



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



**CHED MEMORANDUM ORDER**

No. 74

Series of 2017

**SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR  
BACHELOR OF ELEMENTARY EDUCATION (BEEd)**

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In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the “*Higher Education Act of 1994*,” and in pursuance of an outcomes-based quality assurance system as advocated under CMO No. 46 s. 2012, and by virtue of Commission *en banc* (CEB) Resolution No. 724-2017 dated October 3, 2017, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

**ARTICLE I  
INTRODUCTION**

**Section 1 Rationale**

Based on the *Guidelines for the Implementation of CMO No. 46 s. 2012*, this PSG implements the “shift to learning competency-based standards/outcomes-based education” in response to the 21<sup>st</sup> Century Philippine Teacher Education framework. Furthermore, **this PSG is anchored on the salient features of K to 12 Enhanced Curriculum (RA 10533), the Philippine Qualifications Framework (EO 83, s. 2012), the National Competency-Based Teacher Standards (NCBTS) now the Philippine Professional Standards for Teachers (D.O. 42, s. 2017) and other relevant documents.** It specifies the ‘core competencies’ expected of **Bachelor of Elementary Education (BEEd)** graduates “regardless of the type of HEI they graduate from.” However, in “recognition of the spirit of outcomes-based education and of the typology of HEIs,” this PSG also provides “ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions.”

**ARTICLE II  
AUTHORITY TO OPERATE**

**Section 2 Government Recognition**

All private higher education institutions (PHEIs) intending to offer **BEEd** program must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing **BEEd** program are required to shift to an outcomes-based approach based on this PSG. State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) should likewise strictly adhere to the provisions in these policies and standards.

### ARTICLE III GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirement and the specific professional courses.

**Section 3** The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes which are given in Article IV Section 6. CHED designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 9 as a **sample** curriculum. The number of units of this curriculum is hereby prescribed as the "minimum unit requirement" under Section 13 of RA 7722. In designing the curriculum, CHED employed a curriculum map which is shown in Article V Section 10 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach, CHED also determined appropriate curriculum delivery methods shown in Article V Section 11. The sample course syllabi given in Article V Section 12 show some of these methods.

Based on the curriculum and the means of its delivery, CHED determined the physical resource requirements for the library, laboratories and other facilities and the human resource requirements in terms of administration and faculty. See Article VI.

**Section 4** The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE)** and the **Institutional Sustainability Assessment (ISA)** as a guide in making their submissions for Article VII.

### ARTICLE IV PROGRAM SPECIFICATION

**Section 5** Program Description

#### 5.1 Degree Name

The degree program described herein shall be called **Bachelor of Elementary Education (BEEd)**



## 5.2 Nature of the Field of Study

The BEEd is an undergraduate teacher education degree program designed to prepare individuals intending to teach in the elementary level.

## 5.3 Degree/Program Goals

The BEEd degree program aims to develop highly motivated and competent teachers specializing in the content and pedagogy for elementary education.

## 5.4 Specific Professions/Careers/Occupations for graduates

After successful completion of all academic requirements of the degree/program, graduates of BEEd should be able to practice the teaching profession in the elementary level.

## 5.5 Allied Fields

The BEEd degree program draws from various allied disciplines like social sciences, science, math, technology, languages, and humanities to ensure that the graduates have a multi-disciplinary preparation in content and pedagogy.

## Section 6 Program Outcomes

The minimum standards for the BEEd degree program are expressed in the following set of learning outcomes:

### 6.1 Common to all programs in all types of schools

The graduates have the ability to:

- a. articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)
- b. effectively communicate in English and Filipino, both orally and in writing
- c. work effectively and collaboratively with a substantial degree of independence in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
- d. act in recognition of professional, social, and ethical responsibility
- e. preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

### 6.2 Common to the discipline (Teacher Education)

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



- e. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices<sup>1</sup>
- f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
- g. Practice professional and ethical teaching standards sensitive to the local, national, and global realities
- h. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities

**6.3 Specific to the Bachelor of Elementary Education program**

- a. Demonstrate in-depth understanding of the diversity of learners in various learning areas
- b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas
- c. Utilize appropriate assessment and evaluation tools to measure learning outcomes
- d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching
- e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional
- f. Manifest a desire to continuously pursue personal and professional development

**6.4 Common to graduates of a horizontal type of institution as defined in CMO 46, 2012**

- a. Graduates of professional institutions demonstrate service orientation in their respective professions
- b. Graduates of colleges are qualified for various types of employment and participate in development activities and public discourses, particularly in response to the needs of the communities they serve
- c. Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects

Moreover, graduates of State Universities and Colleges (SUCs) must have the competencies to support “national, regional and local development plans” (RA7722).

All private higher education institutions (PHEI), may adopt mission-related program outcomes that are not included in the minimum set of learning outcomes.

**Section 7 Performance Indicators**

Program Outcomes	Performance Indicators
a. Demonstrate in-depth understanding	<ul style="list-style-type: none"> <li>• Identify various types of learners and provide them with appropriate, culturally-relevant learning activities</li> </ul>

<sup>1</sup> Program Outcome “e” common to the Teacher Education discipline under Section 6.2. is anchored on the CHED-UNESCO ICT Competency Standards for Teacher Education in Annex C.



Program Outcomes	Performance Indicators
of the diversity of learners in various learning areas	and experiences. <ul style="list-style-type: none"> <li>• Develop and utilize relevant materials that match the learners' learning styles, goals and culture.</li> <li>• Select instructional strategies for the development of learners' critical and creative thinking skills.</li> <li>• Utilize developmentally appropriate activities in teaching the different learning areas.</li> <li>• Utilize appropriate technologies to achieve the learning outcomes.</li> <li>• Apply theories of learning in designing learning-teaching experiences.</li> </ul>
b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas.	<ul style="list-style-type: none"> <li>• Explain subject matter content clearly, accurately and comprehensively.</li> <li>• Relate current content with past and future lessons.</li> <li>• Integrate recent developments in education and in the specific field to enrich learning.</li> <li>• Provide examples from real life to make learning meaningful.</li> <li>• Utilize appropriate teaching-learning methods and technology for specific subject matter content.</li> <li>• Keep abreast with educational issues, trends and practices vis-a-vis local and global context to provide relevant learning experiences</li> </ul>
c. Utilize appropriate assessment and evaluation tools to measure learning outcomes.	<ul style="list-style-type: none"> <li>• Design authentic assessment, evaluation instruments and alternative assessment tools.</li> <li>• Interpret assessment results and use these to improve learning and teaching.</li> <li>• Keep accurate and updated records of the learners' performance using technology tools where feasible and appropriate.</li> <li>• Provide timely feedback of assessment results to parents and other stakeholders.</li> </ul>
d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.	<ul style="list-style-type: none"> <li>• Demonstrate skills in creative and critical thinking, logical reasoning, problem solving, and decision making in various classroom situations</li> <li>• Create learning experiences that develop the learners' higher order thinking skills</li> <li>• Provide opportunities that develop the learners' communication skills</li> <li>• Use tools and technology to enhance learning and teaching</li> </ul>
e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional.	<ul style="list-style-type: none"> <li>• Act according to the norms of the teaching profession in dealing with students, parents, colleagues and other stakeholders</li> <li>• Manifest positive personal and professional qualities of a teacher</li> <li>• Observe integrity and professionalism in handling</li> </ul>



Program Outcomes	Performance Indicators
	issues, conflicts, and controversies related to student welfare as well as parents' and community concerns
f. Manifest a desire to continuously pursue personal and professional development	<ul style="list-style-type: none"> <li>Pursue personal growth and professional development through attendance in seminar-workshops, participation in demo-fests, conducting action research, and other education-related activities</li> <li>Participate actively in the school's community outreach activities</li> </ul>

## ARTICLE V CURRICULUM

### Section 8 Curriculum Description

The BEd program is composed of New General Education Courses, Professional Education Courses, Specialization/Major Courses, Elective/Cognate Courses, Special Topics, and Mandated Courses (PE and NSTP).

### Section 9 Sample Curriculum

Higher Education Institutions offering the BEd program may exercise flexibility in their curricular offering. However, the following courses are prescribed as minimum requirements to be implemented.

