DepED
DEPARTMENT OF EDUCATION

Philippine National
Research Center for Teacher Quality

Prototype Syllabi for Pre-service Teacher Education
Compendium Series

COMPENDIUM 10:

Bachelor of Secondary Education

Values Education

Specialization Courses

Table of Contents

Acknowledgments 2
List of Acronyms 5
Project Background 6
Partner Institutions in the Development of the PPST-based Prototype Syllabi 8
PPST-based Prototype Syllabi Priority Programs 10
PPST-based Prototype Syllabi Intended Audience 10
Guide to the Prototype Syllabi Compendium 11
Guide to Reading and Understanding the PPST-based Prototype Syllabi 13
Features of the Prototype Syllabi 16
References 17
The Beginning Teacher Indicators 18
The PPST-based Values Education Specialization Courses Prototype Syllabi 20

1. Foundations of Values Education 21
2. Philosophical Foundations of Values Education 29
3. Philippine Culture and the Society 39
4. Psychological Theories of Values Development 49
5. Dynamics of Intra and Interpersonal Relations 60
6. Psycho-Spiritual Development 75
7. Contemporary Family Life 82
8. Transformative Education 94
9. Career Development and Work Values 104
10. Information Technology and Human Development 114
11. Facilitation - Theory and Practice 124
12. Teaching Approaches and Strategies in Values Education 132
13. Values Integration in the Various Disciplines 141
14. Values Education Through Community Service 150
15. Moral Issues and Concerns in Contemporary Living 158
16. Introduction to Guidance and Counseling 169
17. Research in Values Education 1 178
18. Development of Values Education Instructional Materials and Assessment Tools 185
19. Research in Values Education 2 196
20. Filipino Values System 201
21. Technology for Teaching and Learning 209

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List of Acronyms

BTI	beginning teacher indicator
CLO	Course learning outcome
CMO	CHED Memorandum Order
COD	Center of Development
COE	Center of Excellence
ILO	Intended learning outcome
IM	Instructional material
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
PPST	Philippine Professional Standards for Teachers
PSG	Policies, Standards and Guidelines
PST	pre-service teacher
TEI	teacher education institution
TLA	teaching and learning activity
TOS	table of specifications

PROJECT BACKGROUND

Rationale

This compendium is one of ten in the series of **Prototype Syllabi on Priority Programs in Pre-service Teacher Education** developed through the Philippine National Research Center for Teacher Quality (RCTQ), with the Teacher Education Council (TEC) as lead, in partnership with select Centers of Excellence and Centers of Development in Teacher Education. The Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education Project aims to further align current teacher education curricula with the Philippine Professional Standards for Teachers (PPST) to ensure that the future educators are geared towards educating students for a long term and sustainable nation building.

The PPST-based prototype syllabi aim to provide a benchmark that TEIs can adopt or adapt to enhance their curricula. This promotes shared understanding and expectations of quality pre-service training throughout the country.

> "Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor."
> (Darling-Hammond, 2011)

The Philippine Professional Standards for Teachers (PPST)

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, S. 2017) sets clear expectations of teachers along well-defined career stages. In adopting it, DepEd integrates PPST in all its professional development programs, learning and delivery systems, and HR systems. The DepEd adoption and integration of the PPST necessitate that Teacher Education Institutions (TEIs) align their curricula with what the department needs. The new CHED-issued PSGs on teacher education (2017) are based on PPST to ensure that every graduate of pre-service teacher education programs can cope with the demands of DepEd. The development of prototype syllabi supports new pre-service teacher education curriculum based on CHED requirements and DepEd needs.

Linking Theory to Practice

The developed prototype syllabi do not only respond to the curricular requirements of the PPST and CHED's PSGs. A key feature of the syllabi is the inclusion of activities that give opportunities for pre-service teachers to put their learnings into practice. This supports international studies on linking theory to practice. According to Darling-Hammond (George Lucas Educational Foundation, 2001):

> *"It's hard to learn theoretical ideas in isolation, try to remember them for two years until you get to student teaching, and then all of sudden be put in a situation where you're supposed to implement something you've never seen in practice. That doesn't work. That's the old model of teacher education."*

The prototype syllabi were anchored on the core principles of the **Pre-service Teachers' Practice-based Training (PSTePT) framework**, developed by RCTQ, with TEC as lead, and select COEs and CODs in teacher education. In this framework, practice-based teacher education training is described as experiential, developmental, formative, integrative and system-based. It is an attempt to integrate practicum into the course work of pre-service teachers starting from their professional education courses, by recommending the inclusion of experiential activities in the field like observations, interviews, and other opportunities to demonstrate their understanding of theories to actual practice.

Partnerships Towards Quality Pre-service Teacher Education

RCTQ and TEC partnered with select teacher education institutions on the development of 10 compendiums of prototype syllabi. Two to three TEIs collaboratively worked on one compendium/priority program. Three to four writers per institution were sent to attend a series of writeshops, reviews and validation to finalize the outputs.

