

CAT 4 RESOURCE DEVELOPMENT

Group 4-099

HELPING HANDS

Chen Jin Hao 4O1 (02)

Chen Yu Hsin @ Jason 4B1 (04)

Tan Yi Swee 4P2 (23)

Louis Tan Yeow Yong 4O1 (28)

ABSTRACT

“Helping Hands” is a comprehensive lesson package which aims to improve the grades of Primary 5 students from Geylang Methodist Primary School (GMPS), in English and Mathematics. A group of students have been identified to be struggling in these subjects. To assist them, an integrated lesson package has been shaped to especially cater to the different learning abilities of the students. In addition, a variety of activities were formulated to facilitate the apprehension of knowledge and concepts.

1 Introduction

1.1 Rationale

During school lessons, these Primary 5 students consistently experience difficulty in grasping the subject matter. Consequently, they performed poorly for the Primary 4 examinations, and have considerable room for improvement. Furthermore, many of them are from the lower-income group, and thus are unable to afford external tuition classes. Lagging behind their peers academically, they suffer from varying degrees of academic disillusionment which results in feeling unmotivated, dispirited and a lack of confidence. The students’ subject teachers found that the students do not respond well to the didactic method, and have short attention spans. In light of the aforementioned context, and the importance of their Primary School Leaving Examination next year, these students were recommended by their teacher to attend our lessons.

1.2 Objectives

The principal objective of Helping Hands is to develop a lesson package and refine a tutoring approach aimed at:

- Creating a friendly environment for learning
- Boosting the level of understanding
- Improving test scores
- Nurturing self-motivated and determined learners
- Increasing confidence

1.3 Target Audience

The target audience is a group of Primary 5 students from GMPS who exhibit the following characteristics:

- Academically disadvantaged
- Inattentive in class
- Lack of confidence, impetus and motivation in studies
- Respond poorly to the didactic method

1.4 Product

The product resources comprise of worksheets catering to individual students' needs, and educational activities through which enjoyable learning can take place. The lessons are set against the backdrop of a friendly environment.

2 REVIEW

Prior to the commencement of "Helping Hands", we conducted research on teaching methods, to ensure the lesson package subserves the objectives effectively.

2.1 Self-confidence and its effect on student performance

According to Rosenberg (1989) and Heimpel (2002), there is a substantial correlation between a student's self esteem and their subsequent responsiveness to the subject, which correlates directly to their academic results. This is further supported by research which states that "The fear of being evaluated by the teacher or other students may result in avoidance of performance and wasting opportunities to practise and progress." (Habrat, 1970). The "high pressure" of the Singaporean education system detrimentally affects their self-esteem. (Teo, 2018). Students who lack confidence lose faith in themselves when it comes to their studies as they do not believe that they can succeed (Hosogi et al., 2012). When this is compounded with their poor grades, a vicious cycle of self-depreciation emerges. In conclusion, for our students to learn effectively, a positive learning environment is needed to boost self-esteem.

2.2 Learning methods and integration into lesson package

After receiving information from the teachers that some students do not respond well to conventional modes of teaching, we decided to utilise activities in our package to convey the content more effectively, instead of merely relying didactic teaching. According to Wood, E., & Attfield, J. (2005), learning through games which allow students to play enhances their learning experience. We also integrated the concept of learning styles into our package. From Sadler, G. R., Plovnick, M., & Snope, F. C. (1978), there are three major learning styles—Visual, Verbal and Physical. Through observations of the students, we modified our package accordingly to achieve greater effectiveness in conveying our content. This is also supported by Garity, J. (1985) who asserts that students learn best when the lesson caters to their learning styles. Therefore, we adapted these lessons into our learning package to make it more effective.

3 METHODOLOGY

3.1 Needs Analysis

A close inspection of the suitability of this project is crucial to its undertaking. As such, we conducted surveys and interviews with the relevant stakeholders, namely, the teachers and students.

