



Episode 1:

PRINCIPLES OF LEARNING

Name of FS Student HENRY KAHAL ORIO, JR

Course BSED - VALUES EDUCATION Year & Section ETEEAP Batch 18

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview

This Episode is centered on time-tested principles of learning which when applied will lead to effective learning. It is good to find out the manner and the extent to which these principles are applied in the classroom

My Intended Learning Outcome

In this episode, I must be able to identify classroom practices that apply or violate each of the principles of learning.

My Performance Criteria

I will be rated along the following;

- ✓ Quality of my observations and documentation,
- ✓ Completeness and depth of my analysis,
- ✓ Depth and clarity of my classroom observation-based reflections,
- ✓ Completeness, organization, clarity of my portfolio and
- ✓ Time of submission of my portfolio

My Learning Essentials

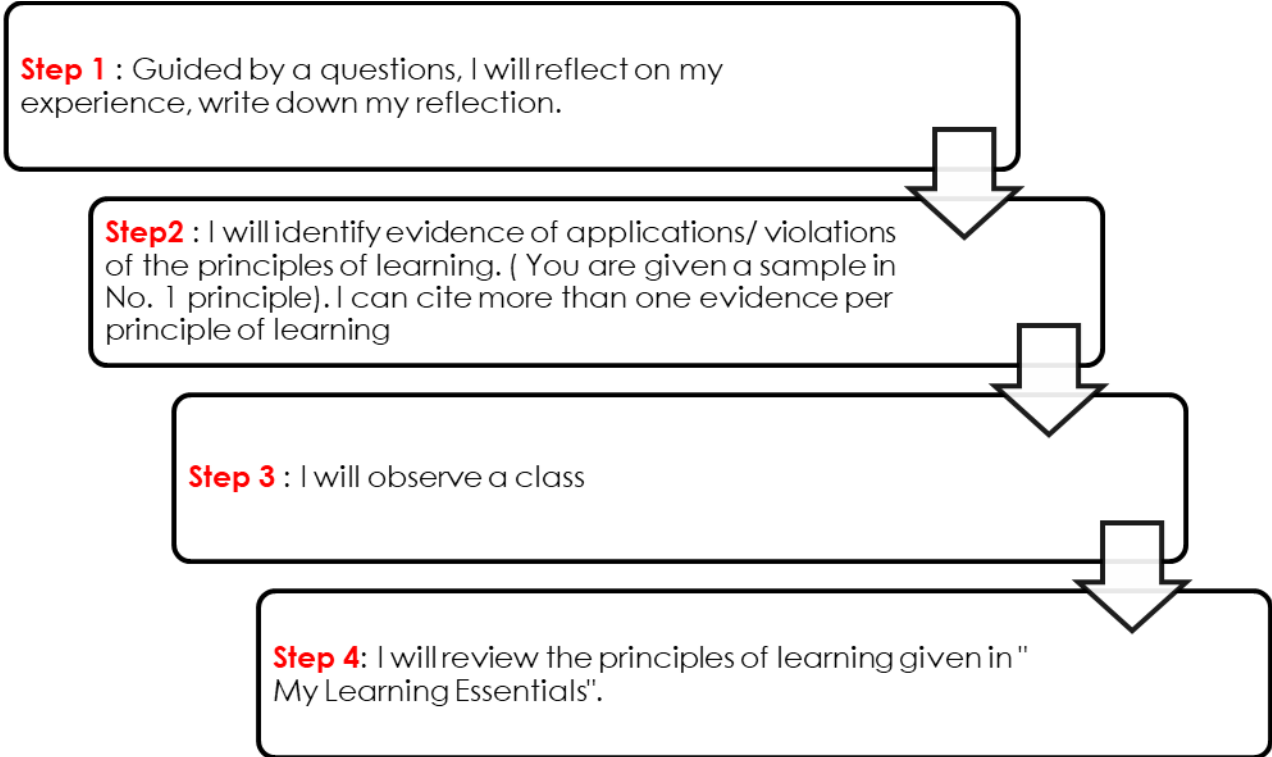
Here are time-tested principles of learning:

1. Effective learning begins with setting clear expectations and learning outcomes
2. Learning is an active process, “ What I hear, I forget; What I see, I remember, what I do , I understand.”
3. Learning is the discovery of the personal meaning of ideas. Students are given the opportunity to connect what they learn with other concepts learned, with real world experiences and with their own lives.
4. Learning is a cooperative and a collaborative process.

My Map

To realize my Intended Learning Outcomes, I will work my way through these steps:

Step 1 : Guided by a questions, I will reflect on my experience, write down my reflection.



Step2 : I will identify evidence of applications/ violations of the principles of learning. (You are given a sample in No. 1 principle). I can cite more than one evidence per principle of learning

Step 3 : I will observe a class

Step 4: I will review the principles of learning given in " My Learning Essentials".

My Learning Activities

As I observe a class, I will use the Observation Sheet for a more focused observation then analyze and reflect on my observation with the help of guide questions.

OBSERVATION SHEET		
Resource Teacher: _____	Teacher's Signature _____	School: _____
Grade/ Year Level: _____	Subject Area: _____	Date: _____

Principles of Learning	What did the Resource Teacher do which applies/ contradicts the learning principle?	
	Application of the Principle	Non-application/ Contradiction of the Principle
1. Effective learning begins with the setting of clear and high expectations and learning outcomes	Teacher writes her intended learning outcome on the board	The teacher discuss about the techniques of learning outcomes.
2. Learning is an active process	Pupil writes a letter A instead of Teacher writing for him/ her.	Pupil copying the writings on the board.
3. Learning is the discovery of the personal meaning and relevance of ideas.	Teacher asks the students to write a reflection based on a subject matter.	Pupil gathered their ideas based on their experience.
4. Learning is a cooperative and a collaborative process. Learning is enhanced in an atmosphere of cooperation and collaboration.	Pupil cooperate through gathering in a group activity.	Pupil finding another reference about lessons to discuss.

My Analysis

1. Which principle/s of teaching was/were most applied?

The second Principle was applied the most.

2. Which principle of learning was least applied? Why was/ were the principles not very much applied? Give instances where this/these principle/s could have been applied?

The fourth principle was least applied because some students are not participating during group activities. This principle could be best applied if the activity is a competition like.

3. How did the application of these learning principles affect learning?

The application of these learning principles affects the students learning by making them understand the lessons easier and better.

4. How did the non-application of these learning principles affect learning?

The non-application of these learning principles makes the learning process of the students slow.

5. Do you agree with these principles of learning? Or have you discovered that they are not always correct?

Yes I agree with the principles of learning, and yes sometimes they are not always correct because it always depends on the learners if they are compatible with the principle.

My Reflections

My reflections and lessons learned on my observations of my Resource Teacher's/s' application/ non-application of these principles

Among those practices that I observed, which practices will I adopt and which ones will I improve on? What lessons did I learn?

Practices worth adopting

Giving the pupils the opportunity to work and collaborate with their friends as well as allowing them to have a hands on activities.

Practices to avoid and to improve on

I would like to avoid using too much instructional materials instead I will explain and instruct the pupils orally.

Lessons Learned (Feel free to write your reflections outside the given questions)

Pupils will learn best with the use of different learning styles and principles with the help of the teacher as guide the students will learn better.

My Learning Portfolio

You may wish to state the principles of learning in your own words or illustrate each with diagrams. Feel free to choose how!

Principles of Learning in my Own Words

The Principles of Learning contains different teaching guides, it consist a lot of styles and ways for students to learn. Each principle is unique and has its own way of teaching, but I believe that it would be not enough if only one principle is applied.

Using two or more principle at a time results to a better learning for the learner. For example, if the teacher gives her students the lesson objectives with an accompaniment of a hands on activity pupils will be able to collaborate and share ideas based on their own understandings. In that way pupils can experience learning in a whole lot better level.

My Learning Rubrics (How I will be Rated)

Field Study 2, Episode 1- Principles of Learning Focused on: Identifying classroom practices that apply and violate each of the principles of learning				
Tasks	Exemplary 4	Superior 3	Satisfactory 2	Unsatisfactory 1
Learning Activities	All episodes were done with outstanding quality, work exceeds expectations	All or nearly all episodes were done with high quality	Nearly all episodes were done with acceptable quality	Fewer than half of episodes were done or most objectives were met but need improvement
Analysis of the Learning Episode	All episodes were answered completely; in depth answers, thoroughly grounded on theories. Exemplary grammar and spelling	Analysis questions were answered completely. Clear connection with theories. Grammar and spelling	Analysis questions were not answered completely. Vaguely related to the theories. Grammar and spelling acceptable	Analysis questions were not answered. Grammar and spelling unsatisfactory
Reflection/ Insights	Reflection statements are profound and clear, supported by experiences from the episode. 4	Reflection statements are clear but not clearly supported by experiences from the episode. 3	Reflection statements are shallow; supported by experiences from the episode. 2	Reflection statements are unclear and shallow and are not supported by experiences from the episode. 1
Learning portfolio	Portfolio is complete, clear, well-organized and all supporting documentation are located in sections clearly designated. 4	Portfolio is complete, clear, well-organized and most supporting documentation are available and/or logical and clearly marked locations. 3	Portfolio is incomplete; supporting documentation are organized but are lacking. 2	Analysis questions were not answered. Grammar and spelling unsatisfactory 1
Submission of Learning Episode	Submitted before the deadline 4	Submitted on the deadline. 3	Submitted a day after the deadline. 2	Submitted two days or more after the deadline. 1
Subtotals				

Overall Score	Rating based on transmutation:	<input type="text"/>
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Signature of FS Teacher above printed name

Date

Transmutation of Scores to Grades/ Ratings

Score	Grade	Rating	Score	Grade	Rating
20	1.0	99	12-13	2.50	81
18-19	1.25	96	11	2.75	78
17	1.5	93	10	3.00	75
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15	2.00	87	7- below	5.00	below
14	2.25	84			



Name of FS Student _____

Course **BSED - VALUES EDUCATION** Year & Section **ETEEAP Batch 18**

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview:

Intended learning outcomes/ lesson objectives set the direction of the lesson. For them to serve as guiding star they must be SMART and formulated in accordance with time-tested principles.

My Intended Learning Outcome:

In this episode, I must be able to:

- ✓ identify the guiding principles on lesson objectives/ learning outcomes applied in instruction
- ✓ determine whether or not lesson objectives/ intended learning outcomes served as guiding star in the lessons observed
- ✓ judge if lesson objectives/ intended learning outcomes are SMART

My Performance Criteria:

I will be rated along the following;

- ✓ Quality of my observations and documentation,
- ✓ Completeness and depth of my analysis,
- ✓ Depth and clarity of my classroom observation-based reflections,
- ✓ Completeness, organization, clarity of my portfolio and
- ✓ Time of submission of my portfolio

My Learning Essentials:

Here are the guiding principles related to lesson objectives/ learning outcomes.

1. Learning objectives/ intended learning outcomes set the direction of the lesson. Begin with the end in mind. IT is beneficial if teachers share the lesson objective/s or intended learning outcomes with the learners and the learners make it/ them their own learning objectives or outcomes.
2. To make lesson objectives/ intended learning outcomes very clear they must be made Specific, Measurable, Attainable, Result-Oriented and Timebound (SMART)
3. For meaningful teaching and learning, lesson objectives or intended learning outcomes must integrate 2 or 3 domains- cognitive, skill and affective or cognitive and affective or skills and affective

My Map

I will observe three (3) different classes.

I will reflect on the guide questions given below.

To realize intended learning outcomes, I will follow these steps.

Step 1 : Read the learning essentials given below.

Step2 : Observe at least three (3) classes with learning partner. I will choose one class from each of the three groups.

- Group 1-Language/Science/ Math
- Group 2- Physical Education/ TLE
- Group 3- Edukasyon sa Pagpapakatao/ Araling Panlipunan
- My focus this time is on lesson or learnin gobjectives/ intended learning outcomes

Step 3 : I will discuss my observations/ answers to the questions with my partner

Step 4: Write down my answer to the questions

Step 5: Reflect on my observation

My Learning Activities

As I observe a class, I will use the Observation Sheet for a more focused observation then analyze and reflect on my observation with the help of guide questions then reflect on my observations and answers.

OBSERVATION SHEET No. 2.1		
Resource Teacher: _____	Teacher's Signature _____	School: _____
Grade/ Year Level: <u>Grade 7</u>	Subject Area: <u>TLE</u>	Date: _____

Guiding Principles Related to Lesson Objectives/ Intended Learning Outcomes	Teaching Behavior/s which prove/s observation of the Guiding Principles
1. Begin with the end in mind	The teacher starts her class with clear and well prepared lesson.
2. Share lesson objective with students	Learning objective was been share and its good because it was student-centered not only teacher-centered.
3. Lesson objectives/ Intended learning outcomes are Specific, Measurable, Attainable, Result-Oriented and Time bound (SMART)	Teacher lesson objective was SMART because it was proven by the activities that are done in the class. The feedback was fruitful to the students, it has application on learners.

OBSERVATION SHEET No. 2.2

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

Grade/ Year Level: Grade 8 Subject Area: English Date: _____

Guiding Principles Related to Lesson Objectives/ Intended Learning Outcomes	Teaching Behavior/s which prove/s observation of the Guiding Principles
1. Begin with the end in mind	The Resource Teacher began her lesson by stating her objective.
2. Share lesson objective with students	The lesson began with a statement and clarification of the lesson objective.
3. Lesson objectives/ Intended learning outcomes are Specific, Measurable, Attainable, Result-Oriented and Timebound (SMART)	Based on the totality of the lesson discussed, the lesson is complete because the SMART objective was applied.

OBSERVATION SHEET No. 2.3

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

Grade/ Year Level: Grade 7 **Subject Area:** MAPEH **Date:**

Guiding Principles Related to Lesson Objectives/ Intended Learning Outcomes	Teaching Behavior/s which prove/s observation of the Guiding Principles
1. Begin with the end in mind	The Resource Teacher begins the class by stating a clearly defined objective.
2. Share lesson objective with students	The Resource Teacher encourages her students to make the lesson objective their own.
3. Lesson objectives/ Intended learning outcomes are Specific, Measurable, Attainable, Result-Oriented and Timebound (SMART)	With the SMART objective the learners are able to match the instruction and assessment.

2. Ask permission from your resource teacher for you to copy his/ her lesson objectives for the day's lesson. Did his/her lesson objectives serve as a guiding star in the sense that the development of the lesson was guided by his/her lesson objectives/ intended learning outcomes?