Partner institutions in the development of the PPST-based Prototype Syllabi

CORDILLERA ADMINISTRATIVE REGION

Benguet State University
Values Education

University of the Cordilleras
Social Studies

Saint Louis University
Values Education

REGION I

Pangasinan State University
Social Studies

REGION II

Saint Mary's University
Science

REGION III

Angeles University Foundation
Physical Education

REGION V

Ateneo De Naga University
Elementary Education

Bicol University
Elementary Education

****Priority Program in which the institution served as lead writer***

REGION VIII

Leyte Normal University

Filipino

Southern Leyte State University

Filipino

REGION VII

University of San Jose-Recoletos

English

Cebu Normal University

English

REGION IX

Ateneo De Zamboanga University

Mathematics

Western Mindanao State University

Professional Education

REGION X

Bukidnon State University

Professional Education

Xavier University

Mathematics

NATIONAL CAPITAL REGION

Centro Escolar University

Early Childhood Education

De La Salle University - Manila

Science

Philippine Normal University

Professional Education
Physical Education

University of Asia and the Pacific

Early Childhood Education

PPST-BASED PROTOTYPE SYLLABI PRIORITY PROGRAMS

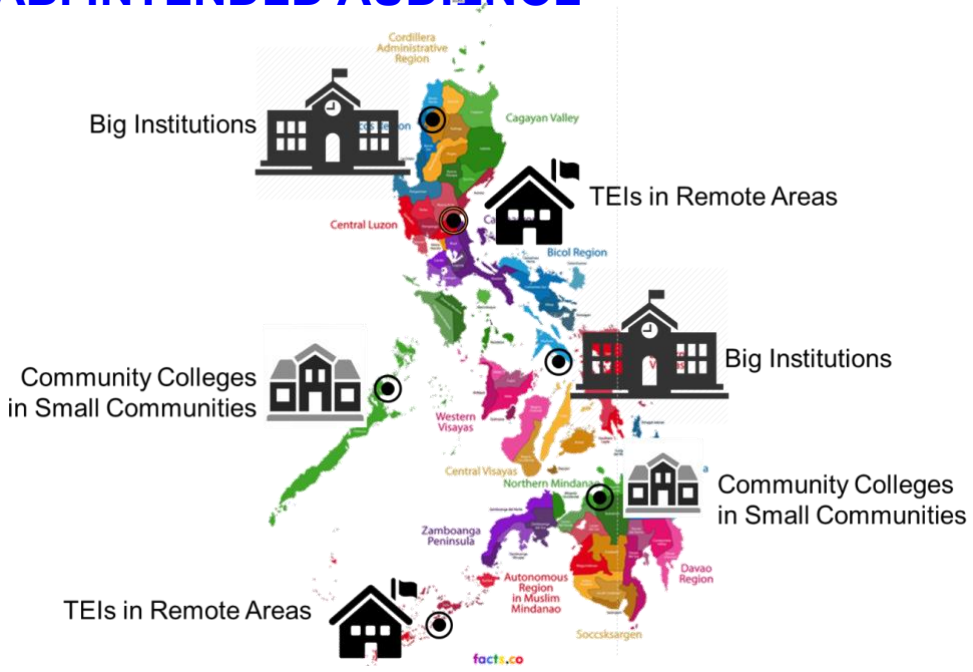
The priority programs were selected based on various consultations. The prototype syllabi are on the following programs:

- Early Childhood Education
- Elementary Education
- English
- Filipino
- Mathematics
- Physical Education
- Science
- Social Studies
- Values Education

PPST-BASED PROTOTYPE SYLLABI INTENDED AUDIENCE

The developed prototype syllabi are intended to assist all TEIs in the country. Specifically, they were developed to assist community colleges, colleges in remote areas, and other teacher education institutions to have further guidance in enhancing their teacher education curriculum.

Through established partnerships with COEs and CODs in teacher education across the country and the guidance of the Teacher Education Council, the continuity of the usability and impact of the the PPST-based prototype syllabi is ensured.



THE PROTOTYPE SYLLABI DEVELOPMENT PROCESS

The development followed three key phases:

Planning

Activities
- Develop the key features of the prototype syllabi
- Benchmark the syllabi template
- Select partner institutions and syllabi writers
- Map the pre-service teacher education curriculum to the K to 12 curriculum

Upskilling the Writers

Activities
- Review of the Beginning Teacher Indicators of PPST
- Review the Curriculum Quality Audit (CQA) Process for curriculum enhancement
- Writeshops
- Review and validation of interim outputs (though the TWG, the writing group and other specialists)

Review and Validation of Outputs

Activities
- Review of interim outputs during the 2018 Teacher Education Council Convention
- Review of alignment to the PPST through CQA process
- Review and validation with various stakeholders
  - December 6, 2018 - Review of interim outputs during the Teacher Education Council Convention with representatives from COEs and CODs
  - December-February 2018 – Review of the Technical Working group
  - January-February 2019 – Reviews from Partner Institutions
  - January 30-February 1 – Review from Non-Partner Institutions
  - February 13-16, 2019 – Curriculum Quality Audit review

GUIDE TO THE PROTOTYPE SYLLABI COMPENDIUM

This compendium is one of 10 in the PPST-based Prototype Syllabi in Pre-service Teacher Education Compendium Series:

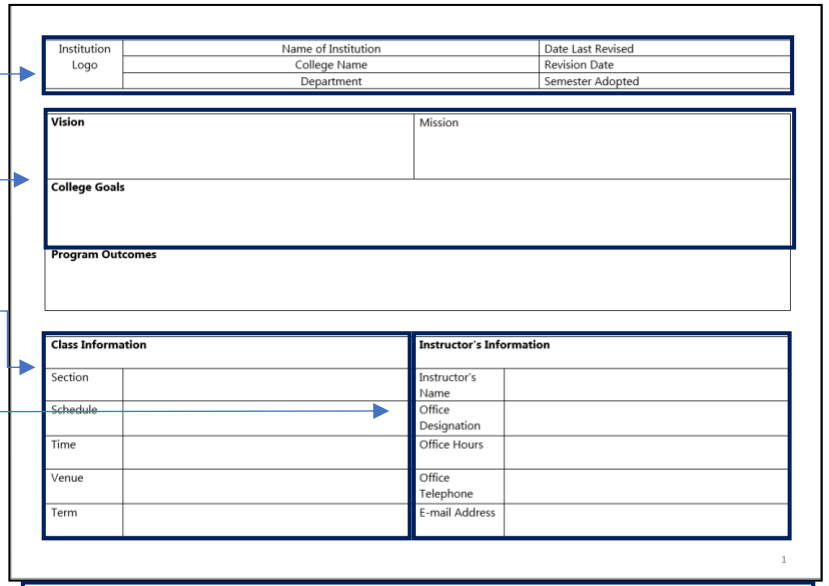
Compendium 1: Professional Education Courses
Compendium 2: Early Childhood Education Specialization Courses
Compendium 3: Elementary Education Specialization Courses
Compendium 4: English Specialization Courses
Compendium 5: Filipino Specialization Courses
Compendium 6: Mathematics Specialization Courses
Compendium 7: Physical Education Specialization Courses
Compendium 8: Science Specialization Courses
Compendium 9: Social Studies Specialization Courses
Compendium 10: Values Education Specialization Courses

Each compendium contains prototype syllabi that Teacher Education Institutions (TEIs) could either adapt or adopt. Parts of the prototype syllabi template were benchmarked from local and international sources and were agreed upon by the Technical Working Group and partner institutions.

GUIDE TO READING AND UNDERSTANDING THE PPST-BASED PROTOTYPE SYLLABI

Each prototype syllabi contains the common parts like:

- Institutional Logo and other information
- Vision, Mission and College Goals
- Class Information/Schedule
- Instructor's Information
- Course Information

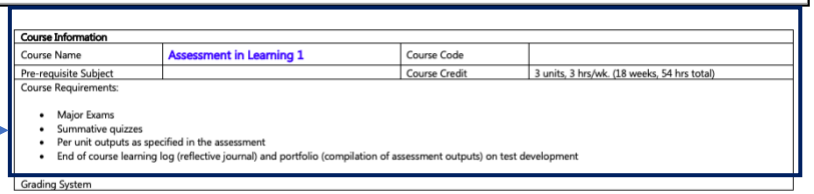


Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
College Goals	
Program Outcomes	

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

1



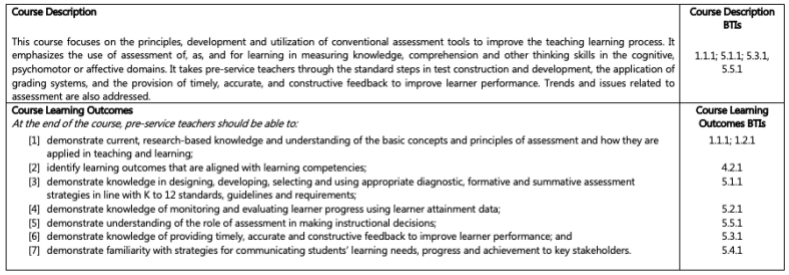
Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)

