Project ProBEx (Project-Based Exploration): Utilization of Project Based-Learning as a Teaching Approach in Food and Beverage Services (FBS) Lessons

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ABSTRACT

The Project ProBEx or Project-Based Exploration is a proposed exploratory research project which aimed to determine if project-based learning is an effective teaching approach to improve the performance task results in Food and Beverage Services (FBS) lessons among Grade 8 students of Mamplasan National High School. There were two sets of forty Grade 8 students from heterogenous sections randomly selected to participate in the study. Under quasi-experimental study, the two groups of participating students were assessed based on their performance tasks output using the performance tasks from Learning Packet and the project-based learning activity alternatives by the researcher. Using T-test statistical tool, the results showed that there was a significant difference on the performance task results of the two groups of participating students using performance tasks from LeaP and project-based learning activities. Based on the result, project-based learning activity alternatives by the researcher is more effective tool to use than the performance tasks from Leap to improve the performance tasks results of the students in Food and Beverage Services (FBS) lessons.

Keywords: Project-based activity, Performance task, Teaching approach, Learning Packet

INTRODUCITON

Performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. In the K-12 educational system, performance based-learning is the way of learning that is being encouraged and incorporated to the curriculum. As to John Dewey as the proponent of learning by doing – rather than learning by passively receiving. He believed that each child was active, inquisitive, and wanted to explore. Children are encouraged to learn through experience, clarify the key points and apply the lessons to get practical results. Thus, performance tasks yield a tangible product and/ or performance that serve as evidence of learning. This presents a situation that calls for learners to apply their learning in context (Magsino, 2017).

Meanwhile, in the Philippines, the implementation of the K to 12 Basic Education Program had caused significant changes in the curriculum, instruction, and assessment practices. The Republic Act (RA) 10533 (2013), otherwise known as the Enhanced Basic Education Act of 2013, required that the curriculum shall employ pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative. The use of performance task assessment to measure students' learning and skills in accomplishing practical tasks in and dealing with real-life problems is also highlighted in the act Republic Act No 10533, 2013, as cited by Retna (2016).

The Policy Guidelines on the K to 12 Basic Education Program (DepEd Order No. 21, s. 2019) mandated school teachers in the Philippines to facilitate a responsive learning environment and to provide students with relevant learning experiences (Albay & Eisma, 2021).

However, when our country is facing the most difficult time due to the threat of the virus, as stated by Montemayor (2020), delivery of education in the country has greatly changed because of the coronavirus disease 2019 (Covid-19) pandemic.

Asuncion (n.d.) also stated that in our current situation, teaching is hard. We need to find alternative ways and solutions that will help us deliver quality education and overcome these trials posed by the pandemic. Due to COVID-19 pandemic, the traditional face-to-face learning in classroom is not allowed. Therefore, different learning delivery modalities were introduced so that schools have options depending on the COVID-19 restriction and particular context of learners in the school or locality. This then brought discomfort and offered a different level of challenge, especially to teachers teaching skill-based subjects like Technology and Livelihood Education (T.L.E.). It requires the skills of the students rather than the knowledge that they process. It may be a bit common but T.L.E. can be a difficult subject at times. For this reason, teachers struggle in finding the easiest possible way in delivering the skills even without face to face.

Mamplasan National High School (MNHS), on the other hand, has implemented the Modular Distance Learning (MDL) Printed based on the result of Learner Enrollment Survey Form (LESF) to continue delivering quality and relevant education amidst pandemic. Modular Distance Learning involves individualized instruction that

allows learners to use self-learning modules (SLMs) in print format. This modality has brought a big problem to the learners in doing their hands-on activities in Technology & Livelihood Education (TLE) which is a skill-based subject.

The researcher who handles the Grade 8 students in TLE subject, provided four (4) performance tasks for the second quarter. Unfortunately, based on their performance tasks result, she found out that 62.5% of her students had difficulty in doing the performance task and 37.5% showed no difficulty in doing hands-on activities. The result shows that most of the leaners struggle a lot in doing their performance tasks in TLE lessons in the new normal. To address this problem, the researcher proposed the project-based exploration project to improve the performance tasks results of the students in TLE subject.

Project-Based Learning has been the leading strategy used by most of the top educational systems in the world. Authentic learning that addresses the 21st century skills is what PBL offers.

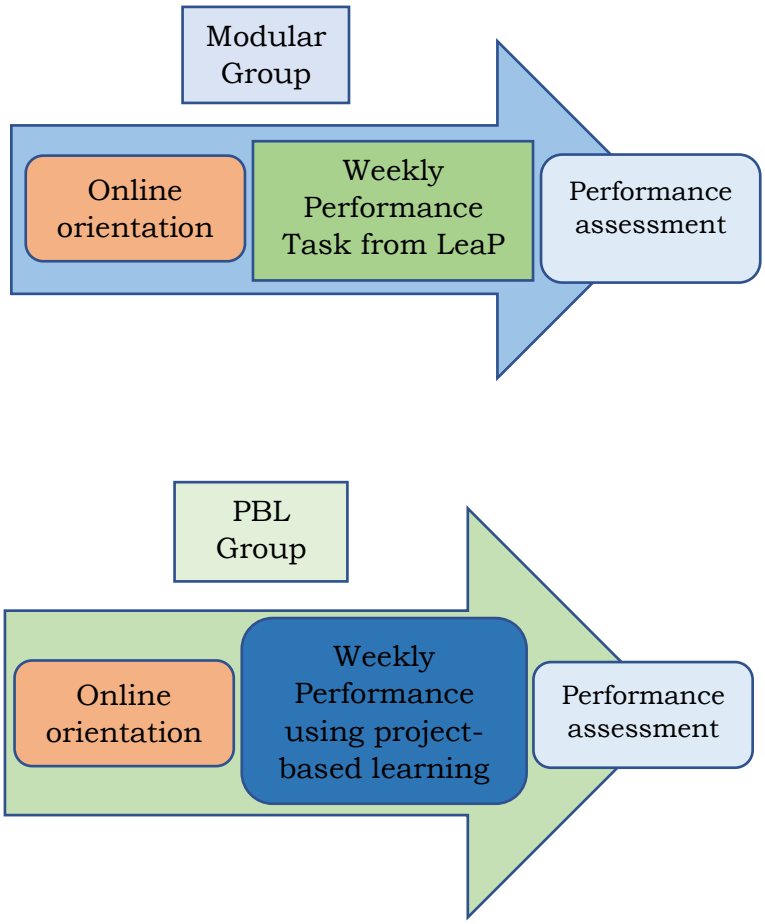
Project-based learning refers to the theory and practice of utilizing real world work assignments on time-limited projects to achieve mandated performance objectives and to facilitate individual and collective learning (Smith and Dodds, 1997). The use of projects for both learning and task achievement is most typically associated with action learning, which assumes that people learn most effectively when working on real- time problems that occur in their own work setting (DeFellippi, 2001).

