



Philippine National
Research Center for Teacher Quality

Prototype Syllabi for Pre-service Teacher Education
Compendium Series

COMPENDIUM 1:

Professional Education Courses

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List of Acronyms

BTI	beginning teacher indicator
CLO	Course learning outcome
CMO	CHED Memorandum Order
COD	Center of Development
COE	Center of Excellence
ILO	Intended learning outcome
IM	Instructional material
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
PPST	Philippine Professional Standards for Teachers
PSG	Policies, Standards and Guidelines
PST	pre-service teacher
TEI	teacher education institution
TLA	teaching and learning activity
TOS	table of specifications

Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education

PROJECT BACKGROUND

Rationale

This compendium is one of ten in the series of **Prototype Syllabi on Priority Programs in Pre-service Teacher Education** developed through the Philippine National Research Center for Teacher Quality (RCTQ), with the Teacher Education Council (TEC) as lead, in partnership with select Centers of Excellence and Centers of Development in Teacher Education. The Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education Project aims to further align current teacher education curricula with the Philippine Professional Standards for Teachers (PPST) to ensure that the future educators are geared towards educating students for a long term and sustainable nation building.

The PPST-based prototype syllabi aim to provide a benchmark that TEIs can adopt or adapt to enhance their curricula. This promotes shared understanding and expectations of quality pre-service training throughout the country.

The Philippine Professional Standards for Teachers (PPST)

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, S. 2017) sets clear expectations of teachers along well-defined career stages. In adopting it, DepEd integrates PPST in all its professional development programs, learning and delivery systems, and HR systems. The DepEd adoption and integration of the PPST necessitate that Teacher Education Institutions (TEIs) align their curricula with what the department needs. The new CHED-issued PSGs on teacher education (2017) are based on PPST to ensure that every graduate of pre-service teacher education programs can cope with the demands of DepEd. The development of prototype syllabi supports new pre-service teacher education curriculum based on CHED requirements and DepEd needs.

"Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor."
(Darling-Hammond, 2011)

Linking Theory to Practice

The developed prototype syllabi do not only respond to the curricular requirements of the PPST and CHED's PSGs. A key feature of the syllabi is the inclusion of activities that give opportunities for pre-service teachers to put their learnings into practice. This supports international studies on linking theory to practice. According to Darling-Hammond (George Lucas Educational Foundation, 2001):

"It's hard to learn theoretical ideas in isolation, try to remember them for two years until you get to student teaching, and then all of sudden be put in a situation where you're supposed to implement something you've never seen in practice. That doesn't work. That's the old model of teacher education."

The prototype syllabi were anchored on the core principles of the **Pre-service Teachers' Practice-based Training (PSTePT) framework**, developed by RCTQ, with TEC as lead, and select COEs and CODs in teacher education. In this framework, practice-based teacher education training is described as experiential, developmental, formative, integrative and system-based. It is an attempt to integrate practicum into the course work of pre-service teachers starting from their professional education courses, by recommending the inclusion of experiential activities in the field like observations, interviews, and other opportunities to demonstrate their understanding of theories to actual practice.

Partnerships Towards Quality Pre-service Teacher Education

RCTQ and TEC partnered with select teacher education institutions on the development of 10 compendiums of prototype syllabi. Two to three TEIs collaboratively worked on one compendium/priority program. Three to four writers per institution were sent to attend a series of writeshops, reviews and validation to finalize the outputs.

Partner institutions in the development of the PPST-based Prototype Syllabi

CORDILLERA ADMINISTRATIVE REGION



Benguet State University

Values Education



University of the Cordilleras

Social Studi



Saint Louis University

Values Education

REGION I



Pangasinan State University

Social Studies

REGION II



Saint Mary's University

Science

REGION III



Angeles University Foundation

Physical Education

REGION V



Ateneo De Naga University

Elementary Education



Bicol University

Elementary Education

REGION VIII



Leyte Normal University

Filipino



Southern Leyte State University

Filipino

REGION VII



University of San Jose-Recoletos

English



Cebu Normal University

English

REGION IX



Ateneo De Zamboanga University

Mathematics



Western Mindanao State University

Professional Education

REGION X



Bukidnon State University

Professional Education



Xavier University

Xavier University

Mathematics

NATIONAL CAPITAL REGION



Centro Escolar University

Early Childhood Education



De La Salle University - Manila

Science



Philippine Normal University

*Professional Education
Physical Education*



University of Asia and the Pacific

Early Childhood Education

PPST-BASED PROTOTYPE SYLLABI PRIORITY PROGRAMS

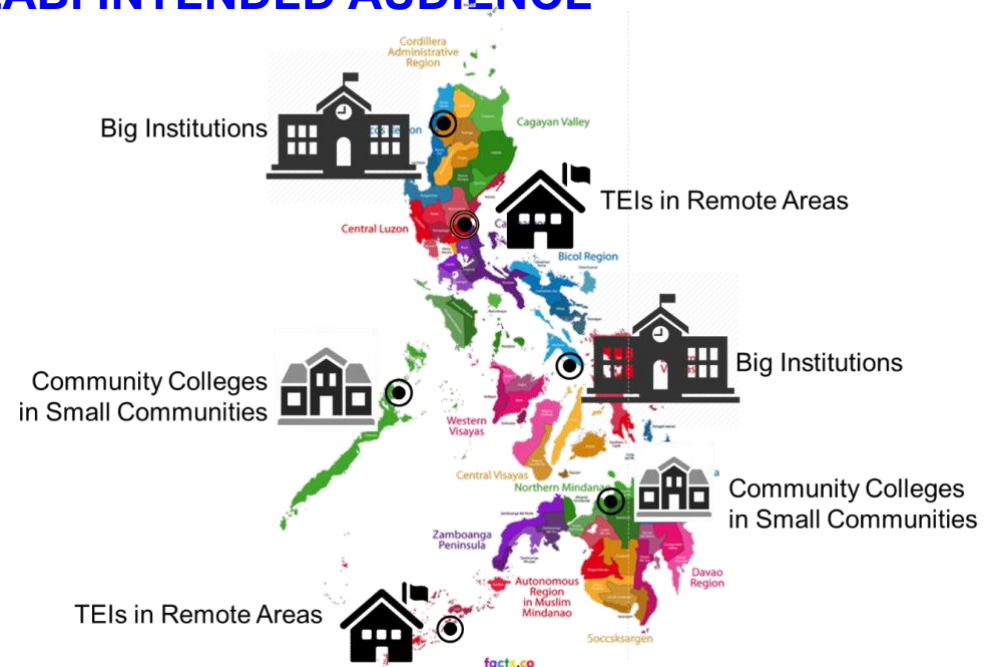
The priority programs were selected based on various consultations. The prototype syllabi are on the following programs:

- Early Childhood Education
- Elementary Education
- English
- Filipino
- Mathematics
- Physical Education
- Science
- Social Studies
- Values Education

PPST-BASED PROTOTYPE SYLLABI INTENDED AUDIENCE

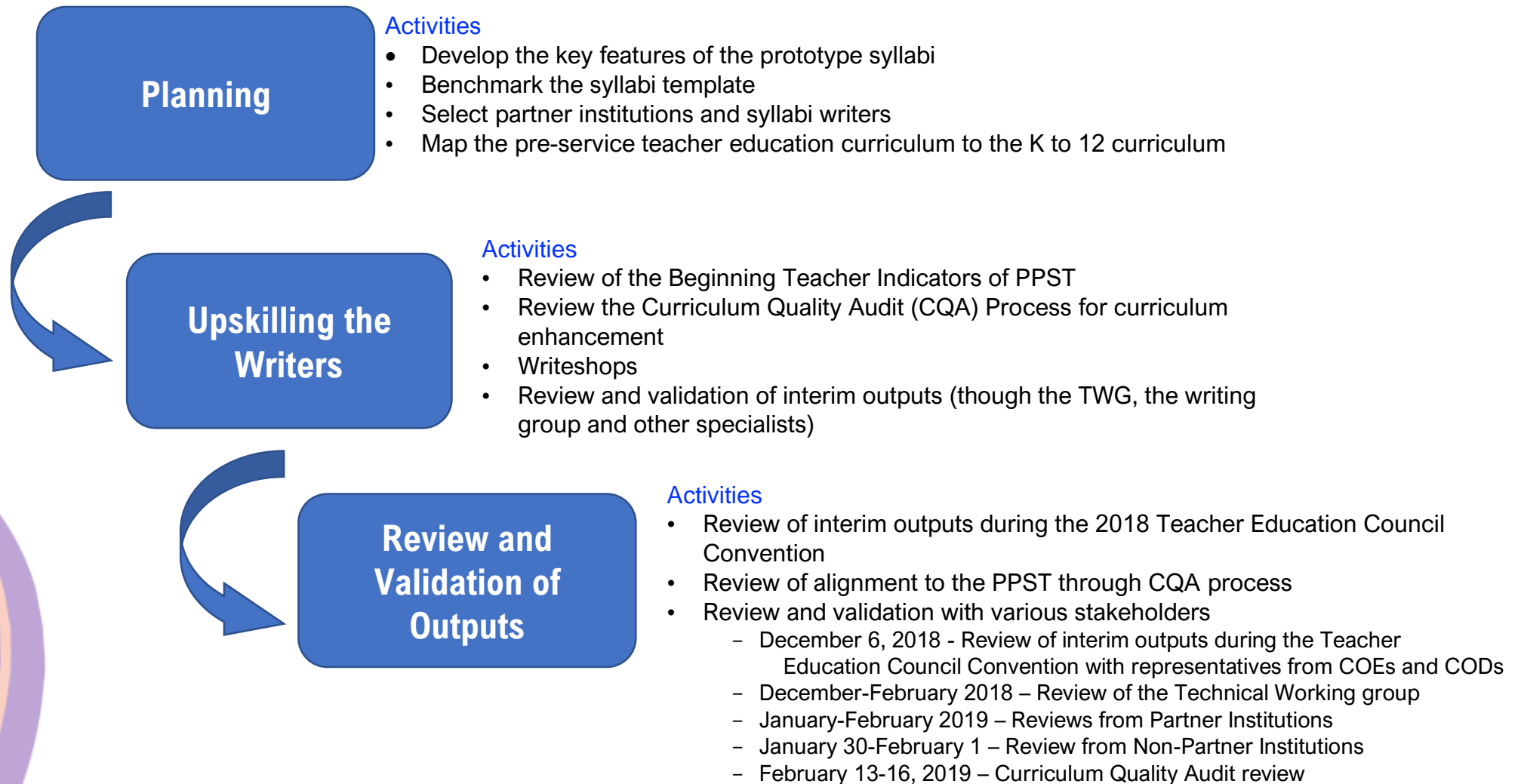
The developed prototype syllabi are intended to assist all TEIs in the country. Specifically, they were developed to assist community colleges, colleges in remote areas, and other teacher education institutions to have further guidance in enhancing their teacher education curriculum.

Through established partnerships with COEs and CODs in teacher education across the country and the guidance of the Teacher Education Council, the continuity of the usability and impact of the PPST-based prototype syllabi is ensured.



THE PROTOTYPE SYLLABI DEVELOPMENT PROCESS

The development followed three key phases:



GUIDE TO THE PROTOTYPE SYLLABI COMPENDIUM

This compendium is one of 10 in the PPST-based Prototype Syllabi in Pre-service Teacher Education Compendium Series:

Compendium 1: Professional Education Courses

Compendium 2: Early Childhood Education Specialization Courses

Compendium 3: Elementary Education Specialization Courses

Compendium 4: English Specialization Courses

Compendium 5: Filipino Specialization Courses

Compendium 6: Mathematics Specialization Courses

Compendium 7: Physical Education Specialization Courses

Compendium 8: Science Specialization Courses

Compendium 9: Social Studies Specialization Courses

Compendium 10: Values Education Specialization Courses

Each compendium contains prototype syllabi that Teacher Education Institutions (TEIs) could either adapt or adopt. Parts of the prototype syllabi template were benchmarked from local and international sources and were agreed upon by the Technical Working Group and partner institutions.

GUIDE TO READING AND UNDERSTANDING THE PPST-BASED PROTOTYPE SYLLABI

Each prototype syllabi contains the common parts like:

- Institutional Logo and other information
- Vision, Mission and College Goals
- Class Information/Schedule
- Instructor's Information
- Course Information

Institution Logo	Name of Institution College Name Department	Date Last Revised Revision Date Semester Adopted
Vision		Mission
College Goals		
Program Outcomes		
Class Information		Instructor's Information
Section		Instructor's Name
Schedule		Office Designation
Time		Office Hours
Venue		Office Telephone
Term		E-mail Address

Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
<ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of assessment outputs) on test development 			
Grading System			
Course Description		Course Description BTIs	
This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.		1.1.1; 5.1.1; 5.3.1, 5.5.1	
Course Learning Outcomes		Course Learning Outcomes BTIs	
<i>At the end of the course, pre-service teachers should be able to:</i>			
[1] demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning;		4.2.1	
[2] identify learning outcomes that are aligned with learning competencies;		5.1.1	
[3] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;		5.2.1	
[4] demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data;		5.5.1	
[5] demonstrate understanding of the role of assessment in making instructional decisions;		5.3.1	
[6] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and		5.4.1	
[7] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.			

These parts were intentionally left blank and will be up to the teacher education institution, college of education and/or the faculty handling the course to fill in.

The remaining parts have been filled in by the technical working group, research team and writers. They are designed to be adopted or to serve as a benchmark and model that may be adapted by teacher education institutions, colleges of education and/or the faculty handling the course.

Course Information	
Course Name	Assessment in Learning 1
Pre-requisite Subject	
Course Requirements	
Grading System	
Course Description	BTIs covered
This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes on the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in the test construction and development, and the application of grading system in order to provide timely, accurate, and constructive feedback to improve learner's performance. Trends and issues related to assessment will also be addressed.	1.1.1; 5.1.1; 5.3.1
Course Outcomes	BTIs covered
At the end of the course, the pre-service teachers can: [1] demonstrate understanding of the basic concepts and principles of assessment based on recent developments and research and how they are applied in teaching and learning; [2] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements; [3] demonstrate understanding the role of assessment in making instructional decisions; [4] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and [5] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	1.1.1; 1.2.1 5.1.1 5.5.1 5.3.1 5.4.1

Course Description

The course descriptions are enhanced versions of the course descriptions in the Policies, Standards and Guidelines (PSGs). Enhancements include additional inputs and/or elaboration using the language of the PPST to clarify the intent of the course and make the alignment to the PPST more explicit.

Course Learning Outcomes

The course outcomes use the language of the standards to make alignment to the standards more explicit. The course outcomes are constructively aligned with the course description, content and assessment.

Beginning Teacher Indicator (BTI) coverage

The column for Beginning Teacher Indicators (BTIs) is a new feature in pre-service teacher education syllabi. It shows which BTIs are addressed/covered by a course. It also shows where BTIs are covered, specifically in the description, course learning outcomes, content and assessment. Mapping course components to BTIs promotes constructive alignment, that is the intentional alignment of course content, assessment and feedback to achieve course learning outcomes (Biggs, 2003; Biggs & Tang, 2011). Examining **alignment of outcomes, content and assessment** supports constructive alignment in outcomes-based pre-service teacher education.

Time Allotment

The Time Allotment column indicates the recommended duration to cover the content.

Intended Learning Outcomes (ILOs)

The ILOs column presents outcomes which are specific to the content covered. It presents what pre-service teachers should be able to know or do after covering the topics.

The ILOs are learner-centered rather than content-centered. They provide guidance on the focus and intent of the content to be covered.

Content

The Content column outlines topics to be covered.

Mapping to the CLOs

Aside from the BTI coverage, the prototype syllabi also map ILOs and the Suggested Assessment to the corresponding CLO/s, to ensure constructive alignment.

Example: 1.1.1 [2]

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs/ CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs/ CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. explain the basic concepts related to child and adolescent development; and b. explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas.	1.1.1 [1] 1.2.1 [2]	Unit 1 – Basic Concepts A. Definitions of Child and Adolescent Learners 1. Definitions from UNESCO, UNICEF and WHO B. Growth and Development: Nature or Nurture? C. Periods of Development D. Developmental Tasks and Education (Havighurst) E. Domains of Development 1. Biological 2. Cognitive 3. Socio-emotional F. Context and Development G. Development and Pedagogy: Theory and Research 1. Theories and hypotheses 2. Methodology 3. Integrating theory and practice	Facilitated discussion using comparative study. A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities. Advanced reading/research. Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. Explicit Instruction. This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy.	Summative quizzes Unit learning log or reflective journal. Infographic. The PST, individually or in small groups, will <i>explain</i> the basic concepts related to child and adolescent learners' development and growth using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery. Debate. Debate may also be used to assess PSTs' understanding of the "nature or nurture" issue based on their research. Groupings will be pre-determined to guide PSTs in their research. Premium will be given on the justifications and clarity of points. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, pre-service teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on	1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2]

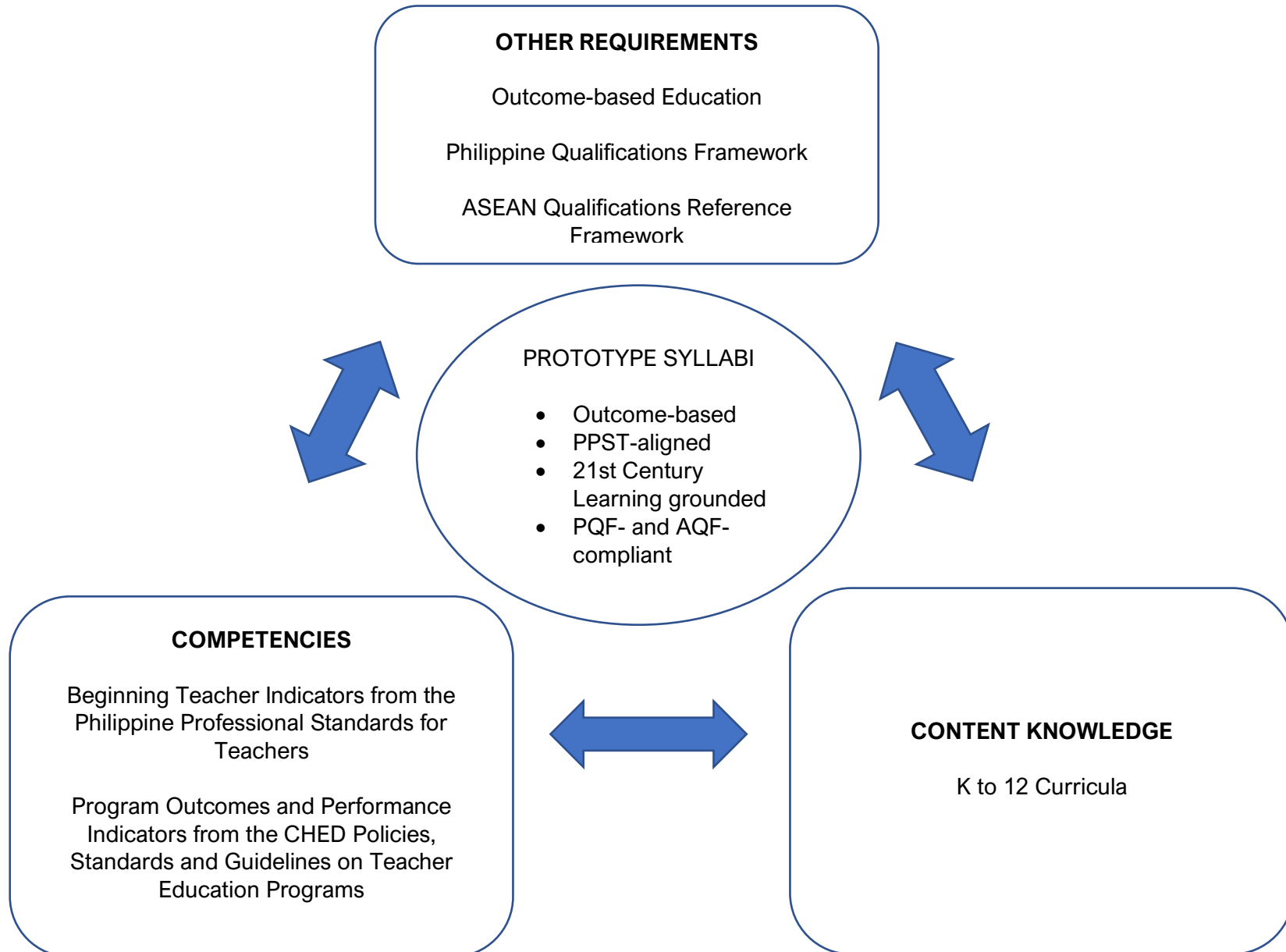
Suggested Teaching Learning Activities (TLAs)

The Suggested TLAs column indicates recommended activities to deliver the content and help facilitate the pre-service teachers' achievement of the ILOs.

Suggested Assessment

The Suggested Assessment column indicates recommended formative or summative activities to measure the achievement of the ILOs and/or mastery of the content covered.

FEATURES OF THE PROTOTYPE SYLLABI



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THE BEGINNING TEACHER INDICATORS

Domain 1: Content Knowledge and Pedagogy	Domain 2: Learning Environment	Domain 3: Diversity of Learners
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.		

Domain 4: Curriculum and Planning	Domain 5: Assessment and Reporting	Domain 6: Community Linkages and Professional Engagement	Domain 7: Personal Growth and Professional Development
4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.
4.2.1 Identify learning outcomes that are aligned with learning competencies.	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.
4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	7.3.1 Seek opportunities to establish professional links with colleagues.
4.4.1 Seek advice concerning strategies that can enrich teaching practice.	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.		7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.