Yes with the help of the objective the Teacher is able to successfully teach the right lessons intended.

My Analysis

1. Why is it sound teaching practice for a teacher to “begin with an end in mind” and to share his/her lesson objectives or intended learning outcomes with his/her students?

It sounds teaching practice for a teacher to “begin with the end in mind” because teacher need clear objectives for effective teaching. And to share his/her lesson objectives or intended learning outcomes with his her students is to let students know what they should attain and in order for them to be guided as well as the teacher.

2. Did you find the lesson objective/s or intended learning outcome/s SMART? Support your answer.

Yes, the lesson objective/s or intended learning outcome/s SMART because at the end of the class you can see the outcome of the objectives to the learners. The objectives were applied because I can see from the learner's application when they had activity and reviews.

3. Do SMART objectives help the lesson become more focused?

Yes, SMART objectives help the lesson become more focused because you will be guided until you finished the class.

4. Where the lesson objectives/ intended learning outcome in the cognitive, psychomotor and affective domain? Support your answer.

Yes, lesson objective/s intended learning outcomes in the cognitive, psychomotor and effective domains because it makes teacher to focus on how to impart knowledge and to influence learners to think critically (cognitive) and to have ability to solve problem (psychomotor). And it motivates learners to cooperate and participate with their own capabilities and abilities. And it motivates teacher to value learners' feelings, emotion, and behaviors and even to learners it let them to feel that teachers are concern with them (affective domain)

5. Is it necessary to have the objectives always in the 3 domains - cognitive, psychomotor and affective? Why or why not?

Yes, it is necessary to have objectives always in the 3 domains- cognitive, psychomotor and affective, in order to attempt fruitful teaching and as guidelines in teaching lesson so that you will not lost your focus on teaching. Objectives can help teacher to think appropriate strategies and method for effective teaching.

My Reflections

Any lessons learned or insights gained from your observation focused on lesson objectives? Write them down here. Are lesson objectives truly the guiding star in the development of a lesson? Or are lesson objectives sometimes forgotten as the lesson develops? For lesson objectives/ Learning outcomes to serve as guiding star in the lesson development, will it help if they are SMART?

Yes, learning objectives should be always SMART because this will guide teacher to choose appropriate strategies and methods and even the teacher could easily point the weak part of her/his teaching in 3 domain of learning objectives

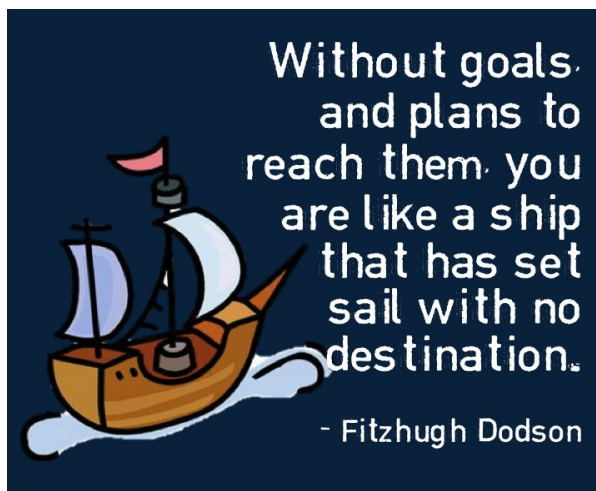
Does integrating lesson objectives/ intended learning outcomes in the three domains (cognitive, psychomotor, affective) or at least 2 (cognitive or psychomotor and affective) make lessons more meaningful?(*Feel free to add your other reflections*)

Yes in fact it will make the lessons clear and easier for the students to understand

My Learning Portfolio

Give one researched quotation that states the significance of goals and objectives (Don't forget to state your source)

"Without goals and plans to reach them you are like a ship that set sail with no destination"
-Fitzhugh Dodson.



*Source is google

In one sentence, relate this quote to learning objectives/ intended learning outcomes as guiding star in the lesson development.

The captain must always lead the ship in the right destination, in our case consider the ship as the student, the captain as the teacher and the destination as the objective.

My Learning Rubrics (How I will be Rated)

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Episode 3: THE THREE DOMAINS OF KNOWLEDGE / LEARNING ACTIVITIES

Name of FS Student **HENRY KAHAL ORIO, JR**

Course **BSED - VALUES EDUCATION** Year & Section **ETEEAP Batch 18**

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview:

Benjamin Bloom cited three (3) domains of knowledge - cognitive, psychomotor and affective. Kendall and Marzano also gave three (3) groups of learning - information (declarative knowledge), metacognitive procedures (procedural knowledge) and psychomotor procedures (motor or physical skills). This episode will focus on these domains of knowledge and learning.

My Intended Learning Outcomes:

In this Episode, I must be able to:

- Classify the lesson/s under Bloom's taxonomy of knowledge and Kendall's and Marzano's domain of learning activities.
- Reflect on what lesson is more meaningful and relevant based on the domains of knowledge and learning activities

My Performance Criteria:

I will be rated along the following:

- a. quality of my observations and documentation,
- b. completeness and depth of my analysis,
- c. depth and clarity of my classroom observation-based reflections,
- d. completeness, organization, clarity of my portfolio and,
- e. time of submission of my portfolio.

My Learning Essentials:

A. Three Domains of Knowledge (Kendall and Marzano):

1. Information – Declarative Knowledge;
e.g. Facts, concepts, generalizations, principles, laws
2. Mental Procedures – Procedural Knowledge;
e.g. writing a term paper, reading, map algorithms like computing long division
3. Psychomotor / Physical Procedures / Motor Skills – Skills
e.g. playing basketball, building furniture

Concrete examples:

- **Information:**
 1. **Vocabulary** – isosceles, equilateral, right triangle
 2. **Generalization** – All right triangles have one angle of 90 degrees.
- **Mental Procedures** – Conducting proofs and figuring the length of the side of a right triangle
- **Physical / Psychomotor Procedures / Motor Skills** – Constructing a right triangle with a compass and a ruler

B. Three Domains of Knowledge / Educational Activity (Bloom, B.)

1. Cognitive – knowledge – What will students know?
2. Psychomotor – skills – What will students be able to do?
3. Affective – values, attitudes – What will students value or care about?

Cognitive examples:

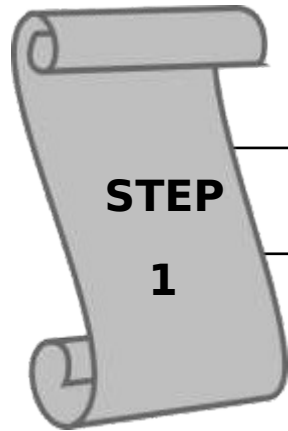
- Cognitive – Air pollution
- Psychomotor – Researching on the level of air pollution in the locality and on the causes of air pollution
- Affective – What to do to reduce the level of air pollution?

My Map:

I will observe three (3) different classes.

I will reflect on the guide questions given below.

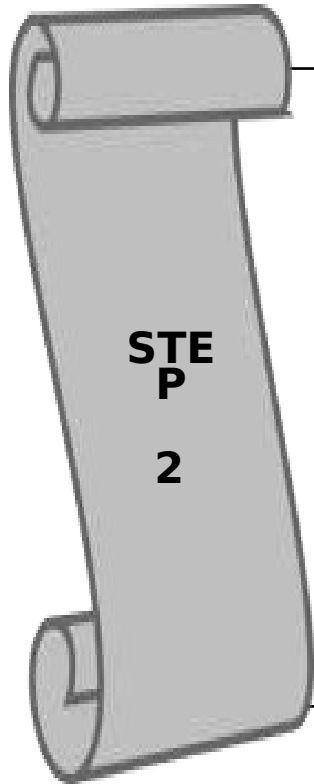
To realize intended learning outcomes, I will follow these steps:



STEP

1

Read the **Learning Essentials** given above.



STEP

2

Observe at least three (3) classes with a learning partner.

I will choose one from each of the three groups.

Group 1 - Language / Araling Panlipunan / Science /Math

Group 2 - Physical Education, ICT, TLE

Group 3 - Edukasyon sa Pagpapakatao / Literature

My Learning Activities:

I will make use of Observation Sheets, analyze my observations by answering the given questions then write down my reflections.

OBSERVATION SHEET No. 3.1 (Language / Araling Panlipunan / Science / Math)		
Resource Teacher: _____	Teacher's Signature _____	School: _____
Grade/ Year Level: <u>Grade 8</u>	Subject Area: <u>English</u>	Date: _____

Kendall's and Marzano's Domains of Knowledge:

Domain of Knowledge	Concrete Example/s for each Domain of Knowledge from my Observation (What did your Teacher teach? What was the focus of your Teacher's lessons?)
1. 1. Cognitive Domain - Information (Declarative Knowledge) - Vocabulary, terms, facts, concepts, principle, hypothesis, theory	The Resource Teacher asks the students to read the questions and writings on the board.

<p>2. Mental Procedures (Procedural Knowledge) - e.g. mental skills such as writing a paragraph</p>	<p>The Students were asked to analyze and answer the questions on the board.</p>
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Bloom's Domain of Learning Activities:

Domain of Learning	
3. Psychomotor - skills	The students are taking down notes while checking their test papers.
4. Affective - values, attitudes	The students are challenged and are doing their best to answer

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

Grade/ Year Level: Grade 7 **Subject Area:** MAPEH **Date:**

Kendall's and Marzano's Domains of Knowledge:

Domain of Knowledge	Concrete Example/s for each Domain of Knowledge from my Observation (What did your Teacher teach? What was the focus of your Teacher's lessons?)
1. Cognitive Domain - Information (Declarative Knowledge) - Vocabulary, terms, facts, concepts, principle, hypothesis, theory	The Resource Teacher asked the students to orally state the statements shown in the screen.
2. Mental Procedures (Procedural Knowledge) - e.g. mental skills such as writing a paragraph	The students are given sets of questions to be answers.

Bloom's Domain of Learning Activities:

Domain of Learning	
3. Psychomotor - skills	The Teacher plays a dance video to be acted by the students.
4. Affective - values, attitudes	The students are energize and are ready to learn.

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

Grade/ Year Level: Grade 7 Subject Area: TLE Date: _____

Kendall's and Marzano's Domains of Knowledge:

Domain of Knowledge	Concrete Example/s for each Domain of Knowledge from my Observation (What did your Teacher teach? What was the focus of your Teacher's lessons?)
1. Cognitive Domain - Information (Declarative Knowledge) - Vocabulary, terms, facts, concepts, principle, hypothesis, theory	The Teacher asked the students to read and write their outputs in front of the class.
2. Mental Procedures (Procedural Knowledge) - e.g. mental skills such as writing a paragraph	After reading the output the teacher gives a follow up question to ensure that the students truly understand the activity.

Bloom's Domain of Learning Activities:

Domain of Learning	
3. Psychomotor - skills	The students were divided into 5 groups to do some activities to be reported when done.
4. Affective - values, attitudes	The students were actively participating in the activity, there were really fund on the activity based on their facial expressions.

My Analysis:

1. Were the lessons focused on information / cognitive domain only or mental procedures only or psychomotor procedures / physical skills only? Or were the lessons combinations of two or three? Explain your answer.

All were applied successfully in a way that the students were able to absorb the lesson objective.

2. Were the lessons focused on cognitive content only or psychomotor content only or affective content only? Or were the lessons combinations of two or three? Explain your answer.

All three were applied, since the lesson focused on the development on the skills, mind and emotions of the students.

3. What was the effect on learning when teaching was focused on only one domain?

The students will learn in that particular one domain but not on other domains. Thus making their learning's incomplete.

4. Is it really possible to teach only in one domain like affective only or cognitive only or psychomotor only? Or based on Kendall's and Marzano's taxonomy, information only or mental procedures only or psychomotor procedures only? Explain your answer.

Yes it is possible to teach only in one domain but on the side of the learners their learning's will be incomplete and will not be satisfied.

5. Do Kendall's and Marzano's knowledge taxonomy and Bloom's taxonomy of learning activities contradict each other? Explain your answer.

4. If Teacher Mila's lesson objective / intended learning outcome is "to focus the microscope correctly", could she have just shown the class how to do it without explaining the parts of the microscope and their corresponding functions?
- A. No.
 - B. Yes, 21st Century students learn skill very fast
 - C. Yes, but risky.
 - D. No, it is basic for students to know the function of each part. This guides the students on how to focus the microscope.
5. If explaining and demonstrating are necessary for Teacher Mila to realize her lesson objective / intended learning outcome, what does this imply on lesson planning and development for whole and meaningful learning.
- A. Integrate the domains of learning activities
 - B. You make lesson focus only information
 - C. Plan a lesson that is exclusively for skills or for information
 - D. Always touch the affective domain of learning.
6. Which part of Teacher Mila's lesson is in the affective domain?
- A. Asking the students if learning to focus the microscope is important
 - B. The "don'ts" in focusing the microscope
 - C. Teacher Mila demonstrating to the class first how to focus the microscope before asking the 3 to focus the same in order to avoid accident.
 - D. Explaining the why behind "don'ts" in microscope focusing

My Learning Portfolio

Refer to the K to 12 Curriculum Guide. Based on the competencies, formulate SMART lesson objectives / intended learning outcomes:

The following learning competencies were based from the Curriculum Guide of *Media and Information Literacy* subject:

1. In the cognitive, affective and psychomotor domains (B. Bloom)

Cognitive: *describes how communication is affected by media and information*

- *discuss to the class how media and information affects communication through a video presentation*

Affective: *shares to class media habits, lifestyles and preferences*

- *ask students to share to class their media habits, lifestyles and preferences*

Psychomotor: *interviews an elder from the community regarding indigenous media and information resource*

- *let the students conduct an interview of an elder in their community regarding indigenous media and information resource*

2. For information (declarative knowledge), mental procedures (procedural knowledge) and psychomotor procedures / physical or motor skills

Information: *defines media convergence through current examples*

- *define and discuss media convergence through examples*

Mental Procedures: *editorializes the roles and functions of media in democratic society*

- *let the students create an editorial piece regarding the roles and function of media in a*

democratic society

Psychomotor Procedures: *searches latest theory on information and media*

- *ask students to search on the internet the latest theory on media and information*

My Learning Rubric:

