batch since they were the first recipients of the full K-12 implementation and a COVID-19-caught transition of education from the full face-to-face classroom to flexible learning. In the City College of Calamba, March 2020 shifted their instruction to full modular distance learning and it took the college two semesters to implement an online learning system, hence the first batch of students with this transition did their practice teaching internship in a new normal class where three-fourths of their learning came from the transitioned education set-up. Now, the study's focus was to assess their performance as evaluated by the cooperating teacher, cooperating school head, and practice teachingsupervisor despite the minimal guidance during the learning of academic and pedagogical principles years. The hypothesis is tested if significant differences can be found in the areas of teaching pedagogies when grouped according to specialization. The study used a simple random sampling technique, 432 evaluations were noted from the observers accumulated for each specialization including secondary education including English education, mathematics education, and science education practice teachers' assessment constituting a total of 108 respondents. Due to the test of normality and homogeneity failure, the Kruskal-Wallis test was used. Based on the findings, areas in lesson planning, teaching method, classroom management, communication skills, and teacher's personality had significant differences among all specializations except content mastery. Although there were weak indicators per area, it implied that teaching pedagogical practices were different depending on the specialization orientation of the practice teacher, but they have equal content mastery levels. Therefore, despite the transition of the educational system of these students and now practice teachers, it was comprehensively understood that they are well-equipped in terms of pedagogical practices.

Keywords: Lesson Planning, Content Mastery, Teaching Method, Classroom Management, Communication Skill, Teacher's Personality, Pedagogical Practices, Transitioned Practice Teachers, Teaching Demonstration, New Normal