#### 9.1 Curriculum Components

	Courses	Units	Total
	<b>A. General Education Courses (CMO NO. 20, series of 2013)</b>		<b>36 units</b>
	<b>B. Professional Education Courses</b>		<b>42 units</b>
	<b><i>Foundation/Theories and Concepts</i></b>		
	The Child and Adolescent Learners and Learning Principles	3	
	The Teaching Profession	3	
	The Teacher and the Community, School Culture and Organizational Leadership	3	
	Foundation of Special and Inclusive Education	3	
	<b><i>Pedagogical Content Knowledge</i></b>		
	Facilitating Learner-Centered Teaching	3	
	Assessment in Learning 1	3	
	Assessment in Learning 2	3	
	Technology for Teaching and Learning 1*	3	
	The Teacher and the School Curriculum	3	
	Building and Enhancing New Literacies Across the Curriculum	3	
	<b><i>Experiential Learning</i></b>		
	Field Study 1	3	



	<b>Courses</b>	<b>Units</b>	<b>Total</b>
	Field Study 2	3	
	Teaching Internship	6	
	<b>C. Major/Specialization Courses</b>		<b>57 units</b>
SCI	Teaching Science in the Elementary Grades(Biology and Chemistry)	3	
SCI	Teaching Science in the Elementary Grades (Physics, Earth and Space Science)	3	
SSC	Teaching Social Studies in the Elementary Grades (Philippine History and Government)	3	
SSC	Teaching Social Studies in Elementary Grades (Culture and Geography)	3	
FIL	Pagtuturo and Filipino sa Elementarya (I) – Estructura at Gamit ng Wikang Filipino	3	
FIL	Pagtuturo and Filipino sa Elementarya (II) Panitikan ng Pilipinas	3	
MATH	Teaching Math in the Primary Grades	3	
MATH	Teaching Math in the Intermediate Grades	3	
TLE	Edukasyong Pantahanan at Pangkabuhayan	3	
TLE	Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship	3	
MUSIC	Teaching Music in the Elementary Grades	3	
ARTS	Teaching Arts in the Elementary Grades	3	
PEH	Teaching PE and Health in the Elementary Grades	3	
ENG	Teaching English in the Elementary Grades (Languages Arts)	3	
ENG	Teaching English in the Elementary Grades Through Literature	3	
MTB-MLE	Content and Pedagogy for the Mother-Tongue	3	
VED	Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)	3	
RES	Research in Education	3	
TTL	Technology for Teaching and Elementary Grades	3	
	<b>D. Electives (3 units)</b>		
	Teaching Multi-grade Classes	3	
	Any subject maybe be chosen from any major subjects of other major courses.	3	
	<b>E. Mandated Courses</b>		
	Physical Education 1-4	8	
	NSTP 1& 2	6	
<b>SUMMARY</b>			
	<b>General Education Courses</b>		<b>36 units</b>
	<b>Professional Education Courses</b>		<b>42 units</b>
	<b>Major Courses</b>		<b>57 units</b>
	<b>Elective</b>		<b>3 units</b>
	<b>Mandated Courses (PE and NSTP)</b>		<b>14 units</b>
	<b>TOTAL</b>		<b>152 units</b>



## 9.2 Guidelines for Preparing a Program of Study

1. Offer the courses based on the availability of faculty and resources.
2. Not all General Education courses need to be completed in First Year or Second Year.
3. Ensure that sequential subjects are scheduled accordingly e.g. Teaching English in the Elementary Grades 1 must come before Teaching English in the Elementary Grades 2.

## 9.3 Sample Program of Study (Distribution of Courses)

### Bachelor of Elementary Education

FIRST YEAR			
1 <sup>st</sup> Semester	Units	2 <sup>nd</sup> Semester	Units
General Education 1	3	General Education 7	3
General Education 2	3	General Education 8	3
General Education 3	3	General Education 9	3
General Education 4	3	General Education 10	3
General Education 5	3	General Education 11	3
General Education 6	3	General Education 12	3
The Child and Adolescent Learners and Learning Principles	3	Building and Enhancing New Literacies Across the Curriculum	3
PE 1	2	PE 2	2
NSTP 1	3	NSTP 2	3
<b>TOTAL</b>	<b>26</b>	<b>TOTAL</b>	<b>26</b>

SECOND YEAR			
1 <sup>st</sup> Semester	Units	2 <sup>nd</sup> Semester	Units
Technology for Teaching and Learning 1	3	The Teaching Profession	3
Facilitating Learner-Centered Teaching	3	Foundations of Special and Inclusive Education	3
Teaching Science in Elementary Grades (Biology and Chemistry)	3	Teaching Science in Elementary Grades (Physics, Earth and Space Science)	3
Teaching Math in the Primary Grades	3	Teaching Math in the Intermediate Grades	3
Teaching Social Studies in Elementary Grades (Culture and Geography)	3	Content and Pedagogy for the Mother Tongue	3
Pagtuturo and Filipino sa Elementarya (I) – Estructura at Gamit ng Wikang Filipino	3	Teaching Social Studies in Elementary Grades (Philippine History and Government)	3
Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)	3	Edukasyong Pantahan at Pangkabuhayan	3
PE 3	2	PE 4	2
<b>TOTAL</b>	<b>23</b>	<b>TOTAL</b>	<b>23</b>





THIRD YEAR			
1 <sup>st</sup> Semester	Units	2 <sup>nd</sup> Semester	Units
Teaching English in the Elementary Grades (Language Arts)	3	Elective: Teaching Multi-Grade Classes	3
Teacher and the School Curriculum	3	The Teacher and the Community, School Culture and Organizational Leadership	3
TTL2-Technology for Teaching and Learning in the Elementary Grades	3	Assessment of Learning 2	3
Assessment of Learning 1	3	Teaching PE and Health in the Elementary Grades	3
Teaching Music in the Elementary Grades	3	Pagtuturo and Filipino sa Elementarya (II) Panitikan ng Pilipinas	3
Teaching English in the English in the Elementary Grades Through Literature	3	Research in Education	3
Teaching Arts in the Elementary Grades	3	Edukasyong Pantahanan at Pangkabuhayan with Entrep	3
<b>TOTAL</b>	<b>21</b>	<b>TOTAL</b>	<b>21</b>

FOURTH YEAR			
1 <sup>st</sup> Semester	Units	2 <sup>nd</sup> Semester	Units
Field Study 1	3	Teaching Internship	6
Field Study 2	3		
<b>TOTAL</b>	<b>6</b>	<b>TOTAL</b>	<b>6</b>

## Section 10 Sample Curriculum Map

**Legend:**  
*I* – Introduced Concepts/Principle  
*P* – Practiced with Supervision  
*D* – Demonstrated across different clinical setting with minimal supervision

### Alternative Legend:

*L* – Facilitates learning of the competencies (input is provided and competency is evaluated)  
*P* – Allows student to practice competencies (no input but competency is evaluated)  
*O* – Opportunity for development (no input or evaluation, but there is opportunity to practice the competencies)



Bachelor of Elementary Education						
COURSES	Program Outcomes					
	a	b	c	d	e	f
<b>Professional Education Courses</b>						
<i>Foundation/Theories and Concepts</i>						
The Child and Adolescent Learners and Learning Principles	I	I	I	I	I	I
The Teaching Profession	I	I	I	I	I	I
The Teacher and the Community, School Culture and Organizational Leadership	I	I	I	I	I	I
Foundation of Special and Inclusive Education	I	I	I	I	I	I
<i>Pedagogical Content Knowledge</i>						
Facilitating Learner-Centered Teaching and Learning	P	P	P	P	P	P
Assessment in Learning 1	P	P	P	P	P	I
Assessment in Learning 2	P	P	P	P	P	I
Technology for Teaching and Learning 1	P	P	P	P	P	P
The Teacher and the School Curriculum	I	I	I	I	I	I
Building and Enhancing New Literacies Across the Curriculum	I	I	I	I	I	I
<i>Experiential Learning</i>						
Field Studies and Teaching Internship	D	D	D	D	P	P
<b>Major Courses</b>						
Teaching Science in the Elementary Grades (Biology and Chemistry)	D	D	D	P	P	I
Teaching Science in the Elementary Grades (Physics and Space Science)	D	D	D	P	P	I
Teaching Social Studies in Primary Grades (Philippine History and Government)	D	D	D	P	P	I
Teaching Social Studies in Intermediate Grades (Culture and Geography)	I	D	D	P	P	I
Pagtuturo and Filipino sa Elementarya (I) – Estructura at Gamit ng Wikang Filipino	I	D	D	P	I	I
Pagtuturo and Filipino sa Elementarya (II) Panitikan ng Pilipinas	I	D	D	P	I	I
Teaching Math in the Primary Grades	D	D	D	P	I	I
Teaching Math in the Intermediate Grades	D	D	D	P	I	I
Edukasyong Pantahan at Pangkabuhayan (1)	D	D	D	P	I	I
Edukasyong Pantahan at Pangkabuhayan (2)	D	D	D	P	I	I
Teaching Music in the Elementary Grades	D	D	D	P	I	I
Teaching Arts in the Elementary Grades	D	D	D	P	I	I
Teaching PE and Health in the Elementary Grades	D	D	D	P	I	I
Teaching English in the Elementary Grades (Language Arts)	D	D	D	P	I	I
Teaching English in the Elementary Grade Through Literature	D	D	D	P	I	I
Content and Pedagogy for the Mother-Tongue	D	D	D	P	I	I
Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)	P	D	P	P	P	P
Technology for Teaching and Learning 2	P	P	P	P	I	I
Research in Education	I	P	P	P	I	I
<b>Elective</b>						
Teaching Multi-grade Classes or any subject in the major courses	D	D	D	P	I	I