THE PPST-BASED PROFESSIONAL EDUCATION COURSES PROTOTYPE SYLLABI

Document Bases:

CMO No. 74, s. 2017: Policies, Standards, and Guidelines for Bachelor of Elementary Education (BEEd)
 CMO No. 75, s. 2017: Policies, Standards, and Guidelines for Bachelor of Secondary Education (BSEd)
 CMO No. 76, s. 2017: Policies, Standards, and Guidelines for Bachelor of Early Childhood Education (BECEd)
 CMO No. 80, s. 2017: Policies, Standards, and Guidelines for Bachelor of Physical Education (BPEd)
 K to 12 Curriculum Guide English (Grade 1 to Grade 10) [May 2016], K to 12 Gabay Pangkurikulum Filipino (Baitang 1 - 10) [May 2016],
 K to 12 Curriculum Guide Mathematics (Grade 1 to Grade 10) [May 2016], K to 12 Curriculum Guide Science (Grade 3 to Grade 10) [May 2016]
 K to 12 Gabay Pangkurikulum Araling Panlipunan (Baitang 1 - 10) [May 2016], 2017
 K to 12 Gabay Pangkurikulum Edukasyon sa Pagpapakatao (Baitang 1 - 10) [May 2016]
 Standards and Competencies for Five-Year-Old Filipino Children [May 2016]
 K to 12 Curriculum Guide Physical Education (Grade 1 to Grade 10) [May 2016]
 Philippine Professional Standards for Teachers (DO 42, s 2017)

**Total Number of
Specialization Courses**

13

**Available Specialization
Course Outputs**

10

**Total Number of
Elective Courses**

N/A

**Available Elective Course
Outputs**

N/A

Lead Writers:



Secondary Writers/ Reviewers:



Xavier University
Ateneo de Cagayan

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes: <i>(This course covers the following minimum standards for Teacher Education programs as stipulated in the PSGs)</i> 6.2.b. Demonstrate mastery of subject matter/discipline 6.2.f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	The Child and Adolescent Learners and Learning Principles	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements <ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of outputs) on the different learning theories and research with reflections on their applications and implications to teaching child and adolescent learners. 			
Grading System			

Course Description This course focuses on child and adolescent development with emphasis on current research and theories on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that affect the progress of development of the learners and appropriate pedagogical principles applicable for each developmental level of the learners. The course also addresses laws, policies, guidelines and procedures that provide safe and secure learning environments, and the use of positive and non-violent discipline in the management of learner behavior.	BTIs covered 1.1.1; 1.2.1, 2.2.1, 2.6.1, 3.1.1, 6.3.1
Course Learning Outcomes <i>At the end of the course, the pre-service teachers can:</i> [1] demonstrate content knowledge and its application within and /or across curriculum teaching areas; [2] demonstrate an understanding of the different research-based theories related to the broad dimensions of child and adolescent development and their application to each particular developmental level of the learners; [3] demonstrate understanding of pedagogical principles suited to diverse learners' needs and experiences at different developmental levels; [4] demonstrate knowledge of laws, policies, guidelines and procedures that provide safe and secure learning environments; and [5] demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	BTIs covered 1.1.1 1.2.1 3.1.1 6.3.1, 2.1.1 2.6.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs/ CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs/ CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can:		Unit 1 – Basic Concepts			
	a. explain the basic concepts related to child and adolescent development; and	1.1.1 [1]	A. Definitions of Child and Adolescent Learners 1. Definitions from UNESCO, UNICEF and WHO	Facilitated discussion using comparative study. A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities.	Summative quizzes	1.1.1 [1] 1.2.1 [2]
	b. explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas.	1.2.1 [2]	B. Growth and Development: Nature or Nurture? C. Periods of Development D. Developmental Tasks and Education (Havighurst) E. Domains of Development 1. Biological 2. Cognitive 3. Socio-emotional F. Context and Development G. Development and Pedagogy: Theory and Research 1. Theories and hypotheses 2. Methodology 3. Integrating theory and practice	Advanced reading/research. Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. Explicit Instruction. This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy.	Unit learning log or reflective journal. Infographic. The PST, individually or in small groups, will <i>explain</i> the basic concepts related to child and adolescent learners' development and growth using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery. Debate. Debate may also be used to assess PSTs' understanding of the "nature or nurture" issue based on their research. Groupings will be pre-determined to guide PSTs in their research. Premium will be given on the justifications and clarity of points. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, pre-service teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on the research Problem, Theories, Methodology, Findings and	1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2]

				biological development theories to teaching child and adolescent learners.	Poster presentations. Poster presentations may be an alternative to simulations. Knowledge and information derived from library/online research may be presented explaining the connections of biological development theories to teaching approaches suited to learners' gender, needs, strengths, interests and experiences. An alternative to poster presentation is the Research Literature Matrix (refer to Annex C).	
Week 6-9	At the end of the unit, the pre-service teacher (PST) can: a. discuss the concepts and theories related to the cognitive development of children and adolescents; and b. make connections, using knowledge on current research literature, between cognitive development theories and developmentally appropriate teaching approaches suited to learners' gender, needs, strengths, interests and experiences.	1.1.1 [1] 1.2.1 [2] 3.1.1 [3]	Unit 3 – Cognitive Development A. Cognitive Development Theories 1. Piaget 2. Vygotsky B. Intelligence and Individual Differences 1. Concept of Intelligence (Binet) 2. General Intelligence (Spearman) 3. Primary Mental Abilities (Thurstone) 4. Multiple Intelligences (Gardner) 5. Triarchic Theory of Intelligence (Sternberg) 6. Cognitive Information Processing Theory (Atkinson and Shiffrin) C. Factors Affecting Cognitive Development D. Language Development	Interactive instruction and facilitated discussion. A historical overview on cognitive development of children and adolescents may introduced. Timelines focusing on major contributors/contributions to the field of cognitive psychology will be useful in the discussion of the concepts and theories. Video clips and multimedia presentations may be used to supplement the discussion of concepts on cognitive development. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, preservice teachers shall	Concept Maps. PSTs, in small groups, illustrate the mental connections they make between major concepts or other concepts they have learned or researched on about a topic. Other organizers may be used whenever appropriate. <i>Output:</i> The concept map will be presented and used to <i>discuss</i> the concepts and theories related to the cognitive development of children and adolescents. Assessment shall be based on detail of content, relationship of concepts, discussion and presentation. Simulations. This presents cases, problems, scenarios, etc. in which the students must role play. A critical situation is discussed and analyzed, and decisions are made about how to resolve the situation	1.1.1 [1] 1.2.1 [2] 1.1.1 [1]

			<p>E. Factors Affecting Cognitive and Language Development</p> <p>F. Current Research and Pedagogical Applications</p>	gather research information on identified topics from journals. The preservice teachers shall focus on the research Problem, Theories, Methodology, Findings and Discussion of Results, as well as, applications and implications of cognitive development theories to teaching child and adolescent learners.	using knowledge derived from library or online research. A problem solving organizer (refer to Annex B) may be used to aid in the decision making.	
					<p>Poster presentations. Poster presentations may be an alternative to simulations. Knowledge and information derived from library/online research may be presented explaining the connections of cognitive development theories to teaching approaches suited to learners' gender, needs, strengths, interests and experiences. An alternative to poster presentation is the Research Literature Matrix (refer to Annex C)</p>	1.1.1 [1] 3.1.1 [3]
Week 10-13	At the end of the unit, the pre-service teacher (PST) can:		<p>Unit 4 – Social and Emotional Development</p> <p>A.Socio-emotional Development B.Development of Self and Social Understandings</p> <ol style="list-style-type: none"> 1. Psychoanalytic Theory (Freud) 2. Psychosocial Theory (Erikson) 3. Social Learning Theory (Bandura) <p>C.Development of Motivation and Self-Regulation</p> <ol style="list-style-type: none"> 1. Content Theories <ul style="list-style-type: none"> - Hierarchy of Needs (Maslow) - ERG Theory (Alderfer) 	<p>Interactive instruction and facilitated discussion. A historical overview on socio-emotional development of children and adolescents may introduced. Timelines focusing on major contributors/ contributions to the field of social psychology will be useful in the discussion of the concepts and theories. Video clips and multimedia presentations may be used to supplement the discussion of concepts on socio-emotional development.</p>	<p>Concept Maps. PSTs, in small groups, illustrate the mental connections they make between major concepts or other concepts they have learned about a topic. Other organizers may be used whenever appropriate.</p> <p><i>Output:</i> The concept map will be presented and used to <i>discuss</i> the concepts and theories related to the socio-emotional development of children and adolescents. Assessment shall be based on detail of content, relationship of concepts, discussion and presentation.</p>	1.1.1 [1]
	a. discuss the concepts and theories related to the socio-emotional development of children and adolescents;	1.1.1 [1]				
	b. make connections, using knowledge on current research literature, between socio-emotional development theories and developmentally appropriate teaching approaches suited to learners' gender, needs, strengths, interests and experiences.	1.2.1 [2] 3.1.1 [3]				

			<ul style="list-style-type: none"> - Theory of Needs (McClelland) - Two Factors Theory (Herzberg) 2. Process Theories - Reinforcement Theory (Skinner) - Expectancy Theory (Vroom) - Goal Setting Theory (Locke) - Self-determination Theory (Deci & Ryan) <p>D. Moral Development Theories</p> <ol style="list-style-type: none"> 1. Piaget 2. Kohlberg 3. Turiel 4. Gilligan <p>E. Current Research and Pedagogical Applications</p>	<p>Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, preservice teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on the research Problem, Theories, Methodology, Findings and Discussion of Results, as well as, applications and implications of socio-emotional development theories to teaching child and adolescent learners.</p>	<p>Simulations. This presents cases, problems, scenarios, etc. in which the students must role play. A critical situation is discussed and analyzed, and decisions are made about how to resolve the situation using knowledge derived library or online research. A problem solving organizer (refer to Annex B) may be used to aid in the decision making.</p> <p>Poster presentations. Research poster presentations may be an alternative to simulations. Knowledge and information derived from library/online research may be presented explaining the connections of socio-emotional development theories to teaching approaches suited to learners' gender, needs, strengths, interests and experiences. An alternative to poster presentation is the Research Literature Matrix (refer to Annex C)</p>	<p>1.2.1 [1] 3.1.1 [3]</p> <p>1.1.1 [1] 3.1.1 [3]</p>
Week 14-16	At the end of the unit, the pre-service teacher (PST) can:		<p>Unit 5 – Behavioral Learning Theories and Approaches to Learning</p> <p>A. What is Learning?</p> <p>B. Approaches to Learning</p> <ol style="list-style-type: none"> 1. Behavioral 2. Social cognitive 3. Information processing 4. Cognitive constructivist 5. Social constructivist <p>C. Connectionism D. Conditioning</p> <ol style="list-style-type: none"> 1. Classical 	<p>Think-Pair-Share activity. Pairs exchange ideas and insights on “what learning is” and “what learning is not”. KWHL chart may be used to organize class discussion. PSTs will note: What they Know, what they Want to know, How will they know and what they Learned.</p> <p>Interactive instruction and facilitated discussion. Timelines</p>	<p>Comparative Matrix PSTs will <i>compare and contrast</i> “What learning is” and “What learning is not”, as well as, the various approaches to learning using a Comparative Matrix. In addition, PSTs will <i>describe</i> actual classroom situations (based on experience or observation) manifesting the corresponding approach to learning. Outputs shall</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1] 1.2.1 [2] 3.1.1 [3]</p> <p>1.1.1 [1]</p>

	teaching approaches suited to learners' gender, needs, strengths, interests and experiences.		<p>2. Contiguous 3. Operant</p> <p>E. Behavior Analysis in Education</p> <p>F. Gestalt-Insight Learning</p> <p>G. Experiential Learning Theory</p> <p>H. Current Research and Pedagogical Applications</p>	<p>focusing on major contributors and their contributions to the field of behavioral psychology will be useful in the discussion of the concepts and theories. Video clips and multimedia presentations will greatly supplement the discussion of concepts on behaviorism and other learning theories.</p> <p>Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, preservice teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on the research the Problem, Theories, Methodology, Findings and Discussion of Results, as well as, applications and implications of behavioral learning theories to teaching child and adolescent learners.</p>	<p>be presented in class and will be rated using a rubric.</p> <p>Interview on Field Experience of Teachers PSTs (individually or in small groups) will interview at least 2 teachers of different grade levels. PSTs will ask: (1) what are the challenges, especially behavioral, the teachers usually encountered in teaching, and (2) what course of action did the teachers take to overcome these challenges? The PSTs will then summarize the results in a matrix, <i>apply behavior analysis</i> and determine the effectiveness of the course of action of the teacher <i>using the learning principles and related research literature</i>, and recommend a better course of action, if any.</p>	<p>1.1.1 [1] 1.2.1 [2] 3.1.1 [3]</p>
Week 17-18	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. discuss the laws, policies, guidelines and procedures that protect children's rights and assure their safety and security in school; and</p> <p>b. explain and draw implications of policies and procedures on child</p>	<p>2.1.1 [4] 6.3.1 [4]</p> <p>2.6.1 [5]</p>	<p>Unit 7 – Safety and Security in the Learning Environment</p> <p>A. UN Convention on the Rights of the Child and PD 603</p> <p>B. Anti-Bullying Act of 2013 (Republic Act 10627)</p> <p>C. Child Protection Policy</p>	<p>Advanced reading/research. Topics on laws, policies, and procedures that protect children's rights and assure their safety and security in school may be given ahead to PSTs in small groups to prepare them for panel discussion.</p>	<p>Panel discussion. PSTs, in small groups, will present a panel discussion to the class. Panel discussions will address laws, policies and issues on the rights of child and adolescent learners as well as on their safety and security in school.</p>	<p>2.1.1 [4] 6.3.1 [4]</p>

	protection, and positive/non-violent discipline in the management of behavior.		D. Positive Discipline	Seminar/Colloquium with a resource person from the field. A basic education master teacher, a school head or a colleague may be invited to discuss on laws, policies, and procedures that protect children’s rights and assure their safety and security in school, as well as, policies and procedures on child protection, and positive/non-violent discipline in the management of behavior.	Written narrative. PSTs will be asked to write a narrative on their insights from the panel discussions and the colloquium capped with insights on the different purposes of professional reflection. <i>Output.</i> A written narrative with discussions on the implications of policies and procedures on child protection, and positive/non-violent discipline in the management of behavior.	2.6.1 [5]
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List of References

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Republic Act No. 7610 (1992) Special Protection of Children Against Abuse, Exploitation and Discrimination Act. Available online:

https://www.pcw.gov.ph/sites/default/files/documents/laws/republic_act_7610.pdf

Department Order No. 40, series of 2012 – Child Protection Policy. Available online: http://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf

Department of Education (2015) – Positive discipline in everyday teaching: A primer for Filipino teachers. Available online: <https://bulacandeped.com/wp-content/uploads/2016/08/POSITIVE-DISCIPLINE-IN-EVERYDAY-TEACHING-A-Primer-for-Filipino-Teachers.pdf>

Supplementary readings:

UNHCR (2001) Child and Adolescent Development. UNHCR – Action for the Rights of Children Programme. Retrieved from <https://www.unhcr.org/protection/children/3bb81bad4/action-rights-children-arc-foundations-child-adolescent-development.html>

David L (2019), "Summaries of Learning Theories and Models," in *Learning Theories*. Retrieved from, <https://www.learning-theories.com/>

Verywell Mind (2019) Theories of Psychology. Retrieved from <https://www.verywellmind.com/theories-of-psychology-4157184>

Descriptions of Assessment Methods Employed (Sridharan & Mustard, 2015)

Assessment Method	Description
Concept map	A concept map is a visualization that helps viewers to understand relationships between concepts and build new knowledge through the connections. Concept maps have been identified as an effective tool for evaluating critical thinking skills in analyzing, evaluating, reasoning and establishing links between concepts. Example evidence criteria include: concept visualization, organization of links between concepts, representation of knowledge, evaluation and reasoning, etc.
Infographic	An infographic is a collection of images, graphs and tables, etc., with minimal text, that gives an easy-to-understand overview of a topic. An effective infographic communicates information quickly and clearly (https://venngage.com/blog/what-is-an-infographic/#1). Example evidence criteria include: accuracy of information, clear presentation of complex information, logical organization, etc.
Learning Log	A learning log requires a student to keep track of their learning process by providing log entries for each learning activity or session. They could document how a student solved problems, any mistakes or false starts they encountered, highlights of their learning, how they closed gaps in their knowledge, and strategies or approaches that were useful. Students could be asked to submit the original version of a log or a refined version of a log for summative assessment.

Portfolio	A portfolio is a collection of self-chosen work that exhibits a student's effort, progress and achievement. Examples of evidence criteria include: selection, organization, reflection, alignment, connection with learning outcomes, creativity, and reflection exhibiting depth, breadth and growth of student's cognitive and emotional skills.
Problem solving organizer	A problem solving organizer can be used to help students develop the problem-solving skills that they need throughout their lives. Problem solving organizers train PSTs to pose and evaluate possible solutions to problems. See: https://pt.slideshare.net/hayriyesakarya/organizing-thinking-through-visual-diagrams/14?smtNoRedir=1
Reflective Journal	A reflective journal requires students to critically analyze their progress and identify behavioral, attitudinal and/or other changes that could promote their future development. A reflective journal involves writing regular (weekly or fortnightly) journal entries. In order to move beyond purely descriptive reflections, pre-service teachers could relate the content of their entries to the course learning outcomes, the Beginning Teacher Indicators, research literature or other frames of reference. Examples of evidence criteria for reflective journals include: breadth and/or depth of reflection; critical thinking; focus, coherence and flow of ideas; etc. Example artefacts could include: research notes, personal comments, quotes, insights, mistakes, incidences, sketches, photos, etc.
Research Poster	A research poster requires students to communicate their research succinctly and effectively using a combination of text, graphs, tables and other graphic elements. The conceptualization, design and construction of a research poster require students to demonstrate critical thinking skills in synthesizing their research outcomes, and creative communication skills to accurately, appropriately and adequately convey research ideas to the target audience. Examples of evidence criteria include: clarity of purpose: accuracy and clarity of research methods and findings, organization, self-explanatory representation, etc.
Simulations	Simulations enable students to encounter and respond to real-world cases, problems, scenarios, etc., in a safe and controlled environment. A critical situation is discussed and analyzed, and decisions are made about how to resolve the situation using knowledge derived library or online research or concepts and principles discussed. Simulations may also involve role play, computer modelling or virtual reality, etc.

Annex B – Problem Solving Organizer

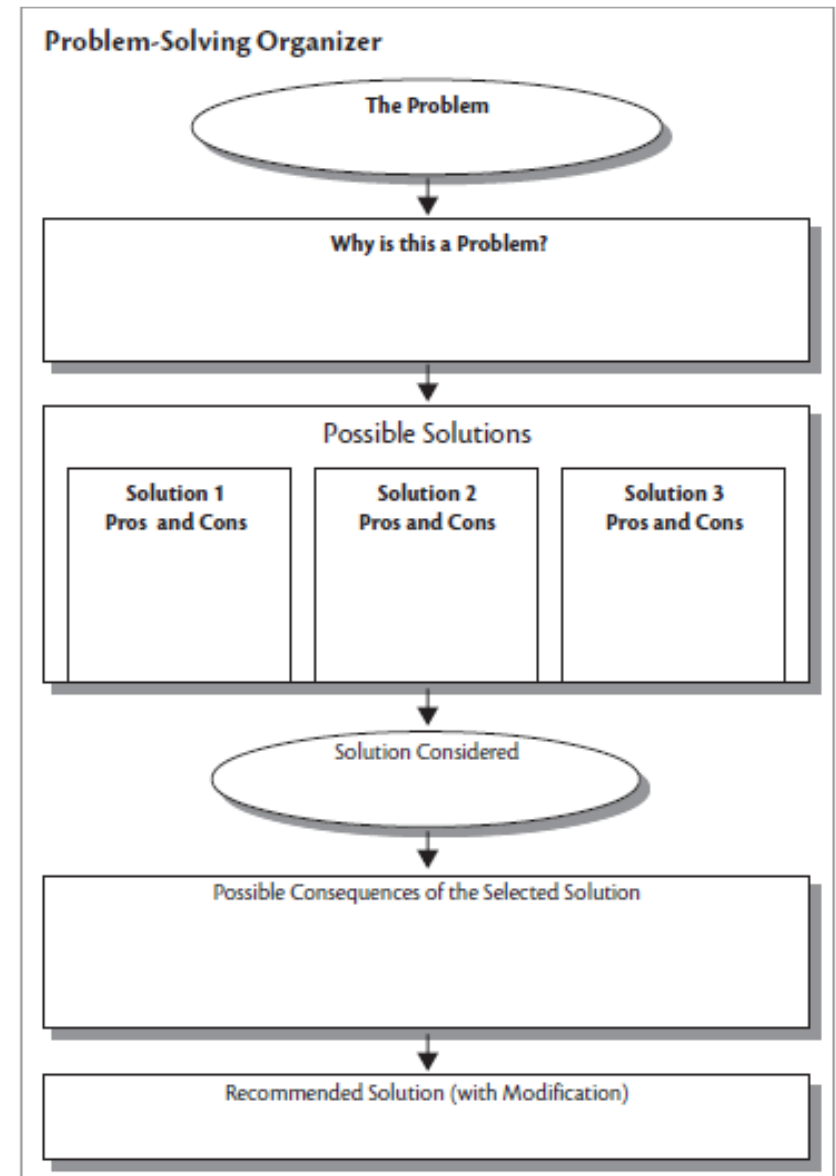
Description:

This problem solving organizer can be used to help students develop the problem-solving skills that they need throughout their lives. With this organizer students are trained to pose and evaluate possible solutions to problems.

Procedures:

1. Students identify a problem and write in the 'problem' box.
2. Students need to think about what specially makes this a problem.
3. Students list all possible solutions, and the pros and cons of each of them, in the appropriate box and choose the one they think is the best.
4. Students need to consider all possible consequences of the selected solution.
5. Students then write a persuasive paragraph arguing how the selected one could be modified to make it the best solution.

Source: <https://pt.slideshare.net/hayriyesakarya/organizing-thinking-through-visual-diagrams/14?smtNoRedir=1>



Annex C – Research Literature Matrix

Description:

This involves the systematic gathering of information from a research article in order to write a paper, create a presentation, or complete a project. Pre-service teachers shall gather information on the selected article from research journals. The pre-service teachers identify the Problem, Theories, Methodology, Findings and Discussion of Results, as well as, Applications to teaching and a Sample real-life situation.

The matrix may be re-organised in MS Word or Excel to clearly summarise and enable comparison of multiple research articles.