3.1.1 Examination Results

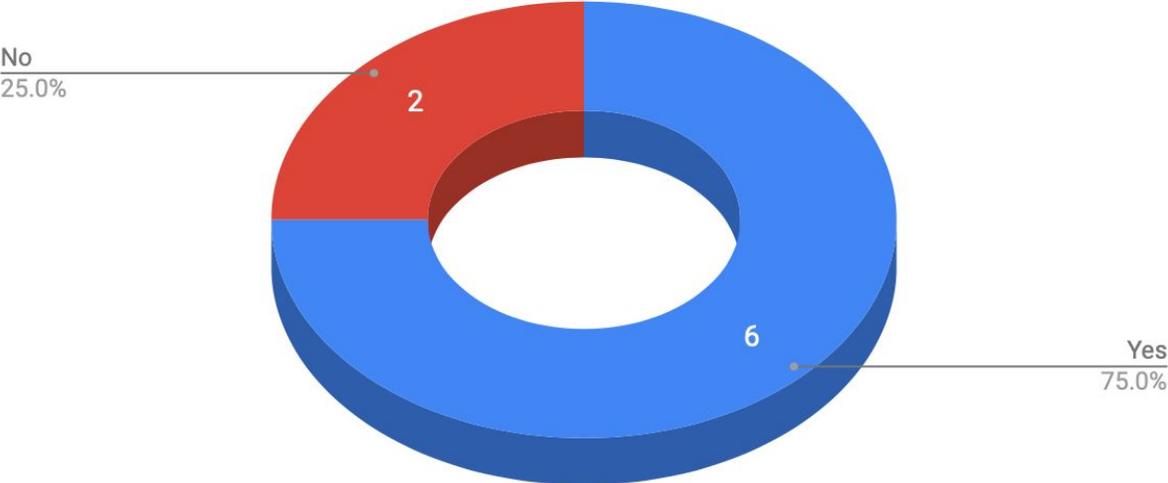
No.	Name	Course	Class	P4 EL	P4 MA
1	Aniq Azry Bin Salleh	4S	P5-1	69	25
2	Aqish Danish Bin Abdullah	4S	P5-1	50	14
3	Charlotte Ng Xin Ler (HUANG XINLE)	4S	P5-1	56	16
4	Ho Sheng Hong	4S	P5-1	62	17
5	Kimberly Tan Wan Ting (CHEN WANTING)	4S	P5-1	65	31
6	Lim Hong Xiang Keith	4F	P5-1	28	9
7	Lua Yi Lin, Eileen (LAI YILIN)	4S	P5-1	69	38
8	Muhammad Fitri Danish Bin Abdullah	4S	P5-1	55	19
9	Ng Li Yun	4S	P5-1	64	12
10	Nur Ameerah Binte Feroz Khan	2S2F	P5-1	46	13
11	Ong Rui En(WANG RUI'EN)	4S	P5-1	65	31
12	Rizky Iqbal Utama Bin Sofhian	4S	P5-1	57	11
	Average			57.16666667	19.66666667

The average scores of the students for the subjects of English and Mathematics are 57 and 20 respectively. The critical need for help to progress in their academics is evident.

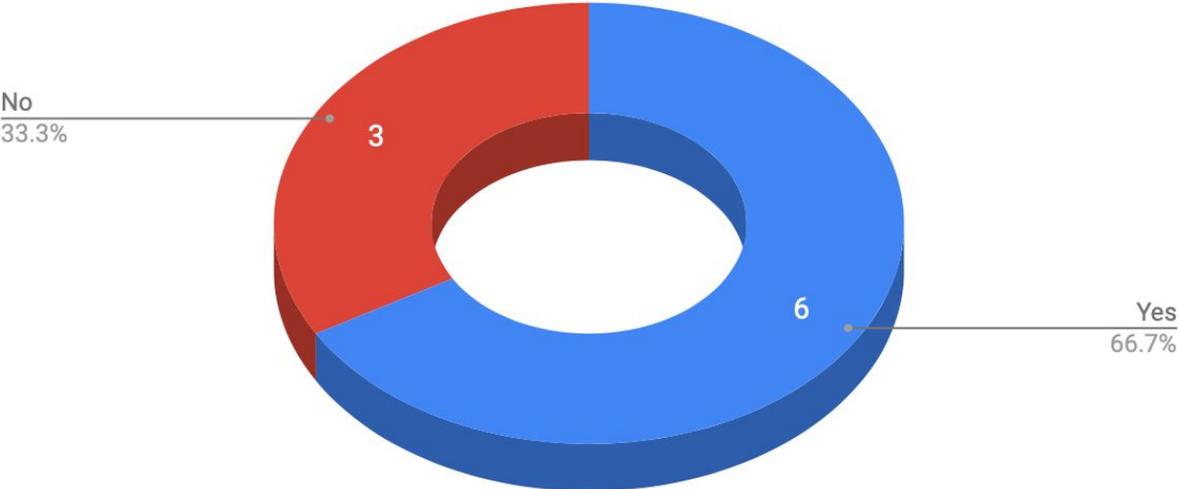
3.1.2 Survey Findings

The surveys were conducted on the 8 students from the English class, and the 9 students from the Mathematics class. The total number of different respondents is 11.

