



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



CHED MEMORANDUM ORDER (CMO)

No. 76,
Series of 2017

**SUBJECT: POLICIES, STANDARDS AND GUIDELINES (PSG) FOR THE
BACHELOR OF EARLY CHILDHOOD EDUCATION (BECEd)**

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 46 s. 2012 entitled "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes Based-Education and Typology-Based QA" and pursuant to RA 10157 entitled "*An Act Institutionalizing the Kindergarten Education into the Basic Education System and Appropriating Funds Therefore*," RA 10410 entitled "*An Act Recognizing the Age from Zero(0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Funds Therefore and for Other Purposes*," 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 21st 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 Early Childhood Education (BECEd)** 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."

Early Childhood Education program is based on fundamental facts about human development. Children's quality of life and their contributions to society as individuals and later as adults can be traced to their first years of life.

From conception to the age of eight (8), a human being undergoes tremendous changes in various aspects of development; physical, cognitive, language, social emotional, and moral.

Global research studies proved that the early years are crucial. These studies show that support for growth in language, motor skills, adaptive abilities, and social-emotional functioning develop the child's maximum potentials which in turn will lead to competence in school, success in the workplace and positive contributions to society.

Students in this program will develop a solid foundation on developmentally appropriate practices in effective early childhood care and education.

ARTICLE II AUTHORITY TO OPERATE

Section 2 Government Recognition

All private higher education institutions (PHEIs) intending to offer **BECeD** program must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing **Bachelor of Early Childhood Education** 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 12 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements to specific academic programs, the general education distribution requirements 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 minimum curriculum requirement. The number of units of this curriculum is here 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 the Commission 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, the Commission 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 guides in making their submissions for Article VII.

ARTICLE IV PROGRAM SPECIFICATION

Section 5 **Program Description**

5.1 Degree Name

The program discussed herein shall be called **Bachelor of Early Childhood Education (BCEEd)**.

5.2 Nature of the Field of Study

The BCEEd is a four-year program. Specifically, this program provides students with fundamental understanding and application of the principles of early childhood care and education, as well as experience in the application of these principles.

5.3 Program Goals

This program aims to educate individuals to be competent early childhood practitioners working with children from 0-8 years old in various early childhood settings (home, community, school, and workplace). It is aligned with the National Early Learning Framework (NELF), the National Competency Based Teacher Standards (NCBTS 2017) and the first key stage which is K to 3.

5.4 Specific Professions/Careers/Occupations for graduates

The BCEEd program is designed to prepare students for teaching and supporting young children's development. A broad range of employment opportunities are available by fulfilling the degree requirements. Completion of the appropriate program will qualify graduates for employment in government or private institutions.



5.5 Allied Fields

Early Childhood Education is an allied discipline of Teacher Education and Psychology.

Section 6 Program Outcomes

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

6.1 Common to all programs in all types of schools

- a. Articulate and discuss the latest developments in the specific field of practice. (Philippine Qualifications Framework (PQF) level 6 descriptor)
- b. Effectively communicate orally and in writing using both Mother Tongue, Filipino and English
- c. Work effectively and independently 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.¹
- 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 changing 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 a sub-discipline and a major (Early Childhood Education)

- a. Demonstrate high level of content and pedagogical knowledge
- b. Demonstrate appreciation for diversity
- c. Manifest collaborative skills
- d. Demonstrate innovative thinking
- e. Possess critical and problem solving skills
- f. Advocate for children's rights, equity, community, nationalism, and democratic ideas
- g. Pursue lifelong learning

¹ 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 D.



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
1. Demonstrate high level of content and pedagogical knowledge	Apply high level of content and pedagogical knowledge in the early childhood learning environment.
	Utilize pedagogical approaches that are learner-centered, innovative, inclusive and developmentally appropriate for young learners.
2. Demonstrate appreciation for diversity	Design, implement and evaluate a developmentally appropriate Early Childhood curriculum in different contexts.
	Apply child development concepts and principles to appropriately respond to the needs of diverse learners
	Develop instructional materials that are culturally relevant and developmentally appropriate for young learners
	Adapt or modify existing strategies that address the unique needs of young learners
3. Manifest collaborative skills	Build collaborative relationship between and among internal and external stakeholders
	Demonstrate understanding and appreciation of the contributions of other disciplines to Early Childhood Education
4. Demonstrate innovative thinking	Design learning opportunities that promote innovative thinking
	Create and use instructional materials that encourage innovative thinking
	Integrate appropriate technology in designing curriculum and learning environment that manifest innovative thinking
5. Apply critical and problem solving	Design, implement and evaluate a curriculum that demonstrate critical and problem solving skills



PROGRAM OUTCOMES	PERFORMANCE INDICATORS
skills	Design and implement assessment tools that apply critical and problem solving skills
	Utilize pedagogical approaches that are learner-centered, innovative, and engage the learners in critical and problem solving skills
6. Advocate for children's rights, equity, community, nationalism, and democratic ideas.	Practice the ethical and professional standards of the Early Childhood Practitioner
	Promote positive values and respect for dignity of individuals
7. Pursue lifelong learning.	Practice lifelong learning skills.

ARTICLE V CURRICULUM

Section 8 Curriculum Description

The BECEd program is composed of a minimum of 158 units which comprises of General Education Courses (36 units), Professional Education Courses (42 units), Major Courses (63 units), Special Topic (3 units), and Mandated Courses (14 units).

Section 9 Sample Curriculum

Higher Education Institutions offering the BECEd 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	No. of Subjects	Equivalent Units per Subject	Total Units
A. General Education (GE) Courses (CMO No. 20, series of 2013)	12		(36 units)
B. Core Professional Education Courses			(42 units)
<i>Foundation Courses/Theories and Concepts</i>			12
1. The Child and Adolescent Learner and Learning Principles		3	
2. The Teaching Profession		3	
3. The Teacher and the Community, School Culture and Organizational Leadership		3	
4. Foundation of Special and Inclusive Education			
<i>Pedagogical Content Knowledge</i>			18