The Problem	Methodology
Theories	Findings/ Discussion
Source/Reference (Research article)	

Applications to Teaching
Sample situation

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes: *(This course covers the following minimum standards for Teacher Education programs as stipulated in the PSGs)*

- 6.2.a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts
- 6.2.b. Demonstrate mastery of subject matter/discipline
- 6.2.c. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments
- 6.2.d. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	Facilitating Learner-Centered Teaching	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements: <ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of outputs) of each unit. 			
Grading System			

Course Description	BTIs covered
<p>This course is designed to explore and equip pre-service teachers with the fundamental principles, processes, and practices anchored on learner-centeredness and other educational psychologies supportive of learning environments as these apply to facilitate various teaching-learning delivery modes to enhance learning. It also includes the demonstration of knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences. Further, pre-service teachers will be trained to implement teaching strategies that are responsive to learners' linguistic, cultural, socio-economic and religious backgrounds.</p>	1.1.1; 1.2.1; 2.2.1; 2.3.1; 2.4.1; 2.5.1; 2.6.1; 3.1.1; 3.2.1
Course Learning Outcomes	BTIs covered
<p><i>At the end of the course, pre-service teachers should be able to:</i></p> <p>[1] demonstrate understanding of the concepts and principles of learner-centered teaching based on educational philosophies and research and their application in actual teaching and learning;</p> <p>[2] demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning;</p> <p>[3] demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments;</p> <p>[4] demonstrate understanding of supportive learning environment that nurture and inspire learner participation;</p> <p>[5] demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning;</p> <p>[6] demonstrate knowledge of positive and non-violent discipline in the management of learner behavior;</p> <p>[7] demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences;</p> <p>[8] implement teaching strategies that are responsive to learners' linguistic, cultural, socio-economic and religious backgrounds;</p> <p>[9] demonstrate understanding of the special educational needs of learners who have been displaced due to urban resettlement, calamities and armed conflict; and</p> <p>[10] demonstrate knowledge of laws and policy documents that promote learner-centered teaching.</p>	1.1.1 1.2.1 2.2.1 2.3.1 2.4.1 2.5.1 2.6.1 3.1.1 3.2.1 3.4.1 6.3.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1-2	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. differentiate learner-centered teaching from other teaching approaches (e.g. teacher-centered approach) as applied in various teaching areas;</p> <p>b. discuss the need to shift from teacher-centered teaching to learner-centered teaching based on philosophical foundations, teaching principles and current research; and</p> <p>c. discuss the varied roles of the teacher in learner-centered teaching and learning.</p>	<p>1.1.1 [1] 3.1.1 [7]</p> <p>1.2.1 [1]</p> <p>1.1.1 [1]</p>	<p>Unit 1 Learner-centered teaching: Foundations and characteristics</p> <p>A. Learner-centered teaching</p> <ol style="list-style-type: none"> 1. Definition 2. Description/Characteristics <p>B. Paradigm shift: From teacher-centered to learner-centered teaching</p> <ol style="list-style-type: none"> 1. <i>Philosophical perspectives</i> <ul style="list-style-type: none"> - <i>Teacher-centered philosophies</i> <ul style="list-style-type: none"> o Essentialism o Perennialism - <i>Learner-centered philosophies</i> <ul style="list-style-type: none"> o Progressivism o Humanism o Constructivism 2. <i>Supporting research</i> 3. <i>Resistance to change: Managing the shift</i> 	<p>Interactive instruction and facilitated discussion. A KWL chart may be used to organize class discussion. PSTs will note: What they Know, what they Want to know, and what they Learned.</p> <p>Think-Pair-Share activity. Pairs exchange ideas on educational philosophies related to teacher-centered and learner-centered teaching while the teacher guides the discussion through prompts, clarifies misconceptions and reinforces prior knowledge.</p> <p>Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, preservice teachers shall gather research information on a selected article (supporting learner-centeredness) from research journals focusing on the Problem, Theories, Methodology, Findings and Discussion of Results.</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal.</p> <p>Small group presentation of outputs. Groups choose an appropriate graphic organizer to capture the essence of learner-centered teaching. <i>Process:</i> discussion of learner-centered teaching concepts through effective use of charts and/or diagrams <i>Output:</i> appropriate graphic organizer</p> <p>Panel discussion. This may be used to process PST learning. This would be particularly useful in processing the outputs of the research activity where the PSTs will present to the class and <i>discuss</i> the need to shift from teacher-centered teaching to learner-centered teaching based on their analysis of the research article(s). <i>Process:</i> Rubrics should be formulated separately for the research output and the panel discussion. <i>Product:</i> Annotated bibliography of library/ online research.</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>1.1.1 [1] 3.1.1 [7]</p> <p>1.1.1 [1] 1.2.1 [1]</p> <p>1.1.1 [1]</p>

			<p>C. Dimensions of learner-centered teaching</p> <ol style="list-style-type: none"> 1. The function of content 2. The role of the instructor 3. The responsibility for learning 4. The purposes and processes of assessment 5. The balance of power 	<p>Interactive instruction and facilitated discussion using PowerPoint presentation.</p>	<p>Infographic. The PST, individually or in small groups, will discuss the varied roles of the teacher in learner-centered teaching and learning using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery.</p>	
Week 3-6	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> a. discuss the psychological principles of learner-centeredness as a basis for differentiated teaching to suit learner’s gender, needs, strengths, interests and experiences; b. identify factors that promote learner-centeredness and motivate learners to work productively and be accountable for their own learning; c. reflect on how developmental and social factors can influence learning environments to promote fairness, respect and care; and d. relate RA 10533 and the K-to-12 framework to the principles of learner-centeredness. 	<p>1.1.1 [1] 3.1.1 [7]</p> <p>2.5.1 [5]</p> <p>2.2.1 [2]</p> <p>1.1.1 [1] 6.3.1 [10]</p>	<p>Unit 2 – Learner-centered Psychological Principles</p> <p>A.Cognitive and Metacognitive Factors</p> <ol style="list-style-type: none"> 1. Nature of the learning process 2. Goals of the learning process 3. Construction of knowledge 4. Strategic thinking 5. Thinking about thinking 6. Context of learning <p>B.Motivational and Affective Factors</p> <ol style="list-style-type: none"> 1. Motivational and emotional influences 2. Intrinsic motivation to learn 3. Effects of motivation on effort <p>C.Developmental and Social Factors</p> <ol style="list-style-type: none"> 1. Developmental influences on learning 2. Social influences on learning <p>D. Individual Differences</p> <ol style="list-style-type: none"> 1. Individual differences in learning 	<p>Active PST-led class discussion: The PSTs will provide a brief overview of learner-centered psychological principles.</p> <p>Question and Answer: The PSTs will write questions concerning various psychological factors on metacards. The teacher will then draw the metacards from a ‘fishbowl’ and the PSTs will actively participate by answering the questions on the metacards .</p> <p>Learning Centers. The classroom walls will be filled with classroom scenarios reflective of the factors relevant to psychological principles of learner-centered teaching. The PSTs will work on the different activities in triads and, after a set time, the PSTs will rotate to a new activity.</p> <p>Field-based Class observation:</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal.</p> <p>Class observation & portfolio. Using an observation guide, PSTs will compile and submit a classroom observation portfolio highlighting the learner-centered principles and differentiated teaching practices employed by master/senior teachers to suit learners’ gender, needs, strengths, interests and experiences. In addition, PSTs will identify the factors that promote learner-centeredness and motivate learners to work productively and be accountable for their own learning in the actual setting.</p> <p>Reflective research. PSTs will undertake individual library or online research and write a reflective paper on teachers’ learner-centeredness practices that promote fairness, respect and caring attitude in the classroom.</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>1.1.1 [1] 3.1.1 [7] 2.5.1 [5]</p> <p>2.2.1 [2]</p>

			<ul style="list-style-type: none"> 2. Learning and diversity 3. Standards and assessment <p>E. Legal and Policy Frameworks and Learner-centered Teaching</p> <ul style="list-style-type: none"> 1. RA 10533 2. K-to-12 Framework 	<p>PSTs undertake field-based observations of learner-centered classroom practices of teachers.</p> <p>Document analysis. PSTs will analyze the Basic Education Act of 2013 (RA 10533) framework vis-à-vis the principles of learner-centeredness.</p>	<p>Annotated document. PSTs will identify provisions in RA 10533 that highlight learner-centeredness and discuss their implications for teaching.</p>	<p>1.1.1 [1] 6.3.1 [10]</p>
Week 7-9	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> a. identify various forms of learner-centered classroom organization based on learners' needs; b. formulate classroom procedures and routines that promote discipline, fairness, respect and care among learners and encourage learning; c. design, organize and explain the significance of the layout of the physical structure of the classroom for active engagement of learners, individually or in groups, in exploration, discovery, hands-on and self-learning activities; d. describe the roles and responsibilities of the teacher and the learners for a supportive, inspiring, motivating and productive learner-centered classroom; and e. evaluate which disciplinary actions are positive and non- 	<p>1.1.1 [1]</p> <p>2.2.1 [2]</p> <p>2.3.1 [3]</p> <p>2.4.1 [4] 2.5.1 [5]</p> <p>2.6.1 [6]</p>	<p>Unit 3 – Organization and Management of Learner-Centered Classrooms</p> <p>A. Forms of learner-centered classroom organization, procedures and physical structure</p> <ul style="list-style-type: none"> 1. Room structuring <ul style="list-style-type: none"> – For individualized learning – For group learning – Activity-oriented classroom 2. Classroom routines and procedures 3. The social environment: Fairness, respect, care and encouraging learning 4. Creating motivating learning environment <p>B. Learner-centered classroom: Roles and responsibilities</p> <ul style="list-style-type: none"> 1. Of teachers 2. Of learners <p>C. The role of discipline in learner-centered classrooms</p> <ul style="list-style-type: none"> 1. Collaborative class norms 2. Logical consequences 3. Consistent application 4. Student-specific 5. Time for resolution 	<p>Brainstorming: The PSTs will be guided in identifying learner-centered classroom organizations leading to their own design of a learner-centered classroom.</p> <p>Cooperative learning and participatory discussion: In small groups, the PSTs will design a learner-centered classroom and present this to the class through the use of PowerPoint or other form of technology. The group will explain and justify their design by relating its features to principles of learner-centered classrooms.</p> <p>Case-analysis. In small groups, the PSTs will work on a classroom-based scenario of a disciplinary action case of learners. The PSTs will decide the kind of learner-centered discipline to be utilized to each case.</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal.</p> <p>Field-based reflective report on teachers' organization and management of learner-centered classrooms based on a learner-developed checklist reflective of the various elements of organization and management of learner-centered classrooms (e.g. forms of L-C classroom organization, roles and responsibilities of teachers and learners for a supportive, inspiring, motivating and productive learner-centered classroom).</p> <p>Physical map. PSTs will design and layout the physical structure/ arrangement of an ideal classroom based on the principles of learner-centeredness for active engagement of learners, individually or in groups, in exploration, discovery, hands-on and self-learning activities. This will be supplemented by an explanation</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>1.1.1 [1] 2.4.1 [4]</p> <p>2.2.1 [2] 2.3.1 [3] 2.4.1 [4]</p>

	violent in the management of learner behavior.		6. Calm spaces		of the layout and classroom routines and procedures that promote discipline, fairness, respect and care among learners and encourage learning. Short research-based essay on the role of positive discipline in a learner-centered classroom. Small group presentation. The group output of the Case-based activity will be presented to the class. The rest of the PSTs will be given the chance to give input as to the soundness of the choice of positive non-violent disciplinary action proposed by the group.	2.6.1 [6] 2.6.1 [6]
Week 10-15	At the end of the unit, the pre-service teacher (PST) can: a. discuss the nature of learner-centered teaching modalities, structures, methods and strategies that facilitate differentiated teaching to suit learners' gender, needs, strengths, interests and experiences; b. select appropriate learner-centered teaching modalities, structures, methods and strategies based on learners' diverse needs, learning styles and backgrounds (i.e. linguistic, cultural, socio-economic and religious); and	3.1.1 [7] 3.2.1 [8]	Unit 4 –Learner-centered Pedagogy A.Delivery Modalities 1. Face-to-face 2. Blended learning 3. Technology-based, Online/ e-Learning 4. Distance learning B.Structures for Facilitating Learner-centered Teaching 1. Formal (Traditional) 2. Alternative Learning System (ALS) – Non-formal education (NFE) – Informal education (InfEd) – The Mobile Teacher 3. Alternative Delivery Modes (ADM) – Modified In-School Off-School Approach (MIMOSA)	Teacher-led Discussion: The teacher initiates discussion of various learner centered teaching methodologies, strategies and techniques. Dyads/Triads. Dyads or triads of PSTs will gather research information on a previously assigned structure or learner-centered teaching strategy. The following information shall be prescribed: description of the structure/strategy, procedure, advantages and disadvantages, when to use, and possible variations (if any). The summary output will be presented to the class.	Summative quizzes Unit learning log or reflective journal. Briefing paper. PSTs will write a briefing paper discussing the various teaching modalities, structures, methods, and strategies that promote learner-centeredness and differentiated teaching to suit learners' gender, needs, strengths, interests and experiences. Portfolio. PSTs will be required to compile an annotated portfolio that showcases a range of different learner-centered teaching strategies that are responsive to learners' linguistic, cultural, soci-economic	1.1.1 [1] 1.1.1 [1] 3.1.1 [7] 3.2.1 [8]

			<ul style="list-style-type: none"> - Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) - Open High School Program (OHSP) <p>C. Methods and Strategies</p> <ol style="list-style-type: none"> 1. Methods <ul style="list-style-type: none"> - Active learning activities - Cooperative learning activities - Inquiry and inductive learning activities 2. Learner-centered Instructional Strategies <ul style="list-style-type: none"> - Cooperative learning - Presentations - Panels/Experts - KWL (or KWHLAQ) - Brainstorming - Learner-created media - Discussion - Small group - Case studies - Jigsaw - Learning centers - Experiments - Role play - Simulation - Laboratory - Workshop - Demonstration - Index card - Inquiry-based - Mental models - Project-based learning - Problem-based learning - Discovery learning - Q & A session 		<p>and/or religious backgrounds. Each strategy will be annotated. The annotations will include a short description, procedure (how to implement the strategy) and an explanation of how the strategy illustrates responsiveness to a particular contextual background. Some or all of the strategies may also be accompanied by an excerpt from a lesson plan that illustrates how the strategy can be incorporated in a lesson.</p>	
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	c. draw on appropriate learner-centered teaching modalities and strategies to <i>formulate</i> teaching procedures that address the special educational needs of learners in difficult circumstances.	3.4.1 [9]	<ul style="list-style-type: none"> - Social media - Games or gamification - Competitions - Debate <p>D. Flexible Learning and Teaching</p> <p>E. Differentiated Teaching</p> <p>F. Education in Emergencies</p> <ol style="list-style-type: none"> 1. Foundational standards 2. The teaching and learning domain <ul style="list-style-type: none"> - Curricula - Training, professional development and support - Instruction and learning processes - Assessment of learning outcomes 		Simulation. PSTs <i>formulate</i> teaching procedures using appropriate learner-centered teaching modalities and strategies to address the learning needs of learners affected by a hypothetical emergency situation – calamity or armed conflict. The output is a documentation of the teaching procedures.	3.4.1 [9]
Week 16-18	At the end of the unit, the pre-service teacher (PST) can: <ol style="list-style-type: none"> a. identify the different parts, functions and characteristics of a learner-centered lesson plan; b. compare and contrast an exemplar learner-centered lesson plan with teacher- or content-centered lesson plans; c. craft a lesson plan chunk emphasizing the use of a selected strategy; and d. implement the designed lesson plan chunk and the appropriately chosen/selected strategy in response to learners’ diverse needs, learning styles and 	1.1.1 [1] 1.1.1 [1] 1.1.1 [1] 3.2.1 [8]	<p>Unit 5 – Learner-centered Lesson Plans</p> <p>A. The Learner-centered Lesson Plan</p> <ol style="list-style-type: none"> 1. Detailed lesson vs. daily lesson log 2. Parts of the learner-centered lesson plan <p>B. Instructional Learning Processes</p> <ol style="list-style-type: none"> 1. Learning objectives 2. Teaching content 3. Lesson planning <ul style="list-style-type: none"> - <i>Pre-planning</i> - <i>Lesson planning</i> - <i>Implementation</i> - <i>Evaluation</i> <p>C. Lesson chunking and Microteaching Basics</p>	<p>Teacher-led Discussion</p> <p>The teacher facilitates the review of a lesson plan identifying various elements of learner-centeredness. The learners will be guided in determining if the lesson plan, in general, adheres to the principles of learner-centeredness.</p> <p>Independent learning through Gallery Walk.</p> <p>The PSTs will have a walkthrough a gallery of lesson plans. They will then evaluate the components of the lesson plans vis-à-vis principles and characteristics of learner centeredness, noting similarities and</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal.</p> <p>Comparison matrix. PSTs, in small groups will summarize their outputs from the Gallery Walk in a matrix and then present their summary to the whole class and facilitate discussion.</p> <p>Lesson plan chunk. The PSTs will be required to design a chunk of a lesson plan focusing on the strategy that will be used in teaching the lesson chunk.</p>	1.1.1 [1] 1.1.1 [1] 1.1.1 [1] 1.1.1 [1]

	backgrounds (i.e. linguistic, cultural, socio-economic and religious).			<p>differences. A rubric or evaluation guide will greatly facilitate the activity.</p> <p>Explicit instruction on lesson chunking and microteaching, where the “You Do” phase will serve as the assessment.</p> <p>For more information on chunking and microteaching visit the following websites:</p> <ul style="list-style-type: none"> • https://www.facinghistory.org/resource-library/teaching-strategies/chunking • https://dataworks-ed.com/blog/2015/11/how-to-learn-better-part-1-chunking/ • https://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/ • https://www.thoughtco.com/microteaching-4580453 	<p>Microteaching. PSTs will implement the lesson plan chunk through demonstration teaching to a small group of peers. The focus of assessment is on the appropriateness of the strategy and delivery in addressing learners’ diverse needs, learning styles and backgrounds. Visit this site for sample rubric on microteaching: https://www.andrews.edu/~bshep/Micro%20Teaching%20Rubric%20for%20Final%20-%20NCATE%20Version.pdf</p>	3.2.1 [8]
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Department Order No. 58, series of 2010 – Implementing Guidelines on Alternative Learning System (ALS) Programs. Available online: <http://www.deped.gov.ph/2010/05/17/do-58-s-2010-implementing-guideline-for-alternative-learning-system-als-programs/>

Department Order No. 42, series of 2016 – Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Available online: <http://www.deped.gov.ph/2010/05/17/do-58-s-2010-implementing-guideline-for-alternative-learning-system-als-programs/>

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Republic Act No. 10533 – The Enhanced Basic Education Act of 2013. Available online at: <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>

Supplementary readings:

- Daniels, Erika. (2010). Creating Motivating Learning Environments: What We Can Learn from Researchers and Students. *The English Journal*. 100. 25-29. doi: 10.2307/20787687.
- Dörnyei, Z. (n.d.). Creating a Motivating Classroom Environment. *International Handbook of English Language Teaching*, 719–731. doi:10.1007/978-0-387-46301-8_47
- Portland Community College (2014) Resources for Strategies on Learner-Centered Instruction. Available online at <https://www.pcc.edu/library/library-and-learning/resources-strategies-learner-centered-instruction/>
- MERLOT (2019) MERLOT Materials. Available online at: <https://www.merlot.org/merlot/materials.htm?category=343369&sort.property=overallRating>
- Igarashi, Takiko (2018) *A second chance to develop the human capital of out-of-school youth and adults: The Philippines alternative learning system (English)*. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/539131530792186404/A-second-chance-to-develop-the-human-capital-of-out-of-school-youth-and-adults-the-Philippines-alternative-learning-system>
- Cortez, Marcos (2019) Breaking the Ice with Student-Made Videos. Available online at: <https://www.edutopia.org/article/breaking-ice-student-made-videos>
- McCarthy, John (2015) Student-Centered Learning: It Starts with the Teacher. Available online at: <https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy>
- Pandolpho, Beth (2019) Designing Lessons for Engagement. Available online at: <https://www.edutopia.org/article/designing-lessons-engagement>
- Tolisano, Sylvia Rosenthal (2015) An Update to the Upgraded KWL for the 21st Century, Langwitches Blog post. Accessed from: <http://langwitches.org/blog/2015/06/12/an-update-to-the-upgraded-kwl-for-the-21st-century/>
- Tolisano, Sylvia Rosenthal (2014) Documenting FOR Learning, Langwitches Blog post. Accessed from: <http://langwitches.org/blog/2015/04/19/the-what-why-how-of-documenting4learning/>

Supplementary online resources:

- <http://cet.usc.edu/resources/teaching/>
- <https://www.merlot.org/merlot/Pedagogy.htm>
- <https://www.pcc.edu/library/library-and-learning/resources-strategies-learner-centered-instruction/>
- http://www.cvadult.org/images/Lesson_Plan_Template_with_explanations.pdf
- <https://www.teachthought.com/learning/32-research-based-instructional-strategies/>
- http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
- <https://www.facinghistory.org/resource-library/teaching-strategies>
- <http://www.deped.gov.ph/k-to-12/inclusive-education/about-alternative-learning-system/>
- Inter-agency Network for Education in Emergencies (INEE), at <https://inee.org/>

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes: <i>(This course covers the following minimum standards for Teacher Education programs as stipulated in the PSGs)</i>
6.2.a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts
6.2.b. Demonstrate mastery of subject matter/discipline
6.2.g. Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities
6.2.h. Pursue life-long learning for personal and professional growth through varied experiential and field-based opportunities

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	The Teaching Profession	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
<ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of outputs) from each unit. 			
Grading System			

