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## EXPERIENTIAL LEARNING IN LOCAL HISTORY

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**Abstract:** *This paper reflects and gives account to the Local Scenic Spots in Kalinga Province toured majority by the KASC Historical Society members to create best if not better strategy in teaching History. The research was conducted in Kalinga Province from June 2014 to February 2015.*

*The participants were Liberal Arts – KASC Faculty members, Barangay Captain/Kagawad, KASC History Majors. Photo – documentation was the prime tool in gathering data and personal visitation, informal interview, informal group discussion were also utilized.*

*Experiences of the students were highlighted to this presentation. It was a help for the students to learn independently through actual exposure to Local Scenic Spots and made an interaction with various people with different ages, orientation and upbringing.*

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## **INTRODUCTION**

Jose Tolentino D. Olivar II stated in his lecture notes that existing literature suggests three arguments supporting the need for variety of teaching strategies.

1. Not all students learn equally well when the same strategies are employed.
2. Certain teaching-learning method is more applicable to particular situations.
3. No single method is superior particularly in terms of student performance, to another in all learning situations.

In reality, teachers tend to adopt (or adapt) the strategies used by trainers in the training programs, seminar-workshops and short term courses that they participate in. For this purpose, the following examples of teaching strategies may be helpful as shown in this figure.

Teaching strategies are classified in five groups as shown below.

1. Direct Instruction
2. Indirect Instruction
3. Experiential
4. Individual Study
5. Interactive Instruction

Furthermore, following the principles of curricular development and design, Print (1993) agrees that there are numerous ways whereby a teacher may facilitate learning in school. Briefly, the following are the principal groupings of teaching-learning strategies.

1. Expository Teaching
2. Interactive Teaching
3. Small Group Teaching/Discussion
4. Inquiry Teaching/Problem Solving
5. Individualization
6. Models of Reality

## **METHODS AND TECHNIQUES**

Then on the other hand, it connects to what we call Direct Experiences which consist in having immediate sensory contact with the actual object. It is on this paper to present Direct Experiences which consists in having immediate sensory contact with the actual object. "It is the rich, full-bodied experience: It is the purposeful experience that is seen,



handled, tasted, touched, felt and smelled. It is the unabridged version of life itself." Taking a trip to the actual site (say a factory, a fort, a temple, a school, a laboratory experiment, preparation of a seed bed etc. which provided direct experiences. The local factory, retail shop, business offices are real. Children can see them, hear them, ask questions about them and examine them immediately. Such as experiences give firsthand information and are thus the most educative experiences).

## **OBJECTIVES**

This paper aimed to find answers to the following questions:

1. What were the places visited and observed by the B.A. History students?
2. What were the different experiences of these students during their actual visitations and observations?

## **EXPECTED OUTPUT**

As based from David Kolb's Learning Cycle there were four processes involved like concrete experience, observation and reflection forming abstract concepts and testing in new situation. From this learning cycle, actual exposure of students to particular sites/places/venues can help them to concretize their different experiences guiding them already to make their creative observation and reflection on journals or portfolios. Furthermore, this cycle was so very supportive to what the B.A. History students did and the teaching strategy used by the teacher/instructor. The experiences encountered by the students may be applied to their daily undertakings and lives.

## **EXPERIENCES OF THE STUDENTS**

### **INTRODUCTION**

Malalao Rolling Hills is one of the beauty spots of Tabuk City. On the Southeastern-most portion of the municipality of Tabuk, bordering the vast province of Isabela in the East, and Mountain Province in the South, that is Barangay Malalao.

Unfortunately, as of this writing, there is no available official record as to when and how this local government unit within the territorial jurisdiction of Tabuk municipality became a barangay. It is surprised that the creation of Barangay Malalao took place before the division of the Old Mountain Province into the New Mountain Province.

From stories told by old folks in the area, Malalao began to be settled by immigrants from the Sub-province of Benguet, particularly, from the municipality of Mankayan. These early



settlers from Mankayan established themselves about a kilometer west of the Santiago, Isabela – Tuguegarao, Cagayan Road and their settlement was named Lepanto. Lepanto was later claimed as a part of the municipality of Quezon, Isabela.

One of the early settlers in Lepanto by the name Ricardo Domilos from Suyoc, Mankayan, Benguet, ventured deeper westward and established himself as a farmer rancher in what is now Barangay Malalao.

Sometime in the early 1950's, a roving missionary of the Philippine Lutheran Mission in the person of Rev. Simon Bilagot paid a visit to the Lepanto Settlement with the plan to establish a mission field of the Lutheran Church thereat. On seeing the unsettled area of Malalao he thought of his kinsmen in Balaoag home in Tadian, Mt. Province and invited/encountered them to go and settle in that virgin land of Malalao, Tabuk, Sub-province of Kalinga.

These early settlers from Benguet and Mountain Province were later on joined by land seekers from other parts of the country, some as far as Lon-oy, San Gabriel, and La Union. It was when the area became heavily populated that it was organized as a separate, distinct and independent local government unit.