Courses	No. of Subjects	Equivalent Units per Subject	Total Units
1. Facilitating Learner-Centered Teaching		3	
2. Assessment in Learning 1		3	
3. Assessment in Learning 2		3	
4. Technology for Teaching and Learning 1		3	
5. The Teacher and the School Curriculum		3	
6. Building and Enhancing New Literacies Across the Curriculum		3	
Experiential Learning			12
1. Field Study 1		3	
2. Field Study 2		3	
3. Teaching Internship		6	
C. Special Topics (choose one from the following courses)	1		3
Possible Topics:			
• Teaching Multi-age classes		3	
• Environmental Education		3	
• Integrative Teaching Strategies		3	
D. Specialization Courses	21		(63 units)
ECE 1 – Child Development		3	
ECE 2 – Health , Nutrition and Safety		3	
ECE 3 – Foundations of Early Childhood Education		3	
ECE 4 – Play and Developmentally Appropriate Practices in Early Childhood Education		3	
ECE 5 – Creative Arts, Music, and Movement in Early Childhood Education		3	
ECE 6 – Numeracy Development		3	
ECE – 7 Inclusive Education in Early Childhood Settings		3	
ECE 8 – Children’s Literature		3	
ECE 9 – Assessment of Children’s Development & Learning		3	
ECE 10 – Literacy Development		3	
ECE 11 – Social Studies in Early Childhood Education		3	
ECE 12 – Technology for Teaching and Learning 2-Utilization of Instructional Technology in Early Childhood Education		3	
ECE 13 – Science in Early Childhood Education		3	
ECE 14 – Early Childhood Education Curriculum Models		3	
ECE 15 – Guiding Children’s Behavior and		3	



Courses	No. of Subjects	Equivalent Units per Subject	Total Units
Moral Development			
ECE 16 – Infant and Toddler Programs		3	
ECE 17 – Early Learning Environment		3	
ECE 18 – Management of Early Childhood Education Programs		3	
ECE 19 – Research in Early Childhood Education		3	
ECE 20 – Family, School and Community Partnership		3	
ECE 21 – Content and Pedagogy in the Mother Tongue Based Multilingual Education		3	
E. Mandated Courses			14
Physical Education (PE)	4	2	8
National Service Training Program (NSTP)	2	3	6

Summary of Courses	Total
A. General Education Courses	36 units
B. Professional Education Courses	42 units
C. Special Topics	3 units
D. Specialization Courses	63 units
E. Mandated Courses (PE & NSTP)	14 units
Total	158 units

9.2. Sample 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.

9.1 Sample Program of Study (Distribution of Courses)

<i>First Year</i>			
Semester 1	Units	Semester 2	Units
The Child and Adolescent Learner and Learning Principles	3	Facilitating Learner Centered Teaching	3
The Teaching Profession	3	Assessment of Learning 2	3
Assessment of Learning 1	3	Child Development	3
Foundation of Early Childhood Education	3	GE Course 4	3
GE Course 1	3	GE Course 5	3
GE Course 2	3	GE Course 6	3
GE Course 3	3	PE2	2



PE1	2	NSTP	3
NSTP	3		
Total	26	Total	23

Second Year			
Semester 1	Units	Semester 2	Units
Play and Developmentally Appropriate Practices in Early Childhood Education	3	Creative Arts, Music, and Movement in Early Childhood Education	3
Foundation of Special and Inclusive Education	3	Inclusive Education in Early Childhood Settings	3
Technology for Teaching and Learning I	3	Children's Literature	3
Content and Pedagogy in the Mother Tongue-Based Multilingual Education	3	Building and Enhancing New Literacies Across the Curriculum	3
GE Course 7	3	GE Course 10	3
GE Course 8	3	GE Course 11	3
GE Course 9	3	GE Course 12	3
PE 3	2	PE 4	2
Total	23	Total	23

Third Year			
Semester 1	Units	Semester 2	Units
Assessment of Children's Development and Learning	3	The Teacher and the School Curriculum	3
Literacy Development	3	Health, Nutrition and Safety	3
Social Studies for Early Childhood Education	3	Guiding Children's Behavior and Moral Development	3
Technology for Teaching and Learning 2-Utilization of Instructional Technology in ECEd	3	Infant and Toddler Programs	3
Science in Early Childhood Education	3	Early Learning Environment	3
The Teacher and the Community, School Culture and Organizational Leadership	3	Field Study 1	3
Numeracy Development	3		
Total	21	Total	18

Fourth Year			
Semester 1	Units	Semester 2	Units
Special Topics	3	Teaching Internship	6
Management of Early Childhood Education program	3	Research in Early Childhood Education	3
Family, School and Community Partnership	3		
Early Childhood Education Curriculum Models	3		
Field Study 2	3		
Total	15	Total	9



Section 10 Sample Curriculum Map

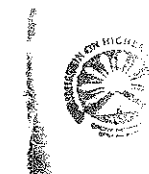
PROGRAM OUTCOMES	PERFORMANCE INDICATORS	SPECIALIZATION COURSES																				
		ECE 1	ECE 2	ECE 3	ECE 4	ECE 5	ECE 6	ECE 7	ECE 8	ECE 9	ECE 10	ECE 11	ECE 12	ECE 13	ECE 14	ECE 15	ECE 16	ECE 17	ECE 18	ECE 19	ECE 20	ECE 21
1. Demonstrate high level of content and pedagogical knowledge	• Apply high level of content and pedagogical knowledge in the early childhood learning environment.	I	I	I	I	I	I	I	I	D	I	I	I	I	I	I	I	I	I	I	I	I
	• Utilize pedagogical approaches that are learner-centered, innovative, inclusive and developmentally appropriate for young learners.				D	D	D	D	D	P	D	D	D	D		D	D	D				D
2. Demonstrate appreciation for diversity	• Design, implement and evaluate a developmentally appropriate Early Childhood curriculum in different contexts.				P	P	P		P	P	P	P	P	P	P	D	P				P	P
	• Apply child development concepts and principles to appropriately respond to the needs of diverse learners.	D	P		P	P	P	P	P	P	P	P	P	P	D	P		P		D	P	P



PROGRAM OUTCOMES	PERFORMANCE INDICATORS	SPECIALIZATION COURSES																				
		ECE 1	ECE 2	ECE 3	ECE 4	ECE 5	ECE 6	ECE 7	ECE 8	ECE 9	ECE 10	ECE 11	ECE 12	ECE 13	ECE 14	ECE 15	ECE 16	ECE 17	ECE 18	ECE 19	ECE 20	ECE 21
	• Develop instructional materials that are culturally relevant and developmentally appropriate for young learners.		D			P	P	P	P	P	P	P	P	P	D	P	D	P		D	P	P
	• Adapt or modify existing strategies that address the unique needs of young learners.	P	P		P	P	P	P	P	P	P	P	P	P	D	P	D	P		D	P	P
3. Manifest collaborative skills.	• Build collaborative relationship with families & communities.		P					P					P			P		P			P	P
	• Appreciate the contributions of other disciplines and professional fields to Early Childhood Education.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4. Demonstrate innovative thinking.	• Design learning opportunities that promote innovative thinking		P			P	P	P	P	P	P	P	P	P	D	P	P	P	D		P	P
	• Create and use instructional materials that encourage innovative thinking	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P	P		D	P	P



