

Field Study 1

Learning Episode 9. Preparing for Teaching and Learning

OBSERVE, ANALYZE, REFLECT

Activity 9.1

Demonstrating and Understanding of Research-Based Knowledge Principles of Teaching and Learning

Resource Teacher: _____ Teacher's Signature: _____ School: _____

Grade/Year Level: _____ Subject Area: _____ Date: _____

OBSERVE

With the use of the principles of learning given in Revisit the Learning Essentials. I will identify evidence of applications/violations of the principles of learning. I can cite more than one evidence per principle of learning.

Principles of Learning	What did the Resource Teacher do to apply the principle of learning
1. Effective learning begins with the setting of clear and high expectations of learning outcomes.	The teacher uses a projector to show her planned learning outcomes for the topics.
2. Learning is an active process.	Students were encouraged to participate fully in class discussions and educational learning activities by the teacher.
3. Learning is the discovery of personal meaning and relevance of ideas.	The teacher gives learners the opportunity to think about and express their thoughts on the topic, as well as discuss it in front of the class.
4. Learning is a cooperative and a collaborative process. Learning is enhanced in an atmosphere of cooperation and collaboration.	The teacher assigns students to interpret the poetry by producing, brainstorming ideas with their peer groups, and debriefing their final thoughts in a group work exercise. The kids are eager to ask questions, communicate with one another, share ideas, discuss, and collaborate in order to comprehend the readings.

ANALYZE

1. What principles of learning were most applied? least applied?

Most Applied

➤ The learning principle that is applied most is the “learning is cooperative and collaborative process”, because the teacher always grouped the class for the students to feel free to share their ideas and with that they will discuss the topic that was given to them and afterwards, there will be a exchanging of thought and then after the discussion, they will now come up an answer in case they will present their output.

➤ "Learning is the finding of personal meaning and relevance of concepts," is the learning principle that was implemented the least of all the principles. In this case, the teacher spent the most of the time explaining and sharing his or her ideas on the subject.

Give instances where this/these principle/s could have been applied?

Least Applied

her did the majority of the work. This is in sharp contrast to a teacher who mostly assists students in their learning while the students, are the ones who contribute ideas to a given topic.

From among the principles of learning, which one do you think is the most important?

➤ I think the most important among the principles of learning is learning is an active process because this principles must be actively interested, engage in higher-order cognitive tasks such as analysis, synthesis, and assessment. Active learning practices are advised in this context for instructional activities that include students doing things and thinking about what they are doing.

REFLECT

Activity 9.2

Identifying Learning Outcomes that are Aligned with Learning Competencies

Resource Teacher: _____ Teacher’s Signature: _____ School: _____

Grade/Year Level: _____ Subject Area: _____ Date: _____

OBSERVE

Observe a class, this time focusing on how the learning outcomes were stated. Determine if the learning outcome/s was/were achieved or not. Give evidence.

ANALYZE Learning Outcomes	(SMART Objectives?)		Achieved	
	Yes	No	Yes	No
1. Use simple present tense of verbs in a sentences. Appreciate the use of simple present tense	/		/	
2. Appreciate the use of simple present tense	/		/	

2. Cite pieces of evidence that these learning outcomes were achieved.

<p>1. The teacher discuss the "Simple present tense of the verb" through lecture. "Simple present tense indicates an action which happens in the present but it isn't necessary for actions to happen right now." There are five ways to express the simple present tense.</p> <p>1. To express general truth or scientific fact Example: The sun rises in the east. "Who can read the second example?" "The earth rotates in it's axis."</p> <p>2. To express a permanent condition. " Metro Manila lies in Luzon." "He works in a bank"</p> <p>3.To express habitual action. Ex. Brushing one's teeth prevents cavities Please read the other example "Sandy does yoga daily . To express a present action/event . Example: The children are viewing the television now. "Can you please red the other example". "She is eating her snack"</p> <p>5. To express a feature event or action Ex. I won't go out until it stops raining "Who can read the next example?" "He'll give it to you when you come next Saturday."</p>
2. The teacher test the knowledge of the students through group acivity.
3. The teacher summarize the topic then provide individual activity about simple present tense.

1. Do SMART objectives make the lesson more focused?

- Based on my observation, it is an absolutely, yes. In my observation, SMART learning objectives, helps student to become more focused by guiding teachers toward the targeted learning outcomes or what they

expect from them. In terms of learning and comprehension, it gives them a sense of direction.

Reflect on the

Lessons learned in determining SMART learning

- I've learned that, each teaching concept is critical since it serves as a guide for what principles we should utilize in our classrooms. The lesson I learned is that, if you want to be a teacher, you should be more patient with your students and have a positive attitude toward them, because

REFLECT

As teachers, we serve as role models for values and commitments, it is a solemn duty that a teacher should make to his or her teaching job. One said, "Being a teacher is not a profession but a devotion."