Project-based learning (PBL) is an active student-centred form of instruction which is characterized by students' autonomy, constructive investigations, goal setting, collaboration, communication, and reflection within real-world practices (D Kokotsaki, V Menzies, A Wiggins, 2016).

METHODOLOGY

This action research is a project-based exploration wherein the two groups of participating students were given a performance task weekly. The modular group performed the performance tasks from the LeaP while the PBL group performed the project-based activity alternatives by the researcher. Their output was assessed by the two TLE teachers using Likert scale.

The researcher adopted the Solution Strategy Flowchart in order to conduct the study following the strict implementation of its process.



From the figure above, the flow of the research started with the conduct of online orientation via Google Meet by the researcher wherein all participating students from the two groups synchronously joined. Afterwards, they were given different performance-based activities weekly. The modular group used the performance tasks from the LeaP while the ProBEx group utilized the project-based learning activity alternatives by the researcher.

For the whole quarter, the students crafted their projects, and submitted them weekly. They submitted their output in Google drive every Friday.

Aside from the researcher, she also asked two TLE teachers from her school to evaluate the students' performance task results using the Likert Scale. The researcher gathered all the scores and input them using Microsoft Excel.

The respondents for this research were the enrolled Grade 8 students at Mamplasan National High School for school year 2021-2022. All grade 8 students were under Modular Distance Learner. They utilized self-learning printed modules as their primary learning materials.

Each section in grade 8 was heterogeneously grouped. This means that the students were sectioned diversely.

The primary research instrument used by the modular group was the weekly performance tasks from LeaP. On the other hand, the project-based learning activity made by the researcher used by the ProBEx group. The researcher-made tool includes the following: interview/survey, simulation, and promotional video.

To describe the students' performance task result quantifiably, this research used the Likert Scale. This rating scale measured students' performance task results during their performance-based activities. Thus, it was a 4-level scale to avoid the neutrality of the performance task results.

RESULTS

After gathering the necessary data, the researcher statistically analyzed their performance task results through the help of her statistician. They transcribed the scores of the students and used the Likert scale to verbally interpret the data. This was conducted to prove which performance-based activities is more effective to use as teaching approach in improving the students' performance tasks result.

The Mean was used to compute for the average score of the students' performance task results. The T-test was utilized to compare the performance tasks results of the two groups of participating students based on the average score and as well as to know if there is a significant difference in using the two different performance-based activities.

After the thorough analysis, the following results are discussed below:

1. Average Mean of Students' Performance Task Results Using Performance Tasks from LeaP

Based on the given data, the average mean of performance task results of participating students using performance tasks from LeaP is 13.525 with a verbal interpretation of Emerging. This means that they were infrequently demonstrated adequate level of clinical skill. The result shows that they were very often to ask directions, guidance, prompting, support, and supervision in the completion of the tasks.

2. **Average Mean of Students' Performance Task Result Using Project-Based Learning Activity Alternatives by the Researcher**

From the statistical data gathered, the participating students acquired an average mean of 30.2 with a verbal interpretation of Exemplary. This means that the participating students were almost always demonstrate excellent standard of the clinical skill. The result shows that they were almost never require directions, guidance, prompting, support, and supervision in the completion of the tasks.

3. **Significant difference on Students' Performance Task Results After Using Performance Task from Leap and Project-Based Learning Activity**

There was a significant difference between the Performance Task Result of the select Grade 8 students who undergone modular distance learning and Project Probex. A weighted mean of 13.525 and 30.2 were obtained by the modular group and ProBEx group respectively with a mean difference of 16.675. A computed t statistics of 42.801 means that there is a significant difference between the performance tasks results of the two groups.

DISCUSSION

The Project ProBEx or Project-Based Exploration is a proposed exploratory research project which aimed to determine if project-based learning is an effective teaching approach to improve students' performance task results in Food and Beverage Services (FBS) lessons during distance learning. To address the problem, the two groups of participating students were given a different performance-based activity weekly. Modular group used the performance tasks from the LeaP while the PBL group used the project-based learning activity alternatives by the researcher. Based on the result, project-based learning is an effective teaching approach in Food and Beverage Services (FBS) lessons to improve the performance task results of the students.

The result of this action research proves that students are indeed "learning by doing". Although the performance tasks outputs of the students were still not on a par with perfection, significant improvement on the performance task results are highly recognized. This shows that when students are given freedom to explore on the real-world situations, they are going to acquire deeper knowledge and improve in their targeted skill.

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