**Section 11 Sample Means of Curriculum Delivery**

1. Lecture
2. Discussion
3. Exercises/Demonstration
4. Interactive Learning
5. Collaborative Learning
6. Reporting
7. Multimedia Presentation
8. Reading and Writing
9. Library Work
10. Field Work
11. Interview

**Section 12 Sample Syllabi for Selected Core Courses**  
*(Please see the attached Annexes)*

**ARTICLE VI  
REQUIRED RESOURCES**

**Section 13 Administration**

**Dean/Department Head**

The Dean/Department Head of the college offering the degree shall be employed full-time and must possess the following qualifications:

1. Filipino Citizen
2. Holder of Doctorate degree in Education or related field
3. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT)
4. With a total of at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level
5. Preferably with at least two (2) years of managerial/administrative experience.

**Section 14 Faculty**

**A. General Requirements**

1. As a general rule, master's degree in education or in an allied discipline is required for teaching in the tertiary level.
2. Faculty teaching general education and major subjects should have an appropriate master's degree in the field they are assigned to teach.

**B. Qualifications of the Professional Education Faculty**

Faculty teaching Professional Education courses should have the following qualifications:

1. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT) as provided for in Section 11 of RA 8981.
2. Holder of Master's degree in Education or in allied fields.



### **C. Full-time faculty members of the college**

The institution shall maintain 25% of the faculty members teaching in the teacher education program as full-time.

### **D. Faculty Development**

The College of Education must have a system to support faculty development anchored on their institution's faculty development program. It should require the faculty members to:

1. complete doctoral degrees in education and other allied fields;
2. attend continuing education seminars, workshops, conferences, and others;
3. undertake research activities related to the teacher education program and to publish their research outputs in refereed publications; and
4. give lectures and present papers in national/international conferences, symposia and seminars.

## **Section 15 Library**

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the BEd program.

## **Section 16 Laboratory and Physical Facilities**

In addition to the required laboratories and facilities for general education, the following shall be provided:

1. ICT Laboratory\*
  2. Speech Laboratory, if necessary\*
- \*This can be shared with other departments within the college/university.*

### **A. Educational Technology Laboratory**

The TEI should have access to an educational technology laboratory with appropriate equipment and software as indicated in the course specifications. The same laboratory shall serve to allow preparation, presentation and viewing of audio-visual materials to support instruction.

### **B. Laboratory School or Cooperating Schools**

The TEI should maintain a facility within which the students can undertake their field study. This facility may be a laboratory school administered by the TEI. In cases when TEI has no laboratory school, the TEI must have a long-term memorandum of agreement



with a Department of Education cooperating school or with a cluster of cooperating schools within which student can undertake their field study and practicum courses.

#### **Section 17 Admission and Retention Policy**

The basic requirement for eligibility for admission of a student to the Teacher Education program shall be graduates from Senior High School level recognized by the Department of Education.

TEIs must have in place a selective admission policy for Teacher Education programs. This policy shall include passing an admission examination. For this purpose, TEIs may use either of the following admission examinations:

1. an admission examination developed and validated by the TEI
2. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
3. an admission examination developed and validated by private testing centers and used by TEI for a fee;
4. some other standardized tests for teaching aptitude; or
5. some other national qualifications examinations which may be developed in the future.

### **ARTICLE VII COMPLIANCE OF HEIs**

Using the *CHED Implementation Handbook for OBE and ISA* as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program:

**Section 18** The complete set of program outcomes, including its proposed additional program outcomes.

**Section 19** Its proposed **curriculum** and its justification including a curriculum map.

**Section 20** Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.

**Section 21** Proposed **outcomes-based syllabus** for each course.

**Section 22** Proposed system of program assessment and evaluation

**Section 23** Proposed system of program **Continuous Quality Improvement (CQI)**.

For existing programs, CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this Policies, Standards and Guidelines using an outcomes-based assessment instrument.



**ARTICLE VIII**  
**TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS**

**Section 24 Transitory Provision**

All private HEIs, State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) with existing authorization to operate the **Bachelor of Elementary Education** program are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO. However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2018-2019.

**Section 25 Sanctions**

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and the Manual of Regulations for Private Higher Education (MORPHE) per CMO No. 40, series of 2008 and other related laws.

**Section 26 Repealing Clause**

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

**Section 27 Effectivity Clause**

This Order shall take effect after its publication in the Official Gazette or Newspaper of General Circulation.

Quezon City, Philippines, November 2, 2017



**PATRICIA B. LICUANAN, Ph.D.**  
Chairperson

*Attachments:*

*Annex A – Description of Professional Education Courses*

*Annex B – Description of Specialization/Major Courses*

*Annex C – ICT Competency Standards for Teachers\**

*Annex D – Sample OBE Course Syllabus for Technology for Teaching and Learning Courses\**



## ANNEX A

### DESCRIPTION OF CORE PROFESSIONAL EDUCATION COURSES

<b>Course Title</b>	<b>The Child and Adolescent Learners and Learning Principles</b>
<b>Course Description</b>	This course focuses on child and adolescent development with emphasis on current research and theory on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that affect the progress of development of the learners and shall include appropriate pedagogical principles applicable for each developmental level.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Facilitating Learner Centered Teaching</b>
<b>Course Description</b>	This course explores the fundamental principles, processes and practices anchored on learner-centeredness and other educational psychologies as these apply to facilitate various teaching-learning delivery modes to enhance learning.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>The Teaching Profession</b>
<b>Course Description</b>	This course deals with the teacher as a person and as a professional within the context of national and global teachers' standards and educational philosophies. It will include professional ethics, core values, awareness of professional rights, privileges and responsibilities as well as the teachers' roles in the society as a transformative agent of change.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Technology for Teaching and Learning 1</b>
<b>Course Description</b>	This is an introductory course that explores basic knowledge, skills and values in the use of technology for teaching and learning. It includes ICT policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons, teaching-learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	



<b>Course Title</b>	<b>Assessment in Learning 1</b>
<b>Course Description</b>	This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasizes on the use of assessment of, as, and for, in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in test construction and development and the application in grading systems.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Assessment in Learning 2</b>
<b>Course Description</b>	This is a course that focuses on the principles, development and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process- and product-oriented learning outcomes as well as affective learning. Students will experience how to develop rubrics and other assessment tools for performance-based and product-based assessment.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>The Teacher and the School Curriculum</b>
<b>Course Description</b>	This course includes the fundamental concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curricularists. The more active role of the teacher in planning, implementing and evaluating school-curriculum as well as in managing school curriculum change vis-à-vis various context of teaching-learning and curricular reforms shall be given emphasis.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>The Teacher and the Community, School Culture and Organizational Leadership</b>
<b>Course Description</b>	This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture, and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	





<b>Course Title</b>	<b>Foundation of Special and Inclusive Education</b>
<b>Course Description</b>	This course shall deal with philosophies, theories and legal bases of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/moving, learners with difficulty remembering and focusing, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Building and Enhancing New Literacies Across the Curriculum</b>
<b>Course Description</b>	This course introduces the concepts of new literacies in the 21 <sup>st</sup> century as an evolving social phenomena and shared cultural practices across learning areas. The 21 <sup>st</sup> century literacies shall include (a) globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy/digital literacy, (f) eco-literacy and (g) arts and creativity literacy. Field based- interdisciplinary explorations and other teaching strategies shall be used in this course.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Experiential Learning (Field Studies and Teaching Internship)</b>
<b>Course Description</b>	This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through (a.) observation and (b) participation and will progress to (c) teaching assistantship and (d) guided/ mentored classroom teaching. The NCBTS domains shall be used as guideposts in developing the content, pedagogy and implementation scheme of this course.
<b>Course Credits</b>	<b>12 units ( FS 1 -3 units, FS 2- 3 unit, Practice Teaching 6 units)</b>
<b>Contact Hours</b>	FS 1 & 2 (6 hrs per week for one semester taken with 2 or 3 academic subjects) Practice Teaching – 6 units ( Fulltime 30-40 hrs per week) for one semester
<b>Prerequisite</b>	All required academic subjects for the degree should be taken before Practice Teaching.