<p>Course Description</p> <p>This course deals with the understanding of the roles of teacher as a person and as a professional within the context of national and global teachers' standards, educational philosophies and legal bases. It includes knowledge of core values that uphold the dignity of the teaching profession, discussion of the code of ethics for professional teachers, and awareness and understanding of existing laws and jurisprudence governing professional rights privileges and responsibilities, and teachers' roles in the society as transformative agents of change.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1; 6.3.1; 7.2.1</p>
<p>Course Learning Outcomes</p> <p><i>At the end of the course, the pre-service teachers can:</i></p> <ul style="list-style-type: none"> [1] demonstrate understanding of the philosophical, historical, legal, socio-cultural and political factors that influence teaching and its development as a profession; [2] articulate a personal philosophy of teaching that is learner-centered; [3] demonstrate understanding of existing laws and related jurisprudence governing professional ethics, professional rights, privileges, and responsibilities; [4] manifest dignity in the teaching profession through caring attitude, respect, and integrity in teaching; [5] formulate a plan to realize professional development goals based on the Philippine Professional Standards for Teachers. 	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">7.1.1</p> <p align="center">6.3.1</p> <p align="center">7.2.1</p> <p align="center">7.5.1</p>

			<ul style="list-style-type: none"> - American Period - Post-colonial Period <p>B. Legal Foundations</p> <ol style="list-style-type: none"> 1. What is Law? <ul style="list-style-type: none"> - Definition and nature - Typologies 2. Sources of Philippine Educational Jurisprudence <ul style="list-style-type: none"> - Constitution - Statutes - Case Law or Jurisprudence - Regulatory Laws - Ordinance - Legal Opinion - Resolutions 3. Legal Underpinnings Philippine Education <ul style="list-style-type: none"> - Educational Structure - Educational Policies - Curriculum and Instruction 	<p>Active learning activities like jigsaw, panel discussion may alternatively be employed.</p>	<p>educational system and teaching as a profession.</p> <p>Small group presentation of outputs. Alternatively, respective groups are given topics to be presented on an appropriate graphic organizer. The graphic organizer should <i>show</i> and <i>explain</i> the influence of historico-legal movements to education and teaching in terms of educational goals, educational structure, policies and pedagogy.</p>	1.1.1 [1]
Week 5-8	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> a. discuss the philosophical foundations of the present educational system; b. make connections between philosophy, education and the teaching profession; and c. formulate and express a personal, learner-centered philosophy of teaching. 	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>7.1.1 [2]</p>	<p>Unit 3 – Philosophy of Education and Personal Philosophy of Teaching</p> <p>A. What is Philosophy of Education?</p> <ol style="list-style-type: none"> 1. Definition and nature 2. Philosophy and Education <p>B. Philosophical Foundations of Education</p> <ol style="list-style-type: none"> 1. Western Philosophies <ul style="list-style-type: none"> - Idealism - Realism - Pragmatism/Experimentalism 2. Eastern Philosophies <ul style="list-style-type: none"> - Hinduism - Buddhism - Confucianism - Taoism - Zen Buddhism - Christian Philosophy 	<p>Independent reading of books, articles, and journals (online or print) on philosophical foundations of education.</p> <p>Socialized recitation on the philosophical foundations of education.</p> <p>Active learning activities like jigsaw, panel discussion may alternatively be employed.</p>	<p>Essay.</p> <p>PSTs will write an <i>essay discussing</i> how education evolved and was shaped by various philosophies, and <i>make connections</i> between these educational philosophies and the teaching profession.</p> <p>Small group presentation of outputs. Alternatively, respective groups are given topics to be presented on an appropriate graphic organizer. The graphic organizer should show and explain the influence or connection of the philosophies to education and</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p>

			<ul style="list-style-type: none"> - Saracen Philosophy • Contemporary Philosophies <ul style="list-style-type: none"> - Perennialism - Essentialism - Existentialism - Progressivism - Social Reconstructionism • Post-modern Philosophies <p>C. Principles and Philosophy of Philippine Education</p> <ul style="list-style-type: none"> • Art. II, Sec.17 (1987 Phil. Constitution) • Art. XIV, Sec. 1-2 (1987 Phil. Constitution) <p>D. Personal Philosophy of Teaching</p> <ul style="list-style-type: none"> • Importance of a personal philosophy of teaching • How to write a personal philosophy of teaching? 	<p>Explicit instruction on writing a personal philosophy. For guides and rubric visit: https://cei.umn.edu/writing-your-teaching-philosophy</p>	<p>teaching in terms of goals of education, teaching approaches, teacher roles and real-life examples.</p> <p>Writing a personal, learner-centered philosophy of teaching. PSTs will <i>formulate</i> and write their learner-centered philosophy of teaching using the guide questions agreed upon in class. Outputs may be presented orally in class, as a blog or a vlog. The written output will serve as an artifact in the end of term portfolio.</p>	7.1.1 [2]
Week 9-10	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. manifest a caring attitude, respect, integrity and dignity in teaching.</p>	7.2.1 [4]	<p>Unit 4 – Teacher as a Person in Society</p> <p>A. Morality and the Foundational Moral Principle</p> <p>B. Teachers as Persons of Good Moral Character</p> <p>C. Value Formation</p> <ol style="list-style-type: none"> 1. Cognitive, affective and psychomotor dimensions 2. Training the Intellect and Will 3. Max Scheler’s Hierarchy of Values 4. Values Hierarchy 	<p>Facilitated discussion of concepts supplemented by active learning activities.</p> <p>Create Scenarios / Simulations. The teacher presents cases, problems, scenarios, moral dilemmas, etc. in which the PSTs must role play. A critical situation is discussed and analyzed and decisions are made about how to resolve the situation. KWHL chart may be used to organize class discussion. PSTs will note: What</p>	<p>Role playing. PSTs, in groups, will portray situations showing how teachers would manifest a caring attitude, respect, integrity and dignity in teaching.</p>	7.2.1 [4]

			<p>D. Teaching as Vocation, Mission and Profession</p> <p>E. Universal Declaration of Human Rights</p>	they Know, what they Want to know, How will they know and what they Learned.			
Week 11-14	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. discuss on the various laws governing teacher rights, privileges, welfare and responsibilities and reflect on how they apply in real life.</p>	6.3.1 [3]	<p>Unit 5 – The Teacher as a Professional</p> <p>A. The Professionalization of Teaching</p> <ol style="list-style-type: none"> Decree Professionalizing Teaching (PD 1006) The Philippine Teachers’ Professionalization Act (RA 7836) Amendments to certain Sections of R.A. 7836 (RA 9293) <p>B. Professional Ethics</p> <ol style="list-style-type: none"> Code of Conduct for Professional Teachers Code of Conduct for Public Officials and Employees (RA 6713) <p>C. Teacher Welfare and Privileges - The Magna Carta for Public School Teachers (RA 4670)</p> <p>D. Teachers’ Rights, Duties and Responsibilities – The Education Act of 1982(BP 232)</p> <p>E. Teachers as Persons in Authority (CA 578)</p>	<p>Socialized recitation on laws pertaining to teachers and the teaching profession.</p> <p>Sharing of personal experiences, observations or insights on the implementation of laws pertaining to the professionalization of teachers.</p> <p>Inviting a resource person/expert. A master teacher, school head or other expert may be invited to discuss on teachers’ rights, privileges, welfare and responsibilities.</p>	<p>Situational paper and pencil test on laws pertaining to teachers and the teaching profession.</p> <p>Case analysis of classroom or school practices related to the laws directly affecting the teacher as a professional. A critical situation or case is discussed and analyzed, focusing on how laws were applied in arriving at a resolution to the case. Results of analysis will be presented in appropriate graphic organizers</p>	6.3.1 [3]	6.3.1 [3]

<p>Week 15-16</p>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. discuss the details and provisions of laws significant to the teaching profession and how they apply to the teaching profession.</p>	<p>6.3.1 [3]</p>	<p>Unit 6 – Other Laws Relevant to the Teaching Profession</p> <p>A. R.A. 6728 - Government Assistance to Students and Teachers in Private Education Act</p> <p>B. R.A. 8545 - Expanded Government Assistance to Students and Teachers in Private Education Act</p> <p>C. RA 7877 – Anti Sexual Harassment Act of 1995</p> <p>D. R.A. 8190 – Granting Priority to Residents of the Barangay, Municipality or City where the School is Located, in the Appointment or Assignment of Classroom Public Schoolteachers</p> <p>E. RA 9262 – Anti Violence Against Women and their Children Act of 2004</p> <p>F. RA 9710 – The Magna Carta of Women</p> <p>G. RA 8491 – Flag and Heraldic Code of the Philippines</p> <p>H. RA 10157 – The Kindergarten Education Act</p> <p>I. R.A. 10533 – Enhanced Basic Education Act of 2013</p> <p>J. R.A. 10931 – Universal Access to Quality Tertiary Education Act</p>	<p>Facilitated discussion and socialized recitation on laws relevant to teachers and the teaching profession.</p> <p>Group reporting or panel discussion of the laws relevant to teachers and the teaching profession.</p> <p>Invite a resource person/expert. A resource person from the Gender and Development office may be invited to discuss on specific laws like RA 7877, RA 9262 and RA 9710.</p>	<p>Annotated summary. PSTs, in small groups, will make annotated summaries of pre-assigned laws. The annotations and <i>discussions</i> shall focus on the significance, applications and implications of the provisions of laws to the teaching profession.</p> <p><i>Process:</i> Group presentation and discussion of outputs to the whole class.</p> <p><i>Output:</i> Annotated summary</p> <p>Reflection paper. The PSTs will write a reflection paper on the laws discussed by the resource person with emphasis on the applications and implications of the laws to the teaching profession.</p>	<p>6.3.1 [3]</p> <p>6.3.1 [3]</p>
<p>Week 17-18</p>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. describe the evolution of competencies and standards in response to changing societal demands on the teaching profession; and</p>	<p>1.1.1 [1]</p>	<p>Unit 7 – Professionalism and Transformative Education</p> <p>A. The 21st Century Teacher</p> <ul style="list-style-type: none"> • Ways of thinking • Ways of working • Tools for working • Skills for living in the world 	<p>Online group research on the 21st century teacher characteristics and transformative education.</p> <p>Facilitated discussion and socialized recitation.</p>	<p>Small group presentation of outputs. Groups choose an appropriate graphic organizer to <i>describe</i> the evolution of competencies and standards based on the changing societal</p>	<p>1.1.1 [1]</p>

	<p>b. set plans for personal growth and professional development based on the Philippine Professional Standards for Teachers (PPST).</p>	7.5.1 [5]	<p>B. Transformative Education</p> <p>C. Qualifications Frameworks</p> <ul style="list-style-type: none"> • ASEAN Qualifications Framework (AQRf) • Philippine Qualifications Framework (PQF) <p>D. The National Competency-Based Teacher Standards (NCBTS)</p> <p>E. The Philippine Professional Standards for Teachers (PPST)</p> <ul style="list-style-type: none"> • <i>Development and characteristics</i> • <i>Salient features and components</i> <ul style="list-style-type: none"> - <i>Career Stages</i> - <i>Domains</i> - <i>Strands</i> - <i>Indicators</i> 	<p>Active learning and facilitated discussion on qualifications frameworks using presentations and conference reports.</p> <p>Document analysis. Facilitated analysis of the NCBTS and D.O. 42, s. 2017-National Adoption and Implementation of the Philippine Professional Standards for Teachers.</p> <p>Video presentation. The explainer video on PPST may be downloaded from https://www.youtube.com/watch?v=A5cD474aIU&t=37s and presented to the class.</p>	<p>demands on the teaching profession</p> <p>Authentic writing/planning. PSTs describe their reasons and motivations in taking a career in teaching. They then describe their real-life plans to finish the pre-service program and continue their professional development through in-service based on the AQRf, PQF, and the standards stipulated in the PPST. They further chronicle their action plan to achieve their goals. For more details on authentic writing visit: http://talkswithteachers.com/authenticwriting/</p>	7.5.1 [5]
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- Bilbao, P.P. Corpuz, B.B., Llagas, A.T., & Salandanan, G.G. (2015). The Teaching Profession. Lorimar Publishing Inc., Quezon City, Philippines.
- De Belen, Rustico T. (2011). Education Laws and Jurisprudence: A Developmental Perspective. C & E Publishing.
- Duka, Cecilio D. (2009) The Law and the Teaching Profession in the Philippines. C & E Publishing Inc.
- Pila, R.A., Quendangan, M.M., Doctolero, P.L. (2013). The Teaching Profession in the Philippines. Anvil Publishing
- Nolledo, Jose N. (1995). The 1982 Education Act of the Philippines: Annotated. National Book Store, Inc. Mandaluyong City, Philippines.
- Republic Act No. 6713 – Code of Conduct for Public Officials and Employees
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- DepEd Order No. 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)
- Teacher Education Council (2017). Philippine Professional Standards for Teachers. Teacher Education Council, Department of Education.
- De Leon, Hector S. & De Leon, Hector Jr. M. (2014) Textbook on the Philippine Constitution, 17e. Rex Bookstore, Inc., Quezon City Philippines
- Ornstein, Allan C. (2016). Foundation of education 13th ed, Cengage Learning
- Ozmon, Howard. (2012). Philosophical Foundations of Education. Pearson.

Supplementary readings:

- Beatty, J. E., Leigh, J. S. A., & Dean, K. L. (2008). *Philosophy Rediscovered*. *Journal of Management Education*, 33(1), 99–114. doi:10.1177/1052562907310557. Available online at sci-hub.tw/10.1177/1052562907310557
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- Sample template for writing personal philosophy is available at :
http://www.qu.edu.qa/static_file/qu/offices%20and%20departments/OFFICE/Office/Documents/Online%20Training/19-An_example_template_of_teaching_philosophy.pdf
- Brubacher, John S. (1978). *Modern Philosophies of Education*. New York: McGraw – Hill Book Co.
- Holmes. (2015). *Creative education handbook: Vol. 5*. CLANRYE INTERNATIONAL.
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- Custodio, Lourdes J. (2003) *Philosophy of Education and Values*. UST Publishing House.
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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes: *(This course covers the following minimum standards for Teacher Education programs as stipulated in the PSGs)*

6.2.b. Demonstrate mastery of subject matter/discipline
 6.2. e. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Technology for Teaching and Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
<ul style="list-style-type: none"> • Summative and formative assessments • Unit Outputs • All provisions of the university/college student's handbook shall apply 			
Grading System			

<p>Course Description</p> <p>This is an introductory course that explores and teaches basic knowledge, skills and values in the positive use of technology (ICT) for teaching and learning. It shall include ICT laws, policies and regulations, safety issues, media and technology in various content areas, learning theories and principles in the use and design of a variety of learning lessons, teaching-learning experiences, creating a safe and secure learning environment, assessment tasks that utilize appropriate traditional and innovative technologies, and reflection on the use of ICT to improve the teaching and learning process. Social, ethical and legal responsibility in the use of technology tools and resources shall also be addressed.</p>	<p>BTIs covered</p> <p>1.1.1, 1.3.1, 2.1.1, 4.5.1, 5.5.1, 6.3.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, pre-service teachers should be able to:</p> <ul style="list-style-type: none"> [1] demonstrate understanding of the concepts, principles, theories of ICT systems and policies as they apply to and affect the teaching and learning process in various content areas; [2] show skills in the positive use of ICT to facilitate the teaching and learning process; [3] show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals; [4] demonstrate awareness of existing laws, regulations and policies that apply to the teaching and use of ICT; [5] demonstrate knowledge of ICT policies, guidelines and procedures that provide safe and secure learning environments; [6] reflect on the use of technology in facilitating and improving the teaching and learning process; [7] design and evaluate assessment tasks using appropriate and innovative technologies. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.3.1</p> <p>4.5.1</p> <p>6.3.1</p> <p>2.1.1</p> <p>7.4.1</p> <p>5.1.1</p>

LEARNING PLAN

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. define basic concepts in understanding ICT in education.	1.1.1 [1]	Unit 1 – Introduction to Technology for Teaching and Learning A. Basic Concepts to be defined: 1. Technology 2. Information and Communication 3. Educational Technology 4. Technology, Media, and Learning 5. Instructional System and Instructional Technology 6. Technology Tools B. Roles of ICT in Teaching and Learning	Brief Lecture: With the aid of a PowerPoint presentation, provide an overview of Technology for Teaching and Learning 1. Small Group Discussion: Give graphic organizers of the different concepts to be defined through the use of concept mapping Whole group discussion: Pre-service teachers present group outputs to the whole class Individual Research: Encourage pre-service teachers to validate the concept map and conceptual definition.	Use rating scale for the concept map developed by each group. Pen and Paper test on the basic concepts of ICT in education	5.1.1 [7] 1.1.1 [1]
Week 3-5	At the end of the unit, the pre-service teacher (PST) can: a. enumerate the national ICT laws, policies and regulations affecting classroom practices; b. describe the implementation of ICT laws, policies and regulations in teaching-learning; and	1.1.1 [1] 6.3.1 [4] 1.1.1 [1] 6.3.1 [4]	Unit 2 – ICT Policies and Safety Issues in Teaching and Learning A. National and International ICT Laws, Policies and Regulations that are Applicable to Teaching and Learning B. Safety Issues in ICT: Policies, Guidelines and Procedures	Forum with Resource Person: Invite a resource person to talk on national and international ICT laws, policies and regulations that apply to teaching and learning in Basic Education, with particular focus on creating safe and secure learning environments.	Summative quizzes on ICT laws, policies and regulations, and safety issues in teaching and learning Posting of comments on ICT Policies in Freedom Wall/Blog	1.1.1 [1] 6.3.1 [4] 2.1.1 [5] 6.3.1 [4]

	<p>c. identify ICT laws, policies and regulations that are incorporated into the design and implementation of teaching-learning activities to promote learner achievement and provide safe and secure learning environments.</p>	<p>1.1.1 [1] 6.3.1 [4]</p>	<p>C. Uses of ICT Policies in Teaching and Learning in Basic Education</p>	<p>Group Interviews: Organize small group to conduct interviews and observations on practices that address safety issues in ICT for teaching and learning.</p> <p>Individual Research: Encourage pre-service teachers to research on the school ICT policies and best practices.</p> <p>Class Observation (Field Study): Observe how ICT policies are implemented in the classroom.</p> <p>Create ICT Policies: Facilitate the creation the Classroom ICT Policies agreed upon all learners. The policies should highlight, among other things, the positive use of ICT to promote learner achievement and provide a safe and secure learning environment.</p>	<p>Checklist on practices that address safety Issues cross referenced to national and international ICT laws, policies, regulations and procedures</p> <p>Accomplished observation guide on how ICT laws, policies, regulations and procedures are implemented in the classroom</p> <p>Pre-service teachers' written description and opinions on their newly crafted ICT classroom policies, highlighting their knowledge on how the policies uphold the positive use of ICT to promote learner achievement and provide a safe and secure learning environment.</p>	<p>2.1.1 [5] 6.3.1 [4]</p> <p>2.1.1 [5] 6.3.1 [4]</p> <p>1.1.1 [1] 2.1.1 [5] 6.3.1 [4]</p>
<p>Week 6-9</p>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. identify the learning principles and theories that are applied in the use and design of learning lessons with technology; and</p> <p>b. show skills in using, designing, developing and delivering a technology-driven lesson that incorporates the positive use of ICT.</p>	<p>1.1.1 [1]</p> <p>1.3.1 [2] 4.5.1 [3]</p>	<p>Unit 3 – Theories and Principles in the Use and Design of Technology Driven Learning Lessons</p> <p>A. Learning Theories and Principles in:</p> <ol style="list-style-type: none"> Dale's Cone of Experience (with equal attention given to both the Conventional Technology and the Innovative and Emerging Technology for Teaching) TPACK (Technology, Pedagogy and Content Knowledge) 	<p>Active Learning with Teacher-Led Discussion on Dale's Cones of Experience and how its principles and theories are utilized in technology-driven teaching and learning.</p> <p>Image Analysis: Pre-service teachers analyze and explain the image on TPACK (See PSGs for image/diagram in the Course Syllabus Template for Technology for Teaching and Learning</p>	<p>Reflection on active learning with teacher-led discussion on Dale's Cones of Experience posted on the online blog/'Classroom-made twitter Wall'</p> <p>Restricted Essay</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p>

				<p>1). The teacher synthesizes the pre-service teachers' analyses and explanations.</p> <p>(Active Learning in a Brief Lecture given by the teacher) The Fish Bowl Activity: Pre-service teachers are given metacards and asked to write a question of clarification about the topic (i.e. questions concerning the application of the topic to practical concepts). Teacher draws these questions from the bowl and answers the questions or asks the class to answer them. (This could be done during or after the input.)</p>		
			3. ASSURE Model (Analyze Learners, State Methods, Media, & Materials, Utilize Media & Materials, Require Learner Participation, Evaluate and Revise)	Think-Pair and Share: In pairs, pre-service teachers will discuss about the ASSURE Model and create their own ASSURE lesson	The pre-service teachers, in small groups, will create and deliver their own ASSURE lesson . Checklist on the Elements included in a lesson using the ASSURE Model and the rating scale will be used.	4.5.1 [3]
Midterm Week						
Week 10-12	At the end of the unit, the pre-service teacher (PST) can:		Unit 4 – ICT in Various Content Areas			
	a. show skills in the positive use of media and technology in various content areas;	1.3.1 [2] 4.5.1 [3]	A. 21st Century Literacy Skills 1. Digital Literacy Skills – Media – Information – ICT literacy	Brief Lecture: Explain 21 st Century literacy skills with emphasis on digital literacy skills.	Oral examination on the 21 st Century-Digital Literacy skills	1.1.1 [1]
	b. introduce sample technology-enhanced lessons to support learning;	4.5.1 [3]	B. Instructional Design Models 1. Gagne’s Nine Events 2. Bloom’s Revised Taxonomy 3. ADDIE 4. Merrill’s Principles of Instruction	Research on Instructional Design models and collaborative work on designing an infographic or a visual image of the assigned Instructional Design model to be presented in class.	Lesson exemplar analysis output <i>After analyzing a lesson exemplar, the pre-service teachers will demonstrate a sample technology-enhanced lesson showing skills in the positive use of technology in</i>	1.1.1 [1] 6.3.1 [4] 1.3.1 [2] 4.5.1 [3]
	c. select ICT and conventional learning materials designed to enhance teaching-learning;	4.5.1 [3]				