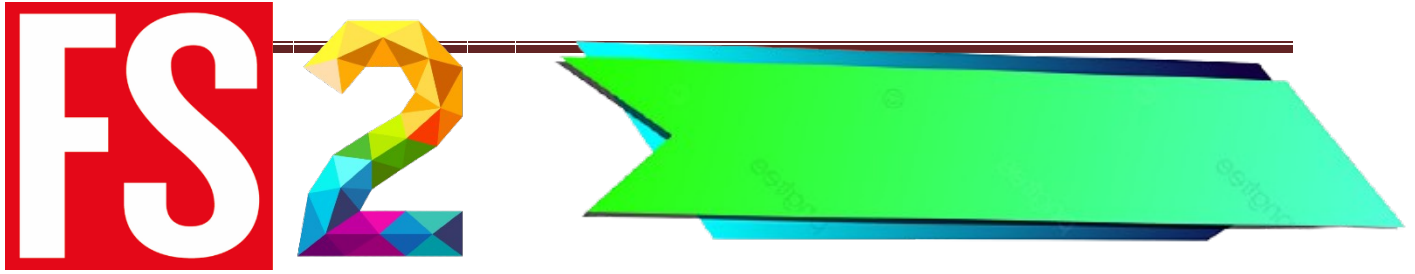
Learning Episodes	Exemplary 4	Superior 3	Satisfactory 2	Needs Improvement 1
Learning Activities	All tasks were done with outstanding quality; work exceed expectations	All or nearly all tasks were done with high quality	Nearly all tasks were done with acceptable quality	Fewer than half of tasks were done; or most objectives were met but need improvement
Analysis of the Learning Episodes	All questions were answered completely; in depth answers; thoroughly grounded on theories. Exemplary grammar and spelling	Analysis questions were answered completely. Clear connection with theories Grammar and spelling are superior	Analysis questions were not answered completely. Vaguely related to the theories Grammar and spelling acceptable.	Analysis questions were not answered. Grammar and spelling unsatisfactory
Reflections / Insights	Reflection statements are profound and clear; supported by experiences from the learning episodes	Reflection statements are clear, but not clearly supported by experiences from the learning episodes	Reflection statements are shallow; supported by experiences from the learning episodes	Reflection statements are unclear and shallow and are not supported by experiences from the learning episodes
Learning Portfolio	Portfolio is complete, clear, well-organized and all supporting documentations are located in sections clearly designated	Portfolio is complete, clear, well-organized; most supporting documentations are available and logical and clearly marked locations	Portfolio is incomplete; supporting documentations are organized but are lacking	Analysis questions were not answered. Grammar and spelling unsatisfactory
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Comments		Over-all Score □		Rating (Based on Transmutation) □

TRANSMUTATION OF SCORE TO GRADE/RATING											
Score	20	19-18	17	16	15	14	13-12	11	10	9-8	7-below
Grade	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71- below

Signature of FS Teacher above Printed Name

Date

Episode 4:
**THE TAXONOMY OF EDUCATIONAL
OBJECTIVES: THE LEVELS OF
LEARNING ACTIVITIES**



Name of FS Student **HENRY KAHAL ORIO, JR**

Course **BSED - VALUES EDUCATION** Year & Section **ETEEAP Batch 18**

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview

This episode dwells on Bloom's level of cognitive processing and on the new taxonomy of processing knowledge introduced by Kendall and Manzano.

My Intended Learning Outcome

In this episode, I must be able to identify teaching practice/s in the different levels of processing knowledge based on Bloom's revised cognitive taxonomy and Kendall's and Manzano's new taxonomy.

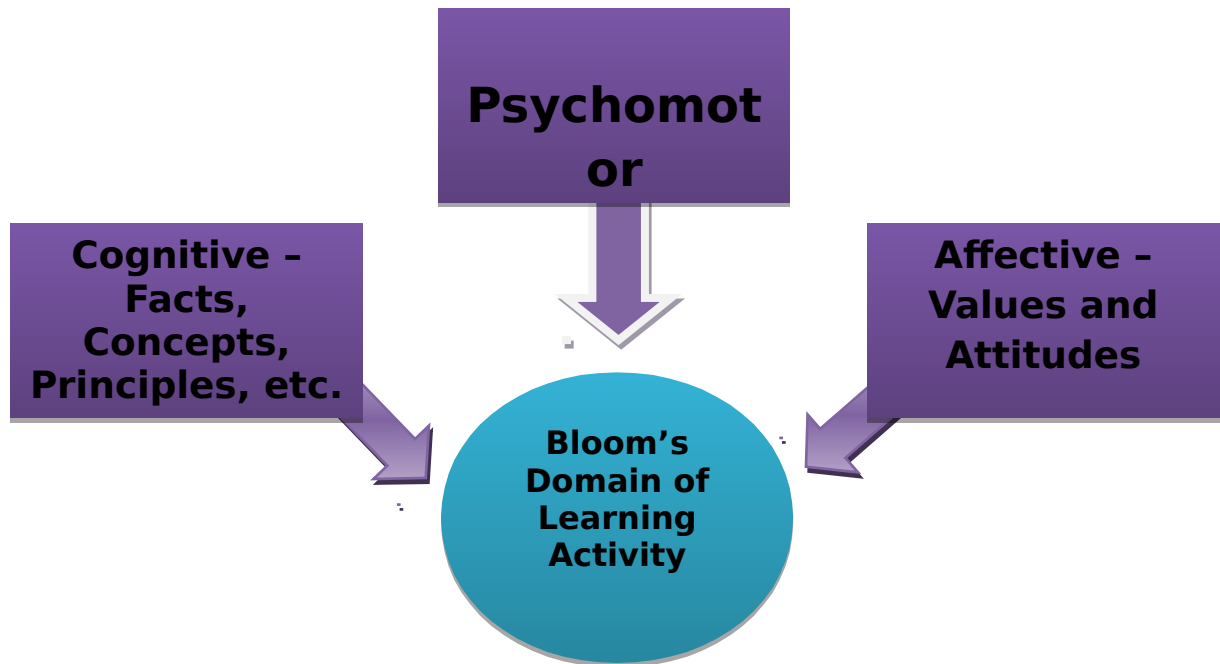
My Performance Criteria

I will be rated along the following:

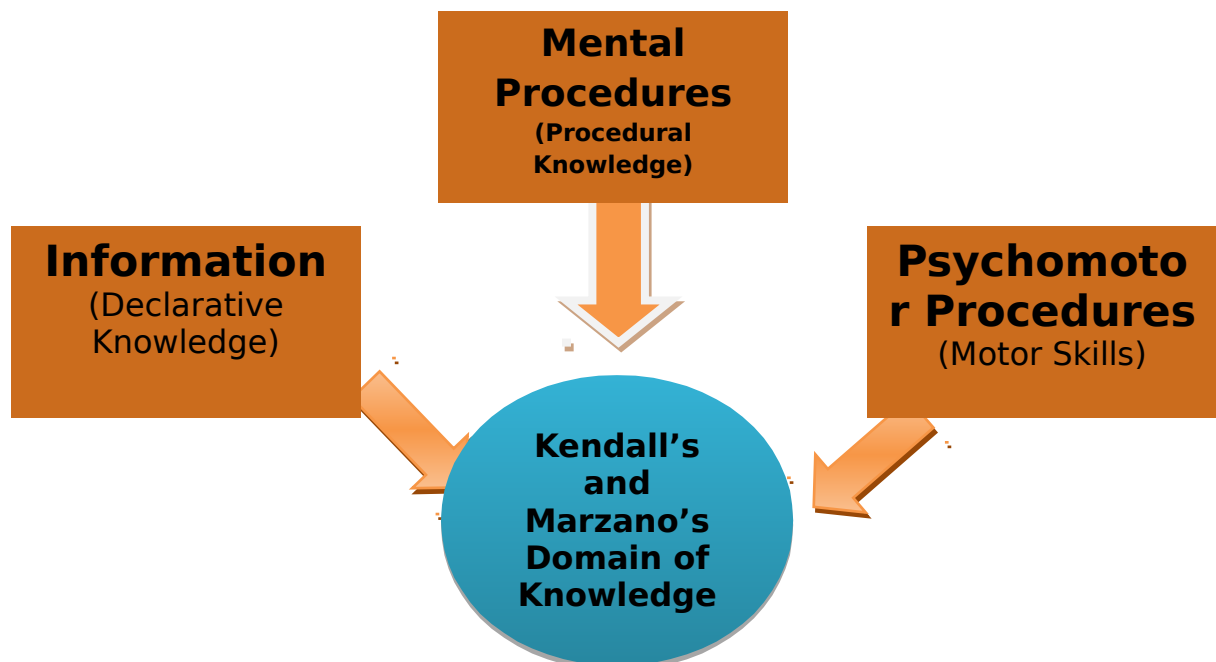
- a. Quality of my observations
- b. Completeness and depth of my analysis
- c. Depth and clarity of my classroom observation-based reflections,
- d. Completeness, organization, clarity of my portfolio and
- e. Time of submission of my portfolio

My Learning Essentials

1. The revised Bloom's taxonomy identified 3 domains of learning - cognitive, psychomotor and affective.



2. Kendall and Marzano likewise identified 3 domains of knowledge taught and learned, namely: 1) information (declarative knowledge) 2) mental Procedures (procedural knowledge) and 3) psychomotor/motor procedures.

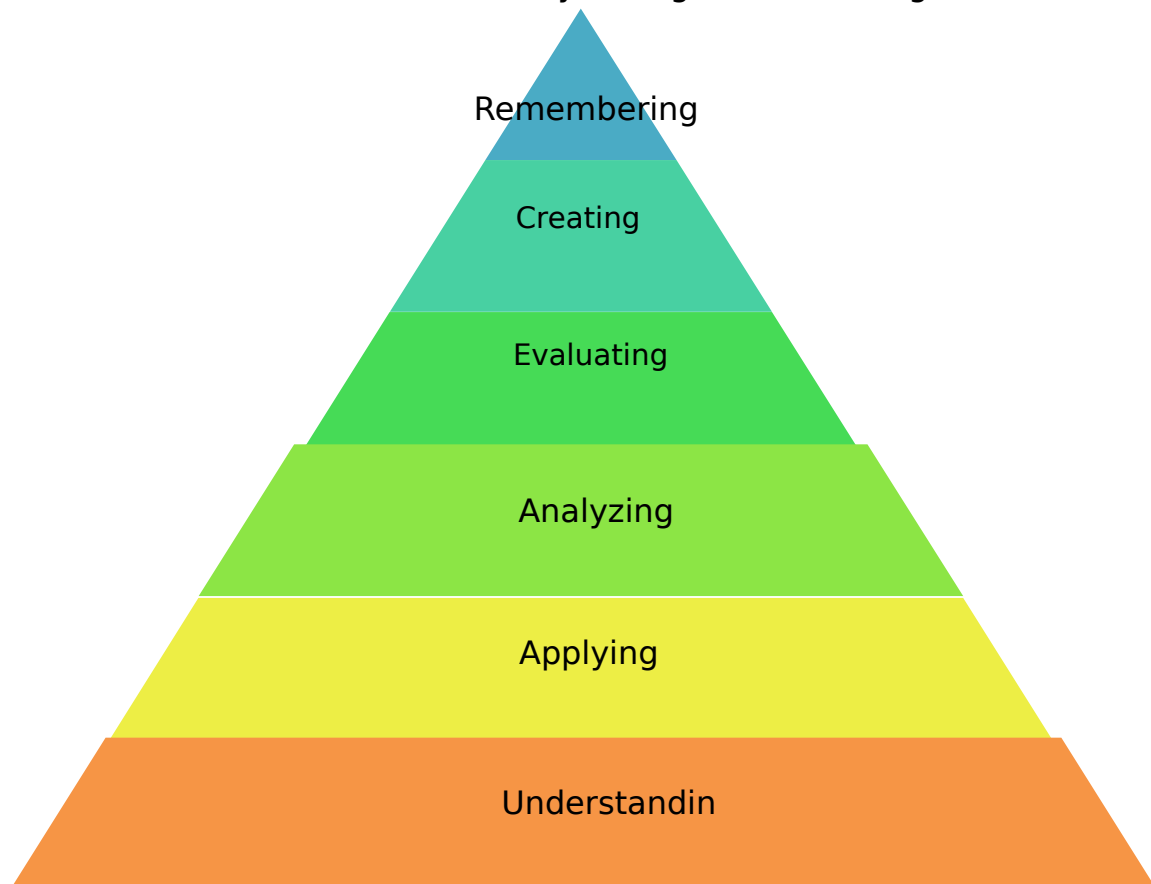


2. These domains of learning and domains of knowledge are processed in different levels. For the revised Bloom's taxonomy, cognitive learning is processed in six (6) different levels of processed from remembering to creating; psychomotor learning in six (6) levels and affective in five (5) levels. Refer to the Table below.

Domain	Categories of Activities/ Levels of Processing
Cognitive	1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating
Affective	1. Receiving 2. Responding 3. Valuing 4. Organization 5. Internalization
Psychomotor	1. Reflex movements 2. Basic Fundamental movement 3. Perceptual 4. Physical Activities, 5. Skilled movements Non-discursive communication (Harlow, A)

Table 1. Bloom's Domain of Learning with Categories of Educational Activities

Figure 3. The Revised Bloom's Taxonomy of Cognitive Learning



3. For Kendall and Manzano, the three (3) domains – information, mental Procedures and psychomotor procedures are processed in six (6) different levels. See Figure below.