Course Requirements:

- Major Exams
- Summative quizzes
- Per unit outputs as specified in the assessment
- End of course learning log (reflective journal) and portfolio (compilation of assessment outputs) on test development

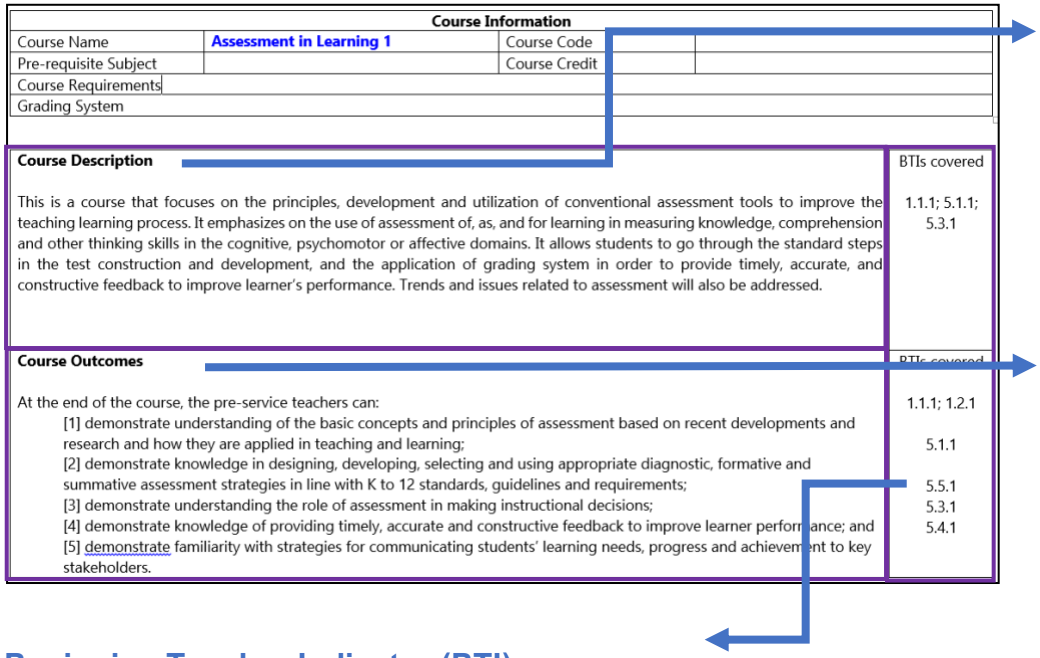
Grading System

These parts were intentionally left blank and will be up to the teacher education institution, college of education and/or the faculty handling the course to fill in.



Course Description	Course Description BTIs
This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.	1.1.1; 5.1.1; 5.3.1, 5.5.1
Course Learning Outcomes *At the end of the course, pre-service teachers should be able to:*	**Course Learning Outcomes BTIs**
[1] demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning;	1.1.1; 1.2.1
[2] identify learning outcomes that are aligned with learning competencies;	4.2.1
[3] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;	5.1.1
[4] demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data;	5.2.1
[5] demonstrate understanding of the role of assessment in making instructional decisions;	5.5.1
[6] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and	5.3.1
[7] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	5.4.1

The remaining parts have been filled in by the technical working group, research team and writers. They are designed to be adopted or to serve as a benchmark and model that may be adapted by teacher education institutions, colleges of education and/or the faculty handling the course.



Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	
Course Requirements			
Grading System			

Course Description	BTIs covered
This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes on the use of assessment of, as, and for learning 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 the test construction and development, and the application of grading system in order to provide timely, accurate, and constructive feedback to improve learner's performance. Trends and issues related to assessment will also be addressed.	1.1.1; 5.1.1; 5.3.1

Course Outcomes	BTIs covered
At the end of the course, the pre-service teachers can:	1.1.1; 1.2.1
[1] demonstrate understanding of the basic concepts and principles of assessment based on recent developments and research and how they are applied in teaching and learning;	5.1.1
[2] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;	5.5.1
[3] demonstrate understanding the role of assessment in making instructional decisions;	5.3.1
[4] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and	5.4.1
[5] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	

Course Description

The course descriptions are enhanced versions of the course descriptions in the Policies, Standards and Guidelines (PSGs). Enhancements include additional inputs and/or elaboration using the language of the PPST to clarify the intent of the course and make the alignment to the PPST more explicit.

Course Learning Outcomes

The course outcomes use the language of the standards to make alignment to the standards more explicit. The course outcomes are constructively aligned with the course description, content and assessment.

Beginning Teacher Indicator (BTI) coverage

The column for Beginning Teacher Indicators (BTIs) is a new feature in pre-service teacher education syllabi. It shows which BTIs are addressed/covered by a course. It also shows where BTIs are covered, specifically in the description, course learning outcomes, content and assessment. Mapping course components to BTIs promotes constructive alignment, that is the intentional alignment of course content, assessment and feedback to achieve course learning outcomes (Biggs, 2003; Biggs & Tang, 2011). Examining **alignment** of **outcomes**, **content** and **assessment** supports constructive alignment in outcomes-based pre-service teacher education.

Time Allotment

The Time Allotment column indicates the recommended duration to cover the content.

Intended Learning Outcomes (ILOs)

The ILOs column presents outcomes which are specific to the content covered. It presents what pre-service teachers should be able to know or do after covering the topics.

The ILOs are learner-centered rather than content-centered. They provide guidance on the focus and intent of the content to be covered.

Content

The Content column outlines topics to be covered.

Mapping to the CLOs

Aside from the BTI coverage, the prototype syllabi also map ILOs and the Suggested Assessment to the corresponsing CLO/s, to ensure constructive alignment.
Example: 1.1.1 [A]

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs/ CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs/ CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. explain the basic concepts related to child and adolescent development; and b. explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas.	1.1.1 [1] 1.2.1 [2]	**Unit 1 – Basic Concepts** **A. Definitions of Child and Adolescent Learners** 1. Definitions from UNESCO, UNICEF and WHO **B. Growth and Development: Nature or Nurture?** **C. Periods of Development** **D. Developmental Tasks and Education (Havighurst)** **E. Domains of Development** 1. Biological 2. Cognitive 3. Socio-emotional **F. Context and Development** **G. Development and Pedagogy: Theory and Research** 1. Theories and hypotheses 2. Methodology 3. Integrating theory and practice	**Facilitated discussion using comparative study.** A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities. **Advanced reading/research.** Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. **Explicit Instruction.** This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy.	***Summative quizzes*** ***Unit learning log or reflective journal.*** **Infographic.** The PST, individually or in small groups, will *explain* the basic concepts related to child and adolescent learners' development and growth using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery. **Debate.** Debate may also be used to assess PSTs' understanding of the "nature or nurture" issue based on their research. Groupings will be pre-determined to guide PSTs in their research. Premium will be given on the justifications and clarity of points. **Library/Online research.** This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, pre-service teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on	1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.1.1 [1] 1.2.1 [2]