			<p>G. Relevance and Appropriateness in the Use of Technology in Teaching and Learning</p> <p>1. Principles in Selecting Instructional Materials based on their:</p> <ul style="list-style-type: none"> - Appropriateness and Feasibility. - Appropriateness (Target Learners and Instruction) - Authenticity (Dependable) - Interest - Cost (Economy) - Organization and Balance <p>And other considerations: Environmental factors, dynamic variables (e.g size of class, attitudes, etc.)</p>	<p>Based on the lesson demonstrated, the class will determine, analyze and evaluate the appropriateness and use of technology.</p> <p>(Variation: Based on the Lesson plan exemplar)</p> <p>Class presentation of their evaluation of instructional materials used in the lesson</p>		
Week 13-14	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> - formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies; and - evaluate the appropriateness of assessment tools using ICT resources to address learning goals. 	<p>1.3.1 [2] 4.5.1 [3] 5.1.1 [7]</p> <p>5.1.1 [7]</p>	<p>Unit 5 – Innovative Technologies for Teaching-Learning and Assessment Task</p> <ul style="list-style-type: none"> • ICT and Assessment in Learning <ul style="list-style-type: none"> - Assessment Tools • Tools in evaluating appropriate assessment tools (ex. Checklist, rating scale) • Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model 	<p>Pre-service teachers lead discussions of Innovative Technologies for Teaching-Learning and Assessment Tasks</p> <p>Pre-service teachers research on examples of technology-assisted tools in assessment in learning.</p> <p>Workshop on the formulation of tools to evaluate assessment tools</p>	<p>Reporting and feed backing of their research outputs/findings on examples of technology-assisted tools in assessment in learning</p> <p>Workshop Output: Tools used to evaluate assessment tools. PSTs will design, develop, select and demonstrate positive use of ICT resources and assessment tools to address learning goals.</p>	<p>1.1.1 [1] 5.1.1 [7]</p> <p>1.3.1 [2] 4.5.1 [3] 5.5.1</p>

Week 15-18	At the end of the unit, the pre-service teacher (PST) can:	<p>a. show, give examples, observe and demonstrate social, ethical and legal responsibility in the use of technology tools and resources;</p> <p>b. identify examples of compliance of Intellectual Property Rights (IPR) in the educational setting;</p> <p>c. enumerate digital safety policies, guidelines and procedures that ensure child online safety and prevent cyberbullying;</p> <p>d. discuss safety rules in obtaining resource materials from local area network-based and the internet;</p> <p>e. describe the community of learners as netizens who share and utilize digital materials; and</p> <p>f. practice standard netiquette to share and utilize digital materials as a positive use of technology.</p>	<p>1.1.1 [1] 1.3.1 [2]</p>	<p>Unit 6 – Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources</p> <p>A. Digital Citizenship</p> <p>1. Nine Elements of Digital Citizenship</p>	<p>Lecture-discussion on the nine elements of digital citizenship</p> <p>Group research on the social, ethical and legal responsibilities in the positive use of technology tools and resources by teachers <i>Talk it Out</i> (from Global Digital Citizen Foundation) An Activity on taking a stance on an issue and defending it Pre-service teachers are given a scenario primarily focusing on social, ethical and legal responsibilities in the use of technology. Analysis of the different cases involving social, ethical and legal issues on technology use.</p> <p>Group research on the Intellectual property Rights in Educational Setting</p> <p>Class presentation of research outputs (e.g. poster, infographic, HootBoard, etc.)</p>	<p>Written exam on the elements of digital citizenship</p>	1.1.1 [1]
			<p>1.1.1 [1] 6.3.1 [4]</p> <p>1.1.1 [1] 2.1.1 [5]</p> <p>1.1.1 [1] 1.3.1 [2]</p> <p>1.1.1 [1]</p> <p>1.3.1 [2]</p>	<p>B. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources by Teachers</p> <p>C. Intellectual Property Rights (IPR) Applicable to the Educational Setting: Copyright and related Rights Copyright Law</p>			<p>Group research on the Intellectual property Rights in Educational Setting</p> <p>Class presentation of research outputs (e.g. poster, infographic, HootBoard, etc.)</p>
				<p>D. Digital Safety Rules</p> <p>1. Rule 1: Research before you register</p> <p>2. Rule 2: Discriminate</p> <p>3. Rule 3: Think before typing</p> <p>4. Rule 4: Require ID</p> <p>5. Rule 5: Trust your gut</p>	<p>4As (Abstraction, Analysis and Application) Activity: You know the Rules (from Global Digital Citizenship Foundation) Learners imagine that they can draft three rules that every digital citizen must follow. What would they be and why?</p>		1.1.1 [1]

			E. Cyber bullying	Forum Discussion on the digital safety rules	<i>Class formulated Guide on Digital Safety Rules</i>	1.3.1 [2]
			F. Netizens in Cyberspace: Active Citizenship	Debates on Cyber bullying Small group Discussion	<i>Making of Posters and digital campaign materials</i>	1.1.1 [1]
			G. Netiquette (social conventions online)	Brief Lecture Forum: The class will have a forum on Netiquette Joining social media sites	Role playing on how to support school learners as part of a learning community <i>Rubrics assessing behavior in social media sites</i>	1.3.1 [2]
			H. Educational Sites and Portals	Group Research to identify educational sites and portals	<i>Pencil and paper Test</i>	1.1.1 [1]
			I. Online Communities of Learning e.g. 1. Facebook 2. Twitter 3. Instagram 4. Webinar	Presentation and sharing of Research Outputs (e.g. Infographics, Digital advertisement, brochures, bulletin board display/online bulletin board)	<i>The pre-service teachers will compile a collection of educational Sites</i>	
			J. Online Resources e.g. 1. Opensource 2. Multimedia resources; video sites 3. Finding images 4. Music and audio; webcasts 5. Locate web sources by topic 6. Others	Practicum on sample strategies on how to join experts' learning communities	<i>Rating scales on the practicum accomplished</i> <i>Reflection on joining expert learning communities</i>	
			K. Collaborative projects i.e. The Problem-Based projects or Project-Based Project	Group Research and Application of the identified relevant mailing list and online journals	<i>Checklist</i>	1.1.1 [1]

			L. Technology Tools for Collaborative Work, e.g. <ol style="list-style-type: none"> 1. Google drive 2. Edmodo 3. Bubbl.us 4. Wikispaces 5. Others 	Pre-service teachers lead Group Discussions Lecture Lecture-Demonstration Workshop/ Hands-on experience on the tools Online Chat Session	<i>Pencil and Paper Test</i> <i>Practical Test</i>	
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✚ This syllabus was based on the sample OBE course syllabus in the CMOs. The contents were adopted with minimal revisions on the language to align with the standards (BTI)

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes: <i>(This course covers the following minimum standards for Teacher Education programs as stipulated in the PSGs)</i>
6.2.b. Demonstrate mastery of subject matter/discipline
6.2.f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements: <ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of assessment outputs) on test development 			
Grading System			

<p>Course Description</p> <p>This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.</p>	<p>BTIs covered</p> <p>1.1.1; 5.1.1; 5.3.1, 5.5.1</p>
<p>Course Learning Outcomes</p> <p><i>At the end of the course, pre-service teachers should be able to:</i></p> <ol style="list-style-type: none"> [1] demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning; [2] identify learning outcomes that are aligned with learning competencies; [3] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements; [4] demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data; [5] demonstrate understanding of the role of assessment in making instructional decisions; [6] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and [7] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders. 	<p>BTIs covered</p> <p>1.1.1; 1.2.1</p> <p>4.2.1</p> <p>5.1.1</p> <p>5.2.1</p> <p>5.5.1</p> <p>5.3.1</p> <p>5.4.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. explain the basic concepts and principles in educational assessment; b. discuss on the role of assessment in making instructional decisions to improve teaching and learning; and c. reflect on and discuss the applications and implications of assessment to teaching and learning.	1.1.1[1] 5.5.1 [5] 5.5.1 [5]	Unit 1 – Preliminary Concepts and Recent Trends A. What is educational assessment? 1. Basic principles 2. Types of assessment - Assessment for learning - Assessment as learning - Assessment of learning 3. Users of educational assessment B. Common terminologies 1. Measurement 2. Testing - Standardized testing - High stakes testing 3. Evaluation 4. Types and distinctions of tests C. High Quality Assessment Components 1. Clear purpose 2. Clear and appropriate targets 3. Appropriate methods 4. Adequate sampling 5. Objectivity D. Recent trends and focus 1. Accountability and fairness 2. Standards-based education 3. Outcome-based education 4. Item Response Theory	Interactive instruction and facilitated discussion. KWL chart may be used to organize class discussion. PSTs will note: What they K now, what they W ant to know, and what they L earned. Think-Pair-Share activity. Pairs exchange ideas on commonly encountered terms on assessment while the teacher clarifies misconceptions and reinforces prior knowledge. Interactive instruction and facilitated discussion using concept maps. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, preservice teachers shall gather research information on identified topics from journals focusing the Problem, Theories,	Summative quizzes Unit learning log or reflective journal. Small group presentation of outputs. Groups choose an appropriate graphic organizer to capture the main idea of what educational assessment is. <i>Process:</i> discussion of concepts and effective use of charts and/or diagrams <i>Output:</i> appropriate graphic organizer Panel discussion. This may be used to process pre-service teachers' learning. This would be particularly useful in processing the outputs of the research activity where the PSTs will present, <i>explain</i> and <i>discuss</i> to the class their outputs like experts based on their <i>reflections</i> of their respective topics.	1.1.1 [1] 1.2.1 [1] 1.1.1 [1] 1.2.1 [1] 1.1.1 [1] 1.1.1 [1] 5.5.1 [5]

				Methodology, Findings and Discussion of Results.	<p><i>Process:</i> Rubrics should be formulated separately for the research output and the panel discussion.</p> <p><i>Product:</i> Annotated bibliography of library/ online research.</p>	
Week 3-5	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. formulate appropriate learning objectives and outcomes that are constructively aligned with national standards.</p>	4.2.1 [2]	<p>Unit 2 – Target Setting</p> <p>A. Standards-based Assessment</p> <ol style="list-style-type: none"> 1. Constructive alignment 2. K-12 assessment guidelines <ul style="list-style-type: none"> - Content standards - Performance standards - Assessment types <p>B. Appropriate Targets</p> <ol style="list-style-type: none"> 1. Competencies, objectives, outcomes 2. Characteristics of objectives (SMARTER) 3. Learning domains and taxonomies <ul style="list-style-type: none"> - Cognitive - Bloom’s Taxonomy (Bloom, et al., 1964) - Revised Bloom’s Taxonomy (Anderson & Krathwohl, 2001) - Affective - Psychomotor 4. Other taxonomies <ul style="list-style-type: none"> - SOLO Taxonomy (Biggs & Collis, 1982) - Marzano Taxonomy (Marzano & Kendall, 2007) 	<p>Interactive instruction and facilitated discussion. Review of related policies of DepEd and literature on the Revised Bloom’s Taxonomy may be used as a springboard for discussion. Pre-service teachers research other and emerging taxonomies to be presented in class. Advance organizers like a path/flow diagram may be used in unpacking competencies.</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal.</p>	<p>1.1.1 [1]</p> <p>1.2.1 [1]</p> <p>1.1.1 [1]</p> <p>1.2.1 [1]</p>

			<p>C. Unpacking Learning Competencies</p> <ol style="list-style-type: none"> 1. Unpacking competencies using 5Ps 2. ABCD of the Statement of Objectives 3. Writing objectives from competencies 		<p>Unpacking learning competencies and formulating objectives. The preservice teachers will choose a topic on a subject of their choice from the curriculum guide and unpack a related competency. They shall then <i>formulate</i> learning objectives based on the unpacked competency and write the objectives using the ABCD format. <i>(May be done individually or in small groups)</i> <i>Product:</i> SMARTER outcomes/objectives</p>	4.2.1 [2]
Week 6-9	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> a. develop assessment tools that are learner-appropriate and target-matched; and b. improve assessment tools based on assessment data. 	<p>5.1.1 [3]</p> <p>5.5.1 [5]</p>	<p>Unit 3 – Designing and Developing Assessments</p> <p>A. Characteristics of Quality Assessment Tools</p> <p>B. Types of Teacher-made Tests</p> <p>C. Learning Target and Assessment Method Match</p> <ol style="list-style-type: none"> 1. Table of Specifications <p>D. Assessment Tools Development</p> <ol style="list-style-type: none"> 1. Assessment development cycle 2. Test item formulation 3. Item analysis 4. Reliability <ol style="list-style-type: none"> a. Measures of relationship b. Index of determination c. Inter-rater reliability 5. Validity 	<p>Interactive instruction and facilitated discussion using concept maps and process flowcharts.</p> <p>Explicit instruction may be used in the TOS' development and item analysis (using MS Excel if viable). Explicit instruction in this context shall involve modelling, guided learner practice and independent learner practice.</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal.</p> <p>Test development, pilot testing, item analysis and reliability testing.</p> <p>Using the objectives formulated in the previous unit, the preservice teachers will:</p> <ol style="list-style-type: none"> 1. <i>develop</i> a table of specifications, 2. <i>develop</i> or formulate test items using a mix of appropriate test formats based on the TOS, 3. pilot-test the developed assessment tool, 4. conduct item analysis and reliability testing on the assessment data, and 	<p>1.1.1 [1]</p> <p>1.2.1 [1]</p> <p>1.1.1 [1]</p> <p>1.2.1 [1]</p> <p>5.1.1[3]</p> <p>5.5.1 [5]</p>

					5. <i>make necessary revisions to the assessment tool based on analysis of results.</i> <i>Product:</i> TOS and encoded report of item analysis and reliability testing.	
Midterm Week						
Week 10- 15	At the end of the unit, the pre-service teacher (PST) can: a. interpret assessment results accurately and utilize them to help learners improve their performance and achievement; and b. utilize assessment results to make informed-decisions to improve instruction.	5.2.1 [4] 5.5.1 [5]	Unit 4 – Analysis and Interpretation of Assessment Results A. Presentation 1. Textual presentation 2. Tabular presentation 3. Graphical presentation B. Quantitative Analysis and Interpretation 1. Levels of measurement 2. Measures of central tendency 3. Measures of variability 4. Measures of relative position 5. Other measures	Teacher-facilitated active learning with the use of available technology like computers/laptops, android phones or scientific calculators. Interactive projected media using MS Excel is preferred due to its facility in presenting graphs, tables and numerical data processing.	Summative quizzes Unit learning log or reflective journal. Assessment results analysis and interpretation. Using data obtained from pilot-testing of developed assessment tool, the preservice teachers will: 1. empirically describe or <i>interpret</i> learners’ performance using appropriate measures, 2. present and discuss the analysis and interpretations to the class using tables and graphs; and 3. identify possible ways to improve teaching and learning based on the analysis and interpretations. <i>Process:</i> delivery and presentation <i>Product:</i> report on: 1. analysis and interpretation of learner performance using appropriate tables and graphs; and 2. possible ways to improve teaching and learning based on the analysis and interpretations.	1.1.1 [1] 1.2.1 [1] 1.1.1 [1] 1.2.1 [1] 5.2.1 [4] 1.1.1 [1] 5.5.1 [5]

<p>Week 16-18</p>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. make value judgements on assessment results based on empirical evidence; and</p> <p>b. demonstrate strategies to communicate learner needs, progress and achievement to intended stakeholders.</p>	<p>5.2.1 [4]</p> <p>5.4.1 [7]</p>	<p>Unit 5 – Feedbacking and Communicating Assessment Results</p> <p>A. Qualitative Evaluation</p> <p>B. Constructive Feedbacking</p> <p>1. Principles and characteristics</p> <p>2. Strategies</p> <ul style="list-style-type: none"> - Written feedback - Oral feedback <p>C. Self-assessment</p> <p>D. Peer assessment</p>	<p>Explicit instruction on the conduct of feedback, self-assessment and peer assessment.</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal.</p> <p>Self-assessment and peer critiquing of outputs. Using an agreed rubric as a basis for assessment, the preservice teachers will <i>evaluate</i> their own output (portfolio on assessment tool development) and the output of their peers. In addition to the quantitative rating, the PSTs will highlight strengths, weaknesses, and interesting points in their critiques of their peers’ work. <i>(Advance organizer like the de Bono’s Plus-Minus-Interesting (PMI) may be used.)</i></p> <p><i>Process:</i> ability to evaluate and provide feedback on others’ work</p> <p><i>Output:</i> duly filled peer and self-assessment feedback form.</p>	<p>1.1.1 [1]</p> <p>1.2.1 [1]</p> <p>1.1.1 [1]</p> <p>1.2.1 [1]</p> <p>5.1.1</p> <p>5.2.1</p> <p>5.4.1</p>
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Finals Week

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes: <i>(This course covers the following minimum standards for Teacher Education programs as stipulated in the PSGs)</i>
6.2.b. Demonstrate mastery of subject matter/discipline
6.2.f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Assessment in Learning 2	Course Code	
Pre-requisite Subject	Assessment in Learning 1	Course Credit	3 units, 3 hrs/wk (18 weeks, 54 hrs total)
Course Requirements			
<ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio 			
Grading System			

<p>Course Description</p> <p>This course focuses on the principles, development and utilization of alternative forms of assessment in measuring, monitoring and evaluating authentic learning and communicating its results. It emphasizes on how to assess process- and product-oriented learning outcomes as well as affective learning. Pre-service teachers will experience how to design, develop, select and use rubrics and other alternative assessment tools for performance-based and product-based assessment. The course further addresses how to provide accurate and constructive feedback to improve instruction and learner performance.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1;5.1.1; 5.2.1; 5.3.1; 5.4.1</p>
<p>Course Learning Outcomes</p> <p><i>At the end of the course, pre-service teachers should be able to:</i></p> <ul style="list-style-type: none"> [1] demonstrate understanding of the principles of high quality assessment in conceptualizing, organizing and using authentic assessment techniques in various curriculum teaching areas; [2] demonstrate skills in designing, developing and using learner-appropriate performance-based, product-based, and affective assessment tools in monitoring and evaluating learner progress and achievement in various curriculum areas; [3] demonstrate knowledge and understanding of providing timely, accurate and constructive feedback to improve learner performance; [4] demonstrate familiarity with various strategies for communicating authentic learning results; [5] demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs; and [6] demonstrate an understanding of how professional reflection on assessment feedback can be used to improve practice. 	<p align="center">BTIs covered</p> <p align="center">1.1.1; 5.1.1</p> <p align="center">5.1.1; 5.2.1</p> <p align="center">5.3.1</p> <p align="center">5.4.1</p> <p align="center">5.5.1</p> <p align="center">7.4.1</p>

LEARNING PLAN

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1-4	At the end of the unit, the pre-service teacher (PST) can: a. discuss the nature and characteristics of authentic assessment and related terms; b. differentiate authentic and traditional assessment; c. reflect on the importance and applications of authentic assessment; and d. make connections between the principles of high quality assessment and the development and use of authentic assessment techniques and tools within and across teaching areas.	1.1.1 [1] 1.1.1 [1] 5.1.1 [1] 5.1.1 [1]	Unit 1 – Authentic Assessment in the Classroom A. High Quality Assessment in Retrospect 1. Purpose 2. Targets 3. Methods 4. Sampling 5. Accuracy B. What is Authentic Assessment? 1. Nature 2. Characteristics 3. Related terms C. Why use authentic assessment? 1. Principles 2. Traditional assessment vis-à-vis authentic assessment D. Developing Authentic Classroom Assessments 1. A framework for authentic assessment 2. Authentic assessment development process	Insightful Prior Understanding. At the outset, pre-service teachers name and/or present some key words of relevance to the topic. Pre-service teachers will reflect on what they currently think about a prior topic, how it relates to a new topic, how they feel about it, and why this might be the case. Pre-service teachers will be asked to predict what they will learn about, how they feel about that, and how they expect to feel about the experience of learning about it. Case-based discussion. Pre-service teachers will be provided with a real-world case to study (e.g. a news article, account of a decision or procedure, video, etc.). Individually, or in small groups, have pre-service teachers analyze the case using guidelines and a framework provided by the professor. Pre-service teachers may be asked to present their analysis to the class. Facilitate discussion such that pre-service teachers connect the case with course material. Interactive instruction using flowcharts or concept maps.	Summative quizzes Unit learning log or reflective journal Small group presentation of outputs. Groups choose an appropriate graphic organizer to capture the main idea of what authentic assessment is, as well as, <i>differences</i> between authentic and traditional assessment. Group members take turns in presenting components of their outputs. <i>Process:</i> discussion of concepts and effective use of charts, diagrams, audio, video, animation, multi-media technologies to immerse audience <i>Output:</i> appropriate graphic organizer Mini case study. Pre-service teachers will have individual reading on cases or stories portraying use or misuse of authentic assessment. The <i>reflection</i> paper shall highlight the <i>relationship</i> of principles of high quality assessment to authentic assessment in various contexts and teaching areas. <i>Output:</i> reflection paper with summary of the story.	1.1.1 [1] 1.1.1 [1] 1.1.1 [1] 1.1.1 [1] 5.1.1 [1]