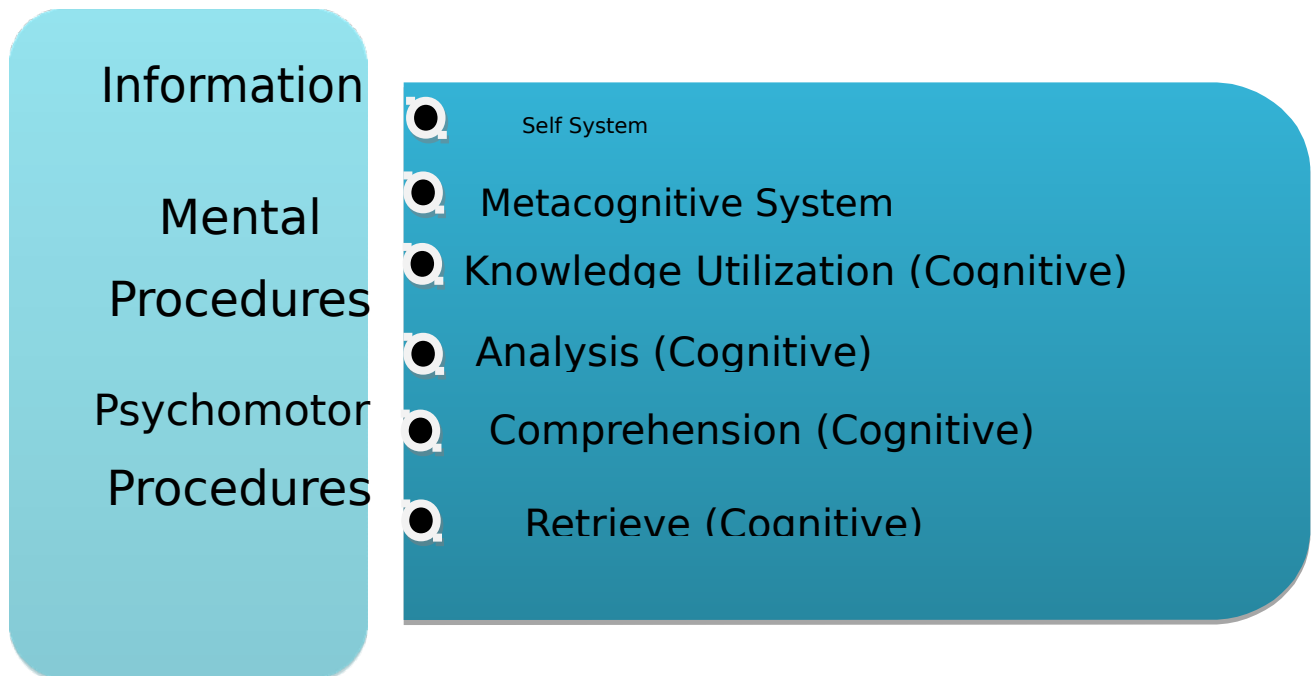


Figure 4. Marzano’s and Kendall’s Domains of Knowledge and Levels of Processing

Kendall’s and Marzano’s different levels of processing information, mental and psychomotor procedures.

Each level of processing can operate within each of the three domains – information, mental procedures, and psychomotor procedures.

The first four levels of processing are cognitive, beginning with “Retrieval” the least complex, then moving upward with an increasing complexity through “Comprehension”, “Analysis” and “Knowledge Utilization”.

The fifth level of processing, the Metacognitive System, involves the learner’s specification of learning goals, monitoring of the learner’s own process, clarity and accuracy of learning. Simply put involves the learner’s organization of his/her learning.

The sixth level of processing, the Self System, involves the learner’s examination of the importance of the learning task and his/her self-efficacy. It also involves the learner’s emotional response to the learning task and his/her motivation regarding it.

New Taxonomy

Bloom	Kendall and Marzano		
Domains of Learning Activities	Revised Bloom's Taxonomy, Cognitive domain	New Taxonomy - Kendall and Marzano	Domains of Knowledge
Cognitive	6 - Creating	6 - Self system	
Psychomotor	5 - Evaluating	5 - Metacognitive system	Psychomotor Procedures
Affective	4 - Analyzing	4 - Knowledge Utilization - Cognitive System	Mental Procedures Information
	3 - Applying	3 - Knowledge Analysis	
	2 - Understanding	2 - Comprehension - Knowledge	
	1 - Remembering	1 - Retrieval - Knowledge	

Table 2. A comparison of Revised Bloom's cognitive taxonomy and Kendall's and Marzano's New Taxonomy

My Map

I will observe four (4) different classes.

I will reflect on the guide question given below. To hit my target, I will follow these steps.

STEP 1.

Read the Learning Essentials given above.

STEP 2.

Observe at least (4) class with a learning partner
I will choose from each of the three groups.

Group 1 - Language/

Araling/Panlipunan/Science/Math

Group 2 - Physical Education, ICT, TLE

**Group 3 - Edukasyon sa
Pagpapakatao/Literature**

I will observe 4 Resource Teachers with the use of Observation Sheets, analyze then reflect on my observations.

OBSERVATION SHEET No. 4.1 (Bloom's Levels of Processing Cognitive Activities)		
Resource Teacher: _____	Teacher's Signature _____	School: _____
Grade/ Year Level: <u>Grade 8</u>	Subject Area: <u>Araling Panlipunan</u>	Date: _____


Bloom's level of processing cognitive activities	What learning activity/ies in the classroom did I observe in each level?
1. Remembering	Students were asked to answer the question: "Who" was the first man to land on the moon?
2. Comprehending	Students were cut out a picture Map of Philippines. "Can you write in your own words about the Map of the Philippines?"
3. Applying	Student were take a collection of photos of what are in the Philippines. "Can you group it, Island to Island and water to water?"
4. Analyzing	Students were construct a graph to illustrate the Philippines. "What do you see as other possible outcomes?"

5. Evaluating	Students were prepare a case to present the view of the Philippines. "How effective are these?"
6. Creating	Students were write about their feeling in relationship of the Philippines. "If you had access to all resources how would you deal with it?"

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

Grade/ Year Level: Grade 8 Subject Area: Araling Panlipunan Date: _____

LEVELS OF PROCESSING	WRITE DOWN INSTANCES WHERE TEACHER MADE LEARNERS TO DO ANY OF THESE
1. RETRIEVAL	Information - Student/s gave information asked. <i>Students asked her teacher about in the Philippines.</i>
	Mental procedures - Student/s determined if information is accurate or inaccurate. <i>Students were determined if information is accurate by looking the book about in the Philippines and they read it.</i>
	Psychomotor procedures / Motor or physical skills - Student/s executed/performed procedures. <i>The students drew and to relate it, what are the importance in the Philippines.</i>

<p>2. COMPREHENSION</p> 	<p>Student/s constructed symbolic representation of information. e.g. Draw a symbol that represents abuse of Mother Earth.</p>
	<p>Student/s integrated information, paraphrased information.</p> <p><i>The Student integrate the information and asked about their lessons. They formulate already and determine themselves what is in the Philippines.</i></p>
<p>3. ANALYSIS</p>	<p>Student/s specified logical consequences of information.</p> <p><i>Students also have information to do have more examples about their lesson</i></p>
	<p>Student/s stated generalizations.</p> <p><i>Student gave also more examples about what they understand in the lesson was discussed.</i></p>

	<p>Student/s identified factual/logical errors.</p> <p><i>The students identified her errors when teacher said “no” but she encourage her students to be positive.</i></p>
	<p>Student/s did classifying.</p> <p><i>Students sort out about the lesson.</i></p>
	<p>Student/s matched, identified similarities and differences.</p> <p><i>Students identified their similarities and difference of her classmate by comparing.</i></p>
4. KNOWLEDGE UTILIZATION	<p>Student/s tested hypotheses.</p> <p><i>Students tested their hypothesis by giving their own opinion about the lesson was discussed.</i></p>
	<p>Student/s experimented.</p>
	<p>Students made a decision.</p> <p><i>Student made their own decision by what they want to do if they want to draw or wrote a song about in the Philippines.</i></p>

	<p>Students solved problems given by teacher.</p> <p><i>The student answered the question that was the teacher asked to them.</i></p>
<p>5. META-COGNITIVE SYSTEM</p>	<p>Student/s specified their learning goals.</p> <p><i>The student specified their learning goals by giving them a support and they gave their effort and participation in the class.</i></p> <hr/> <p>Student/s monitored their own learning.</p> <p><i>Students monitored their own learning by listening to their teacher and they prove it by understanding, what was the topic is all about.</i></p> <hr/> <p>Student/s monitored the clarity and accuracy of their own learning process.</p> <p><i>Students monitored the clarity and accuracy of their own learning process when the teacher said to them "God job and it's great"</i></p>
<p>6. SELF-SYSTEM</p>	<p>Students believed in the importance of what they learn.</p> <p><i>Yes, student believed in the importance of what they learn, because learners enable teacher to develop and demonstrate greater emotional intelligences in the classroom, determine each student readiness for learning and identify multiple access point to the curriculum to increase engagement and success.</i></p> <hr/> <p>Students were convinced in their ability to learn.</p> <p><i>Students were make progress transparent</i></p>

	<i>with charts and graphs, threat mistakes as opportunities to learn, and connect students' academic success to learn, and connect student academic success with life options</i>
	Students were motivated to learn and felt good about learning tasks.
	<i>Yes of course they motivate it by reviewing their lessons, and they felt good especially when the teacher encourage them to coming in the school everyday and challenge in every task they do.</i>

My Analysis:

1. Were all Bloom's levels of presenting information demonstrated by the learners in class?

Not all Bloom's level of processing information demonstrated because there was one class which I observed they just have a spelling the whole period.

2. Which level/s of processing cognitive information in Bloom's taxonomy was most displayed? least demonstrated? Give proofs.

The most displayed level of processing information was comprehension almost all the class that I observed understand the lesson but unfortunately there was also least demonstrated which is creating.

3. Were all Kendall's Marzano's levels of processing of information, mental and physical procedures demonstrated by the learners in class? Why or why not?

Not all, especially the metacognition and the self-system level of processing information were not observed It well although there are two classes that I observed this two, but not really satisfying for the student.

4. Which levels of Kendall's and Marzano's processing information was most demonstrated? Least demonstrated? Give proof.

Retrieval was the most demonstrate process because all of the classes I've observed did recalling of the lesson and the least demonstrated was metacognitive and self-system which is out of focus in classes.

5. Are Bloom's cognitive taxonomy of learning activities (cognitive, affective and psychomotor) very different from the new taxonomy of Kendall and Marzano (informative, metacognitive procedures and psychomotor)? Explain your answer.

My Reflections:

Analyzing the levels of processing that were demonstrated by students in the classes that you observed, what conclusion can you draw regarding the level of processing of information that takes place in schools? (Are all the higher levels of processing information done in classrooms? Or are classrooms limited mostly to the lower of information processing such as remembering or retrieval?)

I learned that, based on what I have observed I can conclude that mostly teachers on classes are focused only on the lower levels of information processing such as level of information such as remembering and comprehension. There are few who really exerted effort in order to impose learning on the students but not to exert that could allow students to perform all the given task. All I want to say is the reason why students go to school because they wanted to learn and how could that be possible if the teacher doesn't have the passion.

Write your reflections on the level of information processing among students in class. Does the teacher contribute to the level of processing that students do in schools? If students are engaged only in low level information processing, can the teacher be blamed for such?

Students can be great if the teacher is responsible enough on moulding his students to become great. Inside the classroom, the most superior person is the teacher that's why we need to control but it doesn't mean that he/she need to control also the learning process of the students interact she/he will facilitate carefully and completely the teaching learning process. No one can be blamed if the students were only engaged in how level of information processing but the teacher should be aware about this and make sure to have an action about this.

My Learning Portfolio:

Based on the K to 12 Curriculum Guide, (for BEED students, subject of your choice BSED, your specialization), write competencies that are fit for each of the following:

A. Bloom's levels of processing a learning activity: (Just in case you can't find one make one), Give the other levels of information processing given.

- **Remembering**

The students can recognize and recall relevant knowledge from long-term memory, Define, memorize, repeat.

- **Understanding**

The students can construct meaning from oral, written and graphic messages. Interpret, classify, paraphrase.

- **Applying**

The student can use information in a new way: Demonstrate, dramatized, illustrate and convert.

- **Analyzing**

The students can distinguish between parts, how they relate to each other, and to the overall structures and purposes. Compare construct.

- **Evaluating**

The students can make judgement and justify decision. Appraise, agree, defend, judge, debate measure, select, test, verify

- **Creating**

The student can put elements together to form a functional whole, create a new product or point of view: assemble, generate, construct, design, develop, formulate, rearrange, rewrite, organize, design.

B. Kendall's and Marzano's Levels of Processing Information (Just in case, you can't find one, make one)

- **Retrieval**

Composed of persuasive text of three paragraphs expressing one's stand on an issue.

- **Comprehension**
Draw generalization and conclusion based on the materials viewed.
- **Analysis**
Differentiate formal form and informal definitions of words.
- **Knowledge Utilization**
Point out the effectiveness of the devices used by the speakers to attract and hold the attention of the listener.
- **Metacognitive System**
Determine the relevance of results.
- **Self-System**
Identify strategies for retraining information.



Episode 5:
**TEACHING APPROACHES AND K
TO 12 CURRICULUM**

Name of FS Student **HENRY KAHAL ORIO, JR**

Course **BSED - VALUES EDUCATION** Year & Section **ETEEAP Batch 18**

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview

The K to 12 Law made explicit the pedagogical approach for the K to 12 Curriculum. This episode revolves around this pedagogical approach.