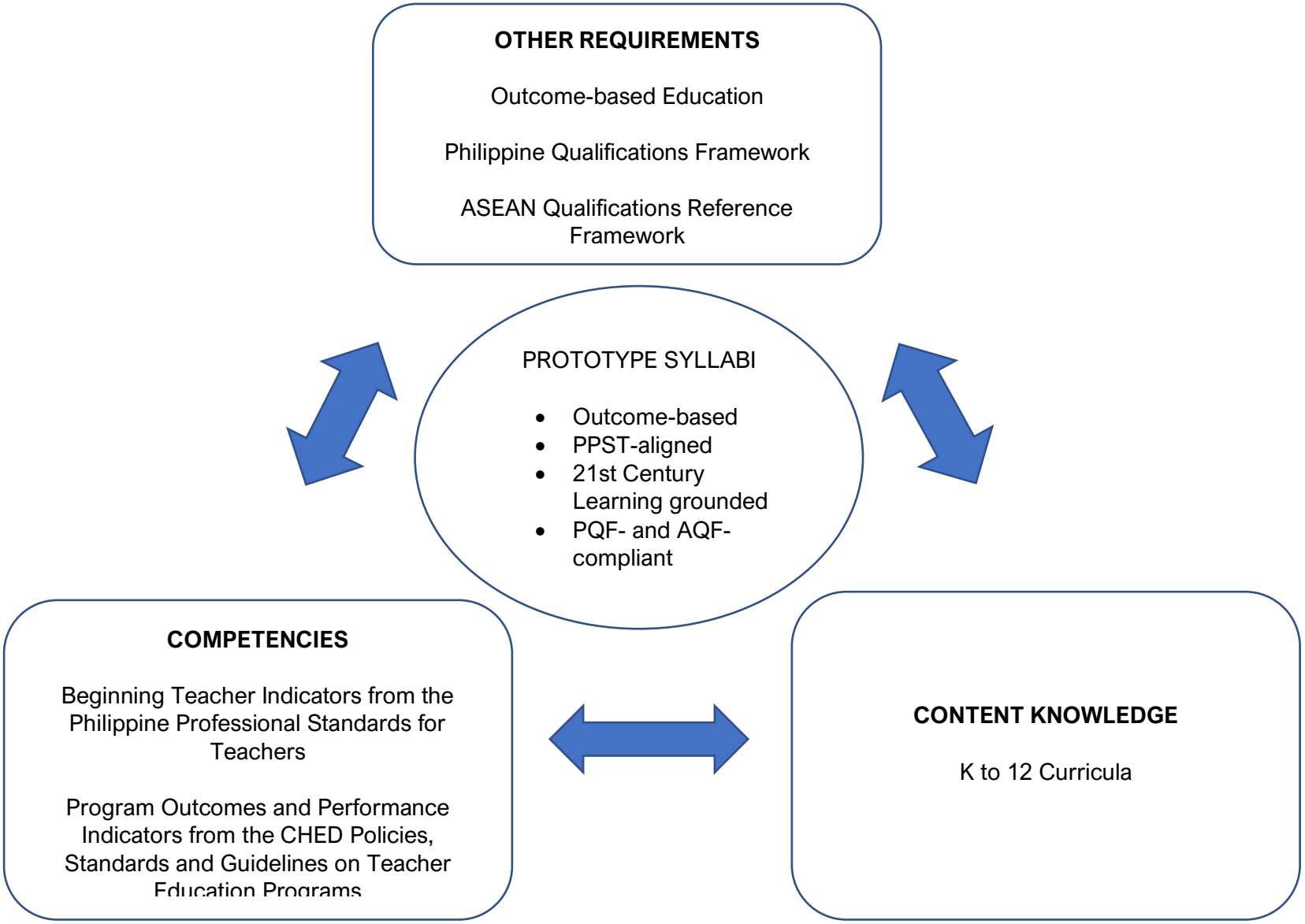
Suggested Teaching Learning Activities (TLAs)

The Suggested TLAs column indicates recommended activities to deliver the content and help facilitate the pre-service teachers' achievement of the ILOs.

Suggested Assessment

The Suggested Assessment column indicates recommended formative or summative activities to measure the achievement of the ILOs and/or mastery of the content covered.

FEATURES OF THE PROTOTYPE SYLLABI



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THE BEGINNING TEACHER INDICATORS

Domain 1: Content Knowledge and Pedagogy	Domain 2: Learning Environment	Domain 3: Diversity of Learners
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.		

Domain 4: Curriculum and Planning	Domain 5: Assessment and Reporting	Domain 6: Community Linkages and Professional Engagement	Domain 7: Personal Growth and Professional Development
4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.
4.2.1 Identify learning outcomes that are aligned with learning competencies.	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.
4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	7.3.1 Seek opportunities to establish professional links with colleagues.
4.4.1 Seek advice concerning strategies that can enrich teaching practice.	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.		7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.

THE PPST-BASED VALUES EDUCATION SPECIALIZATION COURSES PROTOTYPE SYLLABI

Document Bases:

CMO No. 75, s. 2017: Policies, Standards, and Guidelines for Bachelor of Secondary Education (BSEd)
K to 12 Gabay Pangkurikulum Edukasyon sa Pagpapakatao (Baitang 1 - 10) [May 2016]
Philippine Professional Standards for Teachers (DO 42, s 2017)

Total Number of Specialization Courses	Available Specialization Course Outputs	Total Number of Elective Courses	Available Elective Course Outputs
21	21	0	0

Lead Writers:

Secondary Writers/ Reviewers:

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	
Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:** 6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12 6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education 6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values 6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights 6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations 6.3.6.h. demonstrate commitment to student's development for personal renewal and social transformation 6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher	