Week 5-8	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. design and develop performance tasks using the Goal, Role, Audience, Situation, Products, Standards (GRASPS) model;</p> <p>b. develop appropriate assessment rubrics or customize existing ones to fit the desired outcome; and</p> <p>c. interpret performance assessment data/ results for monitoring and evaluating learner achievement to improve learner performance and inform instruction.</p>	<p>5.1.1 [2]</p> <p>5.1.1 [2]</p> <p>5.2.1 [2] 5.5.1 [5]</p>	<p>Unit 2 – Performance Assessment</p> <p>A. What and why of performance assessment</p> <ol style="list-style-type: none"> 1. Meaning and nature <ul style="list-style-type: none"> - Purpose of performance assessment - Types of performance tasks <ul style="list-style-type: none"> o Process-based o Products-based 2. Principles of performance assessment <p>B. Developing Performance Tasks</p> <ol style="list-style-type: none"> 1. Designing performance tasks 2. Goal, Role, Audience, Situation, Products, Standards (GRASPS) model: A guide to developing authentic performance tasks 3. Differentiating performance tasks for diverse learners 4. Scoring Rubrics <ul style="list-style-type: none"> - Types - Components - Development - Interpretation and utilization 	<p>Interactive instruction and facilitated discussion using SOLO hexagons or SOLO maps. This will introduce the pre-service teachers to the SOLO model and provide them a framework on formulating and developing constructively-aligned outcomes, tasks and indicators. (For more information on SOLO Taxonomy, refer to Supplementary Resources.)</p> <p>Explicit instruction on the development of performance tasks and appropriate rubrics.</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal</p> <p>Performance Task and Rubric development. Pre-service teachers will develop a performance task and scoring rubric, containing appropriate weighted criteria (indicators), descriptors for <i>interpretation</i> and aligned standards. <i>Process:</i> aligned and objective statement of criteria (indicators) <i>Output:</i> Developed performance task using GRASPS model and corresponding rubric</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>5.1.1 5.2.1</p>
Midterm Week						
Week 9-11	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. select appropriately developed, high quality affective assessment tools;</p> <p>b. use target- and learner-appropriate affective assessment methods and tools; and</p>	<p>5.1.1 [2]</p> <p>5.1.1 [2]</p> <p>5.2.1 [2]</p>	<p>Unit 3 – Authentic Assessment of the Affective Domain</p> <p>A. Affective Targets</p> <ol style="list-style-type: none"> 1. Attitudes 2. Interests 3. Motivation 4. Values 5. Self-concept 6. Locus of control 7. Self-efficacy 8. Anxiety 	<p>Literature review or research report. Pre-service teachers will be asked to look for recent researches on the various affective targets as well as researches on the selection, development, utilization and interpretation of affective assessment methods and tools in</p>	<p>Summative quizzes</p> <p>Unit learning log or reflective journal</p> <p>Poster presentation. Pre-service teachers in small groups will succinctly and effectively communicate their research output <i>selection, development, utilization</i> and <i>interpretation</i> of affective assessments using a</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>1.1.1 [1] 5.1.1 [1]</p>

	c. interpret performance assessment data/ results for monitoring and evaluating learner achievement to improve learner performance and inform instruction.	5.5.1 [5]	<p>9. Creativity 10. Epistemological beliefs</p> <p>B. Appropriate methods</p> <ol style="list-style-type: none"> Types Selection Development Interpretation and utilization <p>C. Other Affective Measures and Assessments</p> <ol style="list-style-type: none"> Non-test Indicators Transversal Competencies 21st Century Skills 	the context of teaching and/or learning. Research shall be summarized in terms of the Problem, Theories, Methodology, Findings and Discussion of Results.	<p>combination of text, graphs and graphic elements.</p> <p><i>Process.</i> assessment of content and delivery using rubrics <i>Outputs.</i> Poster, annotated bibliography and collection of samples of affective assessment tools</p>	
Week 12-16	At the end of the unit, the pre-service teacher (PST) can:		Unit 4 – Communicating Authentic Assessment Results		Summative quizzes	1.1.1 [1]
	a. design and develop portfolios for authentic assessment of learning outcomes;	5.1.1 [3]	A. Effective Communication	Jigsaw collaborative information sharing.	Unit learning log or reflective journal	1.1.1 [1]
	b. report, punctually and accurately, results of assessment of learner academic performance and achievement in the form of grades, marks, descriptors or narratives; and	5.3.1 [3] 5.4.1 [4]	<ol style="list-style-type: none"> What to communicate Why communicate How to communicate <ul style="list-style-type: none"> Managing message quality Managing interpersonal dynamics 	Pre-service teachers are organized into small groups, and each one is provided with one of the smaller parts of information. Pre-service teachers work together to understand the information they are provided. They also discuss and rehearse how to share this knowledge with others who do not have the information. Then, new groups are formed, each being made up of a single pre-service teacher from each of the original groups. In these new groups, each 'expert' pre-service teacher shares their knowledge with the rest of the group who may ask questions to clarify meaning.	Portfolio development. Pre-service teachers will <i>design</i> and <i>develop</i> their respective portfolios for the course based on the learning contract.	5.5.1 [2]
	c. articulate to parents learning needs, progress and behavior of the learners during a parent-teacher conference or other appropriate situation.	5.4.1 [4]	B. Portfolio as a Communication Medium		Peer review assessment and feedback. Pre-service teachers are allocated work from 2 or 3 peers. They are to assess the work and provide objective, accurate, constructive and sincere feedback for improvement. <i>Process:</i> ability to evaluate and provide feedback on others' work <i>Output:</i> Portfolio based on agreed-upon artifacts/contents and peer assessment feedback.	5.1.1 [2] 5.3.1 [3] 5.4.1 [4]
			C. Grading and Reporting	Learning contract for portfolio development role playing activity.	Role playing. Pre-service teachers will simulate a parent-teacher conference focused on	5.4.1 [4]
			<ol style="list-style-type: none"> Portfolios and authentic assessment <ul style="list-style-type: none"> Nature and characteristics Analyzing the key components of portfolios Types and uses ePortfolios 			
			<ol style="list-style-type: none"> Nature, purpose and rationale for assigning grades Grading Systems <ul style="list-style-type: none"> Letter grades Percentage grades 			

			<ul style="list-style-type: none"> ○ Averaging ○ Cumulative - Verbal descriptors - Checklists - Narrative reports 3. Reporting to Parents - Report cards - Parent-teacher conference - Other communications 	A learning contract is an agreement between a learner and teacher to help direct and monitor students' learning. This will serve as a basis of setting expectations and agreement upon the contents of the portfolio and details of the role playing activity.	communicating learners needs, performance and achievement. Pre-service teachers will be encouraged to incorporate nuances of real-life PT conference for distribution of report cards. <i>Process:</i> ability to preside a parent-teacher conference and <i>communicate</i> assessment results	
Week 17	At the end of the unit, the pre-service teacher (PST) can:		Unit 5 –Assessment of One’s Teaching Practice		Summative quizzes	1.1.1 [1]
	a. demonstrate reflective self-assessment, using learner assessment data and other reflection aids, for purposes of adjusting one’s teaching practices and for purposes of growing in the profession (advancing in the career stage);	5.5.1 [5] 7.4.1 [6]	A.Reflective Practice Using Learner Attainment Data 1. Learners’ test scores 2. Learners’ non-test data and other information	Colloquium with resource person from the field. A basic education master teacher, a school head or a colleague may be invited to give a first-hand account on the principles and actual conduct of reflection about teaching practice and professional development based on assessment feedback.	Unit learning log or reflective journal.	1.1.1 [1]
	b. explain how professional reflection and learning can be used to improve teaching practice.	7.4.1 [6]	B.Reflective Practice Through Performance Evaluation 1. Students as Evaluators 2. Peers as Evaluators 3. Supervisors as Evaluators		Written narrative. Pre-service teachers will be asked to write a narrative on what transpired in the colloquium capped with insights on the different purposes of professional reflection. <i>Output:</i> Brief written narrative with insights.	7.4.1
Finals Week						

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Detailed Descriptions of Assessment Methods Employed (adapted from Sridharan & Mustard, 2015)

Assessment Method	Description
Annotated Bibliography	An annotated bibliography (or webliography) requires students to demonstrate skills on effective written communication in order to give a brief summary of research that has been completed on a particular topic. It comprises a collection of bibliographic data with a concise summary of each source and some assessment of its value or relevance. Example evidence criteria for an annotated bibliography include: clear and concise communication to paraphrase and/or summarize the content, relevance and significance of a set of research articles, etc.
Concept map	A concept map is a visualization that helps viewers to understand relationships between concepts and build new knowledge through the connections. Concept maps have been identified as an effective tool for evaluating critical thinking skills in analyzing, evaluating, reasoning and establishing links between concepts. Example evidence criteria include: concept visualization, organization of links between concepts, representation of knowledge, evaluation and reasoning, etc.
Design an assessment rubric	Designing an assessment rubric requires thorough understanding of learning outcomes, expectations and acceptable standard levels. Developing and designing an effective rubric requires analytical thinking skills. Students will be given an assessment task and a rubric template. They will then formulate weighted criteria, descriptors and standards. Examples of evidence criteria include: appropriateness, clarity, articulation of descriptors, etc.
Learning Contract	A learning contract is an agreement between a student and teacher to help direct and monitor the students' learning. Aspects of learning contracts require students to show self-directed and independent learning skills and take responsibility for their learning. Learning contracts involve providing structured guidelines on learning content and processes. Some of the key aspects in learning contracts include: achievable expectations; understanding and empathy; accommodation of differences in learning styles, cultural background, and personalities, etc. Some example assessment methods/artefacts include: turning up for classes, class participation, observation, meeting minutes, journal logs, proposals, reports, team contracts, and team ground rule documents, etc. Examples of evidence criteria for learning contracts include: meeting expectations, timely delivery of output, content quality, and effective communication, etc.
Learning Log	A learning log requires a student to keep track of their learning process by providing log entries for each learning activity or session. They could document how a student solved problems, any mistakes or false starts they encountered, highlights of their learning, how they closed gaps in their knowledge, and strategies or approaches that were useful. Students could be asked to submit their original version of the log or a refined version of the log for summative assessment.
Mini case study (a.k.a. Mini case record)	A mini case study is a shorter form of case study focusing on less complex problems. Mini case studies require students to demonstrate critical and/or creative thinking skills in finding solutions to real-world problems. Mini case studies can be implemented via a number of assessment methods such as oral presentation, written report, role-play, debate, etc.

Peer assessment	Peer assessment requires students to demonstrate critical thinking and effective communication by providing assessment feedback to their peers to enhance their learning. Students are allocated work (complete or extracts) from 2 or 3 peers. They assess the work and provide objective, accurate, constructive, sincere and sensitive feedback for improvement. Examples of evidence criteria include: relevance, clarity, articulation, etc. (Note: This is most appropriate in individual work - product context.)
Portfolio	A portfolio is a collection of self-chosen work that exhibits a student's effort, progress and achievement. Examples of evidence criteria include: selection, organization, reflection, alignment, connection with learning outcomes, creativity, and reflection exhibiting depth, breadth and growth of student's cognitive and emotional skills.
Reflective Journal	A reflective journal requires students to critically analyze their progress and identify behavioral, attitudinal and/or other changes that could promote future development. A reflective journal involves writing regular (weekly or fortnightly) journal entries. In order to move beyond purely descriptive reflections, pre-service teachers could relate the content of their entries to the course learning outcomes, the Beginning Teacher Indicators, research literature or other frames of reference. Examples of evidence criteria for reflective journals include: breadth and/or depth of reflection; critical thinking; focus, coherence and flow of ideas; etc. Example artefacts could include: research notes, personal comments, quotes, insights, mistakes, incidences, sketches, photos, etc.
Research Poster	A research poster requires students to communicate their research succinctly and effectively using a combination of text, graphs, tables and other graphic elements. The conceptualization, design and construction of a research poster require students to demonstrate critical thinking skills in synthesizing their research outcomes, and creative communication skills to accurately, appropriately and adequately convey research ideas to the target audience. Examples of evidence criteria include: clarity of purpose; accuracy and clarity of research methods and findings, organization, self-explanatory representation, etc.
Role playing exercises	Role-playing exercises require students to perform the role of a character (e.g. teacher, learner, service provider, client) in a particular scenario. Choosing real-life scenarios helps to prepare students for professional life. Example evidence criteria for role playing assessment include: clear and effective oral communication through preparation and presentation of the character, achievement of purpose, capturing and maintaining audience interest, use of non-verbal cues (mannerism, eye contact, costumes, etc.), involvement (immersion into the character), credibility, clarity in speech (correct volume and inflection), etc.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes			
6.2.a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts			
6.2.b. Demonstrate mastery of subject matter/discipline			
6.2.g. Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities			
6.2.h. Pursue life-long learning for personal and professional growth through varied experiential and field-based opportunities			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	The Teacher and the School Curriculum	Course Code	
Pre-requisite Subject		Course Credit	
Course Requirements <ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio 			
Grading System			

Course Description	BTIs covered
<p>This course includes the study of the fundamental research-based concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curricularists. It also focuses on the more active role of the teacher in planning a developmentally-sequenced teaching-learning process; identifying constructively-aligned learning outcomes and competencies; contextualizing, localizing and indigenizing curricula; implementing relevant and responsive learning programs; and evaluating the curriculum towards its improvement. The teachers' individual, collegial and collaborative roles in managing school curriculum change vis-à-vis various contexts of teaching-learning, curricular requirements and curricular reforms shall also be given emphasis.</p>	1.1.1 1.2.1 3.5.1 4.1.1 4.2.1 4.3.1
Course Learning Outcomes	BTIs covered
<p>At the end of the course, pre-service teachers should be able to:</p> <p>[1] demonstrate research-based knowledge of the concepts, theories and principles in curriculum and curriculum development within and/or across curriculum teaching areas;</p> <p>[2] demonstrate skills in designing and developing constructively-aligned and developmentally-sequenced learning programs, experiences and instructional processes consistent with curricular needs;</p> <p>[3] demonstrate knowledge in implementing contextualized learning programs and/or instructional plans that are relevant and responsive to the needs of diverse learners;</p> <p>[4] demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups;</p> <p>[5] demonstrate skills in the selection and use of tools appropriate for monitoring, critiquing and assessing instructional plans; and seek advice concerning strategies that can enrich teaching practice.</p>	1.1.1, 1.2.1 4.1.1; 4.2.1 4.3.1 3.5.1 1.1.1 4.4.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1-2	At the end of Unit I, pre-service teachers should be able to: a. define the major conceptions of curriculum; b. and analyze the nature of the curriculum.	1.1.1 [1] 1.1.1 [1]	Unit I. Nature of the Curriculum A. Definition B. Major Conceptions (types, components, purpose)	Lecture(s) on the definition and major conceptions of curriculum conducted by the teacher or designated reporters to give pre-service teachers background and general ideas on what curriculum is and how people see it. Fishbowl Technique. In a Fishbowl discussion, pre-service teachers seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their conceptions on the nature of curriculum, while pre-service teachers standing/ seated outside listen carefully to the ideas presented. Pre-service teachers take turns in these roles, so that they practise being both contributors and listeners in a group discussion.	Reflection Paper. Each pre-service teacher will write a short reflection paper on ideas that they learned from the teacher’s discussion and from the fishbowl activity. Summative quizzes and a unit test may be done to ensure that pre-service teachers are familiar with key concepts and terminology related to the nature of curriculum.	1.1.1 [1] 1.1.1 [1]
Week 3-5	At the end of Unit II, pre-service teachers should be able to: a. discuss how the different foundations of curriculum have shaped the current conceptions in curriculum; and b. gather information on how a school develops its curriculum to enrich teaching practice.	1.1.1 [1] 4.4.1 [6]	Unit II. Foundations of Curriculum A. Philosophical Foundations B. Psychological Foundations C. Historical-Sociological Foundations D. Legal Foundations	Lectures and Interactive Discussions on the four foundations of curriculum Gallery Walk to enable pre-service teachers to identify the different foundations of curriculum Historical Timeline of Philippine Curriculum through the Years. Pre-service teachers will construct a timeline and explain how the	Class Presentation/Recitation. Pre-service teachers demonstrate their knowledge through discussion of the different curriculum foundations Group Reporting. Each group will present a timeline (the teacher could assign different groups to specific portions/coverage of the timeline) and will be graded on how well they relate the timeline to the different foundations of curriculum. Interview Write-up. Pre-service teachers, individually or in small groups, write-up key interview findings related to how the VGMO	1.1.1 [1] 1.1.1 [1] 4.4.1 [6]

				<p>changes in curriculum through the years were influenced by the different foundations of curriculum.</p> <p>School Visit: Interview of School Official on their VMGO and their curriculum and how they developed these towards enriching teaching practice</p>	and curriculum were developed in order to enrich teaching practice.	
Week 6-11	<p>At the end of Unit III, pre-service teachers should be able to:</p> <p>a. demonstrate knowledge of curriculum planning, design and organization, implementation, evaluation and improvement; and</p> <p>b. prepare developmentally-sequenced lesson plans with well-aligned learning outcomes and competencies based on curriculum requirements.</p>	<p>4.1.1 [2]</p> <p>4.2.1 [2]</p>	<p>Unit III. Phases and Process of Curriculum Development</p> <p>A. Curriculum Planning</p> <ol style="list-style-type: none"> 1. Elements of curriculum planning <p>B. Curriculum Design and Organization</p> <ol style="list-style-type: none"> 1. Approaches in curriculum designing 2. Types of curriculum design 3. Elements of designing 4. Components of curriculum design 	<p>A.1 Lectures and Interactive Discussions on curriculum planning.</p> <p>A.2 Class Discussion with Sample Curriculum. The elements of curriculum planning can be reinforced and consolidated through examination of sample curricula (may include school curricula, syllabi, lesson plans) and discussion of the elements of curriculum planning that are identified.</p> <p>B.1 Lectures and Interactive Discussions on Curriculum Design and Organization</p> <p>B.2 Document Review/ Analysis: K to 12 Curriculum Guide focusing on sequencing, spiraling, and integration of lessons.</p> <ol style="list-style-type: none"> 1. Simulation Writeshop: Vertical and Horizontal Articulation 2. Analysis: Designs and Patterns of Different Existing Curricula 	<p>Preparing learning outcomes aligned to learning competencies. The pre-service teachers will apply the elements of curriculum planning in preparing learning outcomes aligned with specific learning competencies. The teacher may give varied contexts i.e. learning outcomes for specific learning levels in different teaching areas.</p> <p>Set of Developmentally-Sequenced Lesson Plans. Pre-service teachers will prepare a developmentally-sequenced set of lesson plans with well-aligned learning outcomes and competencies based on curriculum requirements.</p>	<p>4.2.1 [2]</p> <p>4.1.1 [2]</p> <p>4.2.1 [2]</p>

			<p>C. Curriculum Implementation</p> <ol style="list-style-type: none"> 1. Models of implementation 2. Change processes 3. Institutionalization 	<p>B.3 The teacher may choose from the activities below to develop pre-service teachers' understanding of curriculum designing and organizing:</p> <ol style="list-style-type: none"> 1. comparative analysis of curriculum approaches; 2. completion of matrix of the different types of curriculum design; 3. discussion of the different elements of curriculum designs; and/or 4. selection of the different components of curriculum designing. <p>C.1 Lectures and Interactive Discussions on Curriculum Implementation</p> <p>C.2 Cooperative/Collaborative Writeshop: Lesson Planning</p> <p>C.3 The teacher may choose from the activities below to develop pre-service teachers' knowledge in the implementation of relevant and responsive learning programs:</p> <ol style="list-style-type: none"> 1. comparative analysis of the different implementation models; 2. debate: Advantages/Disadvantages of the K to 12 curriculum; and/or 3. personal reflection on pre-service teachers' experiences with the K to 12 curriculum. 	<p>Research on the Implementation of Different Learning Programs (Local and Foreign/International). Pre-service teachers will examine at least 2 different learning programs or curricula and explain features of the programs/curricula that make them successful, and suggest ways that the programs/curricula could be improved or adapted.</p>	1.1.1 [1]
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			<p>D. Curriculum Evaluation</p> <ol style="list-style-type: none"> 1. Reasons for evaluation 2. Types of evaluation 3. Evaluation models <p>E. Curriculum Improvement</p> <ol style="list-style-type: none"> 1. Levels of curriculum improvement 2. Approaches to curriculum improvement 	<p>D. The teacher may choose from the activities below to develop pre-service teachers' knowledge in curriculum evaluation:</p> <ol style="list-style-type: none"> 1. group presentation of the reasons for evaluation; 2. lecture/discussion of the different types of evaluation; and/or 3. presentation/gallery walk (to view evaluation models) <p>E.1 Lectures and Interactive Discussions on Curriculum Improvement</p> <p>E.2 Mini research review, in small groups, involving reporting on research abstracts from journal articles on curriculum improvement.</p> <p>E.3 Completion of Matrix of Improvement</p> <p>E.4 Panel Discussion/ Resource Speaker: Role of Teachers in Curriculum Evaluation and Curriculum Improvement</p>	<p>Research Poster showcasing different examples of research studies on curriculum evaluation. Pre-service teachers will examine and precis 3-5 research journal articles from a teacher-specified set that demonstrate a range of different methodological approaches.</p> <p>Reflection paper: <i>My role in the implementation and improvement of the curriculum</i></p> <p>Unit Test to assess pre-service teachers' content knowledge on curriculum planning, design, organization, evaluation and improvement</p>	<p>1.1.1 [1]</p> <p>1.2.1 [1]</p> <p>1.1.1 [1]</p> <p>1.1.1 [1]</p>
<p>Week 12-16</p>	<p>At the end of Unit IV, pre-service teachers should be able to:</p> <ol style="list-style-type: none"> a. demonstrate research-based knowledge on the different trends and issues on curriculum and curriculum development; 	<p>1.1.1 [1]</p> <p>1.2.1 [1]</p>	<p>Unit IV. Trends and Issues on Curriculum and Curriculum Development</p> <p>A. Researches on Curriculum Development (local)</p>	<p>Lectures and Interactive Discussions on national and international research, trends and</p>	<p>Annotated Bibliography. Preservice teachers prepare an annotated bibliography on seminal and/or contemporary research on</p>	<p>1.1.1 [1]</p> <p>1.2.1 [1]</p>

	<p>b. demonstrate knowledge on the contextualization/ localization of the curriculum in the implementation of relevant and responsive learning programs; and</p> <p>c. demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.</p>	<p>4.3.1 [3]</p> <p>3.5.1 [4]</p>	<p>B. Researches on Curriculum Development (foreign/international)</p> <p>C. Contextualization of the Curriculum</p> <p>D. Curriculum Indigenization</p> <p>E. Curriculum Localization</p>	<p>issues on curriculum and curriculum development</p> <p>Lectures and Interactive Discussions on the contextualization, localization and indigenization of the curriculum in the implementation of relevant and responsive learning programs</p> <p>The teacher may choose from the activities below to prepare pre-service teachers in developing contextualized and indigenized lesson plans:</p> <ol style="list-style-type: none"> 1. presentation of research abstracts; 2. presentation of a contextualized lesson that they developed to meet curriculum requirements of their discipline; and/or 3. presentation of an indigenized/ localized sample lesson. 	<p>curriculum development in national and international contexts. The research shall have been published in research journals and the annotations shall succinctly document the Context, Research Problem, Theories, Methodology, Findings and Discussion of Results. The annotated bibliography should be based on 3-5 research articles that demonstrate differences in the Context, Research Problem, and Methodology. It is recommended that the teacher provide a list of research journal articles for the pre-service teacher to choose from.</p> <p>Lesson plan compilation. The pre-service teachers will prepare a compilation of developmentally-sequenced lesson plans which showcase their skills in contextualizing, localizing and/or indigenizing lessons based on the different trends and issues in curriculum development.</p>	<p>4.1.1 [2]</p> <p>4.3.1 [3]</p> <p>3.5.1 [4]</p>
FINAL EXAMINATION WEEK						