My Intended Learning Outcomes

In this Episode, I must be able to:

- Determine the teaching approach used by the Resource Teachers
- Identify instances where the pedagogical approaches of the K to 12 Curriculum contained in the law are observed

My Performance Criteria

I will be rated along the following:

- a. Quality of my observations and documentation,
- b. Completeness and depth of my analysis,
- c. Depth and clarity of my classroom observation-based reflections,
- d. Completeness, organization, clarity of my portfolio and
- e. Time of submission of my portfolio

My Learning Essentials

R.A 10533, the Enhanced Basic Act of 2013, states: “The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative”. (Sec. 5 e) It shall be “learner-centered, inclusive, developmentally appropriate”. (Sec. 5 a)

The Tables below contrast teacher-centered and learner-centered approach to teaching-learning

Table 3. Teacher centered approach vs. Learner-centered approach

Teacher-centered	Learner-centered
Subject matter-centered	Learner-centered
Teacher-dominated	Interactive
“Banking approach”	Constructivist
Disciplinary	Integrated
Individualistic, competitive	Collaborative
Indirect, guided	Direct

Source: Corpuz, B. And G. Salandanan (2013) Principles of Teaching. Quezon City: Lorimar Publishing

Table 4. Teacher centered approach vs. Learner-centered approach

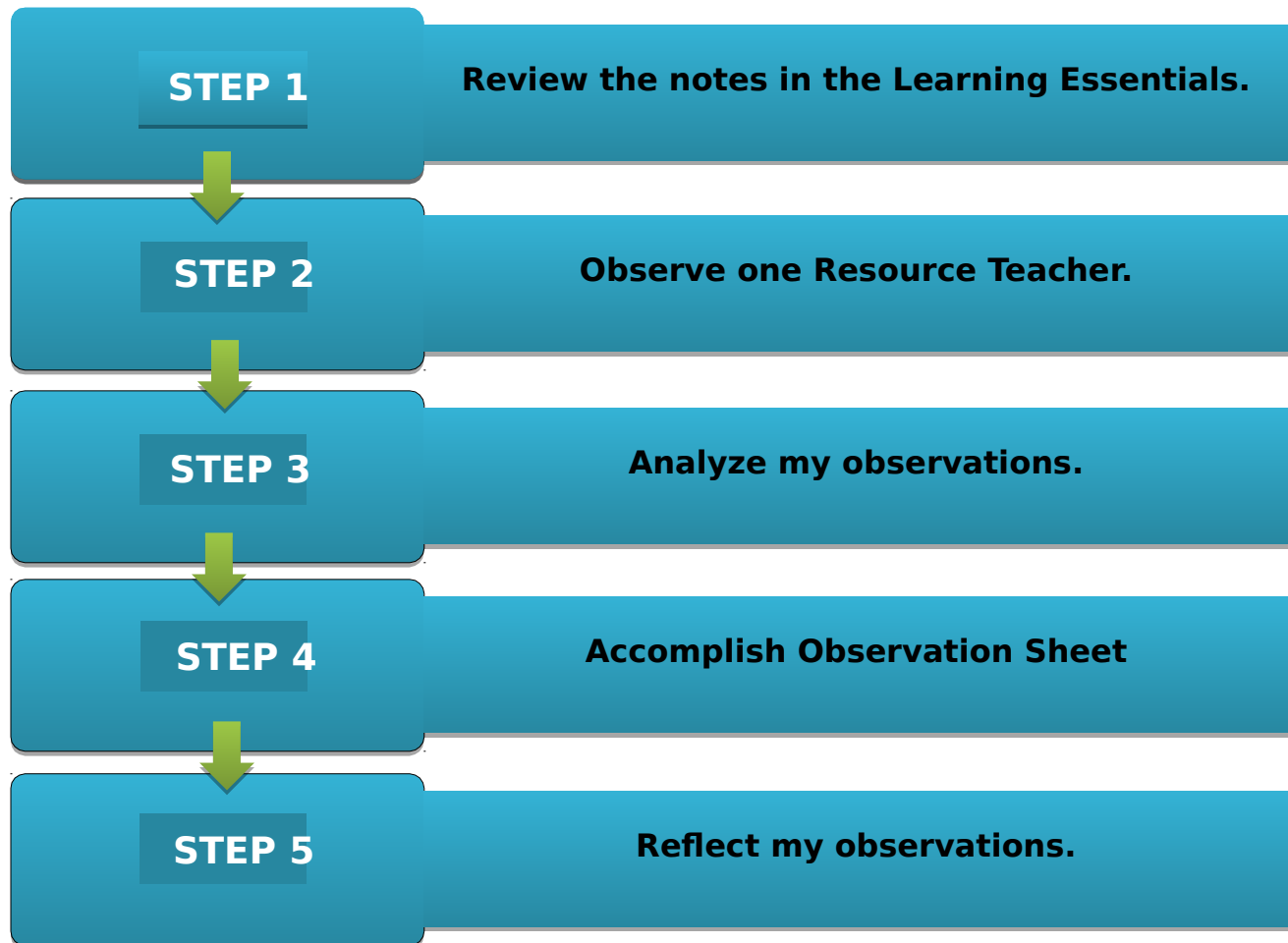
Teacher-centered Approach	Learner-centered Approach
Knowledge is deposited by teacher in the minds of students (“banking system”); teacher is the only expert and the only source of information	Learners construct knowledge by receiving information from teacher and integrating it with their experiences and prior information(constructivist)
Emphasis is on subject matter for the test.	Emphasis is on using knowledge learned to solve problems in real life contexts.
Teacher dominates class proceedings.	Students are actively involved in learning activities.
Focus is individualistic and highly competitive.	Culture is cooperative, collaborative and supportive
Only students are viewed as learners.	Teachers and learners learn together.

My Map

I will observe one Resource Teacher teach, analyze and reflect on my observations.

To realize my Target/Intended Learning Outcomes, I will follow the

following steps:



My Learning Activities

I will observe one Resource Teacher with the use of an Observation Sheet for greater focus. I will analyze my observations with the help of guide questions then reflect on my observations and analysis.

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

Grade/ Year Level: Grade 7 **Subject Area:** TLE **Date:**

Teacher-centered	Student-centered
Did teacher lecture all the time? Yes.	Were students involved in the teaching- learning process? How? Or were they mere passive recipients of instruction?
Was the emphasis mastery for the lesson for the test? Prove Yes, because she is fluent to her lesson and she knows the flow of her lesson.	Was the emphasis the students' application of the lesson in real life? Give proofs.
Was class atmosphere competitive? Why. As I've observed, they are not competitive because the students are just enjoying the lesson and the teacher is very balanced to her students.	Was class atmosphere collaborative? Why?

Teacher-centered **Students-centered**

Did teacher focus only on one discipline/subject?	Did teacher lesson to other disciplines/subjects?
What teaching-learning practice show that teaching approach was: a) Constructivist - connected to past experiences of learners; learners constructed new lesson meanings	
b) Inquiry-based-	
c) Developmentally appropriate -	
d) Reflective-	
e) Inclusive-	
f) Collaborative-	
g) Integrative- Lesson was multidisciplinary - e.g in Science, Math concepts were taught.	

My Analysis

1. Based on your observations, as a whole was instruction

teacher-centered or student-centered?

2. Were there instances when the students could have been involved in class proceedings but were not? Give example/s.

3. What are possible consequences of teaching purely subject matter for mastery and for the test?

4. If you were to reteach the class, would you be teacher-centered or student-centered? Why?

5. If you abide by the pedagogical approaches that the K to 12 Law states, will you be more teacher-centered or student-centered in approach? Explain your answer.

My Reflections



Integrating Theory and Practice

Direction: Choose the correct answer.

1. Teacher Myleen talked all period. She taught the class the steps to undertake in the conduct of an action research. She also showed a poorly done action research, discussed why it is poorly done and finally showed a model action research. Which teaching approach describes Teacher Mylene's lesson development? Was Teacher Mylene's approach learner-centered?
 - a. Yes, she taught for all learners.
 - b. Yes, she made things easy for the learners.
 - c. No, she was more subject matter-centred and teacher-centered.
 - d. No, because her subject matter was highly technical.

2. Teacher Dada's lesson was on "what man can do to arrest climate change". She made students do the talking, the arguing, the synthesizing. She gave her lecturette after students have participated in the lively discussion. Which teaching approach did Teacher Dada employ?
 - a. Learner-centered approach
 - b. Activity-centered approach.
 - c. Subject matter-centered approach
 - d. Teacher-centered approach

3. In this FS course, FS students are required to observe, analyze and reflect on actual class proceedings. Which description of the pedagogical approach of K to 2 as cited in the K to 12 Law is observed in the conduct of the FS course?
 - a. Developmentally appropriate
 - b. Reflective
 - c. Inclusive
 - d. Inquiry-based

4. Teacher Beth avoids giving out-of-context drills. Instead she makes use of real-world problems for her students to solve. Doing so makes Teacher Beth in approach.
 - a. Developmentally appropriate
 - b. Reflective
 - c. Constructivist
 - d. Inquiry-based

5. The subject matter is the ASEAN Qualifications Framework (AQRF). The

Asian History teacher teams up with the Economics teacher, the Professional Education teacher for a thorough discussion of AQR from the perspective of other disciplines. Which describes the Asian History teacher's pedagogical approach?

- a. Integrated
 - b. Reflective
 - c. Constructivist
 - d. Inquiry-based
6. The spiral progression approach in teaching Math in the K to 12 curriculum means that you teach basic Math concepts from K to 10 in increasing depth and breadth across the grades. This means that Math teaching is .
- a. Developmentally appropriate
 - b. Inquiry-based
 - c. Inclusive
 - d. Integrated

-
1. With a graphic organizer, present the pedagogical approaches to the K to 12 Curriculum as stated in RA 10533. Give the main features of each approach.

2. A student-centered approach is very interactive. Research on at least 3 teaching-learning activities/techniques that can be used at the beginning or end of lesson. Put them here.

Anticipation Guides

Anticipation guides ask students to express an opinion about ideas before they encounter them in a text or unit of

study. Completing anticipation guides prepares students to recognize and connect to these themes as they surface in their learning. Reviewing anticipation guides at the end of a lesson or unit is one way to help students reflect on how learning new material may have influenced their opinions, perhaps by reinforcing previously held beliefs or by causing ideas to shift.

Assigning Roles for Group Work

Many teachers find that assigning students' particular roles is an effective way to structure group work. Sometimes certain students tend to assume too much responsibility for the groups' work, while other students may be reluctant to contribute to the group's activities. Assigning roles helps distribute responsibility among group members and ensures accountability for all students' participation.

As students practice different roles, they have the opportunity to develop a variety of skills.

Four Corners

A Four Corners Debate requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position. By drawing out students' opinions on a topic they are about to study, it can be a useful warm-up activity. By asking them to apply what they have learned when framing arguments, it can be an effective follow-through activity. Four Corners can also be used as a pre-writing activity to elicit arguments and evidence prior to essay writing.

My Learning Rubric

Field Study 2, Episode 5 - Teaching Approaches and the K to 12 curriculum Focused on:

- Determining the teaching approach used by the Resource Teachers

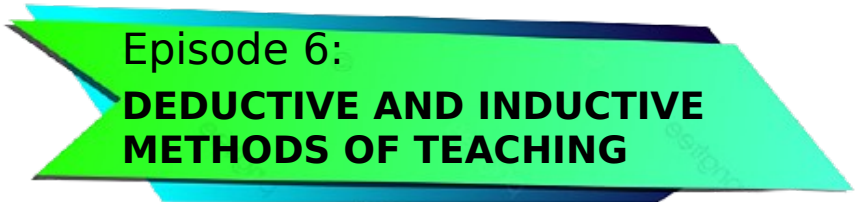
- Identifying instances where the pedagogical approaches of the K to 12 Curriculum contained in the law are observed

Name of FS Student _____ Date Submitted: _____
 Year & Section _____ Course: _____

Learning Episodes	Exemplary 4	Superior 3	Satisfactory 2	Needs Improvement 1
Learning Activities	All episodes were done with outstanding quality; work exceeds expectations 4	All or nearly all episodes were done with high quality 3	Nearly all were done with acceptable quality 2	Fewer than half of episodes were done; or most objectives were met but need improvement 1
Analysis of the Learning Episode	All questions/episodes were answered completely; in depth answers; thoroughly grounded on theories. Exemplary grammar and spelling 4	Analysis questions were answered completely. Clear connection with theories. Grammar and Spelling are superior. 3	Analysis questions were not answered completely. Vaguely related to the theories Grammar and Spelling acceptable 2	Analysis questions were not answered. Grammar and spelling unsatisfactory 1
Reflections/Insights	Reflection statements are profound and clear; supported by experiences	Reflection statements are clear, but not clearly supported	Reflection statements are shallow; supported by	Reflection statements are unclear and shallow and are not supported by

	from the learning episodes 4	by experiences from the learning episodes 3	experiences from the learning episodes 2	experiences from learning episodes 1
Learning Portfolio	Portfolio is complete, clear, well-organized and all supporting; documents are located in sections clearly designated 4	Portfolio is complete, clear, well-organized; most supporting documents are available and logical and clearly marked locations 3	Portfolio is incomplete; supporting documents are organized but are lacking 2	Analysis questions were not answered Grammar and Spelling unsatisfactory 1
Submission of Learning Episode	Submitted before the deadline 4	Submitted on the deadline 3	Submitted a day after the deadline 2	Submitted two days or more after the deadline 1
COMMENT/S		Over-all score	re	Rating: (Based on transmutation) o

TRANSMUTATION OF SCORE TO GRADE/RATING											
Score	20	19-18	17	16	15	14	13-12	11	10	9-8	7-below
Grade	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-below



Name of FS Student **HENRY KAHAL ORIO, JR**

Course _____ Year & Section _____

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview:

After a Learning Episode on Teaching Approach, the FS students gets acquainted with methods of teaching. A teaching method is the practical realization or application of an approach.

My Intended Learning Outcomes:

In this episode, I must be able to:

- a. identify the teaching method used by the Resource Speaker through YouTube
- b. distinguish between deductive (direct) and inductive (indirect) method of teaching

My performance Criteria:

1. I will be rated along the following:
2. quality of my observations and documentation;
3. completeness and depth of my analysis;
4. depth and clarity of my classroom observation-based reflections;
5. completeness, organization, clarity of my portfolio and
6. time of submission of my portfolio.

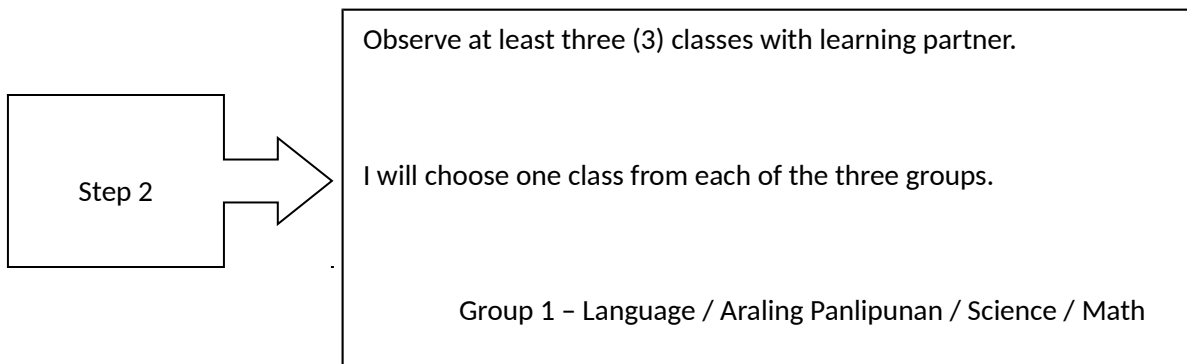
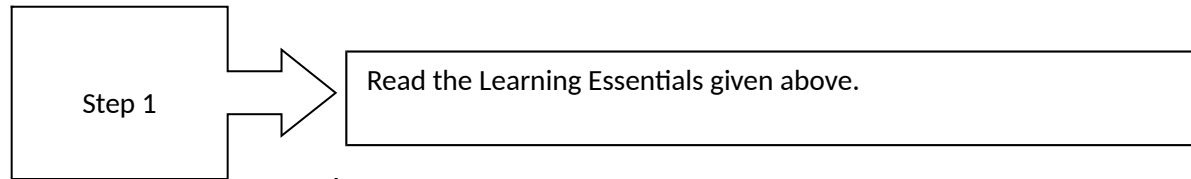
My Learning Essentials:

All methods of teaching can be classified either as **deductive** (direct) and **inductive** (indirect).