PROGRAM OUTCOMES	PERFORMANCE INDICATORS	SPECIALIZATION COURSES																					
		ECE 1	ECE 2	ECE 3	ECE 4	ECE 5	ECE 6	ECE 7	ECE 8	ECE 9	ECE 10	ECE 11	ECE 12	ECE 13	ECE 14	ECE 15	ECE 16	ECE 17	ECE 18	ECE 19	ECE 20	ECE 21	
	• Integrate appropriate technology in designing curriculum and learning environment that manifest innovative thinking		P		P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	
5. Possess critical and problem solving skills	• Design, implement and evaluate a curriculum that demonstrate critical and problem solving skills		P		P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	
	• Create and support a positive and challenging environment	D	P		P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	
	• Design and implement assessment tools that apply critical and problem solving skills		P		P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	
	• Utilize pedagogical approaches that are learner-centered, innovative, and engage the learners in critical and problem solving skills	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P
	• Apply organization and management skills in Early Childhood settings.		P		P	P	P	P	P	P	P	P	P	P	P	P		P	P			P	P



PROGRAM OUTCOMES	PERFORMANCE INDICATORS	SPECIALIZATION COURSES																				
		ECE 1	ECE 2	ECE 3	ECE 4	ECE 5	ECE 6	ECE 7	ECE 8	ECE 9	ECE 10	ECE 11	ECE 12	ECE 13	ECE 14	ECE 15	ECE 16	ECE 17	ECE 18	ECE 19	ECE 20	ECE 21
6. Advocate for children's rights, equity, community, nationalism, and democratic ideas.	• Practice the ethical and professional standards of the Early Childhood Practitioner.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
	• Promote positive values and respect for dignity of individuals.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
7. Pursue lifelong learning.	• Practice lifelong learning skills.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P

Legend:

I- Introduced (the student gets introduced to concept/principles)

P-Practiced (the student practices the competencies with supervision)

D-Demonstrated (the student practices the competencies across different settings with minimal supervision)



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 (class observation)
11. Interview
12. Microteaching

Section 12 Sample Syllabus for Selected Core Courses (Please see 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. 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

The faculty should possess the educational qualifications, professional experience, classroom teaching ability, computer literacy, scholarly research productivity and other attributes essential for the successful conduct an early childhood education program.

A. General Requirement

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 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 professional licensure examination for teachers (LET) as provided for in Section 11 of RA 8981.
2. Holder of Master's degree in Education or in allied fields.

C. Qualifications of the ECE Faculty for Specialization Courses

1. Faculty members teaching the specialization courses in the early childhood education program must be a holder of Masters Degree in Education and undergraduate degree in Early Childhood/Elementary Education; or
2. A holder of Master's Degree in related fields such as, Development Psychology, Social Work, Community Development, Art and Music Education, Guidance and Counseling, Child Psychology, Behavioral Science, Reading Education, Language Education, Educational Psychology, Special Education, Pediatric Medicine, Nursing, Physical Education, provided that he/she will only handle courses of his/her specialization.

D. Full-time faculty members

1. The institution shall maintain 25% of the faculty members teaching in the early childhood education program as full time.
2. At least 75% of the Early Childhood Education specialization courses should be taught by early childhood care and education practitioners.

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 Bachelor of Early Childhood Education program.

Section 16 Laboratory and Physical Facilities

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

1. Science Laboratory*
2. ICT Laboratory*
3. 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 lab 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 Early Childhood Education, Bachelor of Elementary Education major in Early Childhood Education, Bachelor of Preschool Education, and Bachelor of Elementary Education major in Preschool Education/Kindergarten** are hereby given a period of **three (3) years** from the date of 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 2018-19.

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 CMO 40, series of 2008-Manual of Regulations for Private Higher Education (MORPHE).

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.

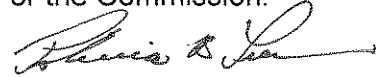


Section 27 Effectivity Clause

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

Quezon City, Philippines, November 2, 2017.

For the Commission:



PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachments:

ANNEX A – DESCRIPTION OF PROFESSIONAL EDUCATION COURSES

ANNEX B – DESCRIPTION OF MAJOR COURSES

ANNEX C – SAMPLE OBE COURSE SYLLABUS IN ECE

ANNEX D – ICT COMPTENCY STANDARDS FOR TEACHER

ANNEX E – SAMPLE OBE COURSE SYLLABUS FOR TTL 1 COURSE



ANNEX A

DESCRIPTION OF CORE PROFESSIONAL EDUCATION COURSES

Course Title	The Child and Adolescent Learners and Learning Principles
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Facilitating Learner Centered Teaching
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	The Teaching Profession
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Technology for Teaching and Learning 1
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	



Course Title	Assessment in Learning 1
Course Description	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 <u>of</u> , <u>as</u> , and <u>for</u> , 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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Assessment in Learning 2
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	The Teacher and the School Curriculum
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	The Teacher and the Community, School Culture and Organizational Leadership
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	



Course Title	Foundation of Special and Inclusive Education
Course Description	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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Building and Enhancing New Literacies Across the Curriculum
Course Description	This course introduces the concepts of new literacies in the 21 st century as an evolving social phenomena and shared cultural practices across learning areas. The 21 st 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.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Experiential Learning (Field Studies and Teaching Internship)
Course Description	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.
Course Credits	12 units (FS 1 -3 units, FS 2- 3 unit, Practice Teaching 6 units)
Contact Hours	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
Prerequisite	All required academic subjects for the degree should be taken before Practice Teaching.



