Utilizing 2C-2I-1R as a Self-Directed Learning Approach for Grade 11 Logic

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ABSTRACT

This research investigated on the possibility of utilizing 2C-2I-1R pedagogical approach as a self-directed learning approach for Grade 11 Logic subject. It attempted to identify the problems met by learners in Logic in terms of Instruction, Learning Materials, Monitoring, and Evaluation. Utilizing descriptive-evaluative research design, findings of this study showed that, when grouped according to demographic profile, there is no statistically significant difference, on both (a) problems met by learners in Grade 11 Logic, and (b) acceptability of 2C-2I-1R as a self-directed learning approach in the teaching of Grade 11 Logic. Results would further suggest that sex is not a factor for self-directed learning among students, as well as that students' and teachers' self-directed learning readiness is high. The "statistically not significant" result of the test does not mean that the null hypotheses were true- only that the test utilized did not prove such to be false. A "Self-directed Learning Module" was crafted using the 2C-2I-1R approach. By integrating the "Self-directed Learning Module" for teaching Logic; crafting lessons that are responsive to the educational and social context of learners – specifically on topics about Logic – will aim a deeper appreciation and understanding of the subject necessary for the pursuit of higher education

Keywords: learning material, logic, mathematics, pedagogical approaches, self-directed learning module