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- Aldinger, Cynthia (2015). *Life is the Curriculum*. Create Space Independent Pub.
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- Estes (2015). *Instruction: a models approach*. 7th ed. Pearson (D).
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- Henderson, (2014). *Reconceptualizing curriculum development: inspiring and informing action*. Routledge.
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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes 6.2.a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts. 6.2.b. Demonstrate mastery of subject matter/discipline.			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	The Teacher and the Community, School Culture and Organizational Leadership	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements <ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of outputs) from each unit. 			
Grading System			

Course Description	BTIs covered
This course focuses on society as a context upon which schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture and organizational leadership, and school policies and procedures shall be included to prepare prospective teachers to become school leaders and managers.	1.1.1, 6.4.1
Course Learning Outcomes	BTIs covered
<i>At the end of the course, pre-service teachers should be able to:</i>	
[1] demonstrate knowledge and understanding of relevant and responsive learning environments in various community contexts;	1.1.1; 6.1.1
[2] seek advice concerning strategies that build relationships with parents/guardians and the wider community;	6.2.1
[3] seek opportunities to establish professional links with colleagues;	
[4] demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community;	7.3.1
[5] demonstrate awareness of existing laws and regulations that apply to the teaching profession in relation to the wider school community; and	6.4.1
[6] demonstrate familiarity with the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i> .	6.3.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1-4	<p>At the end of this introduction, pre-service teachers should be able to:</p> <p>a. define basic concepts necessary to understanding the course</p> <p>At the end of Unit 1, pre-service teachers should be able to:</p> <p>a. describe the manifestations of various educational philosophies and applications of sociological theories in practical classroom situations in response to community contexts; and</p> <p>b. explain the importance of different philosophies and sociological theories to education and how they change the education landscape in response to the needs of the society and the community.</p>	<p>1.1.1 [1]</p> <p>6.1.1 [1]</p> <p>6.1.1 [1]</p>	<p>Introduction to Society, Community and Education- Defining the Basic Concept</p> <p>Basic Concepts to be defined:</p> <ol style="list-style-type: none"> 1. Society 2. Community 3. Education 4. Social Interaction 5. School Culture <p>Unit 1 – Society and Education</p> <p>E. Philosophical Perspectives</p> <ul style="list-style-type: none"> • Classical Philosophies <ul style="list-style-type: none"> – Idealism – Realism – Existentialism – Pragmatism • Modern Philosophies <ul style="list-style-type: none"> – Perennialism – Progressivism – Humanism • Post Modern Philosophies <p>F. Sociological Perspectives</p> <ol style="list-style-type: none"> 1. Social Dimensions of Education <ul style="list-style-type: none"> – Consensus and Conflict Theories – Structural Functionalism – Interactionist Theories 2. Schools and Social Institutions <ul style="list-style-type: none"> – Family – Education – Religion – Economic Institutions – Government 	<p>Buzz Session. As a starter activity, PSTs have group discussions on the meaning of the basic concepts and share their expectations on what the subject will be all about.</p> <p>Brief Introductory lecture on the definitions of essential terms needed for the course</p> <p>Preliminary Reading and Research. The PSTs will be required to do research and preliminary reading on the philosophical and sociological perspectives on education in the context of the community.</p> <p>Active learning and facilitated discussion. PSTs, in small groups, will create graphic organizers showing their insights gained from research and readings.</p> <p>Teacher-facilitated discussion to summarize and consolidate researches and reforms in education.</p> <p>Learner-centered discussion will highlight how the philosophical and sociological perspectives are demonstrated in practical classroom situations.</p>	<p>Summative quizzes</p> <p>Small group presentation of outputs. KWL chart may be used to organize class discussion. PSTs will <i>express</i>: What they Know, what they Want to know, and what they Learned. Outputs will be presented to the class.</p> <p>Oral discourse. PSTs will <i>define</i> and describe their understanding of the basic concepts.</p> <p>Small group presentation of outputs. Groups choose an appropriate graphic organizer to <i>describe</i> how philosophies and sociological theories are manifested in the practical classroom situation in response to community contexts. <i>Process</i>: discussion of concepts and effective use of charts and/or diagrams</p> <p><i>Output</i>: appropriate graphic organizer</p> <p>Essay . PSTs will write an essay <i>explaining</i> how education was shaped by the philosophical and sociological perspectives of the time, focusing on how education responds to the needs of the society and community.</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>6.1.1 [1]</p> <p>6.1.1 [1]</p>

			<p><i>3. Education 4.0: Responding to the demands of Society</i></p> <p>G.Educational Reforms: The K to 12 Curriculum Example</p>	<p>Document Analysis. PSTs will analyze existing documents, reports, primers on the Enhanced Basic Education Curriculum (K to 12 Curriculum). The focus of the analysis would be the identification of the philosophical and sociological contributors to the change in curriculum.</p> <p>Interview of School Heads. An interview of school head(s) may also be conducted to provide supplemental information.</p>	<p>Panel discussion PSTs present and <i>explain</i> the importance of the different philosophies and sociological theories to education and how they change the education landscape in response to the needs of the society and the community.</p>	6.1.1 [1]
Week 5-7	<p>At the end of Unit 2, pre-service teachers should be able to:</p> <p>a. discuss the basic concepts of school as a social system and how they impact individual learners, classrooms, schools and the larger community;</p> <p>b. describe social interactions and their importance in building harmonious relationship with the wider school community;</p> <p>c. seek advice concerning strategies that build relationships with parents/guardians and the wider community; and</p> <p>d. seek opportunities to establish professional links with colleagues in the school community.</p>	<p>1.1.1 [1]</p> <p>6.4.1 [4]</p> <p>6.2.1 [2]</p> <p>7.3.1 [3]</p>	<p>Unit 2 - School as a Social System</p> <p>A.Social Systems Model</p> <p>B. Key Elements of School as a Social System</p> <ol style="list-style-type: none"> 1. <i>Structure</i> 2. <i>Individual</i> 3. <i>Culture</i> 4. <i>Politics</i> 5. <i>Technical Core: Teaching and Learning</i> 6. <i>Environment</i> 7. <i>Outcomes</i> 8. <i>Feedback Loops</i> <ul style="list-style-type: none"> - <i>Internal</i> - <i>External</i> <p>C.The School as a Community</p> <p>D. School as a Learning Community</p> <ol style="list-style-type: none"> 1. <i>Community of Practice</i> 	<p>Semantic webbing and concept mapping. PSTs may be arranged in small groups and each group given keywords from which they will develop semantic webs and/or concept maps regarding concepts of school as a social system. Facilitated discussion may then proceed on how the school as social system impacts relationships among individual learners, classrooms, schools and the larger community.</p> <p>Interview teachers in the field. PSTs may interview basic education teachers, master teachers and school heads/administrators with questions focusing on:</p>	<p>Small group presentation of outputs. Groups choose how they will present their semantic webs and/or concept maps. The output should convey basic concepts of school as a social system. PSTs should take turns discussing their work to the class focusing on how school as social system impacts relationships among individual learners, classrooms, schools and the larger community.</p> <p>Presentation of outputs. PSTs, in small groups, present consolidated and summarized results of their interview with basic education teachers, master teachers and school heads/administrators.</p>	<p>1.1.1 [1]</p> <p>6.4.1 [4]</p> <p>6.2.1 [2]</p> <p>7.3.1 [3]</p>

			2. <i>School Learning Action Cells (SLAC): Professional Learning Communities</i>	<ol style="list-style-type: none"> mechanisms (strategies) that the school takes to create linkages and harmonious relationships with parents, guardians and other stakeholders; how teachers establish and promote professional links with their colleagues; and how school learning action cell (SLAC) sessions improve professional relations and development. 	<p>Emphasis will be given to strategies in:</p> <ol style="list-style-type: none"> <i>seeking advice</i> concerning strategies that build harmonious relationships with parents/guardians and the wider community; and <i>seeking opportunities</i> to establish professional links with colleagues in the school community. 	
Week 8-10	<p>At the end of Unit 3, pre-service teachers should be able to:</p> <ol style="list-style-type: none"> Identify the stakeholders as integral environmental resource of the wider school community; discuss the sociological considerations affecting the learning environment and the wider school community in relation to the external environment and other factors; reflect on laws and regulations that apply to teachers in the context of the community; and demonstrate understanding of the teachers' responsibilities to the state and the community as specified in the Code of Ethics for Professional Teachers 	<p>1.1.1 [1]</p> <p>6.1.1 [1]</p> <p>6.3.1 [5]</p> <p>6.3.1 [6]</p>	<p>Unit 3 - The Teacher and the Community</p> <p>A.External Environments and Accountability of Schools</p> <ol style="list-style-type: none"> <i>Resource-Dependence Perspective</i> <ul style="list-style-type: none"> <i>General Environmental Resources</i> <i>Availability of Resources</i> <i>Dependence</i> <i>Administering Resource Environments</i> <p>B.Adapting to External Environment</p> <ol style="list-style-type: none"> <i>National Standards and Frameworks</i> <i>Internationalization</i> <i>Globalization</i> <p>C.The Teacher and the Community</p> <p>D. The Teacher and the State</p>	<p>Facilitated discussion using graphic organizers and multimedia presentations.</p> <p>Active learning activities like jigsaw, panel discussion may alternatively be employed.</p> <p>Document review with discussion. An annotated review of the various frameworks and standards affecting schools, specific provisions of the <i>Code of Ethics for Professional Teachers</i> and the Education Act of 1982 will serve as a springboard for active discussion.</p>	<p>Investigative research. PSTs conduct investigative research in the immediate community of a target school. The focus of the investigation will be the interaction/relationship of the school and the external environment, as well as, the various stakeholders as part of the larger school community.</p> <p>Debate. PSTs will be assigned to groups to <i>discuss</i> topics/problems about adapting to the external environment. The focus will be the pros and cons of adapting change and the sociological factors affecting the school in relation to community contexts (i.e. local, national & international).</p> <p>Role playing. PSTs, in groups, will <i>portray</i> to the class the relationship and responsibilities of the teacher to the state and the community as</p>	<p>1.1.1 [1]</p> <p>6.1.1 [1]</p> <p>6.1.1 [1]</p> <p>6.3.1 [6]</p>

					specified in the <i>Code of Ethics for Professional Teachers</i> and other laws and regulations (An alternative to role playing could be a video recording of the described simulated situations.)	
Week 11-14	At the end of Unit 4, pre-service teachers should be able to:		Unit 4 – The Teacher as School Culture Catalyst			
	a. discuss the concepts that influence school organization as a part of a larger organization in response to community contexts;	1.1.1 [1] 6.1.1 [1]	A. Structure in Schools 1. <i>Classical Weberian Bureaucracy</i> 2. <i>Hall's Organizational Inventory</i> 3. <i>Formalization of Structure (Hoy & Sweetland)</i> 4. <i>Mintzberg's Coordinating Mechanisms of Structure</i> 5. <i>The DepEd Organizational Structure (based on Republic Act No. 9155)</i> – <i>National</i> – <i>Division</i> – <i>School</i>	Active learning and facilitated discussion on the various models and structures of organizations. School visitation. PSTs may be asked to visit the office of a school principal and the faculty of teachers in a basic education school in the area. PSTs will note down organizational information posted in the bulletin boards and how this information help the organization.	Graphic organizers. PSTs will <i>discuss</i> the concepts that influence school organization as a part of a larger organization in response to community contexts using an appropriate graphic organizer as a presentation tool. Functional chart. PSTs will redraw the organizational chart of the school then <i>describe</i> the corresponding functions for each position in the organizational chart.	1.1.1 [1] 6.1.1 [1]
	b. describe various functions and roles of various members of the school community based on policies and procedures to foster harmonious working relationships; and	6.4.1 [4]				
	c. explain concepts on school culture and climate.	1.1.1 [1]	B. Organizational Culture of Schools 1. <i>Description</i> 2. <i>Levels</i> 3. <i>Functions of Culture</i> C. Changing School Culture D. Organizational Climate of Schools E. Changing the Climate of Schools	Video clip presentation. PSTs identify and interpret themes in a video on Cultural Diversity and consider whether cultural diversity is a school strength or weakness; they should explain the reasons for their responses. Students also consider whether these differences and diversity in communities affect teaching and learning in school.	Class Observation Report. The teacher will create an observation matrix of the components and elements of a school culture that the PSTs will be observing. The PSTs will evaluate and <i>explain</i> what they have observed based from the concepts learned. They will also be asked to formulate ways of improving school culture.	1.1.1 [1]

<p>Week 15-18</p>	<p>At the end of Unit 5, pre-service teachers should be able to:</p> <ol style="list-style-type: none"> describe leadership and other related concepts; compare and contrast various types, approaches and models of leadership; reflect on and differentiate the role of teachers as leaders and school heads as instructional leaders; and explain school policies and procedures that foster harmonious relationships within the school and the wider school community and identify “best practices” in their implementation. 	<p>1.1.1 [1] 1.1.1 [1] 1.1.1 [1] 6.4.1 [4]</p>	<p>Unit 5 – The Teacher as an Organizational Leader</p> <p>A. Defining Leadership B. The Nature of Administrative Work</p> <ol style="list-style-type: none"> <i>Trait Approach to Leadership</i> <i>Situations and Leadership</i> <i>Behaviors and Leadership</i> <i>Leadership Effectiveness</i> <i>Contingency Models of Leadership</i> <i>Fiedler's Contingency Model of Leadership</i> <p>C. Transformational Leadership</p> <ol style="list-style-type: none"> <i>Three Types of Leadership</i> <i>Theory and Research about Transformational Leadership</i> <p>D. Evolutionary Leadership Theory (ELT) E. Teacher Leadership</p> <p>F. Instructional Leadership</p> <ol style="list-style-type: none"> <i>School-based Management (SBM)</i> <ul style="list-style-type: none"> - <i>School Improvement Plan (SIP)</i> - <i>Working with School Stakeholders: Brigada Eskwela</i> 	<p>Preliminary Reading and Research. The PSTs will be required to do research and preliminary reading on pre-assigned organizational leadership topics/concepts.</p> <p>Small-group sharing. PSTs will be arranged in small groups to discuss their outputs on the previous activity. After the discussion the PSTs will post their findings on a Graffiti Wall.</p> <p>Inviting a Resource Speaker. A basic education master teacher and administrator will be invited to discuss teacher leadership and instructional leadership, respectively.</p> <p>Field Interview of School Heads. PSTs will be required to interview, at least, 3 local basic education school heads about the policy implementation of SBM, SIP and Brigada Eskwela.</p>	<p>Graffiti Wall. PSTs will “graffiti” a board/ wall with descriptions, qualities of a teacher leader, types/styles of leadership, etc. Then, they will examine the wall and identify trends and patterns to <i>connect the descriptions</i> together. They will then select a description that they did not personally contribute to the graffiti wall and respond to it in writing before sharing with a partner, small group, or with the whole class.</p> <p>Comparative Matrix. PSTs will <i>compare and contrast</i> various types, approaches and models of leadership using a Comparative Matrix as an output of the small group or whole class discussions.</p> <p>Reflection writing on insights gained from the resource persons on teacher leadership and instructional leadership. <i>Reflection</i> shall focus on the <i>different</i> roles of teachers and school heads.</p> <p>Infographic. The PST, individually or in small groups, will use text and graphic presentation or infographic to:</p> <ol style="list-style-type: none"> <i>explain</i> policies and procedures that foster harmonious relationships within the school and with the wider school community; and 	<p>1.1.1 [1] 1.1.1 [1] 1.1.1 [1] 6.4.1 [4]</p>
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					<p>2. <i>identify</i> "best practices" in implementation resulting from the interview.</p> <p>The output will be presented in class or exhibited in a gallery.</p>
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Suggested List of References

- Hoy, W.K. & Miskel, C.G. (2016) *Educational Administration: Theory, research, and practice, 9e*. McGraw-Hill Companies, Inc., New York, NY
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- School, Community, and Teacher, a Course Guide. Available online at http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/SchoolCommTeacher_Sept13.pdf
- Board of Professional Teachers Resolution No. 435, s. 1997 – Code of Ethics of Professional Teachers
- Batas Pambansa Bilang 232 – Education Act of 1982. Available online at <http://www.chanrobles.com/BATAS%20PAMBANSA%20BLG.%20232.pdf>
- A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available online at <http://www.sedl.org/connections/resources/evidence.pdf>.

Supplementary Readings

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- Beck, S., Frederiksen, L.F. (2007) *Teaching, Leadership and School Culture- from loose to tight couplings*, Institute of Philosophy, Pedagogic and Study of of Religions, *University of Southern Denmark available at <http://www.fm-kp.si/zalozba/isbn/978-961-6573-65-8/091-103.pdf>.
- P. W. Musgrave, 'The Relationship Between School and Community: A Reconsideration', *Community Development Journal*, 8 (1973), 167–78 doi: 10.1093/ cdj/8.3.167
- Addressing Diversity in Schools: Culturally Responsive Pedagogy'. Available online from http://www.nccrest.org/Briefs/Diversity_Brief.pdf.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes</p> <p>6.2.a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts</p> <p>6.2.b. Demonstrate mastery of subject matter/discipline</p> <p>6.2.g. Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities</p> <p>6.2.h. Pursue life-long learning for personal and professional growth through varied experiential and field- based opportunities</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Foundation of Inclusive and Special Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements <ul style="list-style-type: none"> • Major Exams • Per unit outputs as specified in the assessment 			
Grading System			
Course Description This course is designed to equip the pre-service teachers with knowledge and understanding of the different philosophies, theories, legal bases and policies of special needs and inclusive education. It includes the study of typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented learners, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/moving, learners with difficulty remembering and focusing, learners with difficulty with self-care) and those in difficult circumstances. Pre-service teachers will be provided with skills in the selection of variety of differentiated strategies in teaching, assessing and managing students with special educational needs in a regular class. They will also be provided with knowledge of policies, guidelines and procedures that provide safe and secure learning environments, and teaching strategies that are inclusive of learners from indigenous groups.			BTIs covered 1.1.1 2.1.1 3.1.1 3.4.1 3.5.1 4.3.1 5.1.1 6.3.1
Course Learning Outcomes <i>At the end of the course, pre-service teachers should be able to:</i> <ol style="list-style-type: none"> [1] demonstrate content knowledge and understanding of the philosophies, theories, and legal bases of special and inclusive education including its policies and their application; [2] demonstrate understanding of typical and atypical development of children which will serve as basis a in the selection and use of appropriate teaching strategies responsive to learners with disabilities, giftedness and talents; [3] demonstrate understanding of the special educational needs of learners in difficult circumstances including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices; [4] demonstrate knowledge in the implementation of relevant and responsive learning programs; [5] demonstrate knowledge of the selection and use of teaching and assessment strategies that are responsive to the needs and strengths of diverse learners; [6] demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments for learners with diverse needs; and [7] demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups. 			BTIs covered 1.1.1, 6.3.1 1.1.1 3.4.1 4.3.1 3.1.1, 5.1.1 2.1.1 3.5.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1-3	At the end of the unit, pre-service teachers should be able to: a. demonstrate an in-depth understanding of concepts related to inclusive and special education that promote supportive environments to diverse learners (like inclusion, integration, mainstream, transition, etc.) as indicated in the DepEd Inclusive Education Policy; b. demonstrate knowledge of responsive special and inclusive education programs for diverse learners; and c. compare and contrast Inclusive Education in the Philippines with that of International standards.	1.1.1 [1] 6.3.1 [1] 4.3.1 [4] 1.1.1 [1]	I. Definition, Goals, and Scope of Special and Inclusive Education A. Inclusive Education in the Philippines 1. Definition 2. VMGO 3. Scope B. Inclusive Education in other countries 1. IDEA -US 2. other countries supporting special and inclusive education	1. PowerPoint Presentation: DepEd Inclusive Education Policy 2. PowerPoint: IDEA 3. Class Discussion 4. Analysis and Presentation 5. Reflection Paper	1. Comparative Analysis: K to 12 Inclusion Program and IDEA 2. Reflection Paper: Implementation of the Inclusion Program since its launch in 2009 3. Unit Test (BLEPT-type) on the definition, goals, and scope of Inclusive and Special Education in the Philippines and other countries	1.1.1 [1] 4.3.1 [4] 1.1.1 [1] 6.3.1 [1] 1.1.1 [1]
Week 4-9	At the end of the unit, pre-service teachers should be able to: a. demonstrate understanding of the philosophies, theories, and legal bases of special and inclusive education including its application; b. demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments for learners with special needs; and c. demonstrate knowledge of the development of Special and Inclusive Education in the local and international contexts by constructing a historical timeline.	1.1.1 [1] 6.3.1 [1] 2.1.1 [6] 1.1.1 [1]	II. Bases and Policies of Special and Inclusive Education A. Review of the Bases 1. Psychological bases 1.1. Piaget's Cognitive Development 1.2. Albert Bandura's Social Learning Theory 1.3. Lev Vygotsky's Scaffolding 1.4. Jean Lave's Situated Learning 2. Philosophical Bases 2.1 Inclusivity 2.2 Equality 3 Historical/Sociological	1. Lectures and/or library/online research on the various bases of Special and Inclusive Education 2. Document Review on the Philosophies, Statements of Laws, Regulations and Policies from UN, UNESCO, EFA, DepEd 3. Forum with Resource Speakers on Special Topics on Principles, Policies and Dimensions. 4. Post Forum discussion.	1. Quizzes, comparative essays and/or research posters on the various bases of Special and Inclusive Education 2. BLEPT-type Unit Test on the concepts discussed in the unit 3. Document Review on the Different Laws, Regulations and Policy Statements to be provided by the teacher 4. Evaluation Report on the Forum held with Reflective Journal	2.1.1 [6] 6.3.1 [1] 1.1.1 [1] 1.1.1 [1] 6.3.1 [1] 1.1.1 [1]