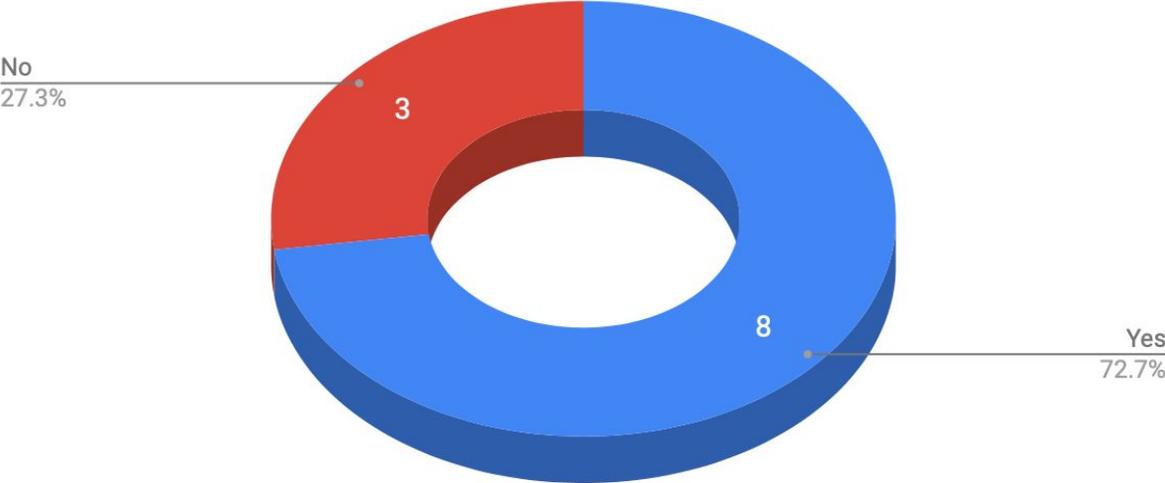
Do you find learning English hard?



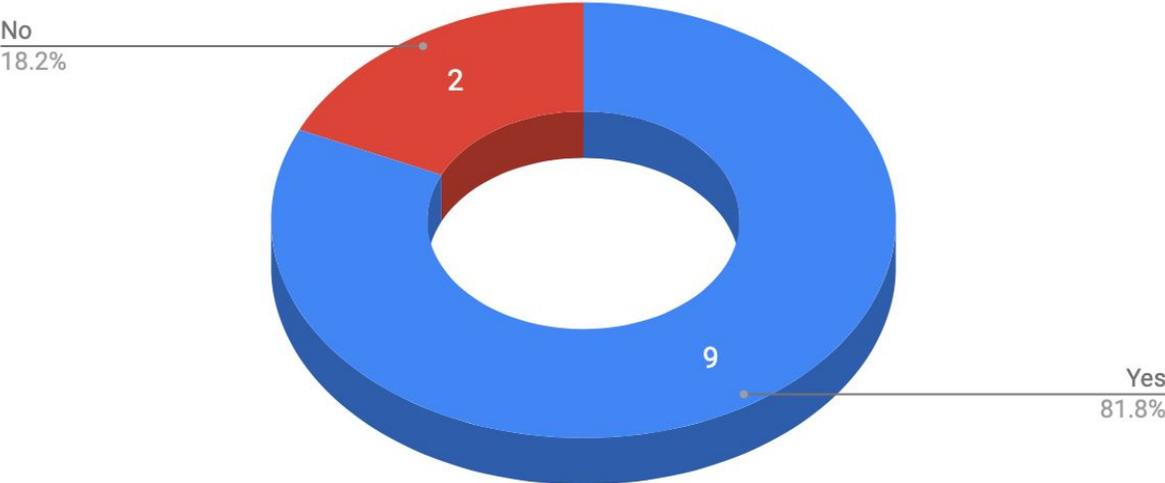
Do you find learning Math hard?



Do you want to get better results in this subject?



Do you want help with your schoolwork?



Most students expressed that they are grappling with the school curriculum. Most are desirous of better grades and help in their schoolwork.

3.1.3 Interview Outcomes

3.1.3.1 Students

Students' names have been anonymised in the interests of confidentiality.

