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Commission on Higher Education  
Municipality of Oas, Province of Albay  
**OAS COMMUNITY COLLEGE**

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# A Portfolio Presented For FIELD STUDY 2

"Experiencing The Teaching-Learning  
Process"

*(First Semester S.Y.: 2022-2023)*

***Prepared By:***

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BTVTED IV-A (AT)

***Submitted To:***

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## CURRICULUM VITAE

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### **PERSONAL INFORMATION**

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Birthdate : September 19, 2000  
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Father's name : Norberto Forte  
Occupation : Retired Philippine Army  
Mother's name : Hermana Forte  
Occupation : House keeper

### **EDUCATIONAL BACKGROUND**

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TERTIARY : Oas Community College  
Calzada, Oas, Albay  
2022-2023

SECONDARY

SINIOR HIGH SCHOOL : Oas Community College  
Oas, Albay  
2018-2019

JUNIOR HIGH SCHOOL : San Juan High School  
Oas, Albay  
2014-2017

PRIMARY : Lingap Bata Learning Center  
Juban, Sorsogon City  
2008-2013

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Im measurable appreciation and deepest gratitude for the helps and support are extended to the following persons who in one way or another have contributed to make this study possible.

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**Learning Episode 1:**  
**PRINCIPLE OF LEARNING**

**My Intended Learning Outcome**

While I observe a class, I will be able to identify applications of the principles of learning in the teaching-learning process.

**My Performance Criteria**

**How will I Be Rated**

1. The quality of your observation and documentation.
2. Completeness and depth of your analysis
3. Depth and clarity of your room observation-based reflections
4. Completeness, organization , clarity of your portfolio
5. Time of submission of your portfolio.

**My Learning Essentials**

**Here are time-based principles of learning:**

1. Effective learning with the setting of clear and high expectation learning outcomes.
2. Learning is an active Process
3. Learning is a discovery of personal meaning and relevance of ideas
4. Learning is a cooperative and collaborative process
5. Learning is enhanced in an atmosphere of cooperation

**My Map**

I will observe a class, pay close attention to realize my Intended Learning Outcomes and I will work my way through these steps:

**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 observations with the help of guide questions.

## OBSERVATION SHEET # 1

Resource Teacher: Mrs. Analiza Rempillio

Teacher's Signature: \_\_\_\_\_

School : San Juan High School

Grade/Year level: Grade 8

Subject Area: T.L.E

Date: OCTOBER 19, 2022

### My Learning Episode Overview

| PRINCIPLES OF LEARNING                                                                  | WHAT DID THE RESOURCES TEACHER DO WHICH APPLIES/CONTRADICTS THE LEARNING PRINCIPLES                                                                                                                              |                                                 |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                                                                                         | APPLICATION OF THE PRINCIPLES                                                                                                                                                                                    | NON-APPLICATION/CONTRADICTION OF THE PRINCIPLES |
| 1. Effective learning with the setting of clear and high expectation learning outcomes. | -The teacher writes the rules, criteria and the intended learning outcomes on the black board.                                                                                                                   |                                                 |
| 2. Learning as an active process                                                        | - The teacher asked the student to make a role play                                                                                                                                                              |                                                 |
| 3. Learning as a discovery of the personal meaning and relevance area.                  | - The teacher asked the student about their experience and share it to the class. After that the teacher asked the student to tell what was the learning they got form their experience.                         |                                                 |
| 4. Learning is an cooperative and collaboration process                                 | - During the middle of the class the teacher asked the student to group their self into five and each group work together to explain the topic through role play.                                                |                                                 |
| 5. Learning is a chanced in an atmosphere of collaboration and cooperation.             | - With the same group, the teacher asked for a group quiz. The group quiz help the student to remember all the important discussion and also to enhanced their critical thinking, cooperation and collaboration. |                                                 |

## Your Analysis

### 1. Which principles of learning were most applied?

There are three principles of learning applied the most during the discussion and those are the, **learning is an active process, learning is a cooperative and collaboration process and learning is enhanced in an atmosphere of cooperation and collaboration.** These 3 learning principles help the student enhance their critical thinking, collaboration skill, and making a content to share and express their knowledge about the topic. I choose these 3 learning principles because the teacher always grouped the student to feel free to share their ideas and with that they will discuss the topic that was given to them afterward.

### 2. Which principle of learning was least applied? Why was it not very much applied? Give the instance where these principles could have been applied.

The principle of learning of the personal meaning and relevance area was the learning principle that's not much applied because some of the students have to experience on how to expose themselves in the community to explore and learn. But the teacher gave some advice to develop their self-awareness about what is happening in the community.

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

Those kinds of learning principles help the student to clear the basic concept learning. They help also the student to enhance their learning and develop new skills.

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

Since there has been no non-application of principles of learning, they will not affect the learning. But if the student is not ready for learning or they lack motivation to learn they may not absorb the knowledge.


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

For me yes, I agreed to these learning principles. They may help the teacher to have a guide in order to apply the learning process effectively. It shows how things are done and how educational results are achieved.

## My Reflection:

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

Based on my observations, I discovered that the learning principle was effective during the class hour. Because of these principles the student was more participative and attentive to the class. It helps the student in every activities. Participation improves motivation and



apparently engages more senses that reinforce the learning process. As a result of participation, people learn more quickly and retain that learning longer.

**Among those practices that I observed, which practices will I adopt and which one will I improve on? What lesson did I learn?**

**Practices worth adopting.**

For me. I need to adopt the learning principles which is learning is a cooperative and collaboration process because it will help the student to develop their skill in terms of collaboration, they will help the student on how they adjust their knowledge and share it to everyone. When individuals work together openly, processes and goals become more aligned, leading the group towards a higher success rate of achieving a common goal. With increasing competition in the market, it's become increasingly important to encourage collaboration in the workplace.

**Practices to avoid and to improve on.**

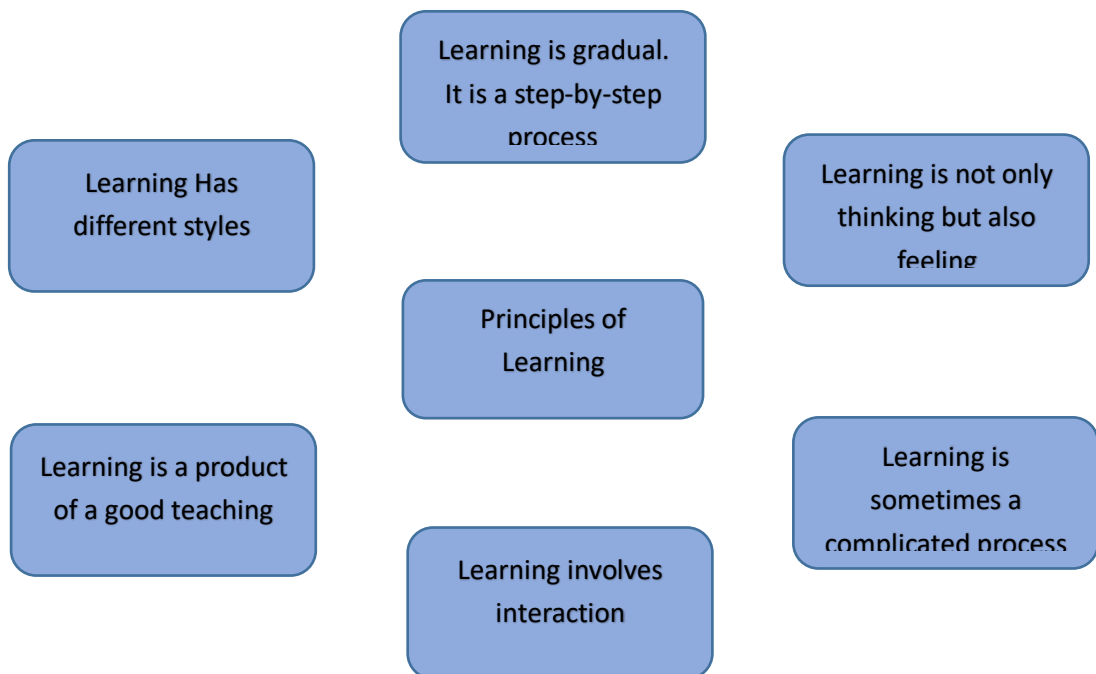
I think I need to improve the principle of learning of the personal meaning and relevance because some of student was not aware on what is happening in the community or around them. Learning is also required the exploration of ideas in relation to self and community. Within broad programmatic boundaries what is relevant and meaningful is decide by the learner, and must be discovered by the learner.

**Lesson learned**

The lesson I've learned is that learning principles were a big help for us future educators to strive harder in our Field. It teaches us how to interact with students and how to make the teaching and learning process simple, productive, and cooperative.

**Principles of Learning in My Own Words**

**Learning is socializing and sharing ideas with others. Learning is reflecting, understanding and applying the essence of ideas and meaning in their lives.**





## Learning Episode 2:

### Intended Learning Outcomes/Lesson Objectives As My Guiding Stars



#### 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 outcomes:

In this episode, I must be able to:

- Identify the guiding principles on lesson objectives/learning outcomes applied in instruction.
- Determine whether or not learning objectives/ intended learning outcome 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:

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



#### My learning Essentials:

Here are 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 objectives/s or intended learning outcomes with the learners and the learners make it/them their own learning objectives or outcomes.

2. To make learning objectives/intended learning outcomes very clear they must be made Specific, Measurable, Attainable, Result-oriented and Time bound (SMART)
3. For meaningful teaching and learning , learning objective or intended learning outcome must integrate 2 or 3 domains- cognitive, skill and affective or cognitive and affective or skill and affective.

### My Map:

I will observe 3 different classes

I 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. You 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

**STEP 3.** Discuss your observations/answers to the questions with your partner.

**STEP 4.** Write down your answers to the questions.

**STEP 5.** Reflect on your observation.

### My Learning Activities:

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

### OBSERVATION SHEET #2.1

Name of teacher: Mrs. Analiza Rempillo

Teacher's signature: \_\_\_\_\_

School: San Juan High School

Grade/Year level: Grade 8

Subject area: T.L.E.