Activity 9.3

Distinguishing Between Inductive and Deductive Methods of Teaching

Resource Teacher: _____ Teacher’s Signature: _____ School: _____

Grade/Year Level: _____ Subject Area: _____ Date: _____

OBSERVE

I will observe one Resource Teacher with the use of this observation sheet. Using the guide questions, I shall reflect on my observations and analysis.

Teacher-centered	Student-centered
<p>Did teacher lecture all the time?</p> <ul style="list-style-type: none"> ➤ The teacher does not always deliver a lecture; on occasion, she will inquire if the students are paying attention and following the teacher's instructions. She also listens to the students' reflections. 	<p>Were students involved on the teaching-learning process? How? Or were they mere passive recipients of instruction?</p> <ul style="list-style-type: none"> ➤ Students participate in the teaching-learning process by being given time to clarify their answers and being allowed to answer on the board. The pupils also respond to the example on the board that the teacher provides.
<p>Was the emphasis on the mastery of the lesson or on the test? Prove.</p> <ul style="list-style-type: none"> ➤ Yes, the teacher emphasized it. She gave a brief overview of the test so that students can prepare and study it. 	<p>Was the emphasis on the students application of the lesson in real life? Give proofs.</p> <ul style="list-style-type: none"> ➤ The teachers encouraged her students to apply the simple present tense of the verb. She listen how the students used the simple present tense of the verb in sentences.
<p>Was class atmosphere competitive? Why?</p> <ul style="list-style-type: none"> ➤ Moderate only because of the physical layout of the classroom, which can contribute to the development of a competitive learning environment. They try to listen and engage in the process, but due to the commotion outside the classroom, they are unable to fully concentrate. 	<p>Was class atmosphere collaborative? Why?</p> <ul style="list-style-type: none"> ➤ The classroom set-up was a mess, but the instructor was able to adapt it and establish a collaborative attitude in the room. Students are actively involved in group activities and assignments.
<p>Did teacher focus only on one discipline /subject?</p> <ul style="list-style-type: none"> ➤ The instructor is not solely concerned with one discipline or set of subjects. When one of her topics necessitates the use of another subject, she relates to it. When it comes to 	<p>Did teacher connect lesson to other disciplines/subjects?</p> <ul style="list-style-type: none"> ➤ The instructor isn't just concerned with one discipline or set of subjects. She is able to relate to other subjects when her topics require it. When it comes to discipline, she always

ANALYZE	always students to practice various forms of discipline.	encourages her students to practice various forms of it.
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What teaching-learning practice shows that the teaching approach was:	
a) constructivist-connected to past experiences of learners; learners constructed new lesson meanings	➤ Professors enquire about the students' previous experiences before allowing them to construct their observations and generate new ideas.
b) inquiry-based	➤ To prepare students for the lecture, the teacher begins by asking open-ended questions that foster critical thinking.
c) developmentally appropriate-learning activities fit the developmental stage of children	➤ The exercises are appropriate for their phases, as we can see. For example, the teacher may divide them into groups and offer assignments that will put their abilities to the test.
d) Reflective	➤ The instructor is reflective because she is aware of what she teaches, which is extremely beneficial to the kids. She understands that she will only teach in order to improve the students.
e) inclusive- No learner was excluded; teacher taught everybody.	➤ The teacher is fair and inclusive; she does not focus solely on one pupil, but instead roams around the classroom and observed or questioned all of them.
f) collaborative- Students worked together.	➤ The teacher may assist with think-pair-square, groups, and group assignments on occasion.
g. integrative – Lesson was multidisciplinary -e.g. In English, Math concept were taught.	➤ The teacher connects Math and English, as well as other areas. When students are learning English, the teacher should relate it to other students so that their brains are not limited to one subject but can broaden to include other subjects.

1. What are possible consequences of teaching purely subject matter for mastery and for the test?
 - As a result, because you have mastered the subject, you will be able to teach it with ease. The teacher will be able to easily pass on her knowledge to her students. The students learn swiftly as a result of the teacher's clear and accessible approach.

2. If you were to reteach the classes you observed, would you be teacher-centered or student-centered? Why?
- I'd go with student-centered because many teachers have proved that virtually all students can learn in a student-centered environment. My primary goal is to give students with opportunities and activities to increase their skills and knowledge.

Reflect on

Principles of teaching worth applying

REFLECT

- The Principles of Teaching are critical for educators to better both themselves and their students' learning processes. This encourages high-quality learning and teaching practices in institutions that are devoted to student-centered approaches. A Principles of Teaching manual advises, "Create an engaging, inspirational, and intellectually fascinating learning environment." By strengthening instructional approaches and generating clear concepts. Create an innovation and critical inquiry that stresses the importance, relevance, and knowledge that produces a social and ethical value for the students or learners as a way to encourage them.

LINK Theory to Practice

Direction: Encircle the letter of the correct answer.