Student A feels “scared and embarrassed to ask the teacher questions” in school. Student B expressed distaste for studying. Also, (s)he “cannot even get what the teacher is saying.” Student C opines that “the exam is always so hard”. (S)he is unable to “do it properly because it is so hard to understand what to do.” Lastly, Student D says that “a lot of the time in school I wish that I can ask someone for help” because (s)he “need[s] more help before [(s)he] can understand something in school.”

3.1.3.2 Teachers

According to Mr Chin, the students' teachers “face difficulty catering to the specific individual needs of every student.” Hence, “our school wants to continue this collaboration as your project can effectively meet the needs of the students here.” In an interview with Mrs Ho, the liaising teacher in-charge, she says the students “find it easier to ask questions” during our classes.

3.2 Development of Resource

To guide us in the creation of the lesson package, we acquired some primary school textbooks and assessments books to stay updated with the curricula. We researched online for different question types and to formulate novel ideas of teaching through interactive, hands-on activities. We conduct brief post-lesson reflections every week to identify areas for improvement.

3.3 Pilot Test

We have been undertaking weekly sessions with the students each Sunday morning since mid-February. The lessons alternate between English and Mathematics, that is, if English is taught for a particular lesson, the preceding and succeeding lessons would

have been on Mathematics, and vice versa. Detailed lesson plans were prepared for each lesson.

4 OUTCOME AND DISCUSSION

4.1 Diagnostic Test Results

3/3/2019	26/5/2019	4/8/2019
5	6	9
7	7	8
11	9	13
2	5	7
4	5	5
5	8	9
3	4	4
3	2	4
8	9	12

Change in test results for Math (Total score: 20)

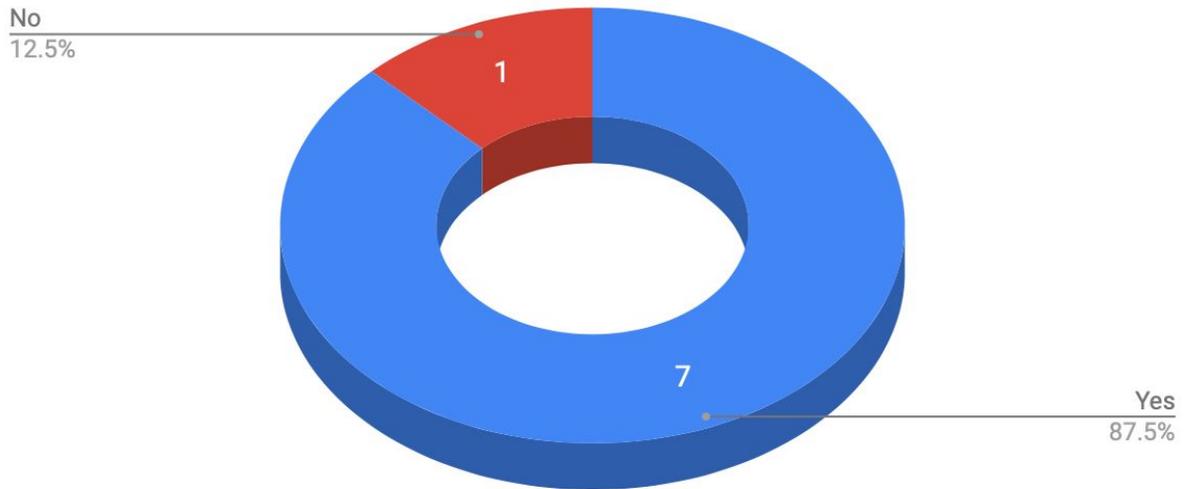
10/3/2019	19/5/2019	28/7/2019
5	7	8
3	6	7
5	6	8
4	6	9
6	5	9
3	7	7
6	8	7
2	2	5

Change in results for English (Total score: 12)