Date: October 19, 2022

Guiding Principles Related to Lesson

Teaching Behavior/s Which Proves Observance

| Objectives/Intended Learning Outcomes                                                                                       | of the Guiding Principles                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Begin with the end in mind                                                                                               | The resources teacher began her class by setting a clear vision of the learning outcomes of her lesson. After that she gave her students the idea of baking cakes. She also talk about appropriate attire (apron, hairnet, gloves, etc) and materials and equipment (wire whisk, bowl, wooden spoon, spatula, etc) needed in baking that the students will be learn in the class |
| 3. Lesson objectives intended learning outcomes and specific measurable, attainable, result oriented and time bound (SMART) | The lesson objectives/ intended learning outcomes of the resource teacher were SMART. It is specific for one topic only. The learning outcomes were measurable and attainable as proven by the students comprehension on the topic. It was also a result oriented one because student learn how to bake as well as the do's and dont's in baking.                                |

**OBSERVATION SHEET #2.2**

|                                             |                                  |
|---------------------------------------------|----------------------------------|
| Name of teacher: <u>Ms. Lourdes Nobleza</u> | Teacher's signature: _____       |
| School: <u>San Juan High School</u>         | Grade/Year level: <u>Grade 9</u> |
| Subject area: <u>Mathematics</u>            | Date: <u>October 20, 2022</u>    |

| Guiding Principles Related to Lesson Objectives/Intended Learning Outcomes | Teaching Behavior/s Which Proves Observance of the Guiding Principles                                                                                                                                                                                     |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Begin with the end in mind                                              | Ma'am Nobleza began his class with clear understanding and a well prepared presentation of his lesson. He also set a clear vision of the topic learning outcome. He also cited about the knowledge of adding integers and how it is applied in real life. |
| 2. Share lesson objectives with the student                                | Ma'am Nobleza explained the ways and steps to solve some mathematical problems in fundamental operation of integers. He also asked his student to solve one problem on the boards. It is a must that students must be                                     |



|                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                    | involved for it helps teachers assess student's comprehension.                                                                                                                                                                                                                                                                                                                             |
| <b>3. Lesson objectives intended learning outcomes and specific measurable, attainable, result oriented and time bound (SMART)</b> | The lesson objectives/ intended learning outcomes of the resource teacher were SMART. It was intended for one topic only. The learning outcomes were measurable and attainable as proven by the students comprehensions on the topic through board works. It was also a result - oriented one because students learned how to add integers as well as it application in real life setting. |

**OBSERVATION SHEET #2.3**

|                                         |                                   |
|-----------------------------------------|-----------------------------------|
| Name of teacher: <u>Mr. John Bualoy</u> | Teacher's signature: _____        |
| School: <u>San Juan High School</u>     | Grade/Year level: <u>Grade 10</u> |
| subject area: <u>Literature</u>         | Date: <u>October 26, 2022</u>     |

| Guiding Principles Related to Lesson Objectives/Intended Learning Outcomes                                                         | Teaching Behavior/s Which Proves Observance of the Guiding Principles                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Begin with the end in mind</b>                                                                                               | The resource teacher started the class by stating the vision of the learning outcomes of her class. After that she asked her students about their idea about the topics which his (poem).                                                                                                                                                                                                                       |
| <b>2. Share lesson objectives with the student</b>                                                                                 | The resources teacher stated the lesson objective. She stated the different types of poem and its meaning. After that, the resource teacher asked her students to create their own poem and present it on the class.                                                                                                                                                                                            |
| <b>3. Lesson objectives intended learning outcomes and specific measurable, attainable, result oriented and time bound (SMART)</b> | The lesson objectives/ intended learning outcomes of the resource teacher were SMART. It was intended for one topic only. The learning outcomes were measurable and attainable as proven by the student's comprehensions on the topic through board works. It was also a result - oriented one because students learned how to write a poem and have an idea on how their present it on the front of the class. |

**2. Ask permission from my Resource Teacher for me 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.**

- The resource teachers lesson objectives served as their guiding star because it guided them in the whole duration of the class. It will help the student achieved their goals. Having a learning objectives will guide the students as they work through the course, and to assess their learning progress. Excellent learning objectives provide a guide for students when reviewing materials and preparing for assessment. Learning objectives are the most powerful if they are actionable and measurable.

### **My Analysis**

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

- Because the main reason why teachers teach is because they want to impart knowledge to students. In teaching we must begin with our lesson objectives with clearly defined lesson objectives. With the lesson objective in mind we do not lose sight of what we intended to teach. It will served as our guidance to know the direction of the learning. This lesson objectives when shared and possessed by the students will become their personal targets. Then, when the students set their own personal targets they will become self-motivated.

**2. Did you find lesson objectives/ intended learning outcomes SMART? SUPPORT YOUR ANSWER.**

- For me yes, because all the lesson objectives/ learning outcomes was the guide of the teacher in the learning process and develop of the students it will also help the teacher in achieving the desired goals on a specific topic.

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

- Yes, it will serve as guidance to teachers in attaining and achieving the intended learning outcomes of the students. It will also help to measure the learning capacity of the students.

**4. Were the learning objectives/ intended learning outcomes in the cognitive, psycho motor and effective? Why or why not?**

- Lesson objectives of all intended learning outcomes were in the cognitive, psychomotor domains of the three learning domains as proven by the resources teacher by convincing and influencing their students to think critically.

**5. Is it necessary to have objectives always in the 3 domain- cognitive, psycho motor and effective? Why or why not?**

- It is necessary to have the learning objectives in the 3 domains of learning cognitive, psychomotor and affective because learning is not an event. It is a process; it is the continual growth and change in the brains architecture that result from the many ways we taken in information. Process it, connect it, record it and use it. The cognitive domains deals with how the students acquire, process and use knowledge. It is the “thinking domains”. Psychomotor domains deal with manual or physical skills. It is the “doing” domains. Affective domains deal with our attitudes, values, and emotions. It is the “valuing” domains. Thus 3 domains are very important in the learning process and development of every student.

## MY REFLECTION

**Any lesson learned or insight gained from your observation focused on lesson objectives? Are lesson objectives truly the guiding star in the development of a lesson? Or are lesson objectives sometimes forgotten as a lesson develops. For lesson objectives/ learning outcome to serve as a guiding star in lesson development, will it help if they are SMART?**

- Lesson objectives or intended learning outcomes should be SMART (Specific, Measurable, Attainable, Result-oriented, Time-bound) because this will guides every teachers to the learning processes and development of every students. It will also help the teachers to achieve the desire goal of specific topic. From my observation, I have learned that the teacher must be able to adhere with his/her lesson objectives. It make the class smooth and sound and the student surely learn. It is true that lesson objective or intended learning outcomes are teachers guiding star but sometimes it is inevitable that it could sometimes be forgotten as the lesson develops.

**Does integrating lesson objectives/ intended learning outcomes in the three domains ( cognitive, Psychomotor, affective or at least 2 (cognitive, psychomotor and affective) make lesson more meaningful?**

- Yes, it would be more meaningful because teaching is not just influencing students mind and giving them appropriate knowledge but instead it is a systematic plan on how it will create ways in which students can learn best (like activities) and how it will generate values in every lesson so that they can apply the learning they have acquired into their respective lives.

## POST TEST

1. A
2. B
3. C

**Learning Episode 3.**



## The three Domains of knowledge/Learning Activities

### My Learning 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), meta cognitive procedures (procedural knowledge) and psychomotor procedures (motor or physical skills). This Episode will focus on these domains of knowledge and learning.

### My Intended Learning Outcome

**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 Essential

#### **A. Three domains of knowledge (Kendall and Marzano)**

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

### Concrete Example

#### **• 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

**A. 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?

**Concrete Example**

**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 different classes

I will reflect on the guide questions given below.

To hit my target, 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 class 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 the Observation Sheet, analyze my observation by answering the given questions then write down my reflections

**OBSERVATION SHEET# 3.1**

(Language, Araling Panlipunan, Science, Mathematics)

Resource Teacher: Mr. Nobleza

Teacher's signature: \_\_\_\_\_

School: San Juan High School

Grade/Year Level: Grade 8

Subject Area: Mathematics

Date: October 20, 2022

### Kendal's and Marrzono's domains of Knowledge

| Domain of Knowledge                                                                                                          | Concrete examples / for each domain of Knowledge from your observation (what did your teacher teach? What was the focus of your teacher?)                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Cognitive domain Information (Declarative Knowledge) – Vocabulary, terms, facts, concepts, principle, hypothesis, theory. | Sir Nobleza wrote on the board the formula in computing the volume of the cylinder ( $V=\pi r^2h$ ). He also told his students about pi ( $\pi$ ), radius( $r$ ) and the height ( $h$ ) of the cylinder.                                                                                                                                                                |
| 2. Mental Procedures (Procedural Knowledge) e.g. mental skills such as writing a paragraph.                                  | Sir Nobleza explained to the students how to use the formula in getting the volume of a cylinder ( $V=\pi r^2h$ ). He then gave some sample problems and let his students is this one: "Find the volume of the cylinder with an 8cm radius and a 15cm height." The students solve the problem on their paper. One student volunteered to write his answer on the board. |

### Bloom's Domain of Learning Activities

| Domain of Learning Activities    |                                                                                                                                                                                                                                                                                                                |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Psychomotor skills            | Based on my observation, Sir Nobleza divided the class into five groups and gave each group different sizes of tin cans. Each group was tasked to compute the volume of the assigned can. Lastly, each group presented their output in front of the class.                                                     |
| 4. Affective – Values, Attitudes | As a summary, Sir Nobleza asked his student "What do you think is the importance of finding the exact volume of a cylinder? A student named John Lloyd answered that it is important to know how to compute for the volume of a cylinder s that we will know how much quantity a certain cylinder can contain. |

**OBSERVATION SHEET# 3.2**

(Physical Education, ICT, TLE)

Resource Teacher: Mr. Owen Nolasco

Teacher's signature: \_\_\_\_\_

School: San Juan High School

Grade/Year Level: Grade 10

Subject Area: Physical Education

Date: November 2, 2022

**Kendal's and Marzano's domains of Knowledge**

| Domain of Knowledge                                                                                                          | Concrete examples / for each domain of Knowledge from your observation (what did your teacher teach? What was the focus of your teacher?)                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Cognitive domain Information (Declarative Knowledge) – Vocabulary, terms, facts, concepts, principle, hypothesis, theory. | Sir Owen played a short film about cybercrime. Then, he explained what cybercrime is and he gave example of it such as, cyberbullying, scam, hacking, illegal download, digital piracy and etc.                                     |
| 2. Mental Procedures (Procedural Knowledge) e.g. mental skills such as writing a paragraph.                                  | Sir Owen showed different photos of each example of cybercrime and let its students identify the correct name of the presented cybercrime. He also allowed his students to explain their opinion about the cybercrime in the photo. |