Table 1

Names	Observations and Experiences at Malalao Hills
1. Cagwayan, Violly	.When we were in Malalao I found that people were hospitable .A far place but have plenty of trees and the air was very fresh to breath. .The formations of the mountains were like rolling hills.
2. Gunnawa, Loida	."This time excitement, happiness and tiredness were all the factors that I experienced during our travel/journey.
3. Ayangdo, Harvey Jones	.I can consider this as one of my unbeatable journey which inspired me how beautiful our own sceneries or local beauty spots in Kalinga.
4. Fernandez, Vimrose	.We ate different kinds of fruits and conversing one another with our classmates.



San Pedro is a barangay of the Philippine Municipality of Rizal (Liwan) in the Province of Kalinga in the Cordillera Administrative Region which is a part of the Luzon group of Islands. One of the barangays which are in the outlying area of Municipality of Rizal (Liwan).

An archeological site in this agriculture rich town caught the world's attention when foreign archeologist discovered a jar of rhinoceros in the area in 1935. In 1971, a team from National Museum did its first excavation and identified 68 sites where fossils and artifacts were found. It was declared as an archeological reserve in 1977 by the President Ferdinand Marcos. In 2001, the second National Museum excavation resulted in the discovery of an elephant tusks, thus the name Elephant Hill was derived. The latest excavation was done in July 2014. This area is now being developed to be one of the observatory sites for prehistoric animals in the world.



Table 2

Names	Observations and Experiences at Elephant Hills, San Pedro, Rizal, Kalinga
1. Labbutan, Mylene	I experienced an enjoyment bandings with my classmates and teachers. I experienced walking under the sun even it was so hot flowing sweats in my body and face at last I enjoyed visited the Elephant Hills.
2. Nieves, Rinalyn	.I had a great experienced not only because I had been there but I was with my classmates whom I learned more ideas about an archeological site where they dig long time ago.
3. Bautista, Emily	.I had appreciated more beauty of nature like this pre-historic site.



Naneng is a barangay of the Philippine Component City of Tabuk in the Province of Kalinga in Cordillera Administrative Region which is part of the Luzon Group of Islands. One of the barangays which is the outlying area of component City of Tabuk.

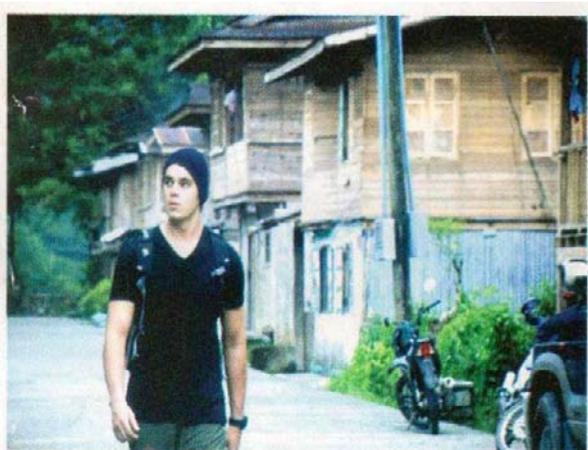
The inhabitants are well known for their hospitality and social disposition. They are also famous for their indigenous rice cake, "Inandila".

This village is where the first municipal government and office of Tabuk was established.

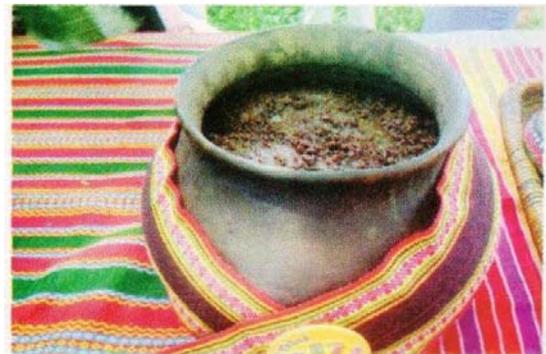


Table 3

Names	Observations and Experienced at Naneng Heritage Village, Tabuk City
1. Mabanta, Sheryl Mae	I Experienced the lives of the people in the barrios which were too different compared with those in the center.
2. Pillaked, Shillalyn	I had felt awesome because I had visited a heritage site and a great privilege for me to be there because I don't have any ideas about the village.
3. Igo, Donzen Faye	We took some pictures as our remembrance. Proving then that Kalinga Villages has known for their culture, tradition and picturesque environment.
4. Bawenta, Freda	It is convenient and much applicable for us to visit tourist destinations through this activity we can acquire further information's regarding the place.



Naneng Heritage Village - the old houses were built using narra, guijo, and lawan hardwood.



Inandila, a Kalinga delicacy made of glutinous rice and coconut milk that resembles the tongue. It is usually served during special occasions.

## CONCLUSION:

Again, referring you to Kolb's Learning Model it has also four an element in which number one was the concrete experience. Regarding them with the strategy employed by the teacher/instructor in History is very appropriate that would bring the students to come up with their meaningful concrete experiences. As others said, "Experience is the Best Teacher".



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