Course Title	Field Study 1- Observations of Teaching-Learning in Actual School Environment
Course Description	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.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional and major/specialization subjects

Course Title	Fields Study 2- Participation and Teaching Assistantship
Course Description	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.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional subjects and major subjects

Course Title	Teaching Internship
Course Description	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.
Course Credit	6 units
Contact Hours	40 hours per week full time (no academic units allowed)
Pre-requisite	Field Study 1 & 2



ANNEX B

DESCRIPTION OF MAJOR COURSES

Course Code	ECE 1
Course Title	Child Development
Course Description	This course focuses on an in-depth and critical study of the development of children ages 0-8 in the different domains and the multiple interacting influences. The implications of child development principles to teaching and learning are emphasized. Opportunities for observing and interacting with children in their home and school environment are
Pre-requisite	The Child and Adolescent Learner and Learning Principles
Course Credit	3 units
Contact Hours	

Course Code	ECE 2
Course Title	Health, Nutrition and Safety
Course Description	This course is designed to provide an overview of the health, safety and nutritional needs of children ages 0 to 8 years. Content covers: relevant policies and regulations, basic concepts, principles and practices of child health, food and nutrition, and child safety including ECCD in emergencies and child protection. Designing learning environment and opportunities that are responsive to the health, safety and nutritional needs of children from birth through grade three will be explored. Emphasis will be given on the importance of partnering with health professionals, families and communities to help young children establish healthy lifestyles and achieve their learning potential.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 3
Course Title	Foundations of Early Childhood Education
Course Description	This course is an introduction to the field of early childhood education: its fundamental concepts, historical, philosophical, theoretical roots and legal frameworks with focus on contemporary early childhood education programs in the Philippines. It highlights the importance of early childhood education and the role of early childhood professionals.
Course Credit	3 units
Contact Hours	
Pre-requisite	



Course Code	ECE 4
Course Title	Play and Developmentally Appropriate Practices in Early Childhood Education
Course Description	The course focuses on the importance of play and other developmentally appropriate practices and methods that will address the physical, social, emotional, and cognitive needs of the young learners. Provide a nurturing and stimulating environment. An application of the knowledge of theories will be demonstrated through designing appropriate play-based learning activities.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 5
Course Title	Creative Arts, Music, and Movement in Early Childhood Education
Course Description	The course focuses on the content and strategies, methods and processes for teaching art, music, rhythmic activities and movement for K to Grade 3 learners, based on different theoretical frameworks and current researches.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 6
Course Title	Numeracy Development
Course Description	This course is designed to develop knowledge and skills necessary to support young children learning mathematics in way that fosters mathematical understanding, application, and enjoyment. The course also equips students with the ability to design and select mathematical tasks that promote an inquiry, problem solving learning environment.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 7
Course Title	Inclusive Education in Early Childhood Settings
Course Description	Understanding of typical and atypical development of young children and addressing special needs in early childhood settings.
Course Credit	3 units
Contact Hours	
Pre-requisite	Foundation of Special and Inclusive Education (new mandated)



Course Code	ECE 8
Course Title	Children's Literature
Course Description	The course focuses on the importance of children's literature for promoting lifelong love of reading among the young learners and its use as springboard for developing literacy skills. Strategies and approaches for using children's literature in the classroom will be discussed.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 9
Course Title	Assessment of Children's Development & Learning
Course Description	This course focuses on the various aspects of assessment of young children's development and learning. It likewise involves an understanding and application of the different types and uses of quantitative and qualitative assessment methods for determining children's development and learning. Students will experience how to develop rubrics for different forms of assessment.
Course Credit	3 units
Contact Hours	
Pre-requisite	Assessment of Learning 1

Course Code	ECE 10
Course Title	Literacy Development
Course Description	The course focuses on the discussion of literacy competencies and skills that should be developed among beginning readers as well as the approaches and strategies for developing a multilingual and multiliterate learner. Preparation of appropriate lessons and instructional materials and microteachings activities are included.
Course Credit	3 units
Contact Hours	
Pre-requisite	a. Content and Pedagogy in the Mother Tongue-Based Multilingual Education b. Building and Enhancing Literacy Across the Curriculum

Course Code	ECE 11
Course Title	Social Studies in Early Childhood Education
Course Description	The course focuses on the discussion of the concepts in Social Studies as well as the developmentally appropriate strategies in teaching these concepts young learners.
Course Credit	3 units
Contact Hours	
Pre-requisite	



Course Code	ECE 12
Course Title	Technology for Teaching and Learning 2-Utilization of Instructional Technology in Early Childhood Education
Course Description	This course is an introduction to the utilization of instructional technology and the application and integration of technology-based resources in the early childhood curriculum.
Course Credit	3 units
Contact Hours	
Pre-requisite	Technology for Teaching and Learning 1

Course Code	ECE 13
Course Title	Science in Early Childhood Education
Course Description	The course focuses on the discussion of science concepts and experiences that are relevant to different childhood ages and levels. Emphasis will be on the creation of science experiences, selection of appropriate materials, learning specific scientific techniques for working with young children, and knowing how to integrate science in other subject areas.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 14
Course Title	Early Childhood Education Curriculum Models
Course Description	This course focuses on the principles in planning and developing developmentally-appropriate and child-centered curriculum. The course includes a thorough discussion of different curriculum models and program approaches for early childhood education.
Course Credit	3 units
Contact Hours	
Pre-requisite	The Teacher and the School Curriculum

Course Code	ECE 15
Course Title	Guiding Children's Behavior and Moral Development
Course Description	The course focuses on the importance of fostering social, emotional and moral development in the early years. It presents an overview of the developmental, environmental and cultural factors that impact the behavior of young children. The developmentally appropriate strategies for cultivating moral values and guiding children's behavior in positive ways are highlighted.
Course Credit	3 units
Contact Hours	
Pre-requisite	



Course Code	ECE 16
Course Title	Infant and Toddler Programs
Course Description	A study of appropriate infant and toddler programs, including an overview of development, quality routines, appropriate environments, materials and activities, teaching/guidance techniques.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 17
Course Title	Early Learning Environment
Course Description	The course focuses on the planning, setting up and evaluating developmentally-appropriate and child-centered physical, interpersonal and temporal learning environments in diverse early childhood settings.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 18
Course Title	Management of Early Childhood Education Programs
Course Description	The course focuses on the organization and management of early childhood education programs. Students will be exposed to planning , organizing , managing and evaluating programs and facilities for children, record keeping, budgeting , and licensing and accreditation procedures by the Department of Education and the Early Childhood Care and Development Council
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 19
Course Title	Research in Early Childhood Education
Course Description	This course focuses on conducting an action research through the investigation of a significant question or issue related to teaching in early childhood settings.
Course Credit	3 units
Contact Hours	
Pre-requisite	