**Bloom's Domain of Learning Activities**

| Domain of Learning Activities    |                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Psychomotor skills            | Sir Owen gave his students a role playing activity. Each group have been assigned with one cybercrime to portray. He also emphasized that their role play must also include solutions to such cybercrime. The group who assigned in cyberbullying gained the highest score. |
| 4. Affective – Values, Attitudes | Sir Owen asked his student about the significance of studying the legal, ethical & societal issues with regards to cybercrime and how will the student relate this cybercrime into their day- to- day encountered with the internet or computer.                            |

OBSERVATION SHEET# 3.3

Resources Teacher: Gemma Morga  
School: San Juan High School  
Subject Area: English

Teacher's signature: \_\_\_\_\_  
Grade/Year Level: Grade 9  
Date: November 3, 2022

**Kendal's and Marzano's domains of Knowledge**

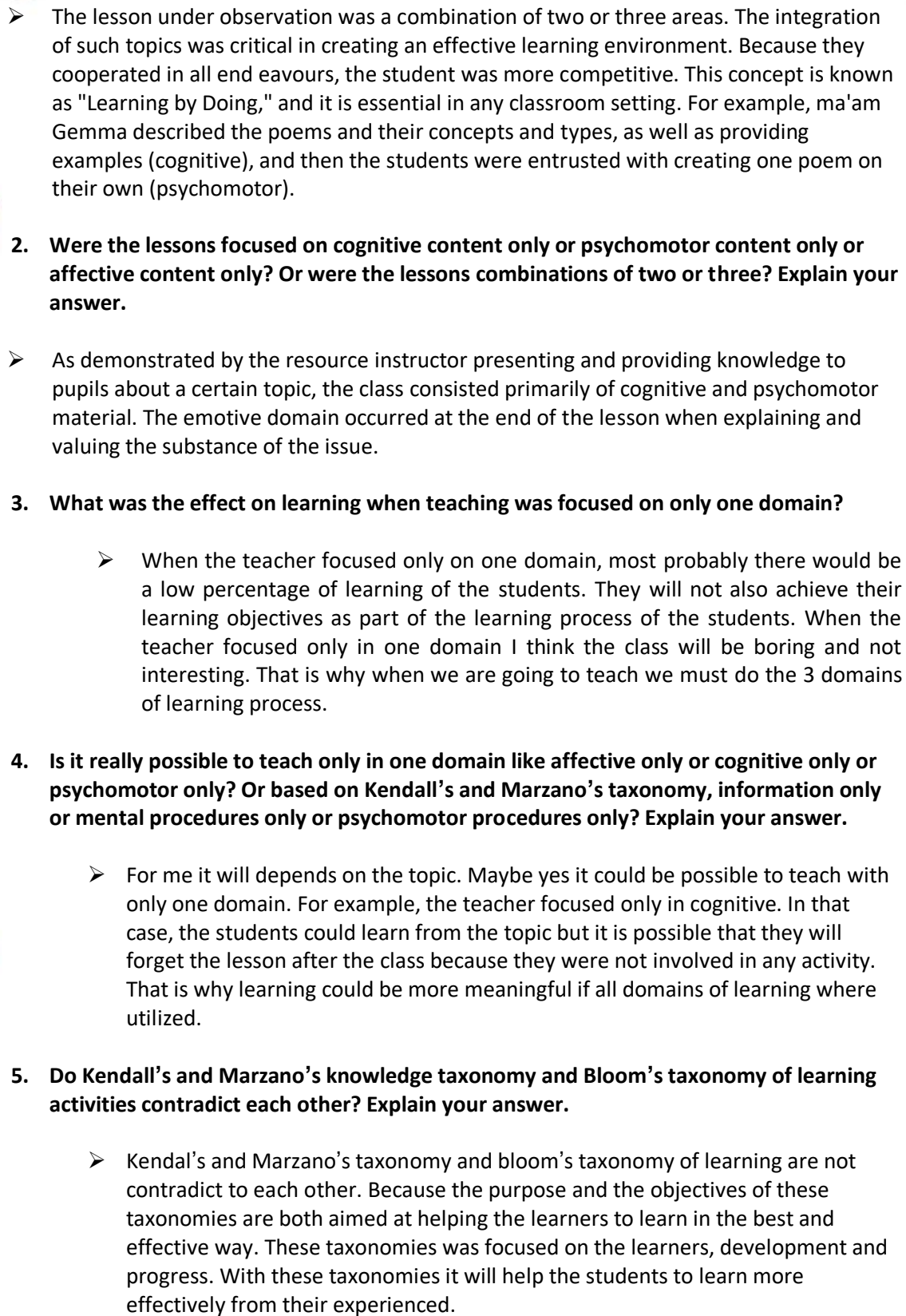
| Domain of Knowledge                                                                                                          | Concrete examples / for each domain of Knowledge from your observation (what did your teacher teach? What was the focus of your teacher?)                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Cognitive domain Information (Declarative Knowledge) – Vocabulary, terms, facts, concepts, principle, hypothesis, theory. | Ma'am <u>Gemma Morga</u> -gave and defined the concepts of poem as well as its types: sonnet, haiku, limerick, narrative, epic, couplet, free verse etc. She also elaborated the difference among this type of poem.                                                                                                                                                                                       |
| 2. Mental Procedures (Procedural Knowledge) e.g. mental skills such as writing a paragraph.                                  | Ma'am Gemma gave an sample poem (written on the board) and let her student identify its correct types in accordance with its rhyme, number of lines and syllables. One example that ma'am Gemma gave them was:<br><br>"The autumn wind blows<br>Calling the leaves on the ground<br>To join him in dance"<br><br>One of the student correctly identified the poem as a haiku containing a 5-7-5 syllables. |

**Bloom's Domain of Learning Activities**

| Domain of Learning Activities    |                                                                                                                                                                                                                                                                                  |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Psychomotor skills            | As part of the activity, ma'am Gemma Morga tasked her students to create their short own poem following haiku type (5-7-5 syllable) After that, she let her student to present it in the front of the class. The student presented their outputs amazingly as ma'am Janice said. |
| 4. Affective – Values, Attitudes | As an ending activity ma'am Gemma asked her students 'what is the importance of the poem in our lives?'                                                                                                                                                                          |

**My Analysis:**

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

- 
- The lesson under observation was a combination of two or three areas. The integration of such topics was critical in creating an effective learning environment. Because they cooperated in all endeavours, the student was more competitive. This concept is known as "Learning by Doing," and it is essential in any classroom setting. For example, ma'am Gemma described the poems and their concepts and types, as well as providing examples (cognitive), and then the students were entrusted with creating one poem on their own (psychomotor).
- 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.**
- As demonstrated by the resource instructor presenting and providing knowledge to pupils about a certain topic, the class consisted primarily of cognitive and psychomotor material. The emotive domain occurred at the end of the lesson when explaining and valuing the substance of the issue.
- 3. What was the effect on learning when teaching was focused on only one domain?**
- When the teacher focused only on one domain, most probably there would be a low percentage of learning of the students. They will not also achieve their learning objectives as part of the learning process of the students. When the teacher focused only in one domain I think the class will be boring and not interesting. That is why when we are going to teach we must do the 3 domains of learning process.
- 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.**
- For me it will depend on the topic. Maybe yes it could be possible to teach with only one domain. For example, the teacher focused only in cognitive. In that case, the students could learn from the topic but it is possible that they will forget the lesson after the class because they were not involved in any activity. That is why learning could be more meaningful if all domains of learning were utilized.
- 5. Do Kendall's and Marzano's knowledge taxonomy and Bloom's taxonomy of learning activities contradict each other? Explain your answer.**
- Kendall's and Marzano's taxonomy and Bloom's taxonomy of learning are not contradictory to each other. Because the purpose and the objectives of these taxonomies are both aimed at helping the learners to learn in the best and effective way. These taxonomies were focused on the learners, development and progress. With these taxonomies it will help the students to learn more effectively from their experience.



## MY REFLECTION

Based from your observations in class and on your understanding of the domains of knowledge and learning activities from Bloom, Kendall and Gemma Morga , how can you make your teaching-learning activity more meaningful and more relevant? Is lesson more relevant when you teach only in the cognitive domain combined with the affective or psychomotor combined with the affective?

- To make the lesson more effectively, I will use the three domains which is cognitive, psychomotor and affective. Because it will help to promote the students to engage with the subject matter. As I stated above, when the teacher focused only in one domain, the lesson or discussion will not be interested and it is possible to forget the lesson after the class because they were not involved in any activities. As a future teacher it is important to know on how to combine the three domains of learning in order to prepare yourself in the future. By using the three domain you can create an effective learning process, you will get the interest and the cooperation of you students. Cooperation of both student and teacher are important, because learning is not only from the teachers but from the students as well. Learning is more comprehensive and productive when the students are relate their learning from day-to-day lives.

### POST TEST:

- 1) D
- 2) C
- 3) A
- 4) A
- 5) A
- 6) A

## 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 DOMAIN (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 the class media habits, lifestyles and preferences.

- Ask students to share to the class their media habits, lifestyle and preferences.

**PSYCHOMOTOR:** interview an elder from the community regarding indigenous media and information resources.

- Let the students conduct an interview of an elder in their community regarding indigenous media and information resources.

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

**INFORMATION:** define the 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.

**PSYCHONOTOR:** search latest theory on information and media.

- Ask students to search on the internet the latest theory on media and information.