<b>Course Title</b>	<b>Field Study 1- Observations of Teaching-Learning in Actual School Environment</b>
<b>Course Description</b>	This is the first experiential course, which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	<b>All professional and major/specialization subjects</b>

<b>Course Title</b>	<b>Fields Study 2- Participation and Teaching Assistantship</b>
<b>Course Description</b>	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in a limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson or learning plans and demonstration teaching of at least one subject content area will be required. An action research shall be encouraged to start in this course and conclude during the Internship.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	<b>All professional subjects and major subjects</b>

<b>Course Title</b>	<b>Teaching Internship</b>
<b>Course Description</b>	This course is a one semester full time teaching internship in basic education schools using a clinical approach under the mentorship of a cooperating teacher. Teaching internship shall be done both in the in-campus or off campus if possible. No academic courses shall be taken together with Teaching Internship. A teaching portfolio shall be required and the completion of the Action Research.
<b>Course Credit</b>	<b>6 units</b>
<b>Contact Hours</b>	<b>40 hours per week full time (no academic units allowed)</b>
<b>Pre-requisite</b>	<b>Field Study 1 &amp; 2</b>



## ANNEX B

### DESCRIPTION OF BEEd SPECIALIZATION/MAJOR COURSES

<b>Course Name</b>	<b>Content and Pedagogy in the Mother-tongue</b>
<b>Course Description</b>	This course includes both the content and the pedagogy of the mother tongue. The subject matter content includes the structure of the mother tongue as a language, literature in the mother tongue, methods and techniques of teaching the language, development of instructional materials and assessment.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Pagtuturo ng Filipino sa Elementarya I-Estruktura at Gamit ng Wikang Filipino</b>
<b>Course Description</b>	Pagsanay ng paggamit ng estruktura at gamit ng Wikang Filipino sa pagtuturo sa elementarya. Sumasaklaw sa dekriptibong pag-aaral ng wikang Filipino sa lebel ng polohiya, morpolohiya, semantikas at sintaks.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	

<b>Course Name</b>	<b>Pagtuturo ng Filipino sa Elementarya II-Panitikan ng Pilipinas</b>
<b>Course Description</b>	Paggamit ng mga iba't ibang anyo ng literatura ng Pilipinas galing sa sarili at iba't ibang rehiyon sa pagtuturo, produksyon at (assessment) na angkop sa elementarya.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	

<b>Course Name</b>	<b>Teaching Science in the Primary Grades (Biology and Chemistry)</b>
<b>Course Description</b>	The course includes understanding of spiraling basic science concepts and application of science inquiry in Chemistry and Biology and the use of teaching strategies in elementary science, development of instructional materials and assessment. Content topics in Chemistry include Properties and Structure of Matter and Changes that Matter Undergo. In Biology content topics includes Parts and Functions of Animals and Plants, Heredity: Inheritance and Variation, Biodiversity and Evolution and Ecosystems.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	



<b>Course Name</b>	<b>Teaching Science in the Intermediate Grades (Physics, Earth and Space Science)</b>
<b>Course Description</b>	This course includes understanding of spiraling basic science concepts and application of science inquiry in Physics and Earth and Space, strategies in teaching elementary science, development of instructional materials and assessment. Content topics in Physics include Force and Motion, and Energy while Earth and Space Science include Geology, Meteorology, and Astronomy.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Teaching Social Studies in Primary Grades - Philippine History and Government</b>
<b>Course Description</b>	This course emphasizes the contents of Philippine History and Government that are necessary in teaching at the elementary level. Further, appropriate teaching strategies and assessment methods shall be included to prepare students to become elementary grades teachers.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Teaching Social Studies in Intermediate Grades - (Culture and Basic Geography)</b>
<b>Course Description</b>	The course aims to equip the students in the BEED program a strong background in local history and culture. This background serves as an avenue for further inquiry of the available resources in the community for the localization and contextualization of teaching of elementary subjects. Areas to be studied include natural heritage of the locality, tangible and intangible culture that are of great significance to the socio-economic and political activities of the people in the place. In the end they are expected to come up with the profiling of available cultural resources in the community.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Teaching Math in the Primary Grades</b>
<b>Course Description</b>	This course equips prospective teachers with pedagogical content knowledge for the teaching of basic contents in mathematics in the primary level. Understanding of key concepts and skills of whole numbers up to 10,000, fractions, measurement, simple geometric figures, pre-algebra concepts and data representation and analysis are applied using appropriate technology. Teaching strategies include problem solving, critical thinking, differentiated instruction, inquiry-based learning with the use of manipulatives based on cultural context will be emphasized
<b>Course Credit</b>	<b>3 units</b>
<b>Prerequisite</b>	



<b>Course Name</b>	<b>Teaching Math in the Intermediate Grades</b>
<b>Course Description</b>	As preparation for teaching in the intermediate grades, this course emphasizes the integration of technological pedagogical content knowledge that includes topics on rational numbers, measurement, geometric figures, pre-algebra concepts, application of simple probability and data analysis. This course is capped with microteaching that utilizes appropriate teaching strategies for the development of critical and problem solving, reasoning, communicating, making corrections, representations and decisions in real life situations.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Edukasyong Pantahanan at Pangkabuhayan (1)</b>
<b>Course Description</b>	This course shall include pedagogical content, knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level. Selected topics in home economics, industrial arts, technology and livelihood education shall form a major part of the course. Experiential learning approach shall be the focus of this course.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship</b>
<b>Course Description</b>	This course shall include pedagogical content, knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level. Selected topics in agriculture arts, fisheries arts and livelihood education and intreprenurship shall form a major part of the course. Experiential learning approach shall be the focus of the course.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Teaching Music in the Elementary Grades</b>
<b>Course Description</b>	This course deals with the educational foundations of Music as it apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	



<b>Course Name</b>	<b>Teaching Arts in the Elementary Grades</b>
<b>Course Description</b>	This course deals with the educational foundations of Arts as these apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	

<b>Course Name</b>	<b>Teaching PE and Health in the Elementary Grades</b>
<b>Course Description</b>	This course deals with the educational foundations of Physical Education as these apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	

<b>Course Name</b>	<b>Teaching English in the Elementary Grades (Language Arts)</b>
<b>Course Description</b>	This course will emphasize English as a second language with main focus on language teaching methodologies to improve knowledge on the structure and fluency in the English language through listening, reading, writing, speaking, and viewing.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Teaching Literacy in the Elementary Grades Through Literature</b>
<b>Course Description</b>	This course will focus on Children's Literature in English to include riddles, poetry, stories, drama, and other written works as an avenue to teach English language. Teaching methodologies in the use of literature shall be emphasized.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)</b>
<b>Course Description</b>	Anchored on the essential component of personhood that deals with intra/interpersonal relationships which allow harmony with oneself, with others and the environment, this course will highlight the fundamental rules of good manners and appropriate conduct or behavior of each learner which are necessary of the formation of character that embraces the core values of maka-Dios, Maka-Tao, Maka- Bansa and Maka-kalikasan.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	



<b>Course Name</b>	<b>Technology for Teaching and Learning in the Elementary Grades</b>
<b>Course Description</b>	This course is designed for prospective teachers to develop and use digital and non-digital teaching- learning resources using technology tools appropriate in various subject areas in the elementary level. Further, the course will provide opportunities for students to use technology tools to develop project-based collaborative activities and share resources among communities of practice.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Research in Teaching</b>
<b>Course Description</b>	This is a practicum research course that will provide prospective elementary teachers an avenue to conduct applied or action research that will provide empirical bases to improve teaching and learning. This course maybe taken together simultaneously with Field Study 1 and Field Study 2.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

**DESCRIPTION OF ELECTIVE COURSE/S IN BEED**

<b>Course Name</b>	<b>Teaching Multi-grade Classes</b>
<b>Course Description</b>	This is a course in implementation of multi-grade course that deals with the theories, principles and concepts of multi-grade learners and classes. It includes pedagogical approaches and contextualized learning environments for the different grade and age levels are grouped for instructions in different school situations.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

*Note: Other elective subjects can be taken from other Education Degree Courses.*