Course Code	ECE 20
Course Title	Family, School and Community Partnership
Course Description	This course focuses on the diverse needs of the young child within the context of family, school and community anchored on Urie Bronfenbrenner's ecological framework. It examines the nature and scope of family-school-community partnerships including interdisciplinary relationships and their impact on learning and development of young children. It includes a review of principles, strategies, initiatives and programs to engage parents, families and communities. The role of early childhood educators in planning, implementing and assessing collaborative family, school and community partnerships is given emphasis.
Course Credit	3 units
Contact Hours	
Pre-requisite	

Course Code	ECE 21
Course Title	Content and Pedagogy in the Mother Tongue-Based Multilingual Education
Course Description	Comprehensive understanding of elements of mother tongue, appreciation of local literature, and utilization of developmentally appropriate language teaching strategies for the mother tongue.
Course Credit	3 units
Contact Hours	
Pre-requisite	



ANNEX C
SAMPLE OBE COURSE SYLLABUS

Course Title	Literacy Development
Course Description	This course is designed to provide students with the basic understanding of the nature and process of early literacy. Emphasis will be placed on the development of skills to teach beginning reading
Course Credits	3 units
Contact Hours	3 hours/Week
Prerequisite	None
Course Objectives	At the end of the semester, the student is expected to: <ol style="list-style-type: none"> 1. gain a clear understanding of the reading process and its implications for teaching the emergent and beginning readers 2. explain the relationship between the characteristics of beginning readers and the goals and stages of literacy learning 3. identify the competencies in the different domains of literacy and illustrate how these are developed in the child's mother tongue and to his/her second language/s 4. design integrated lessons and instructional materials that are culturally relevant and developmentally appropriate for the emergent and beginning readers 5. apply the different strategies in teaching beginning reading through exercises, well-developed lesson plans and microteaching activities

Course Outline	
Week	Topic
1	Unit I. Literacy and the Young Readers <ol style="list-style-type: none"> A. Characteristics of Emergent and Beginning Readers B. The Goals of Beginning Literacy and the Characteristics of Emergent and Beginning Readers
2	Unit II. The Languages Curriculum in the K-12 Program <ol style="list-style-type: none"> A. The Domains of Literacy and the Competencies to be Developed in Each Domain B. Literacy in the Mother Tongue and the Second Language/s: Bridging among Languages
3	Unit III. CONTENT AND APPROACHES:



Course Outline	
Week	Topic
	A. Developing Love for Reading 1. The Role of Children's Literature in Developing Love for Reading 2. Ways of Sharing Stories to Young Readers 3. Development of Book and Print Orientation Skills
4 - 5	B. Pre-, During and Post-reading Activities 1. Prereading Activities: <ul style="list-style-type: none"> • Unlocking difficult words • Motivation-Motive Question tandem (K-W-L chart, Prediction chart . . .) 2. During Reading Activities 3. Postreading activities <ol style="list-style-type: none"> a. Developing Listening Comprehension: Levels of Comprehension Questions b. Other postreading activities
6 - 7	C. Oral Language Development and Grammar Awareness: Integration of literature and skills 1. Ways of developing oral language in L1 and L2 2. Lessons on Grammatical Structure 3. Using A Story as Springboard in a Grammar Lesson 4. Explicit Instruction in a Grammar Lesson 5. Designing a grammar lesson
8 - 9	D. Developing Word Recognition and Spelling Skills in L1 and L2 1. The Role of Phonological Awareness 2. Alphabet Knowledge: Letter Name, Sound and Form 3. Teaching Word Recognition in the Mother Tongue and Filipino 4. Shifting to Word Recognition in English 5. Word Recognition and Vocabulary Development 6. Spelling: What One Can Read, He Must Be Able to Write Correctly
10	E. Developing Reading Fluency 1. The difficulties of pupils in oral reading 2. Strategies in developing reading fluency 3. The relationship of fluency to reading comprehension
11	F. Developing Composing Skills



Course Outline	
Week	Topic
	<ol style="list-style-type: none"> 1. Putting ideas on paper : the stages of writing development 2. The issue on invented spelling and mechanics of writing 3. Teaching the mechanics of writing
12	G. Vocabulary Development: Understanding What One Reads <ol style="list-style-type: none"> 1. Vocabulary and Comprehension 2. Developing vocabulary skills
13- 14	H. Comprehension: The Ultimate Goal of Reading <ol style="list-style-type: none"> 1. Listening and Reading Comprehension 2. Formulating questions of different levels about the selection read 3. Explicit instruction of comprehension skills I. Developing Study Skills
15	Unit IV. Teaching the Literacy Skills in an Integrated Way Microteaching Activities
16-18	V. Addressing Differences in Reading Ability: Differentiated Instruction Microteaching Activities
Lab/Equipment/ Materials/Chemicals (if any)	Computer, LCD/Overhead projector
Learning Resources (e.g. Textbooks and References)	<p>Hickman, P and Durodola S. (2009). <i>Dynamic read-aloud strategies for English learners: building language and literacy in the primary grades</i>. Delaware: International Reading Association</p> <p>Hermosa, N. (2006). <i>The psychology of reading</i>. Quezon City: UP Open University</p> <p>Machado, J. (2007). <i>Early childhood experiences in language arts early literacy</i>, 8th edition, Thomson Delmar Learning</p> <p>Manning, M., Morrison, G and Camp, D. (2009). <i>Creating the best literacy block ever</i>. NY: Scholastic</p> <p>Pado, F. (2000). <i>A literature-based approach in teaching beginning readers: a sample lesson plan in Literacy in multiple contexts</i>, Ocampo D., editor. Reading Association of the Philippines</p> <p>Pado. F. and Hermosa, N. (2004) <i>One-Year lesson guides on beginning reading in Filipino</i></p>



Course Outline	
Week	Topic
	(for Mc Donald's Bright Minds Project). Quezon City: Adarna Publishing House Rog, L. (2007). <i>Marvelous minilessons for teaching beginning writing k-3</i> . Delaware: International Reading Association

Sample Learning Plan

Program Competencies	Learning Outcomes	Assessment	Learning Content	Learning Experience	Resources
Demonstrate high level of content knowledge	Participation in discussions	Quality of performance in class discussions	Characteristics of Emergent and Beginning Readers Goals of Beginning Literacy and the Characteristics of Beginning Literacy and Language Learners		Computer and LCD projector