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Foundations of Values Education**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course is designed to provide students with a deep understanding of Axiology or the theory of values and ethics as it relates to values/personhood education. It presents Axiology both as a discipline and as a relevant solution to present-day issues and challenges especially those that pertain to individual and societal values and the role of the teacher in value formation. It provides the students an understanding of the nature, characteristics, and hierarchy of values and engages them in deep reflection of their personal value system and its impact on their options and choices in life and their role in values formation. It also explores current practices and challenges in Philippine values education and the importance of the K to 12 *Edukasyon sa Pagpapakatao* (ESP) Framework as guide in Values/personhood education.	1.1.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate understanding of axiology or the theory of value as a discipline and its relevant application in solving present-day issues and challenges;	1.1.1
B. demonstrate an understanding of how personal and professional reflection of personal value system and learning improve their life choices and practice and its impact in their role in values formation; and	1.1.1
C. demonstrate understanding of the importance of the K to 12 *Edukasyon sa Pagpapakatao* (EsP) Framework as guide in Values/personhood education	1.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the meaning of axiology or the theory of values as a discipline and its historical background	1.1.1 [A]	**A. Nature of values** **1.** Definition of Axiology or Theory of Values **2.** Historical Background	• Cross Word Puzzle on the important concepts of axiology as a branch of philosophy and its historical background • Lecture on the axiology and its historical background	***5-minute paper*** to demonstrate understanding of the meaning of axiology and its historical background **5-minute paper = The students are asked to explain axiology and its historical background in 5 minutes without lifting their pen. After 5 minutes, the professor collects the outputs.* Major Criteria: accuracy and clarity of explanation and completeness of detail on the historical background	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the meaning of values	1.1.1 [A]	**3.** Definition of Values **4.** Properties of values **5.** Value and Other Metaphysical Realities: value and being, value and good, value and truth, value and beauty	• Students brainstorm on the definitions accorded to value and values. • Students deduce the characteristics of values given a list of values.	***Word Cloud*** illustrating a clear representation of the students' understanding of values. Based on the word cloud, the students are asked to explain the meaning of values. Major Criteria: completeness and correctness of content	1.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the general classification of values	1.1.1 [A]	**B. Classification of Values** **a.** Intrinsic and Instrumental Values **b.** Accidental and Natural Human Values **c.** Primary and Secondary Values **d.** Moral or Ethical Values **e.** Religious Values **f.** Cultural Values **g.** Social Values	• Students make a list of values and classify them according to their commonalities. Teacher presents suggested classifications and students reflect on their own classifications.	***Matrix*** to show a synthesis of the general classification of values and their descriptions Criteria: completeness and correctness of classifications and their descriptions	1.1.1

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Justify the place of Values/personhood Education in schools for the promotion of peace, social justice, human rights and the importance of family in the country	1.1.1 [A]	**C. Legal Basis of Values/Personhood Education in Schools: The Philippine Constitution Articles II, XIII and XV**	• Reading of the Philippine Constitution (Article II, XIII and XV) • Small group discussion to identify the place of Values/personhood Education in schools for the promotion of peace, social justice, human rights and the importance of family in the country based on Article II, XIII and XV of the Philippine Constitution	***TV talk show*** *or* ***any creative presentation*** to cite situations to justify the importance of Values/personhood education in the country Rubric focusing on clarity of justification as mentioned above based on the legal basis of values/personhood education as stated in the Philippine Constitution	1.1.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the meaning of ethics as a branch of philosophy and its role to Values/Personhood Education	1.1.1 [B]	**D. Ethical Foundations of Values Education** **1. Meaning of Ethics** a. Ethics as a Branch of Philosophy b. Ethics Defined c. What is Ethics and What is Not Ethics? d. Ethics and Feeling; Ethics and Religion; Ethics and Law; Ethics and what Society Accepts e. Importance of Ethics **2. Ethics and Values Education**	• Lecture on the" what IS and IS NOT of ethics as a discipline, its delineation from related disciplines, and an analysis of its role as the bases of Values Education. A graphic organizer can be used to illustrate relationships of concepts. *Note:* A review of the philosophy of the K to 12 *Edukasyon sa Pagpapakatao* Framework can be done to explicitly articulate the relationship of the discussion on ethics to Values Education in general and values teaching in the secondary level.	***240-300-word assessment*** to explain the meaning of ethics as a branch of philosophy and its role in Values/ Personhood Education Major Criteria: depth and clarity of explanation and completeness of details	1.1.1
Week 6-7	At the end of the week, the pre-service teacher (PST) should be able to: • Illustrate how virtue ethics, divine command theory and	1.1.1 [B]	**3. Ethics and Its Emphasis on the Moral Agent** **a.** Virtue Ethics (Socrates, Plato, Aristotle)	• Teacher presents quotations and asks students to comment whether they agree or disagree on it. Students justify their claims.	***Role Play*** to illustrate concrete situations where virtue ethics, divine command theory and natural law are used as basis for ethical decision making	1.1.1

	natural law are used as basis for ethical decision making by using concrete examples		**b.** Divine Command Theory **c.** Natural Law	• Teacher utilizes students' statements in the discussion of how virtue ethics, divine command theory and natural are used as basis for ethical decision making.	Rubric focusing on the correctness of argument whether it is based on virtue ethics, divine command theory and natural law	
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the meaning and importance of hierarchy of values	1.1.1 [A]	**E. Hierarchy of Values** **1. Plato's Scale of Values** **2. Max Scheler's Hierarchal Doctrine of Values**	• **Think pair share**: Students list down and rank the things they value. They identify consequences of their chosen values priorities and share it to a classmate. • Teacher processes the activity by emphasizing on the importance of the hierarchy of values in everyday decision making.	***Short essay quiz*** to explain the meaning and importance of hierarchy of values	1.1.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on how one prioritizes and integrates professional reflection and learning in one's hierarchy of values as values/ personhood educators	1.1.1 [B]	**Hierarchy of Values (continued)**	• Students list down and rank the things they value. They identify consequences of their chosen values priorities on specified real-life situations as an individual person and future professional teacher in values/personhood education. • Teacher processes student's output as he/she introduces concepts on hierarchy of values and its importance to future teachers of values/personhood education	***Reflection paper*** to express one's examination on how one prioritizes and integrates professional reflection and learning in one's hierarchy of values as values/ personhood educators Rubric focusing on one's understanding of the importance of professional reflection and learning to improve values/personhood education	1.1.1

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Explain how everyday issues are resolved based on a well-defined application of one's hierarchy of values	1.1.1 [B]	**F. Conflict of Values** **G. Conservation of Values**	• Issue resolution using Toulmin Model. Students can be given more time to research to support their claims. This can be done individually or by group.	***Oral Presentation of arguments*** Rubric focusing on the logic of argument in resolving issues	1.1.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on the importance of one's clear understanding of how ones' value system is formed in guiding one's choices and decisions in life	1.1.1 [B]	**H. Forming Our Value-System** **1.** Sources of Values **2.** The Norm and Standard of Values **a.** The Supreme Being as the Ultimate Norm and Standard of Values **b.** Normative and Metanormative Standard of Values **3.** Modes of Participation on Value	• Analysis of case problems and how it was resolved by using an identified value system as the basis of decisions and solutions	A ***Reflection Paper*** on the importance of one's clear understanding of how ones' value system is formed in guiding one's choices and decisions in life Rubric focusing on clarity of reflection statements and the use of concepts learned about forming value-system	1.1.1
Week 12-13	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the role of schools in values/personhood education	1.1.1 [A]	**I. Axiology and Values/Personhood Education:** **1.** Man as the Focus of Values Teaching **2.** Role of Schools in Value/Personhood Education **a.** Values for the Filipino (1997) **b.** The K to 12 *Edukasyon sa Pagpapakatao* Framework (2016)	• Discussion and analysis of the rationale of Values for the Filipino(1997) and EsP Framework (2016). Discussion revolves around: Review the meaning of axiology, *pagpapahalaga, pagpapakatao*, good manners and right conduct, character education, etc.as it is emphasized/taught in schools • Film viewing/ readings of values education practices in different schools focusing on their roles towards the formation of values among students	***Collage*** showing situations that describe the role of schools in values/personhood education Rubric focusing on the clarity and significance of collage elements to describe the role of schools in values/personhood education	1.1.1

Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the philosophy directions, principles, approaches and scope of the K to 12 *Edukasyon sa Pagpapakatao* Framework and its implication to the values education teacher	1.1.1 [C]	**J. The K to 12 *Edukasyong sa Pagpapakatao* Framework** **1.** Philosophy **2.** Principles **3.** Approaches **4.** Scope	• Lecture discussion • Students analyze and discuss the philosophy, principles, approaches and scope of the K to 12 *Edukasyong sa Pagpapakatao* Framework. Students deduce implications to the future values education teacher	***Written Quiz*** to demonstrate students' knowledge of the general content of the K to 12 EsP framework	1.1.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Deduce from the K to 12 EsP Curriculum the implied roles of the future values educator to students' personal renewal and social transformation	1.1.1 [C]	**K. Roles of the Values Education Teacher in the realization of the K to 12 *Edukasyon sa Pagpapakatao* Framework for students personal renewal and social transformation**	• **Small group discussion**: Students identify the role of the future values educator in implementing the K to 12 EsP curriculum. • Students illustrate this through simulations	***Simulations*** of an ideal situation in values education classroom that presents the roles of a future values education teacher in students' personal renewal and social transformation Rubric focusing on the clarity of presentation of the roles of a future values education teacher in students' personal renewal and social transformation; and whether the situation is realistic or not.	1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss how various disciplines support the values/ personhood education by citing concrete examples	1.1.1 [C]	**L. Values Education in the Disciplines** **1.** Values Education in the Social Sciences **2.** Values Education the Physical Sciences **3.** Values Education in Science and Technology **4.** Values Education in Arts **5.** Values Education in Teaching Language **6.** Values Education in Math	• **Panel Discussion:** Students are assigned topics for study (How various disciplines support values/personhood education)	***Editorial Article or Advertisements*** illustrating the role of other disciplines in supporting values/personhood education Rubric focusing on the depth and relevance of examples used to support one's discussion of how various disciplines support values/personhood education	1.1.1

Week 17-18	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate researched-based practices, issues and problems in the Philippine Values Education system in view of its implications for the improvement of teaching and learning practice	1.1.1 1.2.1 [C]	**M. Values Education in the Philippines** **1.** Issues and Problems in Philippine Values Education **a.** Good Manners and Right Conduct **b.** Character Education **c.** Personhood	• Interview of teachers in Values Education • Journal article reading and review • Facilitated Discussion on the input of students from their interviews and readings, and identification of implications for the improvement of teaching and learning in values education in the country. Concrete examples should be cited.	***PowerPoint Presentation*** of researched-based practices, issues and problems in the Philippine Values Education system and its implications to improve values/personhood education in the country Rubric focusing on accuracy and recency of information regarding the issue or problem presented; and the logical statement of implications to values/personhood education in the country	1.1.1 1.2.1

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12

6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching Values Education

6.3.6.c. demonstrate understanding how psychological, moral, spiritual, socio-cultural shape human values

6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect for human rights

6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Philosophical Foundations of Values Education**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

Course Description	BTIs covered
This course prepares the students to become well-grounded on the philosophical underpinnings of values education and lead them towards their search for life's meaning. It further aims at equipping them with an understanding of the nature, origin and destiny of the human person anchored on various philosophical thoughts. It endeavors to highlight the ethical bases of socio-cultural values while enabling the students to form and articulate their sound personal philosophy for values/personhood education and apply critical and/or higher order thinking skills in evaluating human experiences and their impact on human values formation.	1.1.1 7.1.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to:	BTIs covered
A. demonstrate understanding of the nature, origin, and destiny of the human person anchored on various philosophical thoughts;	1.1.1
B. demonstrate knowledge of the philosophical bases of all socio-cultural values;	1.1.1
C. articulate sound personal philosophy for values/personhood education; and	7.1.1
D. apply critical and/or higher order thinking skills in evaluating human experiences and their impact on human values formation	1.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss how philosophy as *paideia* relate to *Edukasyon sa Pagpapakatao* (EsP) in schools	1.1.1 [A,B]	**A. Philosophy and the Personhood Education (Ang Pilosopiya at Edukasyon sa Pagpapakatao -EsP)**	• Interactive discussion focusing on the relationship of philosophy and *paideia*, the EsP as a course in DepEd; and how philosophy as *paideia* relate to EsP • Main guide questions: 1. What is the relationship of *paideia* and philosophy? 2. Describe overview of EsP?(objectives, method and content) 3. How is philosophy as *paideia* related to EsP?	***Concept map presentation*** to discuss how philosophy as *paidea* relate to EsP Rubric focusing on the clarity of discussion about the content; and the use of words/phrase in the concept map to represent a concept	1.1.1
Week 2-3	At the end of the week, the pre-service teacher (PST) should be able to: • Synthesize the arguments about the nature, origin, and destiny of the human person and how goodness was emphasized in their views based on the ancient Greek philosophy perspective	1.1.1 [A]	**B. The nature, origin, and destiny of the human person** 1. Ancient Greeks Philosophy a. Socrates b. Plato c. Aristotle d. St. Thomas Aquinas e. Descartes Dualism **f.** Hegel's Dialectics and Marx's Reaction	• **Panel Discussion**: 1. Students will be grouped and will be assigned to do readings about one ancient Greek philosopher's arguments about the nature, origin and the destiny of the human person. Guide questions should be given to students. 2. The students synthesize their understanding of their answers to the questions. 3. Discuss inputs in a panel discussion facilitated by the teacher.	***Invented Dialogues*** *(*Students *weave together real quotes from primary sources, or invent ones to fit the speaker and context)* to show students' synthesis of their understanding of the nature, origin, and destiny of the human person from the ancient Greek philosophers Rubric focusing on the ability to weave together views into brief statements/dialogues	1.1.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Summarize the different perspectives of the different ethical schools about the nature, origin and the destiny of the human person and	1.1.1 [A]	**2. Ethical Schools** a. Stoicism b. Epicureanism c. Early Church Fathers d. Ethics During Reformation Period e. Secular Philosophies f. Utilitarianism	• Assigned reading on the different ethical schools' views about the nature, origin and the destiny of the human person and how goodness was emphasized in their views.	***Poster slogan*** showing students understanding of the views of different ethical schools about goodness in the human person Rubric focusing on creativity of presentation and the accuracy of	1.1.1