## ANNEX C

### ICT COMPETENCY STANDARDS FOR TEACHERS

COMPETENCIES	PERFORMANCE INDICATORS
<b>Domain 1: Understanding ICT in Education</b>	
1.1.1 Demonstrate awareness of policies affecting ICT in education	1.1.1.1 Discuss national ICT policies affecting classroom practices
1.2.1 Comply with ICT policies as they affect teaching-learning	1.2.1.1 Implement ICT policies in teaching-learning
1.3.1 Contextualize ICT policies to the learning environment	1.3.1.1 Incorporate ICT policies in the design and implementation of teaching-learning activities.
<b>Domain 2: Curriculum and Assessment</b>	
2.1.1 Demonstrate understanding of concepts, principles, and theories of ICT systems as they apply to teaching-learning	2.1.1.1 Discuss ICT concepts, principles and theories in various teaching-learning processes
	2.1.1.2 Use technology tools in the assessment process
2.2.1 Evaluate digital and non-digital learning resources in response to student's diverse needs	2.2.1.1 Select digital and non-digital learning resources in reference to the student learning preferences
	2.2.1.2 Revise digital learning resources in response to varied needs of students
2.2.2 Develop digital learning resources to enhance teaching-learning	2.2.2.1 Produce digital learning material designed to enhance teaching-learning
2.3.1 Use ICT as a tool to develop 21 <sup>st</sup> century skills: Information, Media and Technology Skills, Learning and Innovation Skills, Life and Career Skills, and Effective Communications Skills.	2.3.1.1 Integrate ICT in teaching plans that require learners to connect the content of the lesson to society
<b>Domain 3: Pedagogy</b>	
3.1.1. Apply relevant technology tools for classroom activities	3.1.1.1 Design a technology-enhanced lesson to support learning
	3.1.1.2 Deliver the lesson using appropriate digital tools or applications
	3.1.1.3 Assist students to reflect on their own learning using technology tools
3.2.1 Use ICT knowledge to solve complex problems and support student collaborative activities	3.2.1.1 Use varied teaching strategies like project-based learning that integrate technology tools to support thinking and collaboration
3.3.1 Model collaborative knowledge construction in face-to-face and virtual environments	3.3.1.1 Initiate flexible learning through online communications (synchronous / asynchronous modality)
<b>Domain 4: Technology Tools</b>	
4.1.1 Demonstrate competence in the technical operations of	4.1.1.1 Perform basic trouble shooting and maintenance of technology tools and systems;





COMPETENCIES	PERFORMANCE INDICATORS
technology tools and systems as they apply to teaching and learning	4.1.1.2 Use productivity and other tools in everyday work.
4.2.1 Use technology tools to create new learning opportunities to support communities of learners	4.2.1.1 Make technology tools-based instructional materials to improve student learning;
	4.2.1.2 Produce ICT-based teaching and learning tools in collaboration with students.
4.2.2 Demonstrate proficiency in the use of technology tools to support teaching and learning	4.2.2.1 Propose or recommend technology and policy innovations related to promoting continuous learning among students
<b>Domain 5: Organization and Administration</b>	
5.1.1 Manage technology-assisted instruction in an inclusive classroom environment	5.1.1.1 Facilitate flexible learning environment that enhances collaboration with the use of technology tools.
5.2.1 Exhibit leadership in shared decision-making using technology tools	5.2.1.1 Lead group activities using technology tools.
<b>Domain 6: Teacher Professional Learning</b>	
6.1.1 Explore existing and emerging technology to acquire additional content and pedagogical knowledge.	6.1.1.1 Use technology tools to search for, manage, analyze, integrate and evaluate information that can be used to support professional learning
	6.1.1.2 Evaluate technology resources in terms of appropriateness, quality, usability, accessibility, and cost effectiveness.
6.1.3 Utilize technology tools in creating communities of practice	6.1.3.1 Use technology tools to collaborate and share resources among communities of practice
6.2.1 Collaborate with peers, colleagues and stakeholders to access information in support of professional learning.	6.2.1.1 Identify educational sites and portals suitable to their subject area
	6.2.1.2 Join online expert and learning communities
	6.2.1.3 Use resources from relevant mailing lists and online journals
	6.2.1.4 Evaluate and compare useful and credible web resources to be shared with other students
	6.2.1.5 Active membership to local and global learning communities to maintain access to creative applications of technology that help enhance student learning
<b>Domain 7: Teacher Disposition</b>	
7.1.1 Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources	7.1.1.1 Discuss safety issues in obtaining resource materials from local area network-based and the internet
	7.1.1.2 Comply with intellectual property laws including the fair use of educational content
	7.1.1.3 Institute mechanisms to ensure child online safety and prevent cyberbullying



COMPETENCIES	PERFORMANCE INDICATORS
7.1.2 Show positive attitude towards the use of technology tools	7.1.2.1 Practice standard netiquette in sharing and utilizing shared materials among learning communities.
	7.1.2.2 Provide support to learners' digital culture and behaviors.
	7.1.2.3 Utilize smart devices for building the positive relationships between teachers and students.



**ANNEX D  
OBE Course Syllabus**



**Course Syllabus Template**

<b>Course Name</b>	<i>Technology for Teaching and Learning 1</i>
<b>Course Credits</b>	3 units
<b>Course Description</b>	Technology for Teaching and Learning 1 (TTL1). This is a 3-unit introductory course that explores basic knowledge and skills and values in the use of technology for teaching and learning. This course include ICT Policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons, teaching-learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility.
<b>Contact Hours/week</b>	3 hours
<b>Prerequisite</b>	<i>None</i>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explain ICT policies and safety issues as they impact on the teaching-learning process</li> <li>2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching learning</li> <li>3. Integrate media and technology in various content areas</li> <li>4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies</li> <li>5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources.</li> </ol>

<b>COURSE OUTLINE AND TIMEFRAME</b>	
	<b>Course Content/Subject Matter</b>
<b>Week 1</b>	A. Introduction to Technology for Teaching and Learning
<b>Week 2</b>	B. ICT Policies and Safety Issues in Teaching and Learning
<b>Week 3-4</b>	C. Theories and Principles in the Use and Design of Technology-Driven Lessons
<b>Week 5-6</b>	D. ICT in Various Content Areas
<b>Week 7-9</b>	E. ICT and Conventional Learning Materials to Enhance Teaching and Learning



<b>Week 10-11</b>	F. Technology Tools in a Collaborative Classroom Environment and Relevance and Appropriateness in the Use of Technology in Teaching and Learning
<b>Week 12</b>	G. Innovative Technologies for Teaching-Learning and Assessment Task
<b>Week 13</b>	H. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model
<b>Week 14-15</b>	I. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources
<b>Week 16-17</b>	J. Educational Sites and Portals
<b>One week (or an equivalent of three hours)</b>	Allotted for the Midterm and the Final Exams

#### Alignment of Course Outcomes with Summative Assessment Tasks

Course Objectives	Summative Assessment Task	Details
<ol style="list-style-type: none"> <li>1. Explain ICT policies and safety issues as they impact on the teaching-learning process</li> <li>2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching and learning</li> <li>3. Integrate media and technology in various content areas</li> <li>4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies</li> <li>5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources</li> </ol>	<p>e-Portfolio</p> <ul style="list-style-type: none"> <li>• Blog Entries / Posts in the Freedom Wall / Tweets in the Classroom-Made Twitter Wall</li> </ul> <p>A Lesson Plan Integrating Technology</p> <p>Midterm and Final examinations</p>	<p>In this required output, the students are expected to organize their reflections and insights using a Reflection Guide Model (e.g. Gibb's reflection Model.) Ideas, and opinions on the topic discussed during sessions which may be posted in blogs can also be included in the ePortfolio. A Selection Rubrics by Smaidino, S. et al. (2008) can be used as criteria for grading.</p> <p>Different outputs made in the class, filing them all together can done in a portoflio or in an electronic portfolio such as foliofor.me.</p> <p>In this task, students are expected to create a lesson plan showing clearly the integration of appropriate and innovative technologies in the teaching-learning activities and assessment tasks using the ASSURE Model. The criteria in the rubrics shall focus on the integration of technologies and the ability to demonstrate ethical and legal responsibilities in the use of resources.</p> <p>These tasks are given to evaluate the students' knowledge and understanding of concepts and principles of technology integration in instruction and approptae attitudes and values in becoming a teacher. These are given to validate the results of their practical activities and to prepare them for the licensure examination.</p>