Program Competencies	Learning Outcomes	Assessment	Learning Content	Learning Experience	Resources
Demonstrate high level of pedagogical knowledge	Narrative report of class observations	Quality of a narrative report Participation in class discussions re class observations	Content and Approaches: Different parts of a reading lesson	Observation of preschool to Grade 3 classes <ul style="list-style-type: none"> • storyreading by the teacher (pre, during and postreading activities) • explicit instruction in teaching a grammar lesson • differentiated activities, based on reading skills of pupils, during the word recognition lesson Discussion on the class observations	
	Analysis of the differences in teaching word recognition in L1 and L2	Critique paper Sample exercises and lesson plans on word recognition in L1 and L2	Analysis of different strategies in teaching word recognition	Formulating exercises/sample lesson plans on: <ul style="list-style-type: none"> • a grammar lesson • a word recognition lesson • composing activities • explicit instruction of a comprehension skill 	



Program Competencies	Learning Outcomes	Assessment	Learning Content	Learning Experience	Resources
	Demonstration teaching	Rubrics for the detailed integrated lesson plans and actual teaching	Detailed integrated lesson plans in teaching beginning reading (preschool to Grade 3)	Microteaching activities by groups <ul style="list-style-type: none"> • designing a detailed lesson plan • designing instructional materials • actual teaching of the different parts of a beginning reading lesson 	



ANNEX D

ICT COMPETENCY STANDARDS FOR TEACHERS

COMPETENCIES	PERFORMANCE INDICATORS
Domain 1: Understanding ICT in Education	
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.
Domain 2: Curriculum and Assessment	
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 st 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
Domain 3: Pedagogy	
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)
Domain 4: Technology Tools	
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
Domain 5: Organization and Administration	
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.
Domain 6: Teacher Professional Learning	
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
Domain 7: Teacher Disposition	
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 E
OBE Course Syllabus for TTL1



Course Syllabus Template

Course Name	<i>Technology for Teaching and Learning 1</i>
Course Credits	3 units
Course Description	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.
Contact Hours/week	3 hours
Prerequisite	<i>None</i>
Course Outcomes	<ol style="list-style-type: none"> 1. Explain ICT policies and safety issues as they impact on the teaching-learning process 2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching learning 3. Integrate media and technology in various content areas 4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources.

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



Week 10-11	F. Technology Tools in a Collaborative Classroom Environment and Relevance and Appropriateness in the Use of Technology in Teaching and Learning
Week 12	G. Innovative Technologies for Teaching-Learning and Assessment Task
Week 13	H. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model
Week 14-15	I. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources
Week 16-17	J. Educational Sites and Portals
One week (or an equivalent of three hours)	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"> 1. Explain ICT policies and safety issues as they impact on the teaching-learning process 2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching and learning 3. Integrate media and technology in various content areas 4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources 	<p>e-Portfolio</p> <ul style="list-style-type: none"> • Blog Entries / Posts in the Freedom Wall / Tweets in the Classroom-Made Twitter Wall <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 Smaldino, 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 portfolio 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 appropriate 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>



SAMPLE 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>1. Understand ICT in Education</p> <p>1.1 Define basic concepts in understanding ICT in Education</p>	<p>Unit 1- Introduction to Technology for Teaching and Learning</p> <p>A. Basic Concepts to be defined:</p> <ol style="list-style-type: none"> 1. Technology 2. Information and Communication 3. Educational technology 4. Technology, Media and Learning 5. Instructional System and Instructional technology 6. Technology Tools <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. & Corpuz, B. (2012). <i>Educational technology 2</i>. Quezon City, PH: Lorimar Publishing Co.</p> <p>http://k12teacherstaffdevelopment.com/tlb/introduction-to-technology-for-teachers/</p> <p>http://www.educationscotland.gov.uk/learningandteaching/approaches/ctineducation/roleofictinlearning.asp</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>	

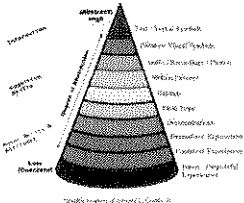
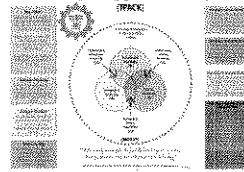


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1.2 Enumerate the national ICT policies affecting classroom practices	Unit 2. ICT Policies and Safety Issues in Teaching and Learning A. ICT National or International Policies That Are Applicable to Teaching and Learning	Anderson, J. (2010). <i>ICT 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"> • The Philippines ICT Roadmap • DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary • RA 10844, Sec. 3 (An Act Creating the Department of ICT, Defining its Powers and Functions, Appropriating Funds, and Other Purposes) 	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	



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		<ul style="list-style-type: none"> SEAMEO INNOTECH (2010) Report Status of ICT Integration in Education in Southeast Asian Countries 				
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>2. Identify learning theories and principles applied in the use and design of learning lessons with technology</p> <p>2.1 Identify</p>	<p>Unit 3. Theories and Principles in the Use and Design of Technology Driven Learning Lessons</p> <p>A. Learning Theories and Principles in:</p>	Lucido, P. & Corpuz, B. (2012). Educational technology 1 2 nd	Active Learning with Teacher-Led Discussion on Dale's Cone of Experience and how its principles	Reflection Posted on the online Blog/	Online Class Blog or Site/	1.5



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
learning principles and theories that are applied in technology driven teaching-learning models.	1. Dale's Cone of Experience (with equal attention given to both the Conventional Technology and the Innovative and Emerging Technology for Teaching)	edition. Lorimar Publishing Co. https://www.youtube.com/watch?v=p-eSxgRetvk	and theories are utilized in the technology-driven teaching and learning 	'Classroom-made Twitter Wall'	'Classroom-made Twitter Wall'	hours
	2.TPACK (Technology, Pedagogy and Content Knowledge)	TPACK in Two Minutes https://www.youtube.com/watch?v=FaqVSQIZELY Heinich, R. (2003). Instructional media and technologies for learning. (7 th edition). Upper saddle, New York: Merril Prentice Hall Newby, T.J. (2011). Educational technology for teaching and learning. (4 th ed.) Boston: Pearson Education, Inc. Roblyer, M.D. (2003). Integrating educational technology into teaching. (3 rd ed.) Upper Saddle, New York: Merril Prentice Hall	Image Analysis: Students analyze and explain the image/diagram. The teacher synthesizes. A brief lecture on TPACK 	Restricted Essay	Video clip Multimedia Projector Computer	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
	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 th 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