**Learning Episode 4:**

**The New Taxonomy of Education Objectives: The Levels of Learning Activities**

**My Learning Episode Overview:**

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

**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 Marzano's new taxonomy.

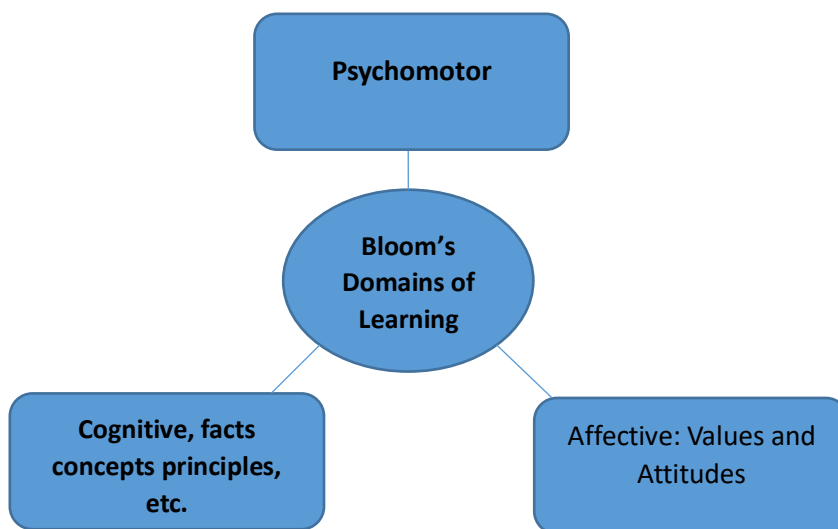
**My Performance Criteria**

**I will be rated along the following:**

- a. Quality of my observation 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

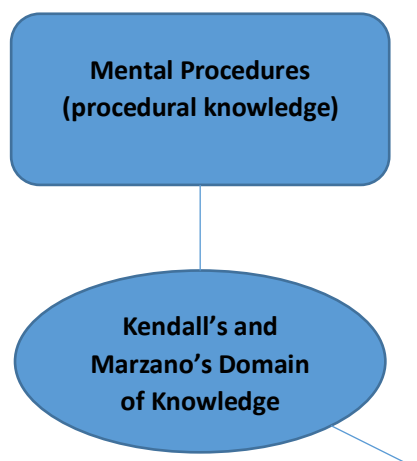
**My Learning Essentials**

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



**Bloom's Domain of Learning Activity**

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/motors procedures.



**Information**  
(declarative knowledge)

**Psychomotor Procedure**  
(motor skills)

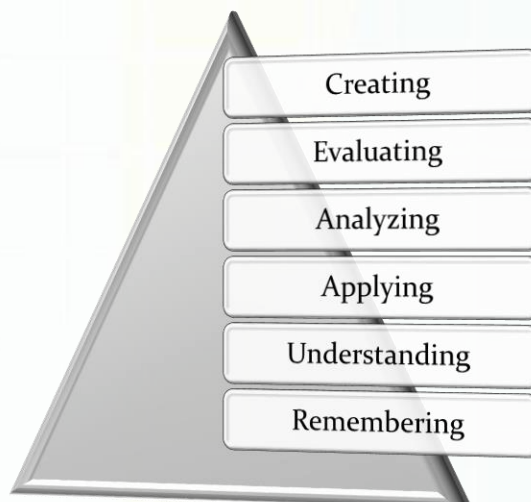
3. These domains of learning and domains of knowledge are processed in different levels. For the revised Bloom's taxonomy, cognitive learning is processed in six (6) different levels of processes from remembering to creating, psychomotor learning in six (6) levels and affective in five (5) levels. Refer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

**Bloom identified domains of educational activities with categories of educational activities within those domains:**

| Domain      | Categories of Activities/Levels of Processing                                                                                                               |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive   | 1. Remembering    2. Understanding<br>3. Applying        4. Analyzing<br>5. Evaluating      6. Creating                                                     |
| Affective   | 1. Receiving        2. Responding<br>3. Valuing          4. Organization<br>5. Internalization                                                              |
| Psychomotor | 1. Reflex movements<br>2. Basic fundamental movements<br>3. Perceptual<br>4. Physical activities<br>5. Skilled movements<br>6. Non-discursive communication |

**Bloom's domain of Learning with categories of Educational Activities**

### The Bloom's Taxonomy of cognitive Learning



4. FOR Kendall and Marzano, the three (3) domain - information, mental, and psychomotor procedures are processed in six (6) different levels.

|                              |                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>INFORMATION</b>           | <ul style="list-style-type: none"> <li>● Self-System</li> <li>● Mental Cognitive</li> </ul>                           |
| <b>MENTAL PROCEDURE</b>      | <ul style="list-style-type: none"> <li>● Knowledge Utilization (cognitive)</li> <li>● Analysis (cognitive)</li> </ul> |
| <b>PSYCHOMOTOR PROCEDURE</b> | <ul style="list-style-type: none"> <li>● Comprehension (cognitive)</li> <li>● Retrieval (cognitive)</li> </ul>        |

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

Each level of processing can operate within each of the three domain-information, mental procedure, and psychomotor procedures.

The first four levels of processing are cognitive, beginning with "retrieval" the best complex, then moving upward with increasing complexity through "comprehension", "analysis" and "knowledge utilization".

The fifth level of processing, the Metacognitive system, involve the learners specification of learning goals, monitoring of the learners own process, clarity and accuracy of learning. Simply put involves the learning task and his/her self-efficacy. It also involves the learner's emotion response to the learning task and his/her motivation regarding it.

**New Taxonomy**

| <b>BLOOM</b>                                                       | <b>Kendall and Marzano</b>                        |                                                  |                                                                                |
|--------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Domain of Learning Activities</b>                               | <b>Revised Bloom's Taxonomy, Cognitive Domain</b> | <b>New Taxonomy-Kendall and Marzano</b>          | <b>Domain of Knowledge</b>                                                     |
| <b>Cognitive</b><br><br><b>Psychomotor</b><br><br><b>Affective</b> | <b>6- Creating</b>                                | <b>6- Self System</b>                            | <b>Psychomotor Procedure</b><br><b>Mental Procedures</b><br><b>Information</b> |
|                                                                    | <b>5- Evaluating</b>                              | <b>5-Metacognitive System</b>                    |                                                                                |
|                                                                    | <b>4- Analyzing</b>                               | <b>4-Knowledge Utilization- Cognitive System</b> |                                                                                |
|                                                                    | <b>3- Applying</b>                                | <b>3- Analysis- Knowledge</b>                    |                                                                                |
|                                                                    | <b>2- Understanding</b>                           | <b>2-Comprehension- Knowledge</b>                |                                                                                |
|                                                                    | <b>1- Remembering</b>                             | <b>1-Retrieval- Knowledge</b>                    |                                                                                |

**My Map**

I will observe four (4) 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

STEP 2. Observe at least (4) classes with the learning partner

I will choose one class 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 observe 4 resources teacher with the use Observation Sheet, analyze them and reflect on my observation

#### OBSERVATION SHEET #4.1

Resource Teacher: Mrs Josie Rafallo

Teacher Signature: \_\_\_\_\_

School: San Juan High School

Subject Area: Literature

Grade/Year Level: Grade 9

Date: November 9, 2022

#### Bloom's Levels of Processing Cognitive Activities

| Bloom's Level of Processing Cognitive Knowledge | What learning activity/lies in the classroom did you observe in each level                                                                                               |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Remembering                                  | The teacher asked the student to recall the lesson they had last meeting.                                                                                                |
| 2. Comprehending                                | The teacher asked one of the class to interpret the theme in the short story that she read.                                                                              |
| 3. Applying                                     | The teacher had presented different issues corresponding with audio visual wherein the students may able to internalize certain behavior of what the theme is all about. |
| 4. Analyzing                                    | The teacher asked the students to analyze the theme about the positive and negative behavior of the short story.                                                         |
| 5. Evaluating                                   | The students answered some short story guided questions.                                                                                                                 |
| 6. Creating                                     | Learners were asked about other theme that weren't mention that may use as a guide in real life scenarios.                                                               |

#### OBSERVATION SHEET #4.2

| Levels of Processing | Write Down Instance Where Teacher Made Learners to do Any of These |
|----------------------|--------------------------------------------------------------------|
| 1. Retrieval         | <b>Information</b> – Students gave information asked.              |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <p>The teacher asked the learners about how they will help the community by their own little way.</p> <p><b>Mental procedures</b> – Students determined if information is accurate or inaccurate.</p> <p>Students also were asked the difference between the positive and negative side of not helping the community.</p> <p><b>Psychomotor procedure/ motor or physical skills</b> – Students executed/performed procedures.</p> <p>The teacher asked one of the learners to demonstrate on how they will help the community.</p> |
| <p><b>2. Comprehending</b></p>         | <p>-Students constructed symbolic representation of information.</p> <p>The learners were asked to draw to represent on how they will help the community.</p> <p>-The students elaborate and discussed on how they will help the community.</p> <p>-The teacher asked them of what are the consequences when they will not help the community.</p> <p>-The students write a summary of the benefits if they will contribute to help especially the needy of the community.</p>                                                     |
| <p><b>3. Analysis</b></p>              | <p>-Students find out the positive side/results of they will continue to help the community and negative side/results if they will not participate to the community to help.</p> <p>-The students are able to classify the positive side and negative side/results of not or helping the community.</p>                                                                                                                                                                                                                            |
| <p><b>4. Knowledge Utilization</b></p> | <p>-The teacher is presenting some point of views or situations via audio-visual in relation of helping the community where learners are able to continuing contribute their own part of helping.</p> <p>-The teacher made them act what they usually do and ask them if it is consider in helping the community.</p> <p>-The teacher helps the student to identify the problem arise in the community as basis for their judgment.</p>                                                                                            |
| <p><b>5. Meta-cognitive System</b></p> | <p>-The teacher always monitors the student's learning by employing oral recitations in regards to the subject matter.</p> <p>-The teacher give emphasizes the importance and functions of every topic.</p>                                                                                                                                                                                                                                                                                                                        |



## 6. Self-System

- The teacher encourages the students to engage in social or community activities by helping from their own little way.
- The teacher motivates the students to create their own cause in helping the community.



## My Analysis




### 1. Were all Bloom's level of processing 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 of Kendall's and Marzano's levels of processing of information, mental and physical procedure documented by the learners in class? Why or why not?


- 6. 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 meta-cognitive 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, meta-cognitive procedures and psychomotor)? Explain your answer.