**LEARNING PLAN**

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p><b>1. Understand ICT in Education</b>            1.1 Define basic concepts in understanding ICT in Education</p>	<p><b>Unit 1- Introduction to Technology for Teaching and Learning</b></p> <p>A. Basic Concepts to be defined:</p> <ol style="list-style-type: none"> <li>1. Technology</li> <li>2. Information and Communication</li> <li>3. Educational technology</li> <li>4. Technology, Media and Learning</li> <li>5. Instructional System and Instructional technology</li> <li>6. Technology Tools</li> </ol> <p>B. Roles of ICT in Teaching for Learning</p>	<p>Anderson, J. (2010). <i>ICT Transforming Education A Regional Guide</i>. UNESCO Bangkok Asia and Pacific Regional Bureau for Education</p> <p>Ballado, R. (2012). <i>Basic concepts in educational technology 1</i>. Manila, PH: Rex Bookstore</p> <p>Lucido, P. &amp; Corpuz, B. (2012). <i>Educational technology 2</i>. Quezon City, PH: Lorimar Publishing Co.</p> <p><a href="http://k12teacherstaffdevelopment.com/tlb/introduction-to-technology-for-teachers/">http://k12teacherstaffdevelopment.com/tlb/introduction-to-technology-for-teachers/</a></p> <p><a href="http://www.educationscotland.gov.uk/learningandteaching/approaches/ictineducation/roleofictinlearning.asp">http://www.educationscotland.gov.uk/learningandteaching/approaches/ictineducation/roleofictinlearning.asp</a></p>	<p>Brief Lecture: With the aid of a powerpoint presentation, provide an overview of the subject Technology for Teaching and Learning.</p> <p>Small Group discussion: Give graphic organizers of the different concepts to be defined through the use of concept mapping</p> <p>Whole group discussion: Present to the whole class group outputs.</p> <p>Individual Research: Encourage students to validate the concept map and conceptual definitions</p>	<p>Use a rating scale for the concept map developed by each group.</p> <p>Pen and Paper test</p>	<p>OHP / Multimedia Projector</p> <p>Computer / Laptop</p> <p>Graphic organizers</p>	

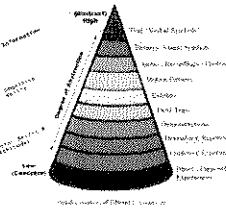
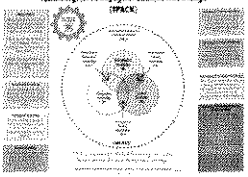


Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
1.2 Enumerate the national ICT policies affecting classroom practices	<b>Unit 2. ICT Policies and Safety Issues in Teaching and Learning</b> A. ICT National or International Policies That Are Applicable to Teaching and Learning	Anderson, J. (2010). <i>ICT Transforming Education A Regional Guide</i> . UNESCO Bangkok Asia and Pacific Regional Bureau for Education  Lucido, P. & Corpuz, B. (2012). <i>Educational technology 2</i> . Quezon City, PH: Lorimar Publishing Co.	Forum With Resource Person: Invite a resource person to talk on ICT national and international policies applied to teaching and learning	Posting of comments ICT policies in Freedom Wall/Blog	Freedom Wall in the classroom/ Blog Created and Administered by the Teacher	1 week
1.3 Describe the implementation ICT policies in teaching-learning	B. Safety Issues in ICT	Documents: <ul style="list-style-type: none"> <li>The Philippines ICT Roadmap</li> <li>DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary</li> <li>RA 10844, Sec. 3 (An Act Creating the Department of ICT, Defining its Powers and Functions, Appropriating Funds, and Other Purposes)</li> </ul>	Group Interviews: Organize small groups to conduct interviews and observations on practices that address safety issues in ICT for teaching and learning.	Checklist on the practices that address safety issues	Accomplished Checklist  Powerpoint presentations	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
		<ul style="list-style-type: none"> <li>SEAMEO INNOTECH (2010) Report Status of ICT Integration in Education in Southeast Asian Countries</li> </ul>				
1.4 Identify ICT policies that are incorporated to the design and implementation of teaching-learning activities	C. Uses of ICT Policies in the Teaching and Learning Environment		<p>Individual Research: Encourage students to research on other school ICT Policies and best practices</p> <p>Class Observation (Field Study): Observe how ICT policies are utilized in the classroom.</p> <p>Facilitate the Creation the Classroom ICT Policies agreed upon by all learners</p>	<p>Accomplished observation guide</p> <p>Learners' written description and opinions on their newly crafted ICT Classroom policies</p>	Class Observation Guide on the utilization of ICT policies in the classroom	
<p><b>2. Identify learning theories and principles applied in the use and design of learning lessons with technology</b></p> <p>2.1 Identify learning principles and theories that are applied in technology driven teaching-learning models.</p>	<p><b>Unit 3. Theories and Principles in the Use and Design of Technology Driven Learning Lessons</b></p> <p>A. Learning Theories and Principles in:</p> <p>1. Dale's Cone of Experience (with equal attention given to both the Conventional Technology and the Innovative and Emerging Technology for Teaching)</p>	<p>Lucido, P. &amp; Corpuz, B. (2012). Educational technology 1 2<sup>nd</sup> edition. Lorimar Publishing Co.</p> <p><a href="https://www.youtube.com/watch?v=p-eSxgRetvk">https://www.youtube.com/watch?v=p-eSxgRetvk</a></p>	Active Learning with Teacher-Led Discussion on Dale's Cone of Experience and how its principles and theories are utilized in the technology-driven teaching and learning	Reflection Posted on the online Blog/ 'Classroom-made Twitter Wall'	Online Class Blog or Site/ 'Classroom-made Twitter Wall'	1.5 hours



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
						
	<p>2.TPACK (Technology, Pedagogy and Content Knowledge)</p>	<p>TPACK in Two Minutes  <a href="https://www.youtube.com/watch?v=FagVSQIZELY">https://www.youtube.com/watch?v=FagVSQIZELY</a></p> <p>Heinich, R. (2003). Instructional media and technologies for learning. (7<sup>th</sup> edition). Upper saddle, New York: Merrill Prentice Hall</p> <p>Newby, T.J. (2011). Educational technology for teaching and learning. (4<sup>th</sup> ed.) Boston: Pearson Education, Inc.</p> <p>Roblyer, M.D. (2003). Integrating educational technology into teaching. (3<sup>rd</sup> ed.) Upper Saddle, New York: Merrill Prentice Hall</p>	<p>Image Analysis: Students analyze and explain the image/diagram. The teacher synthesizes.</p> <p>A brief lecture on TPACK</p> 	<p>Restricted Essay</p>	<p>Video clip  Multimedia Projector  Computer</p>	<p>1.5 hours</p>





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	3.ASSURE Model (Analyze Learners, State Objectives, Select Methods, Media, & Materials, Utilize Media & Materials, Require Learner Participation, Evaluate and Revise)	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall pp. 53-65	<p>(Active Learning in a Brief Lecture given by the teacher) The FishBowl Activity: Learners are given metacards and asked to write a question of clarification about the topic (i.e. questions concerning the application of the topic to practical concepts). Teacher draws these questions from the bowl and answers the questions or asks the class to answer them. (This could be done during or after the input.)</p> <p>Think-Pair and Share: In pairs, students will discuss about the ASSURE Model and create their own ASSURE lesson</p>	Checklist on the Elements included in a lesson using the ASSURE Model and the rating scale	Metacards  Fish Bowl Container	1 week



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p><b>3.Integrate media and technology in various content areas</b></p> <p>3.1 Review teaching plans that require learners to connect the content of the lesson to society</p>	<p><b>Unit 4. ICT in Various Content Areas</b></p> <p>A. 21<sup>st</sup> Century Literacy Skills</p> <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> <li>● Media</li> <li>● Information</li> <li>● ICT literacy</li> </ul> <p>B. Instructional Design Models</p> <ul style="list-style-type: none"> <li>● Gagne's Nine Events</li> <li>● Bloom's Revised Taxonomy</li> <li>● ADDIE</li> <li>● Merrill's Principles of Instruction</li> </ul>	<p>K to 12 Curriculum Guides (DepEd, 2012)</p> <p>Lucido, P. &amp; Corpuz, B. (2012). <i>Educational technology 2</i>. Quezon City, PH: Lorimar Publishing Co.</p> <p>Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education</p> <p>Williams, M. (2000). <i>Integrating technology into teaching and learning: An Asia Pacific perspective</i>. Singapore: Prentice Hall</p> <p>UNESCO (2013). <i>Training Guide on ICT Multimedia Integration for Teaching and Learning</i>. pp. 56-59</p> <p>Bellanca, J &amp; Brandt, R. (2010). <i>21st Century Skills: Rethinking How Students Learn (Leading Edge)</i></p>	<p>Brief Lecture: Explain 21<sup>st</sup> century literacy skills with emphasis on digital literacy skills.</p> <p>Research on Instructional Design Models and Collaborative Work on designing an infographics or a visual image of the assigned Instructional Design Model to be presented in class</p>	<p>Oral examination</p>	<p>Multimedia Projector</p> <p>Laptop</p> <p>Teacher-made/ Teacher-prepared samples of infographics</p>	<p>2 weeks</p>