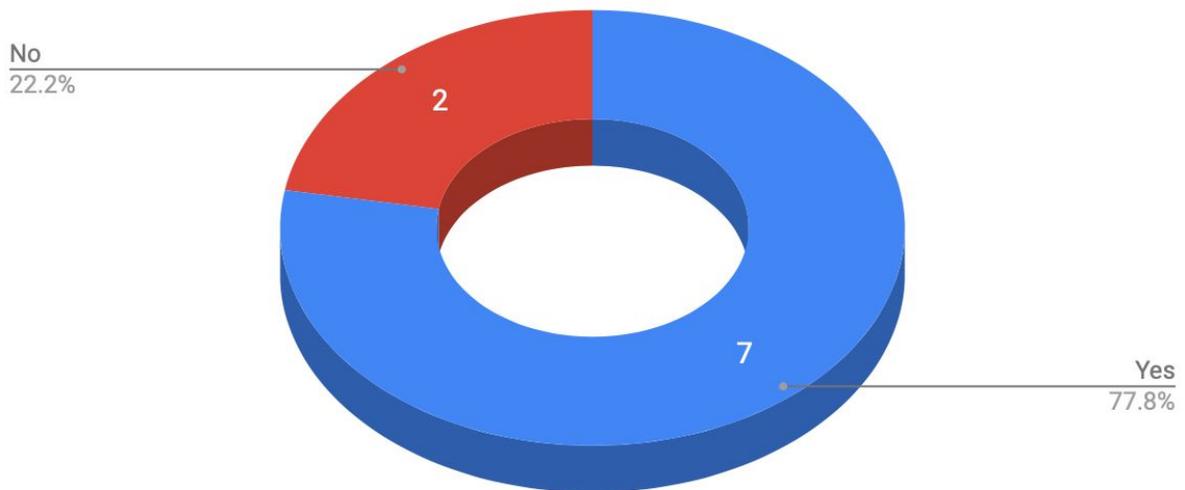
We administered diagnostic tests to keep track of their progress. There have been improvements in both subjects across all students in general.

4.2 Survey Findings

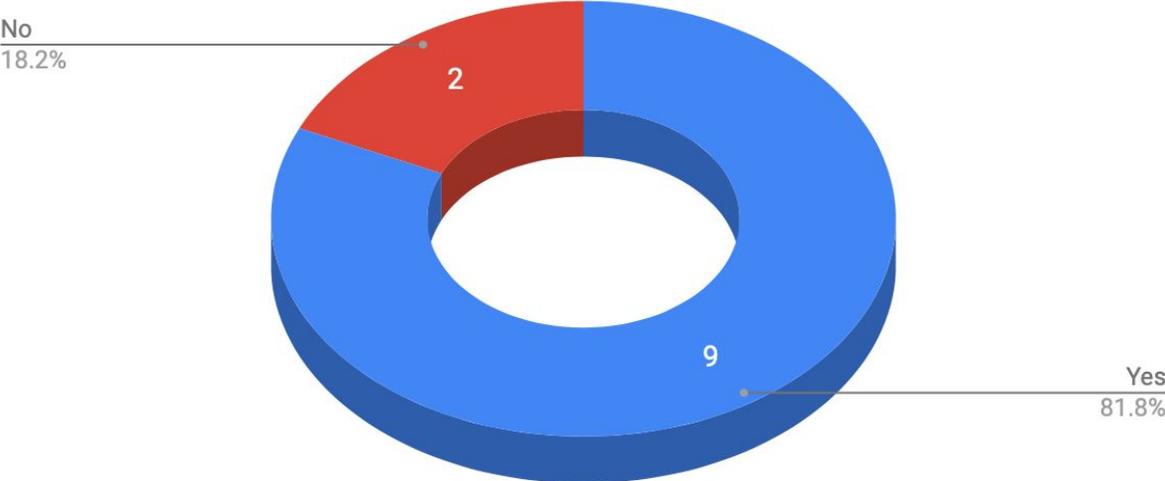
Did the lessons help you in English?