1. Teacher Rose believes that students need not know the intended learning outcome of her lesson. She proceeds to her learning activities at once without letting them know what they are supposed to learn from the day. Which principle of learning does Teacher Rose negate?
 - A. Effective learning begins with setting clear expectations and learning outcomes.
 - B. Learning is an active process.
 - C. Learning is the discovery of the personal meaning of ideas.
 - D. Learning is a cooperative an a collaborative process.
2. Teacher Lil avoids drills out of context. She gives real-world Math problems for students to drill on. Teacher Lil is very much convinced of which principle of learning?
 - A. Learning is an active process.
 - B. Learning is the discovery of the personal meaning of ideas.
 - C. Learning is a cooperative an a collaborative process.
 - D. Effective learning begins with setting clear expectations and learning outcomes.
3. For meaningful teaching and learning, it is best to connect the lesson to the life of students by integrating a relevant value in the lesson. Which principle is applied?
 - A. Lesson objectives /intended learning outcomes must integrate 2 or 3 domains-cognitive, skill and effective or skill and effective
 - B. Begin with the end in mind.
 - C. Share lesson objectives/intended learning outcomes with students.
 - D. Write SMART lesson objectives/intended learning outcomes.

4. Teacher Ruben wanted his students to rate their own work using the scoring rubric which he explained to the class before the students began with their task. Based on revised Bloom's Taxonomy, in which level of cognitive processing are the students?

- A. Evaluating
- B. Synthesizing

- C. Applying
- D. Analyzing

5. You are required to formulate your own philosophy of education in the course, The Teaching Profession. Based on Bloom's revised taxonomy, in which level of cognitive processing are you?

- A. Analyzing
- B. Applying

- C. Creating
- D. Evaluating



SHOW Your Learning Artifacts

Post proofs of learning that you were able to gain in this Episode. You may attach the lesson plan (s) used by your Resource Teacher to show the intended learning outcomes and the method used in class.

"Okay what else?"

" They are examples of verb."

" *Very good*"

"So what is verb ?"

"A *verb is an action word*"

" Very good"

This afternoon we will be discussing about the simple present tense.

"Simple present tense indicates an action which happens in the present but it isn't necessary for actions to happen right now."

There are five ways to express the simple present tense.

1. To express general truth or scientific fact Example: The sun *rises* in the east.

"Who can read the second example?"

"*The earth rotates in it's axis.*"

2. To express a permanent condition.

" Metro Manila *lies* in Luzon."

"*He works in a bank*"

3.To express habitual action.

Ex. Brushing one's teeth *prevents* cavities

Please read the other example

"*Sandy does yoga daily*

. To express a present action/event .

Example: The children are *viewing* the television now.

"Can you please read the other example".

"*She is eating her snack*"

5. To express a future event or action

Ex. I won't go out until it stops raining

"Who can read the next example?"

LESSON PLAN

I. OBJECTIVES

At the end of the discussion of the student are expected to:

1. Use simple present tense of verbs in sentences
2. Appreciate the uses of simple present tense

II. SUBJECT MATTER

Topic: Simple : Present tense of the verb

Reference: Grade 7 English Module 4

Materials: Visual aids ,sticky notes

III. PROCEDURE

A. PRELIMINARY ACTIVITIES

" Good afternoon class"

"Please stand and let us start our lesson with a prayer"

" *Good afternoon Ma'am* "

(Student praying)

B. MOTIVATION

" Okay class before we proceed to our discussion for today , please check if there is a sticky note under your chairs".

" You have to construct a sentence using the word that you have in 1 minute".

(Student will check under their chair the sticky notes).

"Okay ,let's start who got the word

"BUY", "BREAK", "DRINK", "EAT", "WRITE"

(Answer may vary)

"Okay ,class very good"

C. DISCUSSION

"What did you notice from the words given to your classmate?"

"They expresses action."

"He'll *give* it to you when you come next Saturday."

" Any question class?"

Yes/No (Student answers varies)

D. APPLICATION

"Now I have here an activity for you to further understand our discussion.

Ok class group yourself into four and choose a leader for the group leaders kindly get one box ."

"Now that you have a box and the item you have to construct sentences using simple present tense and after 3 minutes each group will share two sentences in the class."

1. Headset
2. Eyeglasses
3. Cellphone
4. Flash drive

(Students group themselves)

E. GENERALIZATION

"What does a simple present tense of the verb expresses?"

1. *General truth or fact*
2. *Permanent condition*
3. *Habitual action*
4. *Present event or action*
5. *Future event or action*

IV.EVALUATION

Analyze each sentences and underline the correct form of the verb to complete the sentences

1. Light (supply,supplies)the energy for photosynthesis.
2. We (celebrate,celebrate) Christmas in December.
3. She (love,loves) to dance.

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4. Rainbow (appear,appears) after the rain.
 5. A rainbow (is,are) an arch of bright colors.
 - 6.She (owns a lot of property
 - 7.His friends (know,knows) about it.
 8. The mother (complain,complains)about her eyes.
 9. I (carry,)carries) the doctors bag.
 - 10.The dog (begin,begins) to bark.