- No. Bloom's and Marzano's are very similar. Their wording is almost exactly the same. Bloom's uses nouns while Marzano's uses forms of verbs to show levels of learning. Marzano's categories do not build upon one another. When Bloom's was created, it was a framework for teachers to use to focus on higher order thinking. Marzano's provides a more research-based theory to help teachers improve their learner's thinking.
- 





## MY REFLECTION

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

- Bloom's level of processing was mostly presented in the class. I can see that the teacher is doing things according to the level of processing. She also had the ability to make the learners' motivated and attentive to the class. I can also see that she is really doing her best to keep the class entertaining and enjoyable. I learned that, based on what I have observed I can conclude that mostly teacher 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 imposed learning on the students but no 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 the class. Does teacher contribute to the level of processing that students do in school? If student is engaged only in low level of information processing, can teacher be blamed for such?**

- Yes, teacher is to blame since they are the prime movers inside the class and level of processing information must start within then for they are primary source of knowledge inside the class. The teacher encourages the class to remember the activities each learner is doing in their own houses and classifying them if it's a good deed or a bad deed. She presented lots of scenarios that are very common to each learner and according to their level of thinking. The level of processing cognitive information that is least used is the creating. She is more in the remembering. As for the Kendall's and Marzano's level of processing information, I think most of it are presented and used in the class. The teacher is guiding the class in making decisions, she also presented scenarios that is very common in each learners' everyday life. Kids learn so much more when they are interested in what they doing and they have some input into what they are studying. So by using these various strategies teachers allow students to have some control over their education and have high level of processing information. No child likes to be told everything that they have to do; they like to be able to make some choices for themselves.

### POST TEST: INTEGRATING THEORY AND PRACTICES

1. A
2. B

3. A

4. C

5. C

### **MY Learning Portfolio**

**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 not given.

#### **1. Remembering**

- The teacher asked the students on what is the previous lesson they had discussed.

#### **2. Comprehending**

- The teacher asked the students of what function of an adjective are and how they will use it.

#### **3. Applying**

- The teacher presented couple of describing words and ask to students to use it in constructing a sentence.

#### **4. Analyzing**

- The teacher gives the task to students to determine what type of an adjectives they used and explain it in the front of the class.

#### **5. Evaluating**

- The students had answered guided questions in regards to the subject matter.

#### **6. Creating**

- The students were asked about what other function of an adjectives and how they will used in a daily life conversation which they going to use in their real-life situations.

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

#### **1. Retrieval**

- **Information** – The students were asked on how they will add the colors and daily conversation meaningful with other people.
- **Mental Procedures** – Students were asked the definition of an adjectives.
- **Psychomotor** – Students were demonstrating on how to construct sentences which going to use in daily conversation meaningful with the use of an adjectives.

#### **2. Comprehension**

- Students were asked of what are the functions of an adjectives and how they going to use it.

### 3. Analysis

- Students were asked of what are the advantages and disadvantages of using an adjective in a sentence.

### 4. Knowledge Utilization

- The teacher presents some situations or scenarios via audiovisual on how an adjective will use to make daily conversation more meaningful at the time they going to use it in their real-life situations. Teacher made them to demonstrate via performance on how they will use an adjective using a dialogue.

### 5. Meta-cognitive system

- The teacher always monitors and check their comprehension regarding the subject matter through oral recitations.

### 6. Self-system

- The teacher gives some point of view of what are the importance of an adjectives in a sentence.

## Learning Episode 5:

### Teaching Approaches and the K to 12 Curriculum

#### My Learning Episode Overview

The K to 12 law made explicit the pedagogical approach for L 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 resources teacher
- Identify instances where the pedagogical approaches of the K to 12 Curriculum contained in the law are observed.

#### My Learning Criteria

I will be rated along the following;

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

### My Learning Essentials

R.A 10533, The Enhanced Basic Education Act of 2013, states that “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

**Table3. Teacher- centered approach vs. Learner centered-approach**

|                                     |                         |
|-------------------------------------|-------------------------|
| <b>Teacher-centered</b>             | <b>Learner-centered</b> |
| <b>Teacher-dominated</b>            | <b>Learner-centered</b> |
| <b>Subject-matte-centered</b>       | <b>Interactive</b>      |
| <b>“Banking approach”</b>           | <b>Constructive</b>     |
| <b>Disciplinary</b>                 | <b>Integrated</b>       |
| <b>Individualistic, competitive</b> | <b>Collaborative</b>    |
| <b>Indirect-Guided</b>              | <b>Direct</b>           |

**Table 4. Teacher centered approach Vs. Learner centered-approach**

| <b>Teacher-Centered Approach</b>                                                                                                           | <b>Learner-Centered Approach</b>                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 context                                                                       |

|                                                   |                                                              |
|---------------------------------------------------|--------------------------------------------------------------|
| Teachers demonstrate class proceedings            | Students are actively involved in learning activities        |
| Focus on his single discipline                    | Make use of interdisciplinary and multidisciplinary approach |
| Culture 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 resources teacher teach, analyze and reflect on my observation.**

**To realize my target/intended learning outcomes, I will follow the following steps;**

- STEP 1. Review the notes in the learning essential
- STEP 2. Observe one resource teacher
- STEP 3. Accomplish observation sheet
- STEP 4. Analyze my observation
- STEP 5. Reflect on my observation

### My Learning Activities

I will observe one resource teacher with the use of observation sheet for greeter focus. I will analyze my observation with the help of guided question then reflect on my observation and analysis.

#### OBSERVATION SHEET #5

Resource Teacher: **Mrs. Anna Rempillo**  
 School: **San Juan High School**  
 Grade/Year Level: **Grade 10**

Teacher Signature: \_\_\_\_\_  
 Subject Area: **T.L.E**  
 Date: November **10, 2022**

| TEACHER- CENTERED                                                                                                                                                                | STUDENT- CENTERED                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Did teacher lecture all the time?</b></p> <ul style="list-style-type: none"> <li>● The teacher give lecture at the same time giving activities to the class.</li> </ul> | <p><b>1. Were the students involved in the teaching-learning process? How? Or were they passive recipients of instruction?</b></p> <ul style="list-style-type: none"> <li>● The students are involved in the discussion. They were active learners wherein they were</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | participated in the class discussion and in the learning activities.                                                                                                                                                                                                                                                                                                |
| <p><b>2. Was the emphasis mastery for the lesson for the test? Prove.</b></p> <ul style="list-style-type: none"> <li>The emphasis of the lesson is probably through test and also when they are using it in real life. When the teacher giving test to the learner particularly in reading practice she did know if how the student master reading. The teacher always present to the students the importance of studying the lesson and the advantages that may bring to their life.</li> </ul>                                  | <p><b>2. Was the emphasis the students' application of the lesson in real life? Give proofs.</b></p> <ul style="list-style-type: none"> <li>There is an authentic education wherein the students are able to comprehend and understand the subject matter and how it will affect them in the near future.</li> </ul>                                                |
| <p><b>3. Was class atmosphere competitive? Why?</b></p> <ul style="list-style-type: none"> <li>Yes wherein all of the students participate in the class discussion at the same time they were actively engaging in the class activities.</li> </ul>                                                                                                                                                                                                                                                                               | <p><b>3. Was class atmosphere collaborative? Why?</b></p> <ul style="list-style-type: none"> <li>The students are cooperating with each other and collaborate with each of the other students in terms of group activities wherein there in a unity among them. They are also helping one another to answer the questions the teacher is asking to them.</li> </ul> |
| <p><b>4. Did teacher focus only on one discipline/subject?</b></p> <ul style="list-style-type: none"> <li>There is a behavioral approach wherein the teacher give emphasis the discipline before, during and after the lesson. She used various subjects to integrate this lesson enable the students to cope up with the lesson easily.</li> </ul>                                                                                                                                                                               | <p><b>4. Did teacher connect lesson to other discipline/subjects?</b></p> <ul style="list-style-type: none"> <li>The teacher had integrated with other lessons to the subject matter which enable the students to comprehend the text easily.</li> </ul>                                                                                                            |
| <p><b>What teaching-learning practice show that teaching approach was:</b></p> <p><b>a) constructivist- connected to past experiences of learners; learners constructed new lesson meanings</b></p> <ul style="list-style-type: none"> <li>The teacher gives an opportunity to the students to actively participate during the class discussion. During the class discussion the teacher let the students to connect their past experience to the topic and tries to connect it to the new concept for the discussion.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>b) inquiry-based</b></p> <ul style="list-style-type: none"> <li>The teacher made couple of questions related to the subject matter which she asked the learners regarding their ideas and thoughts about it.</li> </ul>                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>c) Developmentally appropriate – learning activities fit the developmental stage of children.</b></p> <ul style="list-style-type: none"> <li>She presented the lessons with appropriate varied examples together with audio-visuals that are related to the subject matter which enables the learners or students to level up their cognitive thinking.</li> </ul>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                     |



**d) reflective**

- After the students absorbed the learning, she asked on how they will use it in their real-life scenarios or in the new future.

**e) inclusive – no learner was excluded; teacher taught everybody**

The teacher is fair to all the students where no bias at all. She wanted her all students to actively participating both in class discussion and learning activities regardless of their diversities.

**f) collaborative – students worked together**

- She gave activities that requires working together, like partners activities.

**g) integrative- Lesson was multidisciplinary- e.g. in science, math concepts were taught**

- She is the teacher who uses varied lesson to integrate it and connect to the subject matter wherein the students may able to comprehend and understand of what the text is all about.

**My Analysis**

**1. Based on your observation, as a whole was instruction teacher-centered or student-centered?**

- As a whole a classroom operates with student-centered instruction, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

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

- Sometimes cannot proceed in participating to the lesson of teacher when he/she feels bored, sleepy and maybe she/he experiences financial and food problems.