My Map

I will observe and watch one class through the video in YouTube. I will reflect on the guide questions given below.

To hit my target, I will follow these steps:



My Learning Activities

I will observe 2 classes by using observation sheets and greater focus

then analyze my observation with the help of guide questions. I will write down my reflections on my observation and experiences.

OBSERVATION SHEET No. 6.1		
Resource Teacher: _____	Teacher's Signature _____	School: _____
Grade/ Year Level: <u>Grade 3</u>	Subject Area: <u>English</u>	Date: _____

Observe how Resource Teacher began, developed and ended her/his lesson.

<p><i>Start of the lesson:</i></p> <p>The resource teacher start by checking the assignment of her students that was giving yesterday and after checking the assignment she discussed the adjective and adverb.</p>
<p><i>Development of her/his lesson:</i></p> <p>The development of her lesson by knowing the students what is adjectives, adverb and conjunction. She ask her students what is adjective, adverb and conjunction and the students answered it.</p>
<p><i>Ending of her/his lesson:</i></p> <p>By the end of her lesson she give an assignment to the students to know more about the adjective and adverb.</p>

OBSERVATION SHEET No. 6.2

Resource Teacher: _____ Teacher's Signature _____ School:

Grade/ Year Level: Grade 5 Subject Area: MAPEH Date:

Observe how Resource Teacher began, developed and ended her/his lesson.

Start of the lesson:

The resource teacher start by an explanation what is the element of music rhythm.

Development of her/his lesson:

The development of his lesson by knowing the students/learners what is the "Element of music rhythm" and differentiate of the rhythm and beat with an examples of each.

Ending of her/his lesson:

The end of his lesson he test his students about his topic was tackled if they still remember.

My Analysis

1. Did the Teachers use the deductive or inductive method? Prove your answer.

The teacher use the inductive method by letting the students to respond her, by questioning the students and the student did to respond the teacher and there is an interactive was happened.

2. In which method were students more involved in the teaching-learning process?

The student more involved in the Student-centered approach because individual students may be better suited to learning in a particular way by using distinctive modes for learning thinking, relating and creating.

3. Which method had greater demand from the teacher in terms of questioning and organizing skills? Why?

The method had greater demand from the teachers is inductive method because a teacher's response to students answer is just as important as the question asked. A response may redirect students when an incorrect answer is given or students misinterpret the question.

4. Was there when the teacher taught the lesson deductively/inductively when in could have been better if she taught it inductively/deductively? Explain your answer.

There is an instances that teacher taught the lesson deductively/inductively by explaining the lesson and the students respond to the teacher and it could been better if the teacher taught the inductively/deductively when the students get understand what was the topic is all about.

My Reflections

Which is more effective teaching method-deductive or inductive?

The more effective teaching method is inductive method because in the inductive method is very effective for developing perceptual and observational skills. Students not only learn content but they learn how to process data and how to use it to arrive at appropriate conclusion by the inductive method students acquired first hand knowledge and information by actual observation. Students will usually be more involved in the learning experiences and tend to participate more actively when an inductive is used. Students tends to understand and

My Learning Portfolio

- a. Give one example for each teaching method- deductive and inductive. (e.g. demonstration method for deductive; discovery for inductive method)

Deductive Method: Writing

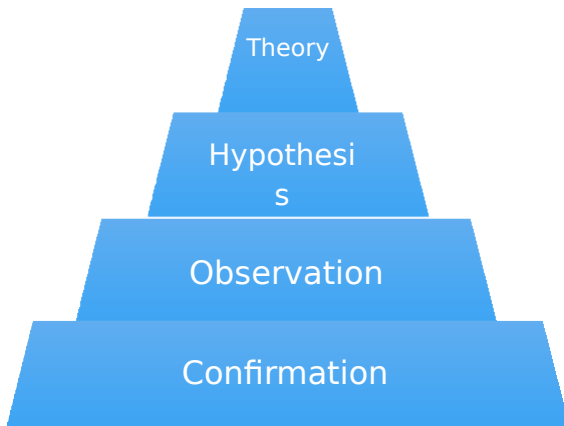
for teaching procedures text. Teacher explain the generic structure and language feature first, then gives the examples, and then gives exercises/student activity, finally, students write procedure text.

Inductive Method: Example

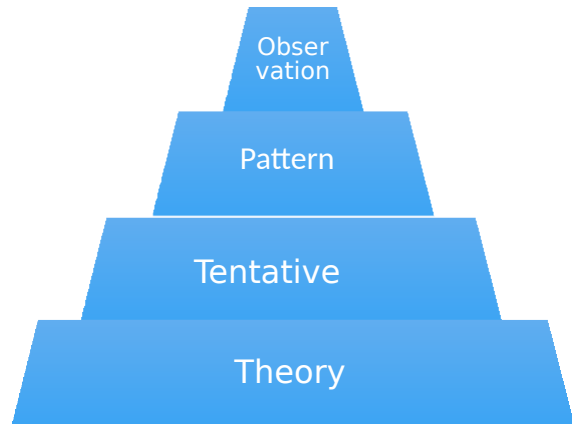
learners listen to a conversation that includes examples of the use of the third conditional. The teacher checks that the students understand the meaning of its use through checking learners' comprehension of the listening text, and only after this focuses on the form, using the examples from the text to elicit rules about the form, its use and its pronunciation.

- b. Describe the specific steps of each example. Make use of graphic organizers.

Deductive Method



Inductive Method

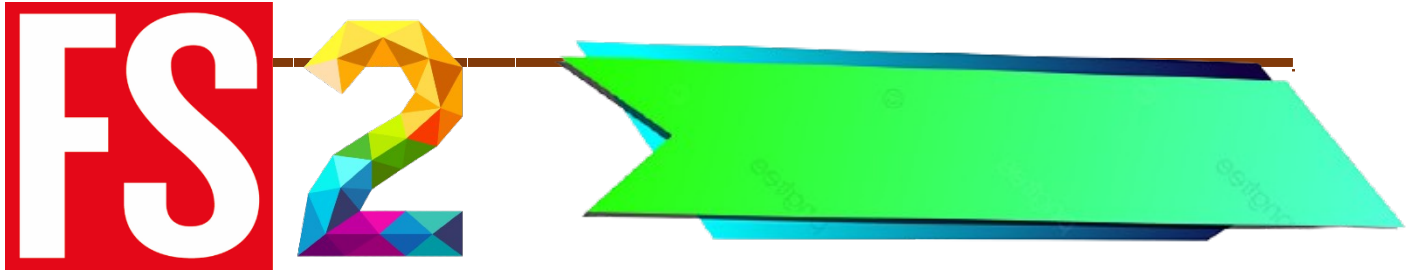


My Learning Rubric:

Learning Episodes	Exemplary (4)	Superior (3)	Satisfactory (2)	Needs Improvement (1)
Learning Activities	All tasks were done with outstanding quality; work exceeds expectations	All or nearly all tasks were done with acceptable quality	Nearly all tasks were done with acceptable quality	Fewer than half of tasks were done; or most objectives were met but need improvement
Analysis of the Learning Episodes	All questions were answered completely; in depth answers; thoroughly grounded on theories. Exemplary grammar and spelling	- Analysis questions were answered completely - Clear connection with theories - Grammar and spelling are superior	- Analysis questions were not answered completely - Vaguely related to the theories - Grammar and spelling acceptable	- Analysis questions were not answered - Grammar and spelling unsatisfactory
Reflections/Insights	Reflection statements are profound and clear; supported by experiences from the learning episodes	Reflection statements are clear, but not clearly supported by experiences from learning episodes	Reflection statements are shallow, supported by experiences from the learning episodes	Reflection statements are unclear and shallow and are not supported by experiences from learning episodes
Learning Portfolio	Portfolio is complete, clear, well-organized and all supporting documentations are located in sections clearly designated	Portfolio is complete, clear, well-organized and most supporting documentations are available and logical and clearly marked locations	Portfolios is incomplete; supporting documentations are organized but are lacking	Analysis questions were not answered Grammar and spelling unsatisfactory.
Submission of Learning Episode	Submitted before the deadline	Submitted on time	Submitted a day after the deadline	Submitted two days or more after the deadline
	Overall Score		Rating: (Based on transmutation)	
TRANSMUTATION OF SCORE TO GRADE/RATING				

Signature of FS Teacher

Episode 7:
**GUIDING PRINCIPLES IN THE
SELECTION AND USE OF
TEACHING-METHODS**



Name of FS Student **HENRY KAHAL ORIO, JR**

Course **BSED - VALUES EDUCATION** Year & Section **ETEEAP Batch 18**

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview:

This Learning Episode is about the guiding principles in the selection and use of teaching method. It comes after the FS student has been introduced to methods of teaching.

My Intended Learning Outcomes:

In this Episode, I must be able to identify the application of some guiding principles in the selection and use of teaching strategies.

My Performance Criteria:

I will be rated along the following:

- a. Quality of my observations and documentation,
- b. Completeness and depth of my analysis,
- c. Depth and clarity of my classroom observation-based reflections,
- d. Completeness, organization, clarity of my portfolio and
- e. Time of submission of my portfolio

My Learning Essentials:

Here are time-tested principles of learning:

Learning is an active process.

The more senses that are involved, the more and better the learning.

A non-threatening atmosphere enhances learning.

Emotion has the power to increase retention and learning.

Good teaching goes beyond recall of information.

Learning is meaningful when it is connected to student's everyday life.

An integrated teaching approach is far more effective than teaching isolated bits of information.

To reach my **Target**, I will follow the following steps:

Step 1. Read Learning Essentials above.



Step 2. Observe one Resource Teacher.



Step 3. Accomplish Observation Sheet.



Step 4. Analyze my observations.



Step 5. Reflect my observations.

My Learning Activities

I will observe one class by using an Observation Sheet for greater focus then analyze my observations with the help of guide questions. I will write down my reflections on my observations and experiences.

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

Grade/ Year Level: Grade 3 **Subject Area:** MTB **Date:**

Guiding Principles in the Selection and Use of Strategies	Teaching Behavior of the Resource Teacher that Applies the Principle
1. The more senses that are involved, the more and better the learning.	e.g Teacher used video on how digestion takes place and a model of the human digestive system.
2. Learning is an active process.	The teacher asked her students to keep in participate in class and always be behave, once she is speaking about her lesson discussions.
3. A non-threatening atmosphere enhances learning.	The teacher was not force her students to answer the questions by given, if they really don't know the fact answer.
4. Emotion has the power to increase retention and learning.	The teachers add an emotions touch to learning and to get easily understand the topic discussion if it is a real.
5. Good teaching goes beyond recall of information.	The teacher always monitor their students not only about their lessons and academic standing but also their life at home.
6. Learning is meaningful when it is connected to students' everyday life.	The teachers didn't connect their lesson to the students in real life so that the students felt boring in class.
7. An integrated teaching approach is far more effective than teaching is isolated bits of information.	The resource teacher did consider the difference style of learning of his learners.

My Analysis

-
1. Did you find the teacher adhering to all the principles of teaching-learning? Was there any principle that was violated? Explain your answer.

In my observation in my Resource Teacher, She is adhering a lot of principle like: they help the students to integrate their understanding by re-working their understanding of previously acquired concepts in the light of threshold concepts and help students to regard their understanding as provisional and to tolerate uncertainty, because students have to learn 'incomplete' conceptions in order to make more 'complete' conceptions accessible to them and be happy to move on.

2. Which principle of teaching was not applied, hence not observed? If not applied can you think of an instance where it could have been applied?

The principles of teaching was applied, hence observed is all of the principles of teaching. The resource teacher connect their lessons to her/him students in real life situation and they recall of the information, non-threatening of her/him students and consider their differences of Multi-Intelligences, the resource teacher also give emotions it depends of their lessons discussion to get easily respond and understand the students.

My Reflections

What is the best method of teaching? Is there such a thing?

I learned that there is no such thing as best Teaching Method. The best Method is the one that works, the one that yields result and motivating the students. I must say that there is no one best teaching method because all of our students do not learn the same way. There are different learning style which are described in different models. One simple one would be that some people learn new things visually, some auditory, and some kinesthetically, which means that they have to be hands-on. That's why teachers have to be so versatile and use a variety of methods to teach and review material so that they can reach all learners.

Integrating Theory and Practice

Direction: Choose the letter of the correct answer.

1. Learning is an active process. Which one is an application of this principle?

-
- A. Let students learn the steps in opening a computer by marking them follow the steps.
 - B. Group students for work or project that way project becomes less expensive.
 - C. Teach your content from a multi-disciplinary perspective.
 - D. Avoid drills which are out of context.
2. The more senses that are involved, the more and the better the learning. Which practice is aligned with this principle?
 - A. Teach using mostly verbal symbol.
 - B. Employ cooperative learning.
 - C. Invite parents as resource speakers in class.
 - D. Bring students to field trips with consent of school and parents.
 3. A non-threatening atmosphere enhances learning. Which practice is an offshoot of this principle?
 - A. No praising
 - B. No scolding
 - C. No bullying
 - D. No homework
 4. Emotion has the power to increase retention and learning. To apply this principle, teacher must _____.
 - A. Spice class with his/her sense of humor
 - B. Make course difficult for students to remember and learn
 - C. Touch student's emotion when he/she teaches
 - D. Be emotional when he/she teaches
 5. Good teaching goes beyond recall of information. So what must a teacher do?
 - A. Use multisensory aids to teaching.
 - B. Teach as many facts as you can.
 - C. Teach for test purposes only. Teach to the test.
 - D. Make students connect facts learned to form concept and abstractions.
 6. Learning is meaningful when it is connected to students' everyday life. What is an application of this principle in teaching?
 - A. Teacher asks the class to show application of what they learned to their daily life.
 - B. Teacher makes everyday life the starter of his/her lesson.
 - C. Teacher narrates true-to-life stories.
 - D. Teacher asks students to come up with clippings of Filipino life.
 7. An integrating teaching approach is far more effective than teaching isolated bits of information. What then should teacher avoid?
 - A. Teaching to the test
 - B. Knowledge utilization
 - C. Summarizing lesson
 - D. Use of problem solving method



My Learning Portfolio

Are the pedagogical approaches to K to 12 as stipulated in the Enhanced Basic Education Act of 2013 based on these principles of teaching-learning? (Refer to R.A 10533, Sec. 4 for the pedagogical approaches). Come up with a Table like this one.

