

Scenario – Based Learning Materials and the Computational Thinking Skills of Grade Four Students

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Abstract

Proper learning improves students in a variety of ways, including developing their minds, reasoning ability, and computational thinking skills. Thus, this study aimed to determine the effects of scenario-based learning materials on the computational thinking skills of Grade 4 students and to determine their perception of the use of SBL materials. The perceived quality was correlated to the four pillars of computational thinking skills. With the use of a quantitative – quasi experimental research design, Grade 4 students from Buenavista – Cigaras Elementary School of Magdalena District Magdalena, Laguna comprising of thirty (30) students were randomly selected using stratified random sampling technique during the third grading period of the current school year. The researcher sought the students' perception of the quality of the scenario-based learning materials through a survey questionnaire and assessed their computational thinking skills before and after the use of SBL materials using the printed test. The results revealed that the use of the learning materials relates to the level of their skills in computation. The findings demonstrate that there is no significant difference in the computational thinking skills of Grade 4 pupils before and after using scenario-based learning materials. In some way SBL materials were effective in refining student's level of skills in computation. Since there are substantial relationships between the usage of SBL materials and the computational thinking skills of the students, it is recommended that the teacher provide orientation to enhance the students' self-confidence, which may help them progress more in their mathematical performance.

Keywords: scenario-based learning, computational thinking skills, students' perception, reasoning ability