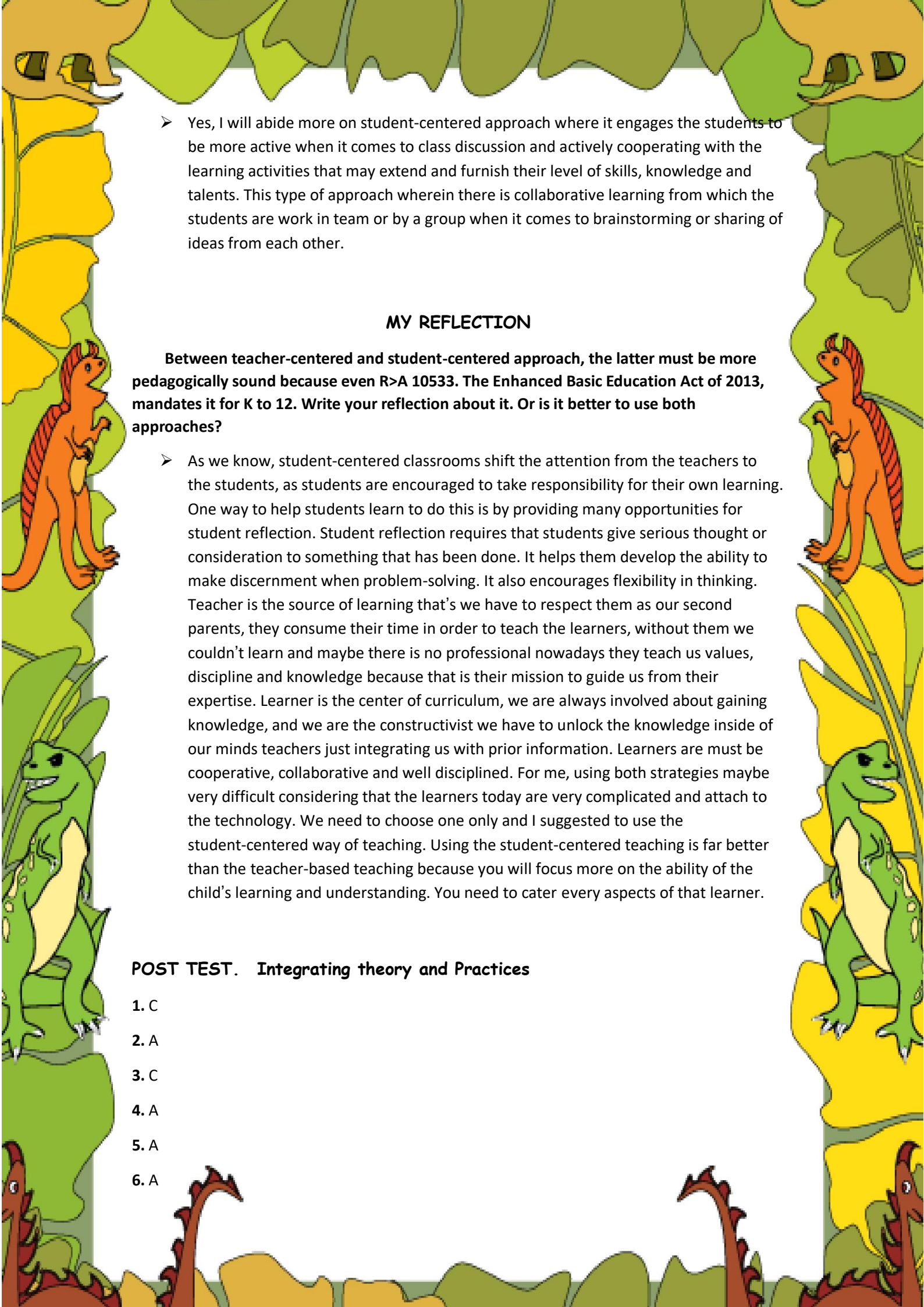
**3. What are possible consequences of teaching purely subject matter for mastery and for test?**

- This e students will be enclosed in the four corners of the classroom; the learning will not extend to the real world because the students are just bombarded with concepts but with no application. Students will study just for the sake of examinations and what the teacher had taught would be easily be forgotten.

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

- If I am to re-teach I would use the teacher-centered to encourage and motivate the whole class to actively participate in the class discussion and in learning activities. I would impose positive reinforcement wherein I will recognize their answers that may motivate them to participate more.

**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.**

- 
- Yes, I will abide more on student-centered approach where it engages the students to be more active when it comes to class discussion and actively cooperating with the learning activities that may extend and furnish their level of skills, knowledge and talents. This type of approach wherein there is collaborative learning from which the students are work in team or by a group when it comes to brainstorming or sharing of ideas from each other.

### MY REFLECTION

**Between teacher-centered and student-centered approach, the latter must be more pedagogically sound because even R>A 10533. The Enhanced Basic Education Act of 2013, mandates it for K to 12. Write your reflection about it. Or is it better to use both approaches?**

- As we know, student-centered classrooms shift the attention from the teachers to the students, as students are encouraged to take responsibility for their own learning. One way to help students learn to do this is by providing many opportunities for student reflection. Student reflection requires that students give serious thought or consideration to something that has been done. It helps them develop the ability to make discernment when problem-solving. It also encourages flexibility in thinking. Teacher is the source of learning that's we have to respect them as our second parents, they consume their time in order to teach the learners, without them we couldn't learn and maybe there is no professional nowadays they teach us values, discipline and knowledge because that is their mission to guide us from their expertise. Learner is the center of curriculum, we are always involved about gaining knowledge, and we are the constructivist we have to unlock the knowledge inside of our minds teachers just integrating us with prior information. Learners are must be cooperative, collaborative and well disciplined. For me, using both strategies maybe very difficult considering that the learners today are very complicated and attach to the technology. We need to choose one only and I suggested to use the student-centered way of teaching. Using the student-centered teaching is far better than the teacher-based teaching because you will focus more on the ability of the child's learning and understanding. You need to cater every aspects of that learner.

### POST TEST. Integrating theory and Practices

1. C
2. A
3. C
4. A
5. A
6. A

## **My Learning Portfolio**

**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.**

- Teacher would impose the inquiry-based techniques where students at this time will developed their critical thinking skills. Using effective questioning and discussion facilitation skills will enhance this sort of learning activity.

Example Activity: Response to an assigned text

Students are initially asked to identify the key ideas in an assigned text (written, audio, video), and share their understanding with a sub-set of the class (e.g., during an on campus (or online) 'tutorial', or on a discussion board). To extend this to a critical thinking activity, once the initial discussion on the content of the text is completed, students are then asked to critique the text based on a provided set of criteria. The criteria could focus on the validity of the assertions made, and their relevance and applicability to other topics covered in the unit and specified situations and scenarios. The critiques could be presented and discussed orally, or initially posted to a discussion board for further analysis and use in subsequent learning activities. The teacher give an evaluation in a subjective manner which it involves a problem-solving skills wherein the students may use their learnings into application on how they will use it into real life situation.

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

- Select activity partner this can create collaboration to the pupils.

Example: Group Works

Students are organized into smaller groups of three or four for the entire semester, a week, a fortnight... Each group has an assigned task, and each member an assigned role. (The organization of groups, and assignment of roles can be managed either by the teacher or the students.) Discussion boards are provided for each of the assigned roles (e.g., project manager, schedule and records manager, presentation manager, and researcher) so that these students can share ideas and check understandings with one another to then take back to their group). Opportunities are provided for each group to share their product with the rest of the class, though, for example, an in-class presentation (using web conferencing for online presentation), or a peer-assessment activity (facilitated online or in-class) where each group assesses one another works using a rubric.



## Learning Episode 6: Deductive and Inductive Methods of teaching

### My Learning Episode Overview

After teaching Episode on teaching-Learning Approach, you will get acquainted with methods of teaching. A teaching method is the practical realization of the perception of an approach.

### My intended Learning Outcomes

At the end of this episode you will be able to;

1. Identify the teaching method used by the resources teacher  
Distinguish between deductive (direct) and inductive (indirect) method of teaching
2. Distinguish between deductive (direct) and inductive (indirect) method of teaching

### My Learning Criteria

I will be rated along the following;


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

### My Learning Essentials

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

**Deductive** methods -begins with a rule, generalization, abstraction and ends with concrete experience and detail examples.

**Inductive** -begins with the concrete experience, details example and ends with the rule, generalization and abstract.



## My Map

I will observe two difference classes

I will reflect on the guide questions given below

To hit my target, I will follow the steps:

**Step 1. Read the learning essentials given above**

**Step 2. Observe at least three classes with s learning partner.**

I will choose one class from each three of groups

Group 1. Language/ Araling Panlipunan/ Science/Math

Group 2. Physical Education/ ICT/ TLE

Group 3. Edukasyon sa Pagpapahalaga/ Literature

## My Learning Activities

I will observe two classes by using observation sheets for greater focus then analyze your observation with the help of guide question. I will write down my reflection on my observation and experience.

### OBSERVATION SHEET #6/7

Resource Teacher: Mr. Nolasco

School: San Juan High School

Grade/Year Level: Grade 10

Teacher Signature: \_\_\_\_\_

Subject Area: Physical Education

Date: November 27, 2022

**Observe how your Resources teacher began, developed and ended his/her lesson.**

#### START of the LESSON

- ✓ The resource teacher was looked around in order to make sure that the classroom are well organized and cleaned. After that, she called one student to lead the prayer. When the prayer finished, she great us all and began to introduce her lesson and what was the importance of it's in the daily life. She introduce what was the topic (**Common Basic Injuries in Sports**) she was going to teach and gave important information about it. She also shared her personal experience and discussed and integrate it to the topic where the students able to cope up easily with the subject matter.

#### DEVELOPMENT of HIS/HER LESSON

- ✓ She make used of power point/video presentation in the classroom for learners to present some audio-visual aids about the topic. She made that for the introduction of the topic. After that she shows as some example of different kind of common injuries in the sports or in a daily works and the things that needed to do when we encounter that kind of injuries. In short she taught about the first aid for that kind of injuries. At the middle of the class she ask the students to group their selves into five(5) groups and make a role play about the topics that shows the different kind of injuries and

applying the first aid kit.

#### ENDING of HIS/HER LESSON

- ✓ At the end of the class, the resource teacher pointed out the importance of the topics in order to apply it to the daily life. She ask some question to the students to know if there is some un cleared words or information that the teachers gave to the students and also she gave exercises/activities which is the role play in order to find out if the students have learned about the topic.

#### MY ANALYSIS

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

- ✓ The teacher used both method which is deductive and inductive. Inductive because it starts the lesson with the motivational stories or experience and deductive method because the teacher give the students new concept, she explain the topics using the projector and computer technology and after that she gave activity to the students in order to practice the learning that the students learned from the lesson.

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

- ✓ For me, inductive method is the best were in the students involved in the teaching -learning process because it is a discovery method, trains the mind and gives self-confidence more actively.

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

- ✓ I think the method that a greater demand from the teacher in terms of questioning and organizing skills is deductive method because it is a method of instruction and the flow of the lesson is organized.

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

- ✓ As long as the students gave their full participation and have a confidence in the class, these two methods are good or possible either of the 2 as long as the students wants to learn from the teacher.