Pedagogical Approach of K to 12	Principle of Teaching
--	------------------------------

1. Constructivist	<ol style="list-style-type: none"> 1. Good teaching goes beyond recall of information. 2. Learning is meaningful when it is connected to students' everyday life.
2. Inquiry-based	<ol style="list-style-type: none"> 1. Learning is an active process. 2. Good teaching goes beyond recall of information.
3. Developmentally appropriate	A non- threatening atmosphere enhances learning.
4. Reflective	Emotion has the power to increase retention and learning.
5. Inclusive	<ol style="list-style-type: none"> 1. A non-threatening atmosphere enhances learning. 2. Learning is meaningful when it is connected to students' everyday life.
6. Collaborative	The more senses that are involved, the more and the better the learning.
7. Integrative	An integrated teaching approach is far more effective than teaching isolated bits of information.

My Learning Rubric

Field Study 2, Episode 7 - Guiding Principles in the Selection and Use of Teaching Methods

Focused on:

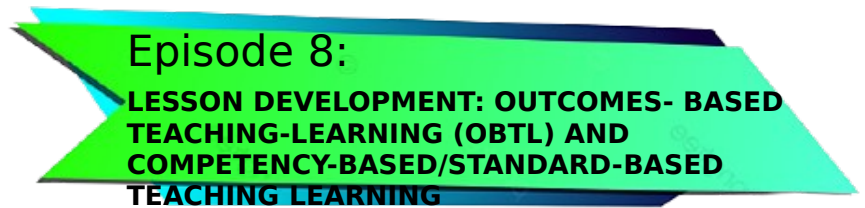
- Identifying the teaching method used by my Resource Teachers
- Distinguishing between deductive (direct) and inductive (inductive) method of teaching

Name of FS Student _ _ _ _ _ Date Submitted: _ _ _ _ _
 Year & Section: _ _ _ _ _ Course: _ _ _ _ _

Learning Episodes	Exemplary 4	Superior 3	Satisfactor y 2	Needs Improveme nt 1
Learning Activities	All episodes were done with outstanding quality; work exceeds expectations 4	All or nearly all episodes were done with high quality 3	Nearly all were done with acceptable quality 2	Fewer than half of episodes were done; or most objectives were met but need improvement 1
Analysis of the Learning Episode	All questions/episodes were answered completely; in depth answers; thoroughly grounded on theories. Exemplary grammar and spelling 4	Analysis questions were answered completely. Clear connection with theories. Grammar and Spelling are superior. 3	Analysis questions were not answered completely. Vaguely related to the theories Grammar and Spelling acceptable 2	Analysis questions were not answered. Grammar and spelling unsatisfactory 1
Reflections/Insights	Reflection statements are profound and clear; supported by experiences from the learning episodes 4	Reflection statements are clear, but not clearly supported by experiences from the learning episodes 3	Reflection statements are shallow; supported by experiences from the learning episodes 2	Reflection statements are unclear and shallow and are not supported by experiences from learning episodes 1

Learning Portfolio	Portfolio is complete, clear, well-organized and all supporting; documentati ons are located in sections clearly designated 4	Portfolio is complete, clear, well-organized ; most supporting documentati ons are available and logical and clearly marked locations 3	Portfolio is incomplete; supporting documentati ons are organized but are lacking 2	Analysis questions were not answered Grammar and Spelling unsatisfact ory 1
Submission of Learning Episode	Submitted before the deadline 4	Submitted on the deadline 3	Submitted a day after the deadline 2	Submitted two days or more after the deadline 1
COMMENT/S			Over-all score	Rating: (Based on transmutati on)

TRANSMUTATION OF SCORE TO GRADE/RATING											
Score	20	19-18	17	16	15	14	13-12	11	10	9-8	7-below
Grade	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-below



Name of FS Student HENRY KAHAL ORIO, JR

Course BSED - VALUES EDUCATION Year & Section ETEEAP Batch 18

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Task Overview

This Episode tackles lesson development, the OBTL way. The K to 12 Curriculum and teacher education curriculum are focused on outcomes, standards and competencies. This means that lesson must be delivered with focus on outcomes

My Intended Learning Outcome

At the end of this Episode, I must able to:

- trace the development of the lesson of my Resource Teachers
- determine whether or not the lesson development was in accordance with outcomes-based teaching and learning
- outline a lesson in accordance with Outcome-Based Teaching-Learning

My Performance Criteria

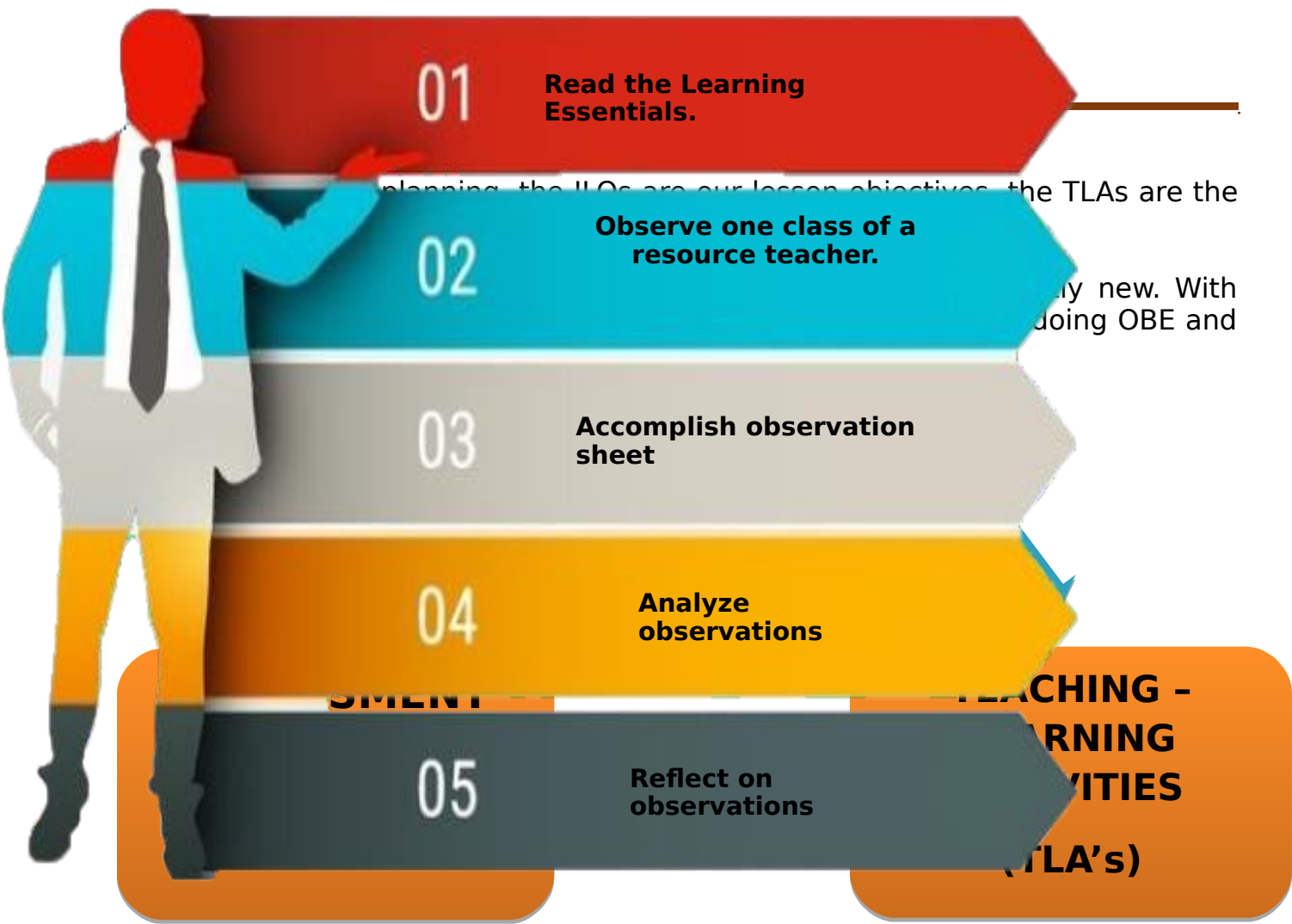
I will be rated along the following:

- a. quality of my observations and documentation,
- b. completeness and depth of my analysis,
- c. depth and clarify of my classroom observation-based reflections,
- d. completeness, organization, clarify of my portfolio and
- e. time of submission of my portfolio.

My Learning Essentials

The Department of Education promotes standards and competency-based teaching with its K to 12 Curriculum Guide. The Technical Education Skills Development Authority (TESDA) has been ahead of DepEd and the Commission on Higher Education (CHED) in the practice of competency standards-based teaching and assessment. CHED requires all higher education institutions in the country to go outcomes-based education (OBE) in its CHED Memo 46, s. 2012. Outcomes-based teaching and learning (OBTL) is OBE applied in the teaching-learning process. It is equivalent to competency-based and standards-based teaching and learning.

When you apply OBTL you see to it that the intended learning outcomes (ILOs) are aligned to the teaching-learning activities (TLAs) and in turn to the Assessment Tasks (ATs). In other words, in OBTL you first establish your intended learning outcomes (lesson objectives). Then you determine which teaching-learning activities (TLAs) you will use and also the assessment tasks (ATs) you will have to use to find out if you attained your ILOs.



My Map

- 1. I will read Learning Essentials above.
- I will observe one class of a Resource Teacher.

My Learning Activities

I will observe one class by using an observation sheet for greater focus then analyze my observations with the help of guide questions. I will write down my reflections on my observations and experiences.

OBSERVATION SHEET No. 8

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

Grade/ Year Level: Grade 7 **Subject Area:** TLE **Date:**

1. Did the Teacher state the learning objectives/intended learning outcomes (ILO's) at the beginning of the class? Did she share them with the class? How?

The teacher stated and shared the learning outcomes with the students at the beginning of the class. She dictated the ILOs and explained it to the students before conducting her discussion.

-
2. What teaching-learning activities (TLA's) did he/she use? Did these TLA's help him/her attain his/her lesson objectives/ILO's? Explain your answer.

She conducted a group activity. Boys vs. girls. In the activity the students have to arrange the jumbled letters of the materials used in the kitchen utensils. It helped her attain her ILOs because the students were able to identify and construct their own description of each material used in the kitchen utensils

3. What assessment task/s did Teacher employ? Is/Are aligned to the lesson objectives/ ILO's ?

The teacher gave an evaluation. She let the students write descriptions and characteristics of the materials used in kitchen utensils and organize it in a table. The AT used was aligned to her ILOs because the students gained knowledge about the lesson.

My Analysis

1. If the Intended Learning Outcomes (ILO) and Teaching-Learning Activities (TLA) and Assessment Task were not aligned, what would the effect on the performance of students?

The students will not be able to perform well in the activities and acquire the knowledge and skills. They will be confused of what the teacher is teaching and they will not gain understanding of how they will apply the acquired skills and information.

2. Are there Teaching-Learning Activities (TLAs) which are more appropriate than what Teacher used?

Yes, because there are numerous ways of presenting the topic to the students which can be more effective such as providing real objects to support their learning and make them apply the objectives through experience. Through the real objects, the students can identify and grouped them according to the material used.

-
3. Are there more appropriate assessment tasks that the teacher should have used? If yes, give examples.

Yes. She could have let the students construct their own ideas and meanings and present them in front of the class. It is more appropriate because the higher thinking skills of the students were improved and they can share their ideas with their peers and ask for their opinion of what they think about his/her answers.

4. Many a teacher sets the intended learning outcomes/lesson objective but tests another outcome on lesson objective after thus confusing students. Do you agree?

No, because if the teacher the students are confused then it only means that they did not understand the lesson. It is important that the ILOs will be attained with the appropriate outcomes for the students to use their knowledge and skills in the application of what they learned.

5. What lesson do you learn from # 4?

As a teacher, it is necessary that the students will understand and attain the ILOs of the lesson. If they did not gain an understanding of the lesson, then the teaching - learning process is not effective at all. The teacher will have to reteach the class until they are able to gain learning.

My Reflection

Why are we back to teaching by objectives or Bloom's mastery learning? This time it is referred to as OBTL.

We are back to teaching by objectives or Bloom's mastery learning or OBTL to make sure that the teachers will provide the students with full learning in which they can use those learnings and skills in real life situations. To also guide the teachers on what they need to teach the students and how they will teach the students.

Does OBTL help us become more globally competitive beginning with the ASEAN member countries?

Yes, because through OBTL, the students were trained to be more knowledgeable and skillful in accomplishing their tasks or work. They are practiced to be globally competitive with other people and show them that they are able to do what others can do. Also, as they step to a higher grade, their also improve their higher thinking skills.

What are your thoughts about OBTL?

OBTL is more focused on the learners, the outcomes and the skills to be developed by the learners. Through OBTL student are able to develop good behaviors, improve their higher thinking skills and also acquire the 21st century skills because it is appropriate for active learning.

Integrating Theory and Practice

Teacher Jing proceeded to her lesson without stating the intended learning outcomes for the hour. She asked her students to work on Seatwork #3 found in the Math Workbook, pp 3-4 40 minutes, the students corrected their own answers as Teacher Jing dictated the answer.

1. Was the development of the lesson in accordance with outcomes-based teaching and learning?
 - A. Yes, the students corrected their own work.
 - B. the learning outcomes were not stated and so it was not clear what was supposed to be assessed.
 - C. No, the students were not shown how the answers were derived
 - D. Yes, the students corrected their own papers.

2. What is an OBE/OBTL practice in Teacher Jing's class?
 - A. the seatwork
 - B. Teacher Jing gave the answer
 - C. students' correcting their own answer

-
- D. none of all
3. If Teacher Jing develops lesson the OBTL way, what should she do?
- A. Make students understand what they are expected to know and able to do after the lesson
 - B. Make seatwork as homework
 - C. Correct the seatwork
 - D. Make students arrive at the answer
4. In OBTL, upon which should my assessment be based?
- A. content
 - B. intended learning outcome
 - C. scope of subject matter
 - D. teaching and learning activity

My Learning Portfolio

Outline lessons that show the alignment of the intended learning outcomes (ILO's), the teaching-learning activities (TLA's) and the assessment tasks (AT's.). Base your ILO's on the K to 12 Curriculum Guide.