			<p>3.1 Convention on the Rights of the Child</p> <p>3.2 UNESCO</p> <p>3.3 EFA</p> <p>3.4 K to 12 Inclusion Policy</p> <p>4 Legal</p> <p>4.1 The 1987 Phil. Constitution, Art XIV, Sec 1&2</p> <p>4.2 RA 10533 Enhanced Basic Education Act – including ALS and Learners with Special Needs</p> <p>4.3 RA 8371 Indigenous People’s Right Act</p> <p>4.4 PD 603</p> <p>4.5 RA 7610 Special Protection Against Child Abuse and Exploitation</p> <p>4.6 RA 9344 Juvenile Justice and Welfare Act</p> <p>4.7 RA 9442 Magna Carta for Disabled Persons</p> <p>4.8 RA 10665 Open High School System Act</p> <p>4.9 RA 7277 Rehabilitation, and Integration of Disabled Persons in Mainstream Society</p> <p>B. Principles, Policies, and Dimensions</p> <ol style="list-style-type: none"> 1. Early Intervention 2. Process of Inclusion: Philippine Model 3. Transition Program 4. Sustaining Programs 5. National IP Education Policy 			
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<p>Week 10-14</p>	<p>At the end of the unit, pre-service teachers should be able to:</p> <ul style="list-style-type: none"> a. distinguish the different types, identifications, etiologies, causes, characteristics of learners who have special needs; b. describe the different types and levels/degrees, etiologies, causes, and characteristics of these learners; c. demonstrate understanding of the special educational needs of learners in difficult circumstances including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices; and d. demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups. 	<p>1.1.1 [2]</p> <p>1.1.1 [2]</p> <p>3.4.1 [3]</p> <p>3.5.1 [7]</p>	<p>III. Typology of Learners with Special Needs</p> <ul style="list-style-type: none"> A. Learners with Intellectual Disability <ul style="list-style-type: none"> 1. Cerebral Palsy 2. Trisomy 21 B. Learners with Learning Disability <ul style="list-style-type: none"> 1. Dyslexia 2. Dysgraphia 3. Dyscalculia C. Learners with Physical Disabilities <ul style="list-style-type: none"> 1. Visual Impairment 2. Hearing Impairment 3. Speech Impairment 4. Multiple physical Impairment D. Learners who are Gifted and Talented <ul style="list-style-type: none"> 1. Visual Arts 2. Music 3. Intellectual Giftedness 4. Performing Arts E. Learners with Socio-Emotional Disorder <ul style="list-style-type: none"> 1. Emotional Behavioral Disorder 2. Anxiety Attack 3. Depression 4. Obsessive Compulsive Disorder 5. Bipolar Disorder F. Learners with Chronic Illnesses <ul style="list-style-type: none"> 1. Asthma 2. Diabetes 3. Epilepsy 4. Allergy G. Learners in Difficult Circumstances 	<ul style="list-style-type: none"> 1. Movie Analysis: Choose from the following list: <ul style="list-style-type: none"> 1.1. I am Sam 1.2. Open Heart 1.3. Smile, Pinki (2008) 1.4. Darius Goes West (2007) 1.5. My Flesh and Blood (2003) 1.6. Sound and Fury (2000) 1.7. Educating Peter (1992) 2. Movie Review and Report 3. Invitation of Resource Speakers 4. Infographics on Learners with Special Needs 5. Lectures and/or library/online research on the different types, identifications; etiologies, causes, characteristics of learners who have special needs 	<ul style="list-style-type: none"> 1. Movie analysis 2. Quizzes, comparative essays, research posters and/or infographics on the different types, identifications, etiologies, causes, characteristics of learners who have special needs 	<p>1.1.1 [2]</p> <p>1.1.1 [2]</p>
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			<ol style="list-style-type: none"> 1. Living in Remote Places 2. Victims of War 3. Products of Broken Family 4. Street Children/ Children from Impoverished Family 5. Victims of Abuse <p>H. Learners from Indigenous Groups</p>			
Week 15-18	<p>At the end of the unit, pre-service teachers should be able to:</p> <ol style="list-style-type: none"> a. demonstrate knowledge of differentiated assessment strategies that are responsive to the needs and strengths of diverse learners; b. demonstrate knowledge in the implementation of relevant and responsive learning programs; c. demonstrate knowledge and understanding to suit the learners' needs; d. demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups; and e. demonstrate understanding of the special educational needs of learners in difficult circumstances including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. 	<p>4.3.1 [4]</p> <p>4.3.1 [4]</p> <p>3.1.1 [5]</p> <p>3.5.1 [7]</p> <p>3.4.1 [3]</p>	<p>IV. Assessment, Learning Resources and Instructional (INPUT) Accommodation</p> <p>A. Types of Assessment</p> <ol style="list-style-type: none"> 1. Observation Checklist 2. Anecdotal Report 3. Portfolio Assessment <p>B. Learning Resources and Instructional Accommodation</p> <ol style="list-style-type: none"> 1. Special Education Programs 2. Inclusion Programs 3. Indigenization and Contextualization of the Curriculum 4. ALS b. OSY c. Disadvantaged Children d. Adult Learners 5. Madrasah ALIVE 6. Special Interest Programs 7. Quality Differentiated Instructions 8. Homeschool/ Distance Learning 	<p>1. Special Education Day: Awareness Summit</p> <ol style="list-style-type: none"> 1.1 Program: Seminar on Special and Inclusive Education with Different topics to be presented and discussed. 1.2 Infographics distribution <p>2. Alternative Classroom Learning Experience</p> <p>3. SpEd Classroom Observation</p> <p>4. Case Study</p> <p>5. Lectures and/or library/online research on types of assessment, learning resources and instructional accommodation</p>	<p>Case Study Report</p> <p>Quizzes, comparative essays, research posters and/or infographics on types of assessment, learning resources and instructional accommodation</p> <p>SpEd Classroom Observation Report</p> <p>Research Essay presenting the special educational needs of learners in one of the following difficult circumstances:</p> <ul style="list-style-type: none"> • geographic isolation; or • chronic illness; or • displacement due to armed conflict, urban resettlement or disasters; or • child abuse and child labor practices. 	<p>1.1.1 [2]</p> <p>3.1.1 [5]</p> <p>4.3.1 [4]</p> <p>4.3.1 [4]</p> <p>4.3.1 [4]</p> <p>1.1.1 [2]</p> <p>3.1.1 [5]</p> <p>4.3.1 [4]</p> <p>3.4.1 [3]</p> <p>3.5.1 [3]</p>

					Research Essay presenting a review of teaching strategies that are inclusive of learners from indigenous groups.	
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FINAL EXAMINATION

List of References

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Fliess, S. D. (n.d.) *Twice exceptional children*. http://www.education.com/magazine/article/Ed_Twice_Exceptional/?page=2

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Imray, Peter. (2013). *Curricula for Teaching Children and Young people with severe or profound and multiple learning disabilities*. Convention on the Rights of the Child

UN Standard Rules on the Equalization of Opportunities for persons with Disabilities 1993. Rule 6

UNESCO- Salamanca Statement and Framework for Action 1994

Education for All World Forum, Dakar Framework for Action 2000

Millenium Development Goal2. Universal primary Education by 2015

EFA Fast Track Initiative 2002

UN Convention on the Rights of Persons with Disabilities

DepEd Inclusive Education Policy Framework

Differentiation and Enrichment Strategies for Gifted Students

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes: *Source: Section 6.2 Common to the discipline (Teacher Education)*

6.2.b. Demonstrate mastery of subject matter/discipline

6.2.c. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments

6.2.f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcome

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Building and Enhancing New Literacies Across the Curriculum	Course Code	
Pre-requisite Subject		Course Credit	3 Units
Course Requirements			
All provisions of the University/ College Student’s Handbook shall apply			
Grading System			
SUCs have their own institutionalized grading system			

<p>Course Description</p> <p>This course introduces the concepts of new literacies in the 21st century as evolving social phenomena and shared cultural practices across learning areas. The 21st century literacies shall include (a) globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy /digital literacy, (f) eco-literacy and (g) arts and creativity literacy. Field based-interdisciplinary explorations (ex. observation in mathematics, Field Studies) and other teaching strategies shall be used to develop PSTs’ teaching skills to promote learners’ literacy, and critical and creative thinking skills. Pre-service teachers shall develop skills in using appropriate teaching strategies and resources, including the positive use of ICT, to address learning goals.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.3.1 1.4.1 1.5.1 4.5.1</p>
<p>Course Learning Outcomes (CLOs)</p> <p>At the end of the course the pre-service teacher should be able to:</p> <p>[1] demonstrate content knowledge and its application within and/or across curriculum teaching areas</p> <p>[2] demonstrate knowledge of teaching strategies that promote literacy skills</p> <p>[3] apply teaching strategies that develop learners’ critical and creative thinking and /or other higher order thinking skills</p> <p>[4] show skills in the selection, development and use of variety of teaching and learning resources, including ICT, to address learning goals</p> <p>[5] demonstrate skills in the positive use of ICT</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.4.1 1.5.1 4.5.1 1.3.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Teaching Learning Activities	Assessment	BTIs CLOs
Week 1-3	At the end of the unit, the pre-service teacher can: a. compare the basic concepts of traditional and 21 st century literacies and skills b. explain the features and critical attributes of the 21 st century literacies	1.1.1 [1] 1.1.1 [1]	<p>Unit 1. Introduction of Key Concepts</p> <p>A. Definitions of traditional literacies</p> <ol style="list-style-type: none"> 1. Traditional literacy 2. Functional literacy 3. Early literacy/emergent literacy 4. Basic literacy and skills <p>B. Definitions of the 21st Century literacies</p> <p>The 21st century literacies and skills</p> <ol style="list-style-type: none"> 1. globalization and multi-cultural literacy 2. social literacy 3. media literacy 4. financial literacy 5. cyber/ digital literacy 6. eco-literacy 7. arts and creativity literacy <p>C. Features of 21st century teaching and learning</p> <p>D. Critical Attributes of the 21st Century Education</p> <ol style="list-style-type: none"> 1. Integrated and interdisciplinary 2. Technologies and multimedia 3. Global classrooms 4. Creating/ adapting to constant personal and social change, and lifelong learning 5. Student-centered 	<p>Socialized Classroom Discussion. Use the <i>PPG chart</i> to facilitate class discussion. PSTs will write their Prior knowledge about the topic, Present knowledge (concepts discussed), and Gained knowledge (insights gained).</p> <p>Share-Pair-Circle Divide the class into groups of equal number. Let each group form two circles. The outer circle facing the inner circle. Let them share their ideas on the 21st century teaching and learning and the different 21st century literacies. Teacher clarifies concepts when necessary. At a certain time, students rotate and share with another pair.</p> <p>Eight Corners (Small Groups) The class will have 8 Learning corners. Each corner exhibits features/characteristics and attributes of 21st teaching and learning. The group will take turns to visit each corner and write down important/key concepts from each learning corner.</p> <p>Whole Group Discussion will be in the form of Q&A.</p>	<p><i>Summative Quizzes</i></p> <p><i>PSTs (in groups of 5 students) will create a poster on the different literacies.</i></p> <p><i>Small group presentation of outputs</i> Each group prepares a graphic organizer to present attributes of 21st century teaching and learning. <i>Process:</i> discussion of concepts and effective use of charts and/or diagrams <i>Output:</i> simplified ideas, information showing the attributes of 21st literacies visually presented through the different graphic organizers</p>	1.1.1 [1] 1.1.1 [1] 1.1.1 [1]

			6. 21 st century skills 7. Project-based and research driven 8. Relevant, rigorous and real world E. Basic strategies for developing literacy 1. making connections 2. visualizing 3. inferring 4. questioning 5. determining importance 6. synthesizing	Lecture-demo on the basic strategies to promote learners' literacy Field Observation. PSTs observe a classroom teacher <i>in situ</i> noting the teacher's activities in developing learners' literacy.	<i>Class observation</i> PSTs observe class instruction considering strategies, integration of 21 st literacies, instructional materials used, etc. <i>Process.</i> Field notes will be taken to document the observation. <i>Output.</i> observation report	1.1.1 [1]
Week 4-5	At the end of the unit, the pre-service teacher can: a. demonstrate teaching strategies that promote literacy b. show skills in the selection, development and use of age-appropriate instructional resources that will develop literacy, and higher-order and creative thinking skills c. design activities appropriate for the development of literacy skills	1.4.1 [2] 1.4.1 [2] 1.5.1 [3] 4.5.1 [4] 1.4.1 [2] 1.4.1 [2]	Unit 2. Teaching Strategies for the Development of Literacy Skills and Teaching resources A. Strategies for the development of emergent literacy skills and teaching resources: 1. pictures and objects pictures and objects 2. letters and words 3. sounds 4. read aloud experiences B. Beginning reading skills and teaching resources 1. Phonemic awareness 2. Phonics instruction 3. Fluency instruction 4. Vocabulary instruction 5. Comprehension instruction C. Developing functional literacy 1. Participatory approach	Lecture-demonstration on teaching strategies that promote learners' literacy skills Anticipation Guide (pre-reading Activity) PSTs will either agree or disagree on statements about strategies for the development of literacy skills and teaching resources based on their schema Presentation The class will be divided into 5 groups. Each group will discuss among themselves strategies of particular literacy skills using the ENVOY strategy.	<i>Demonstration</i> Each group will demonstrate, explain and critique strategies for the development of the different literacy skills utilizing appropriate teaching-learning resources to develop higher-order and creative thinking skills After the demonstration, the PSTs will conduct their activities in a real classroom setting in the laboratory school.	1.1.1 [1] 1.4.1 [2] 1.5.1 [3] 4.5.1 [4]

			D. 21st Century literacy skills and teaching resources <ol style="list-style-type: none"> 1. Student-led learning (Cooperative learning) 2. Inquiry-based classroom environment 3. Collaborative activities 4. HOTS activities 5. Creative learning 			
Week 6	<p>At the end of the unit, the pre-service teacher can:</p> <ol style="list-style-type: none"> a. explain the different categories of 21st century skills b. demonstrate teaching strategies that promote the development of 21st century literacy skills in a particular subject area 	<p>1.1.1 [1]</p> <p>1.4.1 [2]</p> <p>1.5.1 [3]</p>	Unit 3. 21st Century Skill Categories <p>A. Learning Skills</p> <ol style="list-style-type: none"> 1. Critical thinking 2. Creativity 3. Collaboration 4. Communication <p>B. Literacy Skills</p> <ol style="list-style-type: none"> 1. Information literacy 2. Media literacy 3. Technology literacy <p>C. Life Skills</p> <ol style="list-style-type: none"> 1. Flexibility 2. Leadership 3. Initiative 4. Productivity 5. Social skills 	<p>Lecture-demonstration on teaching strategies that promote learners' 21st Century literacy skills</p> <p>Small Group Discussion Each group will study and later discuss to the other group the different century skill categories.</p> <p>Number Heads Together Activity Group the class into 5 groups of equal number. Each member is assigned a number. Raise a question on the categories of the 21st century skills and let them answer individually. Allow the group to discuss their answers using the graphic organizers they</p>	<p><i>Summative Quizzes</i></p> <p><i>Metacognitive Report</i></p> <p><i>Oral recitation</i> Each member of the group is required to share ideas on the topic discussed. <i>Process:</i> A display on the use of the different skills during the numbered heads together activity must be evident. <i>Output:</i> Graphic organizer</p> <p>Design and demonstrate an activity using the 21st century skills in a particular learning area</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>1.5.1 [3]</p>

				prepared. Call a number. All those with that number stand up to give the answer of their group. Let them summarize their answers. In this activity, the use of the different skills must be emphasized.		
Week 7	At the end of the unit, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. discuss concepts of globalization and multicultural literacy b. explain the dimensions of multiculturalism c. display skill in the use of Mother Tongue, Filipino and English to convey ideas 	1.1.1 [1] 1.1.1 [1] 1.1.1 [1]	Unit 4. 21st Century Literacies A. Globalization and Multicultural literacy The OECD GLOBAL Competence framework <ol style="list-style-type: none"> 1. Globalization 2. Multiculturalism 3. Intercultural communication 	Lecture-demonstration on teaching strategies that promote learners' globalization and multicultural literacy skills Film-Viewing PSTs watch a video clip on multicultural literacy and respond to guide questions provided before the start of the activity. The guide questions will help them focus on features that may aid them to reflect more on those parts of the video clip that have a touch on multiculturalism. Simulation Students will simulate a scenario on multiculturalism. During this activity, Mother Tongue, Filipino and English must be used.	<i>Summative Quizzes</i> <i>Metacognitive Report</i> <i>Analysis of a video clip</i> PSTs watch a video clip that highlights the dimensions of multiculturalism. <i>Process: Guide questions will be answered as they watch the video.</i> <i>Output: A comic strip in their Mother Tongue highlighting the key feature of the film watched.</i>	1.1.1 [1] 1.1.1 [1]
Week 8	At the end of the unit, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. demonstrate social and people skills 	1.1.1[1]	4B. Social Literacy Social literacy <ol style="list-style-type: none"> 1. Social cognition and social skills 2. Emotional intelligence 3. People skills 	Lecture-demonstration on teaching strategies that promote learners' social literacy skills Interview/ Survey PSTs will conduct a survey on awareness of and opinion on cyberbullying. This an application of the social skills discussed. This is a preparation for a discussion of	<i>Group Presentation</i> PSTs will give a report on the result of the interview conducted. <i>Process: Interview guides must be prepared ahead of time.</i> <i>Output: Interview result</i>	1.1.1 [1]

				Unit 4E on cyber literacy (Week 13-14).		
Week 9	At the end of the unit, the Pre-service teacher (PST) can: a. explain the advantages and disadvantages of media and information	1.1.1 [1]	4C. Media Literacy 1. Definition and aspects of Media Information Literacy (MIL) 2. Dimensions of MIL 3. Advantages and disadvantages of Media and information	Carousel Brainstorming Activity Small group of students rotate around the classroom, stopping at various “stations” for a designated period of time (usually 1-2minutes). At each station, students activate their prior knowledge of a topic and share their ideas with their small group. Each group posts their ideas at each station for all groups to read.	<i>Small Group Presentation of Output</i> Groups discuss the advantages and disadvantages of media and information taking into consideration their personal experiences on the use of media. <i>Process:</i> Groups respond to questions in each station <i>Output:</i> Group written responses to questions	
Midterms						
Week 10-12	At the end of the unit, the pre-service teacher (PST) can: a. design a workable financial plan b. apply the principles of savings, investment, and valuing in spending one’s money	1.1.1 [1]	Unit 4. 21st Century literacies (cont.) Financial literacy 1. Financial planning/goal setting and valuing 2. Budgeting, spending and investing 3. Savings and banking 4. Avoiding financial cams 5. Insurance and taxes 6. Tips on being financially stable	Invite a Resource Person Invite a resource person to talk about financial planning. PSTs will be oriented on how to make a financial plan that works for them.	<i>Making of a financial plan</i> <i>Financial planning will allow PSTs to reflect on their budget and work out a plan for their finances.</i> <i>Process: PSTs will fill-out the matrix provided to input data on their finances including their savings.</i> <i>Output: Financial plan</i>	1.1.1 [1]
Week 13-14	At the end of the unit, the pre-service teacher (PST) can: a. examine the ethical considerations of using digital media b. demonstrate skills in the positive use of ICT c. evaluate cyber threats, cases and media	1.3.1 [5] 1.3.1 [5] 1.3.1 [5]	4E. Cyber/Digital Literacy Cyber/Digital Literacy 1. Cybercitizenship in the digital age 2. Internet safety 3. Cyberbullying and cybercrimes 4. Managing computer threats 5. Researching and evaluating the web 6. Social media use 7. Mobile devices 8. Digital traits	Lecture-demonstration on the positive use of ICT to facilitate the teaching and learning process Project Based Learning PSTs will work by group on a project showcasing their skills in the positive use of ICT to promote learners’ digital literacy.	<i>Demonstration</i> <i>PSTs present teaching strategies showcasing the positive use of ICT to promote learners’ digital literacy.</i> <i>Output: Group project</i>	1.1.1 [1] 1.3.1 [5]

<p>Week 15-16</p>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. explain the roles of eco-literacy, teachers, learners and citizens for sustainable development</p> <p>demonstrate ways of preserving the environment</p>	<p>1.1.1 [1]</p> <p>1.1.1 [1]</p> <p>1.1.1 [1]</p>	<p>4F. Eco-Literacy</p> <p>Eco-Literacy</p> <ol style="list-style-type: none"> 1. Eco-literacy and sustainable development 2. The Seven Environmental Principles 3. Making schools Dark Green Schools <p>Environmental education</p>	<p>Film Viewing</p> <p>Students watch video clips on issues about the environment. This could be used as a springboard to design an extension activity to be conducted by the class to show their concern on the environment.</p> <p>Extension Activity</p> <p>An extension activity could be planned for the students to do their share in preserving the environment.</p>	<p><i>Reflection Paper</i></p> <p>Environmental issues could be tackled in class to stimulate PSTs' concern for the environment</p> <p>Process: writing of reflection based on the film viewed.</p> <p>Output: Reflection Paper</p>	<p>1.1.1 [1]</p>
<p>Week 17-18</p>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <p>a. display knowledge, skills and values in arts and creativity through various forms and activities</p> <p>b. apply teaching strategies that promote learners' creative thinking</p>	<p>1.1.1 [1]</p> <p>1.5.1 [3]</p>	<p>4G. Arts and Creativity Literacy</p> <p>Arts and Creativity Literacy</p> <ol style="list-style-type: none"> 1. Visual literacy 2. Eye/hand/brain coordination 3. Verbal creativity 4. Visual creativity <p>Aesthetics</p>	<p>Lecture-demonstration on teaching strategies that promote learners' creative thinking</p> <p>Project Based Learning</p> <p>PSTs will work individually on a project showcasing their creativity. This can be an avenue for PSTs to design materials using recyclables</p>	<p><i>Demonstration</i></p> <p>PSTs present and explain teaching strategies that promote learners' creative thinking present</p>	<p>1.5.1 [3]</p>

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(Handouts of Dr. Edizon A. Fermin on sample syllabus of Prof. Ed subjects)

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