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
3.2 Introduce sample technology-enhanced lessons to support learning	C. Technology Enhanced Teaching Lesson Exemplars	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall	Inquiry-Based Approach: Introduce a technology-enhanced teaching lesson exemplar  Analysis of a teaching plan exemplar -- identifying the elements in designing a lesson and discussing the possibilities of technology integration  Demonstration: Demonstrate a sample technology-enhanced lesson	Lesson exemplar analysis output    Demonstration Guide	A Lesson Plan exemplar    Checklist focusing on how technology is integrated in the lesson	
3.3 Select ICT and conventional learning materials designed to enhance teaching-learning	D. ICT and Conventional Learning Materials to Enhance Teaching Learning  1. Digital Learning Resources a. Google Docs b. Survey Monkey c. Others  2. Conventional Learning Resources a. Flip charts b. Realia c. Others	<a href="http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html">http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html</a>  <a href="http://www.edtechteacher.org/gafe/">http://www.edtechteacher.org/gafe/</a>	Group research and presentation of the digital learning materials identified as appropriate and feasible in a given teaching-learning context	Presentation of selected instructional media appropriate for the teaching and learning context	multimedia equipment	3 weeks



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
3.6 Identify flexible learning through online communications (synchronous / asynchronous modality)	E. Distance Learning  Types of Online Distance Learning <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Asynchronous</li> </ul>	Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education  Melton, R. (2002). Planning and Developing Open and Distance Learning A Quality Assurance Approach  <a href="http://unesdoc.unesco.org/images/0012/001284/128463e.pdf">unesdoc.unesco.org/images/0012/001284/128463e.pdf</a>	Forum-Discussion: Conduct a forum on Distance Learning  Demonstration and hands-on exploration on the synchronous and asynchronous online distance learning using the Class Site	KWL Chart <ul style="list-style-type: none"> <li>• What I Know</li> <li>• What I Want to know</li> <li>• What I Learned</li> </ul> Checklist	Teacher-made Class Site (e.g. google site, weebly, etc.)  Skype  KWL Chart template	2 weeks
3.7 Describe flexible learning environment that enhances collaboration with the use of technology tools.	F. Technology Tools in a Collaborative Classroom Environment	Smaldino, S. et al. (2005). Instructional technology and media for learning, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall	Brief Lecture on the different technology tools in a collaborative classroom environment  Small Group Discussion-Student Led	Paper and Pencil Test	google docs	
3.8 Reflect on the use of technology and on its relevance and appropriateness	G. Relevance and Appropriateness in the Use of Technology in Teaching and Learning  Principles in Selecting Instructional Materials based on their Appropriateness and Feasibility	Smaldino, S. et al. (2005). Instructional technology and media for learning, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall  Eayde, M. & Lockyer, M. (2013). Tools for Learning Retrieved from: <a href="http://ro.uow.edu.au/cgi/viewconte">http://ro.uow.edu.au/cgi/viewconte</a>	Based on the lesson demonstrated, the class will analyze and determine the appropriateness and use of technology. (Variation: Based on a lesson plan exemplar)  Class presentation of their evaluation of instructional materials used in the	Reflective narrative or Entries in the 'Classroom Twitter Wall' in the classroom/Blog Created and Administered by	Gibb's Reflection Cycle template Online Class Blog or Site/ 'Classroom-made Twitter Wall'	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	<ul style="list-style-type: none"> <li>● Appropriateness (Target Learners and Instruction)</li> <li>● Authenticity (Dependable)</li> <li>● Interest</li> <li>● Cost (Economy)</li> <li>● Organization and Balance</li> </ul> <p>And other considerations: Environmental Factors, Dynamic Variables (e.g. size of class, attitudes, etc.)</p>	nt.cgi?article=1413&context=asdpapers	lesson	the Teacher  Self or Peer Evaluation of their assessment	Rubric focusing on the appropriateness of the material in instruction	
<p><b>4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies</b></p> <p>4.1 Identify Technology-assisted tools in the assessment of learning</p>	<p><b>Unit 5. Innovative Technologies for Teaching-Learning and Assessment Task</b></p> <p>A. ICT and Assessment in Learning</p> <p>1. Assessment Tools</p>	<p>Smaidino,S. et al. (2005). Instructional technology and media for learning, 8<sup>th</sup> ed. New Jersey: Pearson Prentice Hall</p> <p>Victoria State Government (2013). Assessment Tools. Retrieved from: <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/tools.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/tools.aspx</a></p>	Students' research on examples of technology-assisted tools in assessment in learning	Reporting and Feedbacking	Assessment tools	1 week



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	B. Tools in evaluating appropriate assessment tools (ex. checklist, rating scale)	<a href="http://www.edtechteacher.org/assessment">http://www.edtechteacher.org/assessment</a> UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 60-63 Angelo, T. & Cross, K.P. (1993). Classroom Assessment Techniques 2nd Ed.. A Handbook for College Teachers	Workshop on the formulation of tools to evaluate assessment tools	Workshop output		
Demonstrate proficiency in the formulation of teaching-learning experiences using innovative technologies	C. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model	Smaldino, S. et al. (2005). Instructional technology and media for learning, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall	Lesson planning	Rubrics for assessing lesson plans Critiquing of lessons plans Revising of lesson plans	ASSURE Model	1 week
<b>5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources</b>  5.1 Show, give examples, observe social, ethical, and legal responsibility in the use of technology tools and	<b>Unit 6. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources</b>  A. Digital Citizenship <ul style="list-style-type: none"> <li>Nine Elements of Digital Citizenship</li> </ul> B. Social, Ethical and Legal Responsibilities in the Use of	<a href="http://www.digitalcitizenship.net/">http://www.digitalcitizenship.net/</a>  <a href="http://www.eduscapes.com/session/socialtech/">http://www.eduscapes.com/session/socialtech/</a>  Smaldino, S. et al. (2008). <i>Instructional technology and media</i>	Lecture-discussion on the nine elements of digital citizenship  Group research on the social, ethical and legal responsibilities in the use of technology tools and resources by teachers	Written exam  Rubrics assessing research outputs	Computer/laptop Multimedia projector  Computers	2 weeks



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
resources	Technology Tools and Resources by Teachers	<i>for learning</i> , 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall	<i>Talk it Out</i> (from Global Digital Citizen Foundation) An activity on taking a stance on an issue and defending it Learners are given a scenario primarily focusing on social, ethical and legal responsibilities in the Use of technology Analysis of the different cases involving social, ethical and legal issues on technology use		A Worksheet for <i>Talk it Out</i>  Scenarios	
5.2 Identify examples of compliance of IPR in educational setting.	C. Intellectual Property Rights Applicable to the Educational Setting: Copyright and Related Rights Copyright Law (Part IV)	<a href="http://www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf">www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf</a>	Group Research on the Intellectual Property Rights in the Educational Setting  Class presentation of research outputs (e.g. poster, infographics, hootboard, etc.)	Rubrics assessing research presentations and outputs	RA 8293 Document An act prescribing the intellectual property code and establishing the intellectual property office, providing for its powers and functions, and for other purposes	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.3 Enumerate digital safety rules that ensure child online safety and prevent cyberbullying	D. Digital Safety Rules <ul style="list-style-type: none"> <li>● Rule 1: Research before you register</li> <li>● Rule 2: Discriminate</li> <li>● Rule 3: Think before typing</li> <li>● Rule 4: Require ID</li> <li>● Rule 5: Trust your gut</li> </ul>	<a href="http://www.safekids.com/kids-rules-for-online-safety">www.safekids.com/kids-rules-for-online-safety</a> <a href="http://www.educationworld.com/a-tech/tech/tech044.shtml">www.educationworld.com/a-tech/tech/tech044.shtml</a> <a href="http://www.collegeview.com/articles/article/smart-students-in-a-digital-world">www.collegeview.com/articles/article/smart-students-in-a-digital-world</a>	Four As Activity: <i>You Know the Rules</i> (from Global Digital Citizenship Foundation) Learners imagine that they can draft three rules that every digital citizen must follow. What would they make and why? Abstraction, Analysis & Application  Forum Discussion on the digital safety rules	Class formulated Guide on Digital Safety Rules	Computer / Laptop  Multimedia Projector	
5.4 Discuss safety rules in obtaining resource materials from local area network-based and the internet	E. Cyberbullying	<a href="https://www.stopbullying.gov/cyberbullying/what-is-it/">https://www.stopbullying.gov/cyberbullying/what-is-it/</a>	Debate on Cyberbullying  Small group Discussion	Posters and digital campaign materials	video clips on cyberbullying	
5.5 Describe the community of learners as netizens who share and utilize digital materials.	F. Netizens in Cyberspace Active Citizenship		Brief Lecture		Posters	
5.6 Practice standard netiquette in sharing and utilizing shared materials among	G. Netiquette (social conventions online)	Abushakara, N. (2016). Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette. Create Space	Advocacy Campaign  Forum			





Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
learning communities.		Independent Publishing Platform  Tuffley, D. (2014). Email etiquette: Netiquette for the information age. Altiora Publications				
5.7 Show/ demonstrate support to school learners as part of learning community in their digital culture and behaviors			Joining social media site  Role playing on how to support school learners as part of learning community	Rubrics assessing behavior in social media sites	Rubrics	
5.8 Identify educational sites and portals suitable to their subject area	H. Educational Sites and Portals	Diaz, C.G. and Declaro, R.A. (2013). UNESCO training guide on ICT multimedia integration for teaching and learning. Retrieved from Creative Commons License <a href="http://creativecommons.org/licenses/by-sa/3.0">http://creativecommons.org/licenses/by-sa/3.0</a>  <a href="https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about">https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about</a>	Group Research to identify educational sites and portals  Presentation and Sharing of Research Outputs (e.g. Infographics, Digital advertisement, brochure, bulletin board display / online bulletin board)	Pencil and Paper Tests  List of educational Sites	Multimedia Projector	2 weeks



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.9 Join online expert and learning communities	I. Online Communities of Learning e.g. <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Twitter</li> <li>• Instagram</li> <li>• Webinar</li> </ul>	Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education	Practicum on sample strategies on how to join experts' learning communities	Rating scale Reflection	Online learning sites Gibb's Reflective Cycle template	
5.10 Use resources from relevant mailing lists and online journals	J. Online Resources e.g. <ul style="list-style-type: none"> <li>• Opensource</li> <li>• multimedia resources; video sites</li> <li>• finding images</li> <li>• music and audio; webcasts</li> <li>• locate web resources by topic</li> <li>• Others</li> </ul>		Group Research and Application of the identified relevant mailing list and online journals	Check list		
5.11 Describe technology tools that are used in group activities.	K. Collaborative Projects i.e. The Problem-Based Project or Project-Based Project	<a href="http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%2%A2.aspx">http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%2%A2.aspx</a>	Student Led-Group Discussion  Lecture	Pencil and Paper Test	Multimedia Projector	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.12 Use technology tools to collaborate and share resources among communities of practice	L. Technology Tools for Collaborative Work e.g. <ul style="list-style-type: none"> <li>• google drive</li> <li>• edmodo</li> <li>• bubbl.us</li> <li>• Wikispaces</li> <li>• Others</li> </ul>	<a href="http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/">http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/</a>	Lecture-Demonstration  Workshop / hands-on experience on the tools  Online Chat Session	Practical Test	internet connectivity	

<b>Suggested Readings and References</b>	<p>Abushakara, N. (2016). <i>Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette</i>. Create Space Independent Publishing Platform</p> <p>Anderson, J. (2010). <i>ICT Transforming Education A Regional Guide</i>. UNESCO Bangkok Asia and Pacific Regional Bureau for Education</p> <p>Angelo, T. and Cross, K.P. (1993). <i>Classroom Assessment Techniques 2nd Ed.. A Handbook for College Teachers</i></p> <p>Chiles, D. (2014). <i>Internet etiquette: Netiquette fundamentals, rules and optimization</i>.</p> <p>Diaz, C.G. and Declaro, R.A.(2013). <i>UNESCO training guide on ICT multimedia integration for teaching and learning</i>. Retrieved from Creative Commons License <a href="http://creativecommons.org/licenses/by-sa/3.0">http://creativecommons.org/licenses/by-sa/3.0</a></p> <p>Heinich, R. (2003). <i>Instructional media and technologies for learning</i>. (7<sup>th</sup> edition). Upper saddle, New York: Merril Prentice Hall <a href="http://www.safekids.com/kids-rules-for-online-safety">www.safekids.com/kids-rules-for-online-safety</a></p> <p><a href="http://www.educationworld.com/a-tech/tech/tech044.shtml">www.educationworld.com/a-tech/tech/tech044.shtml</a></p> <p><a href="http://www.collegeview.com/articles/artice/smart-students-in-a-digital-world">www.collegeview.com/articles/artice/smart-students-in-a-digital-world</a></p> <p><a href="https://www.stopbullying.gov/cyberbullying/what-is-it/">https://www.stopbullying.gov/cyberbullying/what-is-it/</a></p> <p><a href="http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx">http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx</a></p> <p><a href="http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/">http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/</a></p> <p><a href="http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html">http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html</a></p> <p><a href="http://www.edtechteacher.org/assessment">http://www.edtechteacher.org/assessment</a></p> <p><a href="http://www.edtechteacher.org/gafe/">http://www.edtechteacher.org/gafe/</a></p> <p>Lucido, P. &amp; Corpuz, B. (2012). <i>Educational technology 2</i>. Quezon City, PH: Lorimar Publishing Co.</p> <p>Melton, R. (2002). <i>Planning and Developing Open and Distance Learning A Quality Assurance Approach</i></p>
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	<p>Newby, T.J. (2011). <i>Educational technology for teaching and learning</i>. (4<sup>th</sup> ed.) Boston: Pearson Education, Inc.</p> <p>Roblyer, M.D. (2003). <i>Integrating educational technology into teaching</i>. (3<sup>rd</sup> ed.) Upper Saddle, New York: Merrill Prentice Hall</p> <p>Smaldino, S. et al. (2005). <i>Instructional technology and media for learning</i>. 8<sup>th</sup> ed. New Jersey: Pearson Prentice Hall</p> <p>Smaldino, S. et al. (2008). <i>Instructional technology and media for learning</i>. 8<sup>th</sup> ed. New Jersey: Pearson Prentice Hall</p> <p>Tuffley, D. (2014). <i>Email etiquette: Netiquette for the information age</i>. Altiora Publications</p> <p>TPACK in Two Minutes <a href="https://www.youtube.com/watch?v=FagVSQIZELY">https://www.youtube.com/watch?v=FagVSQIZELY</a></p> <p>UNESCO (2013). <i>Training Guide on ICT Multimedia Integration for Teaching and Learning</i>. pp. 56-59</p> <p>Williams, M. (2000). <i>Integrating technology into teaching and learning: An Asia Pacific perspective</i>. Singapore: Prentice Hall</p> <p><a href="http://www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf">www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf</a></p> <p>OurICT <a href="http://www.ourict.co.uk/">http://www.ourict.co.uk/</a> Ten Best Assessment Tools (Posted April 1, 2015) Retrieved from: <a href="http://www.ourict.co.uk/formative-assessment-tools/">http://www.ourict.co.uk/formative-assessment-tools/</a></p> <p>Documents:</p> <ul style="list-style-type: none"> <li>• The Philippines ICT Roadmap</li> <li>• DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary</li> <li>• SEAMEO INNOTECH (2010) The Report on the Status of ICT Integration in Education in Southeast Asia</li> <li>• K to 12 Curriculum Guides (DepEd, 2012)</li> <li>• Senior High School Curriculum Guides retrieved from <a href="https://drive.google.com/file/d/0D8x8BBYUc2V91dVJQQXdVMFVDS2C/edit">https://drive.google.com/file/d/0D8x8BBYUc2V91dVJQQXdVMFVDS2C/edit</a></li> </ul>	
<b>Course Requirements</b>	<p>Suggested:</p> <p>A lesson plan exemplar with an appropriate integration of technology</p> <p>Written long exam (Midterm and Finals)</p> <p>ePortfolio: A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'</p> <p>Class Active Participation (group work, mini-outputs in tasks, among others)</p>	
<b>Grading System</b>	<p>Suggested:</p> <p><b>Midterm</b></p> <p>40% -- Written long exam (Midterm)</p> <p>30% -- A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'</p> <p>30% -- Class Active Participation (group work, mini-outputs in tasks, among others)</p>	<p><b>Finals</b></p> <p>25% -- A lesson plan exemplar with an appropriate integration of technology</p> <p>30% -- Summative Exam (Finals)</p> <p>20% - ePortfolio</p> <p>25% -- Class Active Participation (group work, mini-outputs in tasks, among others)</p>
<b>Classroom Policies</b>		