#### MY REFLECTION

Inductive reasoning is more effective than deductive reasoning. There are numerous benefits to inductive teaching and learning; knowledge is learned spontaneously through exposure, and students are encouraged to strengthen their reasoning and critical thinking skills. This type of assessment also assesses students' understanding of the lesson delivered by the teacher. It is the ideal strategy to employ in the teaching process since it allows pupils to learn the material more easily. It also aids students in remembering all of the crucial information provided by the teacher.

#### INTEGRATING THEORIES AND PRACTICES

1. Teacher Ann demonstrated the deductive method of teaching in her English class. Based from her teaching demo, she asked the class to outline the steps in of a deductive teaching method. The student's outline served as the starting point of the class discussion on the steps of the deductive method. Did teacher Ann go deductive?

**A. Inductively**

C. Deductively

B. Inductively then Deductively

D. Deductively then Inductively

2. Teacher Rodel said, " This is the rule on how to multiply fractions. To illustrate, let's give examples" Then he gave fractions to the class for them to multiply. How did teacher Rodel proceed?

A. Inductively

**C. Deductively**

B. Inductively then deductively

D. Deductively then inductively

3. It is less interactive and requires relatively shorter period of time to cover content. Which teaching method is described?

A Inductive

C. Both inductive and deductive

**B. Deductive**

D. Both but not deductive

4. Which method is more interactive?

A. Deductive

**C. Inductive**

B. Deductive, if teacher wants to

D. Inductive, if the teacher chooses to

5. When you begin teaching with the generalization then bring in details, which method do you employ?

**A. Deductive**

B. It depends on your type of generalization

C. Inductive

D. It depends on the quantity of details you bring in.

6. When you begin teaching with concrete experience then come in with conclusion, which method do you employ?

A. Deductive

B. It depends on your type of generalization

**C. Inductive**

D. It depends on the quantity of details you bring in.

### MY LEARNING PORTFOLIO

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

#### Deductive Teaching Method in English Structure Topic:

**EXAMPLE:** The teacher teaches about the many forms of sentences, the concept is introduced, the varieties of sentences are explained, and ultimately the students

#### Demonstration Method for Deductive Method in English Structure Topic

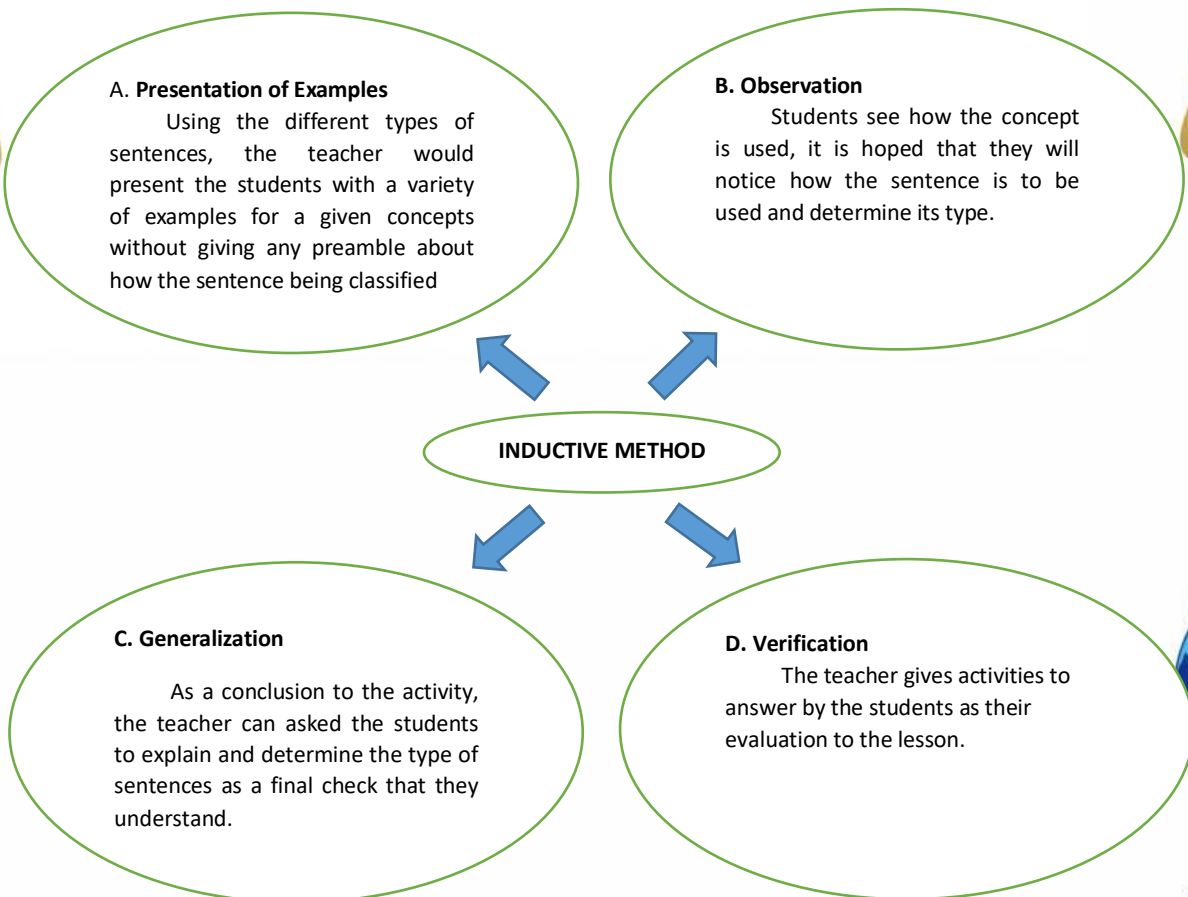
- It teaches grammar in an isolated way.
- Little attention is paid o meaning.
- Practice is often mechanical.

### Inductive Teaching Method in English Structure Topic:

- In contrast with the deductive method, inductive instruction makes use of students noticing. Instead of explaining a given concepts without giving concept is used. The intent is for students to notice, by way of the example, how the concepts work.

- ❖ Using the different types of sentences, the teacher would present the students with a variety of examples for a given concepts without giving any preamble about how the sentence being classified. As students see how the concept is used, it is hoped that they will notice how the sentence is to be used and determine its type. As a conclusion to the activity, the teacher can asked the students to explain and determine the type of sentences as a final check that they understand.


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





**A. Introduction**

The teachers teach about the types of sentence.



**B. Statement of Generality**

The teacher will introduce the concept of the students

**DEDUCTIVE METHOD**





**C. Explanation of General Ideas**

The teacher explain the types of sentences and each examples to the students.



**D. Illustration**

Finally the students will practice using the concept in a variety in a different ways.



## Learning Episode 7:

### Guiding Principles in the Selection and use of the Teaching Methods

#### My Learning Episode Overview:

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

#### My Intended Learning Outcomes:

In this episode you 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 observation and documentation
- b. Completeness and depth of my analysis
- c. Depth and clarity of my classroom observation-based reflection
- d. Completeness, organization, clarity of my portfolio
- e. Time of submission of my portfolio

#### My Learning Essentials

Here are times tested principles of learning

1. Learning is an active process
2. The more senses that are involved, the more and better the learning
3. An non-threatening atmosphere enhances learning
4. Emotion has the power to increase retention and learning
5. Good teaching goes beyond recall of information
6. Learning is meaningful when it is connected to students everyday life
7. All integrated teaching approach is far more effective than teaching isolated bits of information

## My Map

I will observe at least three (3) resource teachers, analyze and reflect on my observation. To reach my target, I will the following steps:

**Step 1.** Read and learning essentials above

**Step 2.** Observe one resource teacher

**Step 3.** Accomplish observation sheet

**Step 4.** Analyze my observation

**Step 5.** Reflect on my observation

## My Learning Activities

I will observe one class using an observation sheet to greater focus then analyze my observation with the help of guide question. I will write down my reflection on my observations and experiences.

### OBSERVATION SHEET #7

Resource Teacher: Owen Nolasco  
School: San Juan High School  
Grade/Year Level: Grade 10

Teacher Signature: \_\_\_\_\_  
Subject Area: Physical Education  
Date: November 24, 2022

| Guiding Principles in the Selection and Use of Strategies              | Testing behavior of the Resource Teacher that Applies the Principles                                                                                                                                                                                                                             |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The more senses that are involved, the more and better the learning | The resource teacher use a power point/video presentation, books, and other visual aid in order to deliver her lesson/topics. The series of questions that the resources teacher has been providing to the student and the class discussion involves also the use of senses (hearing).           |
| 2. Learning is an active process                                       | Before she began the discussion, she ask all the students if they are familiar with the topic presented on the projector. She ask the students to give some knowledge or information about the topic. With this divergent type of questions the students come provide a lot of possible answers. |
| 3. An non-threatening atmosphere enhances learning                     | The resources teacher did not impose direct answer from the students instead she is                                                                                                                                                                                                              |

|                                                                                                     |                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     | asking for volunteers to answer the questions that given on her class. She also rephrasing some questions for them to be more confident in answering the questions and understand it very well.                                                                    |
| 4. Emotion has the power to increase retention and learning                                         | The resources teacher asked her class about the topic in which the students can relate. The resource teacher asked the students if they are involved or suffer to that kind injuries. And she ask a follow up question if what they feel when they experienced it. |
| 5. Good teaching goes beyond recall of information                                                  | The resources teacher gave an activity which is role play so that the students will understand and apply the learning that they learned during the lesson. That activity help the student to remember all the important information of the topic.                  |
| 6. Learning is meaningful when it is connected to students everyday life                            | The resource teacher explained well the common basic injuries and their firs aid. In that case the students will apply those first aid kit if they suffer injuries.                                                                                                |
| 7. An integrated teaching approach is far more effective than teaching isolated bits of information | The resource teacher explain the important of steps by step of performing firs aid in the injured person. She asked the students to demo the steps by steps procedure of performing first aid.                                                                     |