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<p>3.Integrate media and technology in various content areas</p> <p>3.1 Review teaching plans that require learners to connect the content of the lesson to society</p>	<p>Unit 4. ICT in Various Content Areas</p> <p>A. 21st Century Literacy Skills</p> <p>Digital Literacy Skills</p> <ul style="list-style-type: none"> ● Media ● Information ● ICT literacy <p>B. Instructional Design Models</p> <ul style="list-style-type: none"> ● Gagne's Nine Events ● Bloom's Revised Taxonomy ● ADDIE ● Merrill's Principles of Instruction 	<p>K to 12 Curriculum Guides (DepEd, 2012)</p> <p>Lucido, P. & 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 & Brandt, R. (2010). <i>21st Century Skills: Rethinking How Students Learn (Leading Edge)</i></p>	<p>Brief Lecture: Explain 21st 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>	Oral examination	<p>Multimedia Projector</p> <p>Laptop</p> <p>Teacher-made/ Teacher-prepared samples of infographics</p>	2 weeks



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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 th ed. New Jersey: Pearson Prentice Hall	<p>Inquiry-Based Approach: Introduce a technology-enhanced teaching lesson exemplar</p> <p>Analysis of a teaching plan exemplar – identifying the elements in designing a lesson and discussing the possibilities of technology integration</p> <p>Demonstration: Demonstrate a sample technology-enhanced lesson</p>	<p>Lesson exemplar analysis output</p> <p>Demonstration Guide</p>	<p>A Lesson Plan exemplar</p> <p>Checklist focusing on how technology is integrated in the lesson</p>	
3.3 Select ICT and conventional learning materials designed to enhance teaching-learning	<p>D. ICT and Conventional Learning Materials to Enhance Teaching Learning</p> <p>1. Digital Learning Resources</p> <p>a. Google Docs</p> <p>b. Survey Monkey</p> <p>c. Others</p> <p>2. Conventional Learning Resources</p> <p>a. Flip charts</p> <p>b. Realia</p> <p>c. Others</p>	<p>http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html</p> <p>http://www.edtechteacher.org/qafe/</p>	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



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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"> • Synchronous • Asynchronous 	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 unesdoc.unesco.org/images/0012/001284/128463e.pdf	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"> • What I Know • What I Want to know • What I Learned 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 th 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	



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3.8 Reflect on the use of technology and on its relevance and appropriateness	<p>G. Relevance and Appropriateness in the Use of Technology in Teaching and Learning</p> <p>Principles in Selecting Instructional Materials based on their Appropriateness and Feasibility</p> <ul style="list-style-type: none"> ● Appropriateness (Target Learners and Instruction) ● Authenticity (Dependable) ● Interest ● Cost (Economy) ● Organization and Balance <p>And other considerations: Environmental Factors, Dynamic Variables (e.g. size of class, attitudes, etc.)</p>	<p>Smaldino, S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall</p> <p>Eayde, M. & Lockyer, M. (2013). Tools for Learning Retrieved from: http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1413&context=asdpapers</p>	<p>Based on the lesson demonstrated, the class will analyze and determine the appropriateness and use of technology. (Variation: Based on a lesson plan exemplar)</p> <p>Class presentation of their evaluation of instructional materials used in the lesson</p>	<p>Reflective narrative or Entries in the 'Classroom Twitter Wall' in the classroom/Blog Created and Administered by the Teacher</p> <p>Self or Peer Evaluation of their assessment</p>	<p>Gibb's Reflection Cycle template Online Class Blog or Site/ 'Classroom-made Twitter Wall'</p> <p>Rubric focusing on the appropriateness of the material in instruction</p>	



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<p>4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies</p> <p>4.1 Identify Technology-assisted tools in the assessment of learning</p>	<p>Unit 5. Innovative Technologies for Teaching-Learning and Assessment Task</p> <p>A. ICT and Assessment in Learning</p> <p>1. Assessment Tools</p>	<p>Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall</p> <p>Victoria State Government (2013). Assessment Tools. Retrieved from: http://www.education.vic.gov.au/school/teachers/support/Pages/tools.aspx</p>	Students' research on examples of technology-assisted tools in assessment in learning	Reporting and Feedbacking	Assessment tools	1 week
	<p>B. Tools in evaluating appropriate assessment tools (ex. checklist, rating scale)</p>	<p>http://www.edtechteacher.org/assessment</p> <p>UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 60-63</p> <p>Angelo, T. & Cross, K.P. (1993). Classroom Assessment Techniques 2nd Ed.. A Handbook for College Teachers</p>	Workshop on the formulation of tools to evaluate assessment tools	Workshop output		
<p>Demonstrate proficiency in the formulation of teaching-learning experiences using innovative technologies</p>	<p>C. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model</p>	<p>Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall</p>	Lesson planning	<p>Rubrics for assessing lesson plans</p> <p>Critiquing of lessons plans</p> <p>Revising of lesson plans</p>	ASSURE Model	1 week



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<p>5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources</p> <p>5.1 Show, give examples, observe social, ethical, and legal responsibility in the use of technology tools and resources</p>	<p>Unit 6. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources</p> <p>A. Digital Citizenship</p> <ul style="list-style-type: none"> • Nine Elements of Digital Citizenship <p>B. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources by Teachers</p>	<p>http://www.digitalcitizenship.net/</p> <p>http://www.eduscapes.com/sessions/socialtech/</p> <p>Smaldino, S. et al. (2008). <i>Instructional technology and media for learning</i>, 8th ed. New Jersey: Pearson Prentice Hall</p>	<p>Lecture-discussion on the nine elements of digital citizenship</p> <p>Group research on the social, ethical and legal responsibilities in the use of technology tools and resources by teachers</p> <p><i>Talk it Out</i> (from Global Digital Citizen Foundation) An activity on taking a stance on an issue and defending it</p> <p>Learners are given a scenario primarily focusing on social, ethical and legal responsibilities in the Use of technology</p> <p>Analysis of the different cases involving social, ethical and legal issues on technology use</p>	<p>Written exam</p> <p>Rubrics assessing research outputs</p>	<p>Computer/ laptop Multimedia projector</p> <p>Computers</p> <p>A Worksheet for <i>Talk it Out</i></p> <p>Scenarios</p>	2 weeks
<p>5.2 Identify examples of compliance of IPR in educational setting.</p>	<p>C. Intellectual Property Rights Applicable to the Educational Setting: Copyright and Related Rights Copyright Law (Part IV)</p>	<p>www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf</p>	<p>Group Research on the Intellectual Property Rights in the Educational Setting</p> <p>Class presentation of research outputs (e.g. poster, infographics, hootboard, etc.)</p>	<p>Rubrics assessing research presentations and outputs</p>	<p>RA 8293 Document An act prescribing the intellectual property</p>	