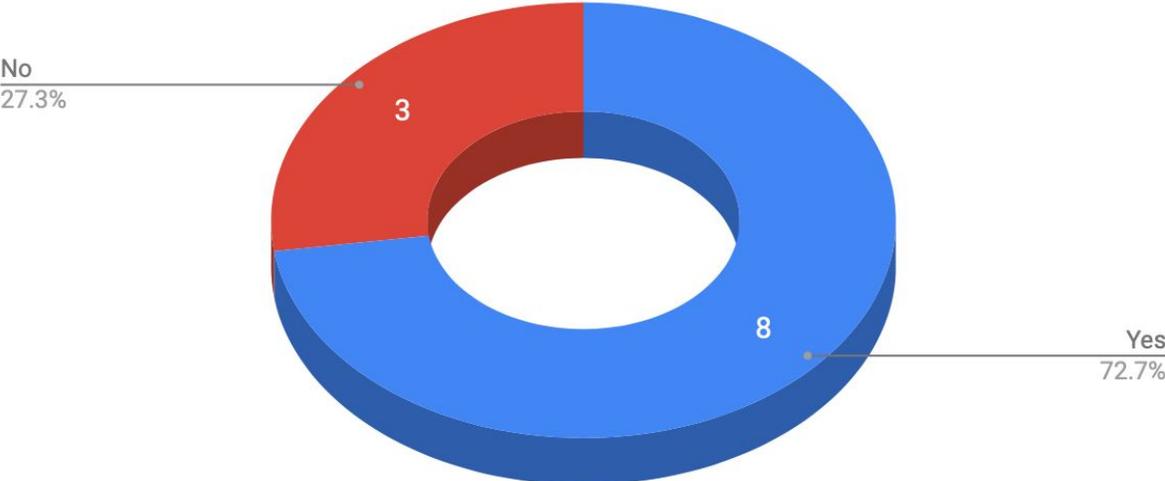
Did the lessons help you in Math?



Do you enjoy the learning activities?



Are the lessons conducted well?



Based on surveys conducted after 5-odd months of sessions, Helping Hands was well-received as the feedback was largely positive. 7 students out of 8 and 7 students out of 9 felt that the English and Mathematics lessons were beneficial, respectively. All respondents were undivided in their evaluation of our activities and lessons, feeling that they were enjoyable and well carried out, respectively.

4.3 Interview Outcomes

4.3.1 Students

Students E said “During tuition I feel that I get more attention and guidance to learn.” Student F feels Helping Hands has “made me more interested about Math showed that Math is important.”

4.3.2 Teachers

Mrs Ho is appreciative of the collaboration. Feedback from various subject teachers of the students were positive. One of them stated that the students are less disruptive in class and make a greater effort to contribute during class discussions. During the mid-year Parents-Teachers meeting session, she also received appeals from other parents who would like their kids to join the programme, however, she rejected them as “Helping Hands” is not just a tuition class where one can just join mid-way. It is a class that caters to their emotional development.

4.4 Limitations

Due to time constraints, we were unable to teach all the content we intended to. Some planned activities were abandoned due to logistical insufficiency.

4.5 Future Works

We can expand the group of students and conduct longer, more frequent sessions.

5 CONCLUSION

The experience of taking up the role of a teacher, instead of that of a student, was eye-opening and refreshing. This venture of practising effective planning, organisation and communication was enriching for us, and we have acquired a better grasp of these skills. The process of regularly synthesising worksheets, creating activities and drafting lesson plans was taxing. To manage this, a considerable amount of constructive teamwork was required to handle the demand, especially in the thick of our other commitments, such as those in the academic and co-curricular sphere. Despite that, we relished the process and ultimately subserved the students' educational needs and our objectives.

6 REFERENCES

1. Habrat, A. (1970, January 01). *The Effect of Affect on Learning: Self-Esteem and Self-Concept*. Retrieved from https://link.springer.com/chapter/10.1007/978-3-642-35305-5_14
2. Heimpel, S. A., J. V. Wood, M. A. Marshall and J. D. Brown. 2002. Do people with low self-esteem really want to feel better? Self-esteem motivation to repair negative moods. *Journal of Personality and Social Psychology* 82: 128–147.
3. Wood, E., & Attfield, J. (2005). *Play, learning and the early childhood curriculum*. Sage.
4. Sadler, G. R., Plovnick, M., & Snope, F. C. (1978). Learning styles and teaching implications. *Academic Medicine*, 53(10), 847-9.
5. Garity, J. (1985). *Learning styles basis for creative teaching and learning*. *Nurse Educator*, 10(2), 12-16.
6. Hosogi, M., Okada, A., Fuji, C., Noguchi, K. & Watanabe, K. (2012). *Importance and usefulness of evaluating self-esteem in children*. Retrieved March 23 from <https://www.ncbi.nlm.nih.gov/pubmed/22433387>

7. Sinnakaruppan, R. (2017). *Why Singapore's education system needs an overhaul*. Retrieved March 31, 2019 from <https://www.todayonline.com/daily-focus/education/why-spores-education-system-needs-overhaul>
8. Teo, Y. Y. (2018). *When kids say 'I lazy what'*. Retrieved March 31, 2019 from http://www.straitstimes.com/opinion/when-kids-say-i-lazy-what?utm_campaign=EchoBox&utm_medium=Social&utm_source=Facebook&xtor=CS1-10