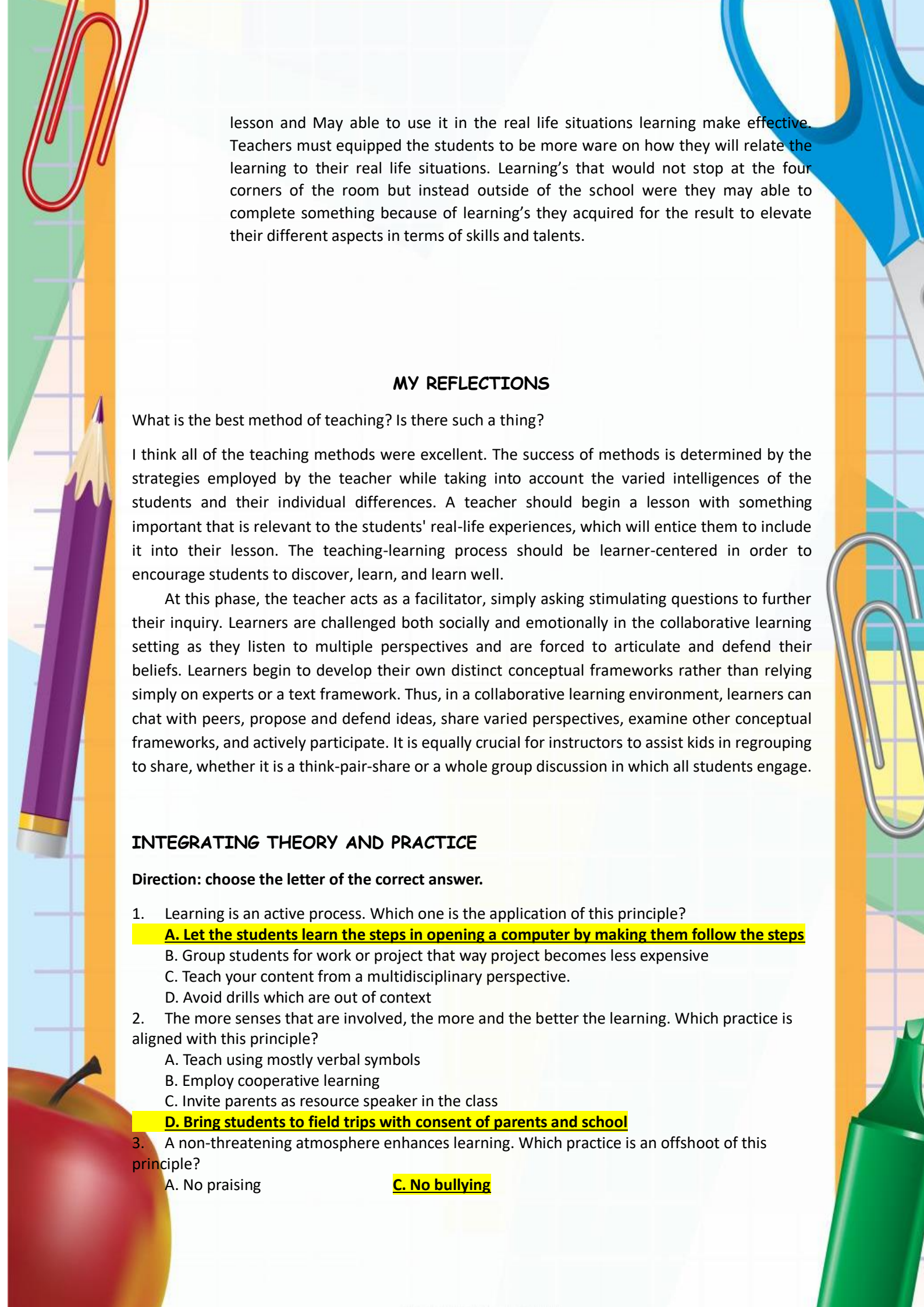
### MY ANALYSIS:

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

- ✧ As I observe the materials, the teacher did her best to adhere to all components of the learning concepts. There were no violations of principles because the resources instructor did her best to fulfill those teaching principles for the pupils' learning.

**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?**

- ✧ In my observation, there were principle of teaching was applied which is learning is meaningful when it is connected to students everyday life. As future teacher we must always put emphasis to these principles because it is very effective way to teach the learners. We must also put emphasis to the learners the principles that may answer the questions why do you study? To learn right? And hoe this learning may be useful in real life situations. Learning is effective when the learners acquired



lesson and may be able to use it in the real life situations learning make effective. Teachers must equip the students to be more aware of how they will relate the learning to their real life situations. Learning's that would not stop at the four corners of the room but instead outside of the school where they may be able to complete something because of learning's they acquired for the result to elevate their different aspects in terms of skills and talents.

### MY REFLECTIONS

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

I think all of the teaching methods were excellent. The success of methods is determined by the strategies employed by the teacher while taking into account the varied intelligences of the students and their individual differences. A teacher should begin a lesson with something important that is relevant to the students' real-life experiences, which will entice them to include it into their lesson. The teaching-learning process should be learner-centered in order to encourage students to discover, learn, and learn well.

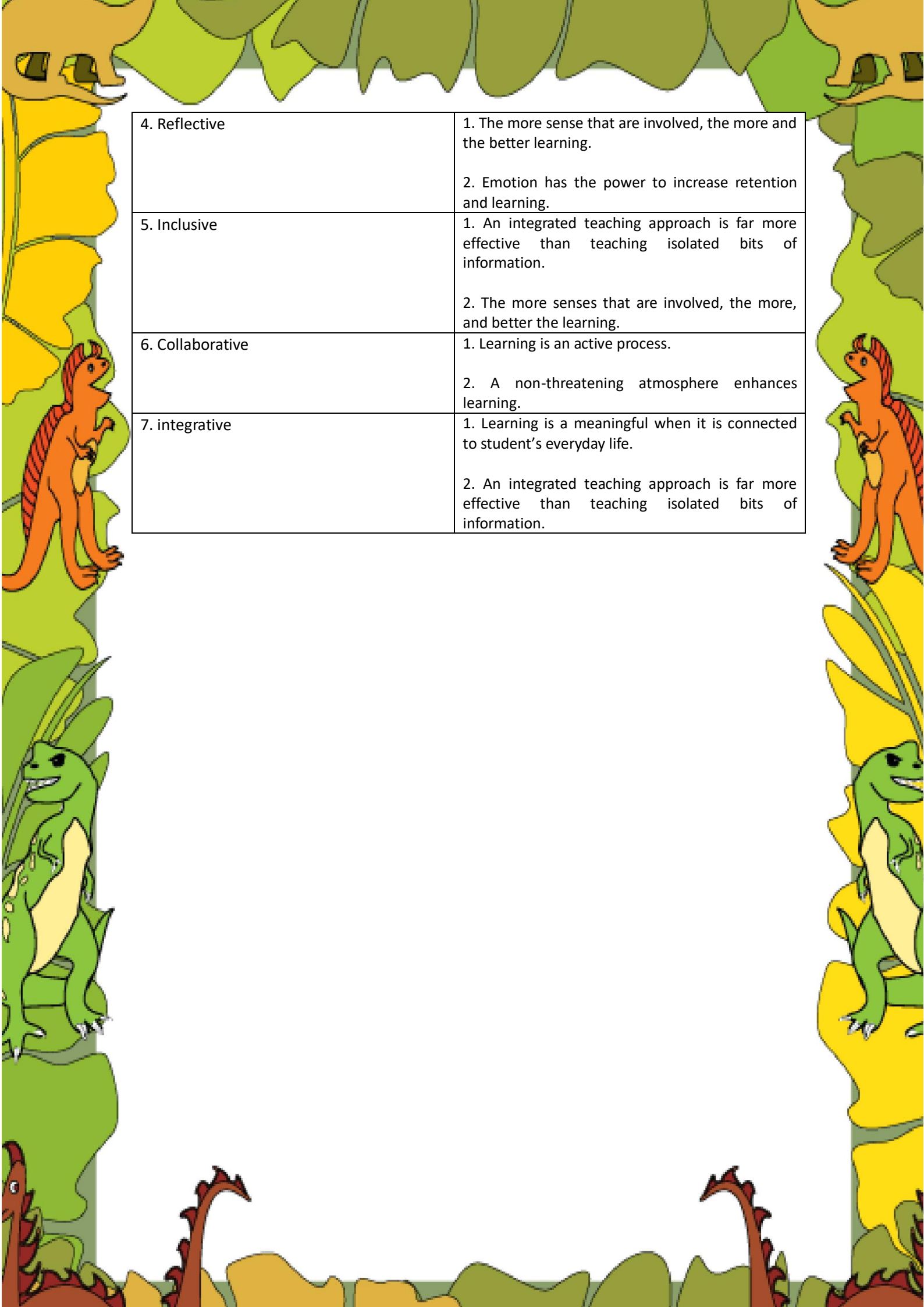
At this phase, the teacher acts as a facilitator, simply asking stimulating questions to further their inquiry. Learners are challenged both socially and emotionally in the collaborative learning setting as they listen to multiple perspectives and are forced to articulate and defend their beliefs. Learners begin to develop their own distinct conceptual frameworks rather than relying simply on experts or a text framework. Thus, in a collaborative learning environment, learners can chat with peers, propose and defend ideas, share varied perspectives, examine other conceptual frameworks, and actively participate. It is equally crucial for instructors to assist kids in regrouping to share, whether it is a think-pair-share or a whole group discussion in which all students engage.

### INTEGRATING THEORY AND PRACTICE

**Direction: choose the letter of the correct answer.**

- Learning is an active process. Which one is the application of this principle?  
**A. Let the students learn the steps in opening a computer by making them follow the steps**  
B. Group students for work or project that way project becomes less expensive  
C. Teach your content from a multidisciplinary perspective.  
D. Avoid drills which are out of context
- 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 symbols  
B. Employ cooperative learning  
C. Invite parents as resource speaker in the class  
**D. Bring students to field trips with consent of parents and school**
- A non-threatening atmosphere enhances learning. Which practice is an offshoot of this principle?  
A. No praising  
**C. No bullying**





|                  |                                                                                                                                                                                                                                           |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Reflective    | <ol style="list-style-type: none"><li>1. The more sense that are involved, the more and the better learning.</li><li>2. Emotion has the power to increase retention and learning.</li></ol>                                               |
| 5. Inclusive     | <ol style="list-style-type: none"><li>1. An integrated teaching approach is far more effective than teaching isolated bits of information.</li><li>2. The more senses that are involved, the more, and better the learning.</li></ol>     |
| 6. Collaborative | <ol style="list-style-type: none"><li>1. Learning is an active process.</li><li>2. A non-threatening atmosphere enhances learning.</li></ol>                                                                                              |
| 7. integrative   | <ol style="list-style-type: none"><li>1. Learning is a meaningful when it is connected to student's everyday life.</li><li>2. An integrated teaching approach is far more effective than teaching isolated bits of information.</li></ol> |