Topic: Plate Tectonics

A. Intended Learning Outcomes

At the end of the lesson, the students must be able to:

- a) Identify the different types of plate boundaries.
- b) Discuss the possible cause of the plate movement.
- c) Perform the ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions.

B. Teaching - learning Activities

- The students will conduct a role play to show/ demonstrate the safety precautions and what to do and not to do before, during and

after a calamity.

C. Assessment tasks

- Conducting a quiz about the topic. Asking of questions from low levels to higher levels of information processing

My Learning Rubric

Field Study 2, Episode 7- LESSON DEVELOPMENT: OUTCOMES-BASED TEACHING-LEARNING (OBTL) COMPETENCY-BASED /STANDARDS-BASED

Focused on:

Identifying the teaching method used by Resources Teachers

Distinguishing between deductive (direct) and inductive (indirect) method of teaching

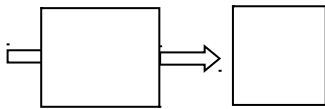
Name of FS Student: _____ Date Submitted: _____

Year& Section: _____

Course: _____

Learning Episodes	Exemplary 4	Superior 3	Satisfactory 2	Needs Improvement 1
Learning Activities	All tasks were done with outstanding quality; work exceeds expectations	All or nearly all tasks were done with high quality.	Nearly all tasks were done with acceptable quality.	Fewer than half of tasks were done; or most objectives were met but need improvement.
Analysis of the Learning Episode	All questions were answered completely; in depth answers; thoroughly grounded on theories. Exemplary grammar and spelling	Analysis questions were answered completely. Clear connection with theories. Grammar and spelling are superior.	Analysis questions were not answered completely. Vaguely related to the theories. Grammar and spelling acceptable	Analysis questions were not answered. Grammar and spelling unsatisfactory.
Reflections/ insights	Reflection statements are clear, but not	Reflection statements are clear, but not clearly supported by	Reflection statements are shallow; supported	Ref lection statements are unclear and shallow

	clearly; supported by experiences from the learning episodes	experiences from the learning episodes	by experiences from the learning episodes	and are not supported by experiences from the learning episodes
Learning Portfolio	Portfolio is complete, clear, well-organized and all supporting; documentations are located in sections clearly designated	Portfolio is complete, clear, well-organized; most supporting documentations are available and logical and clearly marked locations	Portfolio is incomplete; supporting documentations are organized but are lacking	Analysis questions were not answered Grammar and spelling unsatisfactory
Submission of Learning Episodes	Submitted before the deadline	Submitted on the deadline	Submitted a day after the deadline	Submitted two days or more after the deadline



Over-all Score

Rating

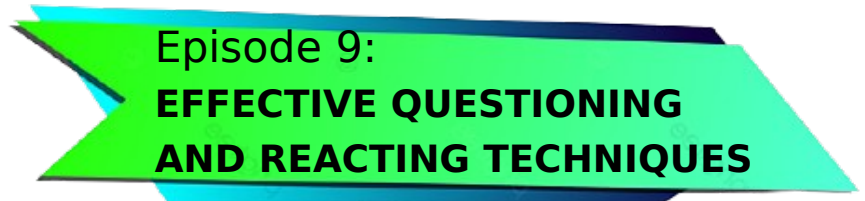
(Based on

TRANSFORMATION OF SCORE TO GRADE/RATING

Score	20	19-18	17	16	15	14	13-12	11	10	9-8	7-Below
Grade	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below

Signature of FS Teacher

Date



Name of FS Student **HENRY KAHAL ORIO, JR**

Course **BSED - VALUES EDUCATION** Year & Section **ETEEAP Batch 18**

Resource Teacher 1 _____ Signature

_____ Date _____

My Learning Episode Overview

This Episode dwells on types of questions, questioning and reacting techniques that teachers make use of. The type of questions that teachers ask and their manner of questioning and reacting to student responses has a bearing on class interaction.

My Intended Learning Outcomes

In this Episode, I must be able to:

- Identify my Resource Teachers' questioning and reacting techniques
- Select types of questions, questioning and reacting techniques that promote/discourage interaction

My Performance Criteria

I will be rated along the following:

- a. Quality of my observations and documentation,
- b. Completeness and depth of my analysis,
- c. Depth and clarity of my classroom observation-based reflections,
- d. Completeness, organization, clarity of my portfolio and
- e. Time of submission of my portfolio

My Learning Essentials

Here are time-tested principles of learning:

- Effective learning starts with questions, not answers.
- Interactive teaching is made possible with teachers' effective questioning and reacting techniques. (Refer to Observation Sheets #2 and 3 for questioning and reacting techniques).
- Questioning enables teachers to check learners' understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas.

Below are types of questions that teachers ask.

Types of Questions that Teachers Ask

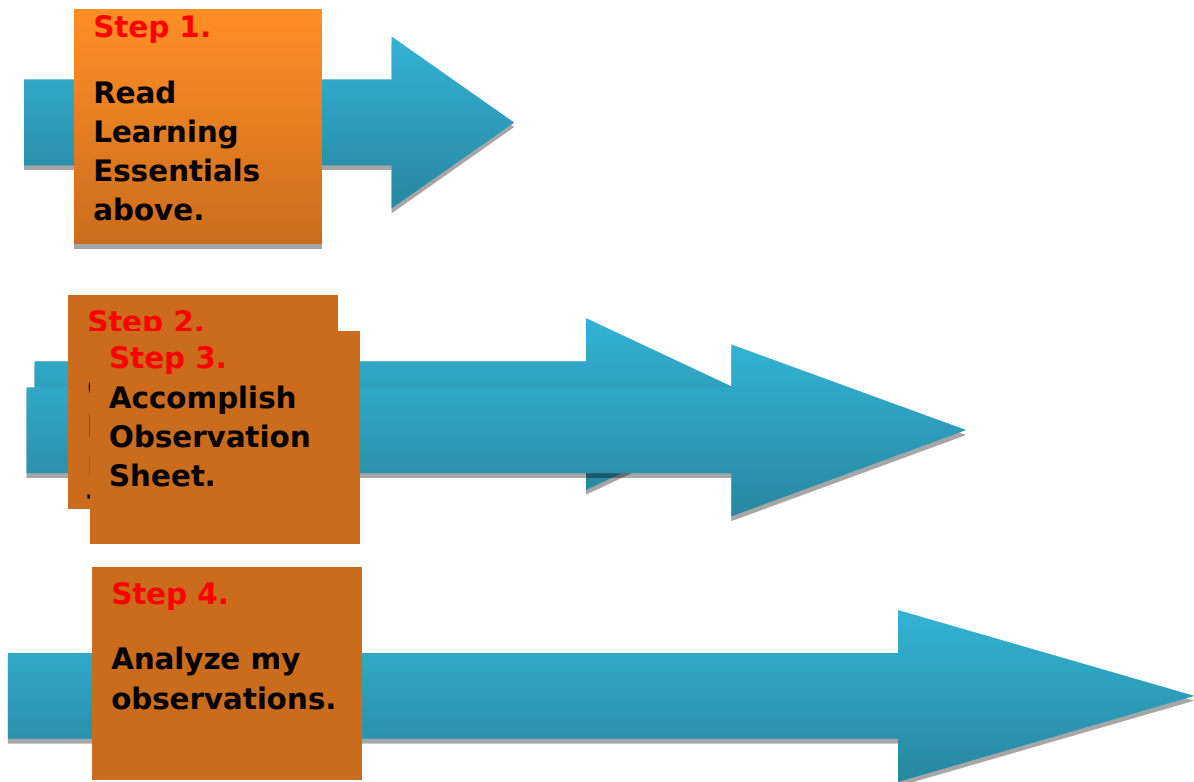
- | | | |
|----|----------------------------|--|
| 1. | Factual/Convergent/Closed/ | Who, What, Where, When questions with one acceptable |
|----|----------------------------|--|

Low- level	answer
2. Divergent/Open-ended/High-level/Higher-order/Conceptual	Open-ended; has more than one acceptable answer.
a. Evaluation	
b. Inference	e.g When the phone rang Liz picked it up, she was all smiles. What can you infer about Liz?
c. Comparison	
d. Application	
e. Problem-solving	
3. Affective	e.g How do you feel?

My Map

I will observe at least 3 Resource Teachers, analyze and reflect on my observations.

To reach my **Target**, I will follow the following steps:





My Learning Activities

I will observe 3 classes by using an Observation Sheet for greater focus then analyze my observations with the help of guide questions. I will write down my reflections on my observations and experiences.

OBSERVATION SHEET No. 9.1 - Type of Questions		
Resource Teacher: _____	Teacher's Signature _____	School: _____
Grade/ Year Level: <u>Grade 7</u>	Subject Area: <u>TLE</u>	Date: _____

Types of Question	Examples of Questions that the Resource Teacher Asked
1. Factual/Convergent/Closed/Low- level	
2. Divergent/Open-ended/High-level/Higher-order/Conceptual	
a. Evaluation	
b. Inference	
c. Comparison	
d. Application	

e. Problem-solving	
3. Affective	

OBSERVATION SHEET No. 9.2 - Questioning Behavior		
Resource Teacher: _____	Teacher's Signature _____	School: _____
Grade/ Year Level: <u>Grade 7</u>	Subject Area: <u>TLE</u>	Date: _____

Score the Resource Teacher every time he/she demonstrates any of the following questioning behaviors. Sample is shown in item #1.

Questioning Behavior	Tally of Use	Frequency
1. Varying type of questions	////	4
2. Asking non-directed questions (ask the question first before calling a student to answer?)		
3. Calling on non-volunteers		
4. Prompting by rephrasing or by providing partial answer		
5. Probing (to seek more details for clarification)		
6. Requiring abstract		

thinking (not just simple recall but require HOTS)		
7. Asking open ended questions (divergent)		
8. Allowing sufficient time		
9. Involving as many as possible		

OBSERVATION SHEET No. 9.3 - Reacting Techniques

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

Grade/ Year Level: Grade 7 **Subject Area:** TLE **Date:**

Score the Resource Teacher every time he/she demonstrates any of the following reacting behaviors.

Reacting Behavior	Tally of Use	Frequency
1. Providing acceptance feedback		
2. Providing corrective feedback		
3. Giving appropriate and sincere praise		
4. Repeating the answer		
5. Explaining the answer/expanding the answer		
6. Rephrasing the question		
7. Asking follow up questions		
8. Redirecting questions to other pupils		
9. Soliciting student questions		
10. Encouraging through non-verbal behaviour		
11. Criticizing respondent for his/her answer		
12. Scolding for misbehaviour or for not listening		
13. Overusing expressions		

such as “okay”, “right”

My Analysis

1. For information processing at a higher level, which type of questions should you ask more?

2. Which types/s of questions was/were most asked?

3. Which type/s of questions were least asked?

4. Which questioning techniques were most employed? Least employed?

5. Which reacting techniques were most commonly used? Least commonly used?

-
- A. Asking non-directed question C. Directing a question
B. Asking for volunteers D. Involving as many as possible

5. You get a partially correct answer. You say “yes but a part need improvement”. How did you handle the response?

- A. Provided a corrective feedback
B. Provided an acceptance feedback
C. Gave appropriate praise
D. Criticized student’s response

6. A question is raised by one student. You don’t answer it but throw back the question to the class. Which is this reacting behavior?

- A. Redirecting questions to other pupils
B. Soliciting student’s questions
C. Providing corrective feedback
D. Asking follow up question

7. Which practice doesn’t promote interaction?

- A. Soliciting student’s questions
B. Rejecting student’s answer outright
C. Rephrasing the question
D. Repeating and expanding on a student’s answer

8. You want to develop students’ critical thinking skills. Which type of questions should you ask?

- I. Closed questions
II. Convergent questions
III. Divergent questions
IV. Open-ended questions

- A. III and IV
B. II and III

- C. I and II
D. I and IV

9. Which type of question will least promote interaction among students?

- A. Divergent C. Convergent
B. Conceptual D. Inference

y Learning Portfolio

1. Choose competencies from the K to 12 Curriculum Guide then formulate sample question for each question type:

Type of Question	
1. Convergent	

My Learning Rubric

Field Study 2, Episode 9 – Effective Questioning and Reacting techniques Focused on:

- Identifying my Resource Teachers’ questioning and reacting techniques
- Selecting types of questions, questioning and reacting techniques that promote/discourage interaction

Name of FS Student Ernie P. Lino Date Submitted: April 8, 2016
 Year & Section: 3rd year-WSED4 Course: BSEd Mathematics

Learning Episode	Exemplary 4	Superior 3	Satisfactory 2	Needs Improvement 1
Learning Activities	All episodes were done with outstanding quality; work exceeds expectations 4	All or nearly all episodes were done with high quality 3	Nearly all were done with acceptable quality 2	Fewer than half of episodes were done; or most objectives were met but need improvement 1
Analysis of the Learning Episode	All questions/episodes were answered completely; in depth answers; thoroughly grounded on theories. Exemplary grammar and spelling 4	Analysis questions were answered completely. Clear connection with theories. Grammar and Spelling are superior. 3	Analysis questions were not answered completely. Vaguely related to the theories Grammar and Spelling acceptable 2	Analysis questions were not answered. Grammar and spelling unsatisfactory 1

Reflections/Insights	Reflection statements are profound and clear; supported by experiences from the learning episodes 4	Reflection statements are clear, but not clearly supported by experiences from the learning episodes 3	Reflection statements are shallow; supported by experiences from the learning episodes 2	Reflection statements are unclear and shallow and are not supported by experiences from learning episodes 1
Learning Portfolio	Portfolio is complete, clear, well-organized and all supporting documents are located in sections clearly designated 4	Portfolio is complete, clear, well-organized; most supporting documents are available and logical and clearly marked locations 3	Portfolio is incomplete; supporting documents are organized but are lacking 2	Analysis questions were not answered Grammar and Spelling unsatisfactory 1
Submission of Learning Episode	Submitted before the deadline 4	Submitted on the deadline 3	Submitted a day after the deadline 2	Submitted two days or more after the deadline 1

COMMENT/S	Over-all score	Rating: (Based on transmutation)
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TRANSMUTATION OF SCORE TO GRADE/RATING											
Score	20	19-	17	16	15	14	13-	11	10	9-8	7-

		18					12				below
Grade	1.0	1.2	1.5	1.7	2.0	2.25	2.50	2.75	3.0	3.5	5.00
		5		5	0				0		
	99	96	93	90	87	84	81	78	75	72	71- below

Signature of FS Teacher above Printed Name

Date