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					code and establishing the intellectual property office, providing for its powers and functions, and for other purposes	
5.3 Enumerate digital safety rules that ensure child online safety and prevent cyberbullying	D. Digital Safety Rules <ul style="list-style-type: none"> ● Rule 1: Research before you register ● Rule 2: Discriminate ● Rule 3: Think before typing ● Rule 4: Require ID ● Rule 5: Trust your gut 	www.safekids.com/kids-rules-for-online-safety www.educationworld.com/a-tech/tech/tech044.shtml www.collegeview.com/articles/article/smart-students-in-a-digital-world	<p>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</p> <p>Forum Discussion on the digital safety rules</p>	Class formulated Guide on Digital Safety Rules	Computer / Laptop Multimedia Projector	



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5.4 Discuss safety rules in obtaining resource materials from local area network-based and the internet	E. Cyberbullying	https://www.stopbullying.gov/cyberbullying/what-is-it/	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 learning communities.	G. Netiquette (social conventions online)	Abushakara, N. (2016). Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette. Create Space Independent Publishing Platform Tuffley, D. (2014). Email etiquette: Netiquette for the information age. Altiora Publications	Advocacy Campaign Forum			



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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 http://creativecommons.org/licenses/by-sa/3.0 https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about	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
5.9 Join online expert and learning communities	I. Online Communities of Learning e.g. <ul style="list-style-type: none"> • Facebook • Twitter • Instagram • Webinar 	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	



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5.10 Use resources from relevant mailing lists and online journals	J. Online Resources e.g. <ul style="list-style-type: none"> • Opensource • multimedia resources; video sites • finding images • music and audio; webcasts • locate web resources by topic • Others 		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	http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx	Student Led-Group Discussion Lecture	Pencil and Paper Test	Multimedia Projector	
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"> • google drive • edmodo • bubbl.us • Wikispaces • Others 	http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/	Lecture-Demonstration Workshop / hands-on experience on the tools Online Chat Session	Practical Test	internet connectivity	



**Suggested Readings
and References**

- Abushakara, N. (2016). *Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette*. Create Space Independent Publishing Platform
- Anderson, J. (2010). *ICT Transforming Education A Regional Guide*. UNESCO Bangkok Asia and Pacific Regional Bureau for Education
- Angelo, T. and Cross, K.P. (1993). *Classroom Assessment Techniques 2nd Ed.*. A Handbook for College Teachers
- Chiles, D. (2014). *Internet etiquette: Netiquette fundamentals, rules and optimization*.
- Diaz, C.G. and Declaro, R.A.(2013). *UNESCO training guide on ICT multimedia integration for teaching and learning*. Retrieved from Creative Commons License <http://creativecommons.org/licenses/by-sa/3.0>
- Heinich, R. (2003). *Instructional media and technologies for learning*. (7th edition). Upper saddle, New York: Merrill Prentice Hall
www.safekids.com/kids-rules-for-online-safety
- www.educationworld.com/a-tech/tech/tech044.shtml
- www.collegeview.com/articles/artice/smart-students-in-a-digital-world
- <https://www.stopbullying.gov/cyberbullying/what-is-it/>
- http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx
- <http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/>
- <http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html>
- <http://www.edtechteacher.org/assessment>
- <http://www.edtechteacher.org/gafe/>
- Lucido, P. & Corpuz, B. (2012). *Educational technology 2*. Quezon City, PH: Lorimar Publishing Co.
- Melton, R. (2002). *Planning and Developing Open and Distance Learning A Quality Assurance Approach*
- Newby, T.J. (2011). *Educational technology for teaching and learning*. (4th ed.) Boston: Pearson Education, Inc.
- Roblyer, M.D. (2003). *Integrating educational technology into teaching*. (3rd ed.) Upper Saddle, New York: Merrill Prentice Hall
- Smaldino, S. et al. (2005). *Instructional technology and media for learning*, 8th ed. New Jersey: Pearson Prentice Hall
- Smaldino, S. et al. (2008). *Instructional technology and media for learning*, 8th ed. New Jersey: Pearson Prentice Hall
- Tuffley, D. (2014). *Email etiquette: Netiquette for the information age*. Altiora Publications
- TPACK in Two Minutes <https://www.youtube.com/watch?v=FagVSQIZELY>
- UNESCO (2013). *Training Guide on ICT Multimedia Integration for Teaching and Learning*. pp. 56-59
- Williams, M. (2000). *Integrating technology into teaching and learning: An Asia Pacific perspective*. Singapore: Prentice Hall
www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf
- OurICT <http://www.ourict.co.uk/> Ten Best Assessment Tools (Posted April 1, 2015) Retrieved from: <http://www.ourict.co.uk/formative-assessment-tools/>
- Documents:



	<ul style="list-style-type: none"> • The Philippines ICT Roadmap • DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary • SEAMEO INNOTECH (2010) The Report on the Status of ICT Integration in Education in Southeast Asia • K to 12 Curriculum Guides (DepEd, 2012) • Senior High School Curriculum Guides retrieved from https://drive.google.com/file/d/0D8x8BBYUc2V91dVJQXxVMFVDS2C/edit 										
Course Requirements	<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</p> <ul style="list-style-type: none"> • A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall' <p>Class Active Participation (group work, mini-outputs in tasks, among others)</p>										
Grading System	<table border="1"> <tr> <td>Suggested: Midterm</td> <td>Suggested: Finals</td> </tr> <tr> <td>40% -- Written long exam (Midterm)</td> <td>25% -- A lesson plan exemplar with an appropriate integration of technology</td> </tr> <tr> <td>30% -- A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'</td> <td>30% -- Summative Exam (Finals)</td> </tr> <tr> <td>30% -- Class Active Participation (group work, mini-outputs in tasks, among others)</td> <td>20% - ePortfolio</td> </tr> <tr> <td></td> <td>25% -- Class Active Participation (group work, mini-outputs in tasks, among others)</td> </tr> </table>	Suggested: Midterm	Suggested: Finals	40% -- Written long exam (Midterm)	25% -- A lesson plan exemplar with an appropriate integration of technology	30% -- A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'	30% -- Summative Exam (Finals)	30% -- Class Active Participation (group work, mini-outputs in tasks, among others)	20% - ePortfolio		25% -- Class Active Participation (group work, mini-outputs in tasks, among others)
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Classroom Policies											