	how goodness was emphasized in their views			• Question and Answer using teacher made guide questions. • Students work in groups to summarize the different views.	ideas/views being portrayed by the element of the poster slogan	
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze how current research-based societal practices are reflective of their adherence to the modern ethical thoughts about the nature, origin and destiny of the human person	1.1.1 1.2.1 [A,B]	**3. Modern Ethical Thoughts** **a.** Soren Kierkegaard **b.** Immanuel Kant **c.** Bertrand Russell **d.** Emmanuel Levinas	• **Situational Analysis:** 1. Reading assignment prior to the meeting on modern ethical thoughts of the nature of the human person 2. Citing current research-based societal practices/ issues reflective of adherence to the modern ethical thoughts. 3. Review arguments of these practices if they are reflective of the arguments of each philosopher	***Categorial Grid*** *(*rectangles *divided into cells containing list of items categorized after organizing jumbled listing of terms on current issues and philosophers)* to show students understanding and analysis of the nature, origin and destiny of the human person in relation to current societal situations/issues	1.1.1 1.2.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Identify examples of current practices/ statements of personal philosophies and beliefs that were influenced by Eastern philosophy	1.1.1 [A]	**4. Eastern Perspective** **a.** Confucius **b.** Lao-Tze **c.** Hinduism **d.** Buddhism **e.** Taoism **f.** Islam	• **Group assignment**: Readings, brainstorming and role play 1. Students summarize Readings on the Eastern philosophies brainstorm on its manifestation on current beliefs and practices. Students synthesize their output into a role play to show its manifestation of the Eastern philosophy. 2. After each role play, other groups would be asked to identify how Eastern views have influenced the portrayed situation	***Defining Features Matrix****:* students categorize concepts according to presence or absence of important defining features of each of the Eastern Philosopher views Criteria: correctness of categorization	1.1.1

Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Construct a synthesized description of "human act" based on the discussions on the characteristics and elements of human acts	1.1.1 [B]	**C. Ethics and Human Act** 1. Human Acts 2. Characteristics of Human Acts 3. Essential Elements of Human Acts a. Knowledge b. Freedom of the Will c. Voluntariness 4. Types of Human Acts a. Elicited Acts b. Commanded Acts	• Given an enumeration of "acts" students classify whether they are "human act" or "act of man". • This activity can use picture prompts (of acts) through a PowerPoint presentation or illustration boards. • Guide Questions to create a concept map with the students: which of the pictures reflect a human act? From the given examples and categorization, how do you describe a human act? From the inputs you have given, state your own definition of a human act.	***One Minute Paper*** stating personal description of "human act" Criteria: Brevity of statement; correctness of description	1.1.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • State a working definition of morality based on the concepts related to it	1.1.1 [B]	**D. Nature of Morality** **1.** Etymological Definition of Morality **2.** Definition of Key Terms: Ethics, Ethical, Moral, Unethical, Immoral; Characteristics of Good, Bad, Right, Wrong, Happiness, or Pleasure; Amoral and Nonmoral **3.** A Working Definition of Morality	• Using a concept map, teacher discusses definition of the terms related to morality and its applications. Students formulate a definition of "morality." • **Definition line** to represent a working definition of morality. *(definition line consists of limited number of words e.g. 40-50 words)* Criteria: clarity and correctness of concepts in the definition	***Word cloud*** *to represent a working definition of morality.* Criteria: Correctness of input based on justifications	1.1.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the argument that "human act is the bases of ethical responsibility"	1.1.1 [B]	**E. Morality of Human Acts** **1.** Sources of Morality **2.** Good Acts and Evil Acts	• **Reading assignment** on "Morality of Human Acts" • **Think-pair-share**: Ask students to write down their thoughts about the topic prior to class meeting-	***Short quiz*** for students to present their explanation of the argument that "Human act is the basis of ethical responsibility."	1.1.1

				remind them to take note of philosophers' important quotes to stress on an important concept; Pair up and share their ideas with a partner and/or to the whole class • **Fish bowl**: Students lift quotations by philosophers used during the sharing. Quotations should reflect on the argument that human act is the basis of ethical responsibility *(ex. "Be sure you are right, then go ahead" by David Crocket; "It is not an easy task to do good" by Aristotle; "Do not talk about what a good man is, but be one" by Marcus Aurelius)* and write them on a piece of paper with their name. All papers will be collected and placed in a box. • In small groups, students pick quotations from the box and talk about their understanding of the quotations in light of their readings and their understanding of what has been shared to them about human acts.		

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Apply the framework of teleological ethics in evaluating/ resolving moral dilemmas	1.1.1 [B,D]	**F. Teleological; Deontological Ethics and Situation Ethics** a. Teleological Ethics 1) Consequentialist Theories (egoism, altruism, utilitarianism) 2) Pragmatism **3)** Practical Ethics	• Interactive Discussion on the theories and application teleological ethics in resolving moral dilemmas. • In small groups, students asses and resolve real-life issues/moral dilemmas applying teleological ethics. They discuss their stand as a group and share it to class.	***Minute Papers*** to demonstrate how students apply their understanding of teleological ethics as a framework in evaluating/resolving moral dilemmas. (ex. Do you prefer buying one T-shirt worth P500 (quality) or 10 T-shirts worth P500 (quantity)? Explain your preference.)	1.1.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Illustrate how the application of deontological ethical framework is important in confronting life issues and problems	1.1.1 [B]	**G. Deontological Ethics: Kantian Ethics and the Principle of Universality**	• Suggested Activities: Small group discussion: Students study the "Universal Declaration of Human Rights (UDHR)" and lift at least 4 universal values reflected on it then discuss why universal values are important for human survival • Other activities: Students resolve life-issues based on Kantian Ethics.	***Comic strips*** to illustrate situations where the importance of confronting life issues and problems using Kantian Ethics and Principle of Universality is applied Rubric focusing on the clarity of presentation through the comic strip; and creativity of presentation	1.1.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Apply situation ethics as a framework in analyzing moral experiences	1.1.1 [B,D]	**H. Situation Ethics** a. Meaning of Situation Ethics b. Fletcher's Six Fundamental Principles **c.** Four Working Principles of Situation Ethics (Pragmatism; Relativism, Positivism, Personalism)	• Suggested activities: Situational analysis (ex. A fifteen-year-old girl was driven to prostitution due to poverty. For you, does situation of poverty justify prostitution? An affluent mother addicted to gambling is justifying her addition as leisure or pass time. Can we admit her plight?")	***Oral presentation*** of arguments in applying situation ethics in analyzing moral experiences	1.1.1

Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Prove the importance of the interrelatedness of the different ethical frameworks in coming up with a holistic decision in confronting everyday issues	1.1.1 [B,D]	**I. Review of the ethical theories (teleological, deontological, virtue ethics, divine command theory, natural law)**	• A review of the different ethical theories using a concept map. Brainstorming on the important application of the use of each ethical framework by citing real-life situations can be included. • Given a moral issue (ex. Do "drug suspects" deserve summary execution?); Students create their arguments to defend their stand based on the different ethical frameworks.	***Position paper*** to demonstrate students understanding on the importance of the interrelatedness of the different ethical frameworks by using them in coming up with a holistic decision in confronting everyday issues Rubric focusing on the correctness of the use of ethical framework (logic of arguments)	1.1.1
Week 14-15	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect how one should arrive at one's authentic self to be a good Values/personhood Educator based on Heidegger's concept of *Dasein*	1.1.1 7.4.1 [C]	**J. Ethical Responsibility for the Self** a. Martin Heidegger: A Call to Authentic Self b. Be at Peace with your Past c. Reflection on Commitment **d.** Loving Your Self/Self-enhancement (Og Mandinno)	• Use short moral stories to illustrate the concepts on Heidegger's concept of Dasein and ethical responsibility for the self. • **Think pair share** to monitor understanding of each concept before proceeding to the next.	***Refection paper*** expressing student's reflection of how they should arrive at one's authentic self to be a good a good values educator	1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Prove how social responsibility relates to ethics by citing its application to real life situations	1.1.1 [A]	**K. Ethics and Social Responsibility** a. Moral Act and Human Will b. Free Will and Freedom c. Human Act and Moral Responsibility 1. Definition of social responsibility 2. Relationship between ethics	• Lecture Discussion on the meaning and relationships of moral act and human will; free will and moral responsibility. • *Situation Analysis and discussion of real-life experiences where man's freedom of the will and the element of responsibility is illustrated. (citing of an*	***Reflection paper*** articulating one's philosophy as future values educator reflective of one's understanding of ethical principles	1.1.1

			and social responsibility 3. Ethics of Being **4.** Ethics of Doing	*institution and evidences of social responsibility)* *Or* *Students share their experiences where freedom of the will and the element of responsibility are considered*		
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Formulate own philosophy as a values educator reflecting one's understanding of ethical principles, its relationship to social responsibility, and to learners as the center of their profession	1.1.1 7.1.1 [C]	**Ethics and Social Responsibility (continued)**	• Interactive discussion revolving around the relationship ethics of being and ethics of doing in becoming a better person. • Reflection activity for students to be able to write their own philosophy as a values educator	***Reflection paper*** articulating one's philosophy as future values educator reflective of one's understanding of ethical principles	1.1.1 7.1.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Showcase research-based real evidences that illustrate the relevance of ethics in society and its implications to social responsibility	1.1.1 1.2.1 [B]	**Social Responsibility and Its Relation to Ethics**	• Students are grouped and will be assigned to research on the profile of different institutions and companies (classified into different disciplines like education, engineering, media etc.) and identify researched-based evidences of social responsibility. Present these evidences creatively labelled with appropriate quotations based from one's study of ethical principles *(ex. "The duty of media is to observe truth and social responsibility"; "Every social ethic is doomed to failure if it is blind to personal responsibility.")* through an organized exhibit.	***Exhibit*** showing real life situations proving the strong relationship of ethics and social responsibility	1.1.1 1.2.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	
Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:** 6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12 6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values 6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education 6.3.6.f. become an exemplar of Filipino values 6.3.6.h. demonstrate commitment to student's development for personal renewal and social transformation 6.3.6.m. manifest commitment to community service as a means to promote social values 6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher	

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	

Term		E-mail Address	

Course Information			
Course Name	**Philippine Culture and the Society**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

Course Description	BTIs covered
This course introduces students to concepts, theories, and perspectives vital to understanding Philippine society and culture. It explains why different groups and societies have diverse cultures and behaviors, with a special focus on the Filipino socio-cultural heritage relevant to values/personhood education. In doing so, students are expected to recognize cultural elements that are distinctly Filipino and choose those that are worth perpetuating towards the common good and national advancement.	1.1.1

Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate research-based knowledge on the different concepts, theories and perspectives vital in understanding Philippine society and culture;	1.1.1; 1.2.1
B. demonstrate understanding of diverse cultures and behaviors of different groups and societies, focusing primarily on Filipino socio-cultural heritage relevant to values/personhood education; and	1.1.1
C. demonstrate critical thinking in recognizing cultural elements that are distinctly Filipino and in choosing which are worth perpetuating towards common good and national advancement.	1.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the basic concepts of society and culture in relation to values/personhood education to promote common good and national advancement	1.1.1 [C]	• **Meaning and purpose of society (interdependence of the individual and the society)** • **Types of society including its contemporary usage** • **Social institutions (family, education, religion, economics, politics, mass media, civil society)**	• ***Community snapshot*** (pictures which the students are asked to capture in their own community) presenting the basic concepts of society and culture in relation to values/personhood education. • Focus on how understanding society and culture enable us to become more understanding and broadminded as we seek for the common good and for national advancement.	***Recitation*** to articulate the importance of the study of society and culture in values/personhood transformation focusing on how our better understanding of society helps promote common good and overall societal transformation	1.1.1
	• Elucidate how the concept of *sociological perspectives* can be used in understanding the connection of human behavior and social structures (e.g. social institutions) but focusing primarily on values/personhood education	1.1.1 [C]	• **Structural functionalism** • **Social conflict** • **Symbolic interactionism**	• PowerPoint presentation on the sociological perspectives in the study of individual people and social structures like social institutions. Focus more on how for instance *structural functionalism views* the importance of values/personhood education in overall societal transformation	***2-minute video*** to show the synthesis of how the three sociological perspectives can be used in studying/ understanding the interdependence of human behavior and societal structures using Philippine socio-cultural values such as *bayanihan,damayan*, *malasakit*, and others as examples. Rubric foci: clarity of the application of sociological perspectives using Philippine cultural values, depth of elucidation	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the concept of *sociological imagination* in understanding society and culture while relating it to values/personhood education	1.1.1 [A]	**C. Wright Mill's sociological imagination**	• Class discussion on the concept of *sociological imagination* to understand the relationship between an individual and the wider society. Relate lesson on how the individual could impact society as well. Focus on Filipino cultural values that	***Ishikawa/fishbone diagram*** to apply the concept of sociological imagination in understanding how colonization, modernization and globalization impact the current Philippine culture and society and at the same time, to demonstrate how Filipino cultural values could advance towards the common good and	1.1.1

				could enhance the promotion of the common good, national advancement and the overall betterment of society	national advancement in view of these social processes Criteria: Key ideas – causes (all key ideas have to be highlighted) Evidence (detailed evidence, analysis/reflection included) Rubric focusing on the ability to weave together views into brief statements/dialogues	
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Explain research-based concept, characteristics, functions, components, and viewpoints on culture, including causes of cultural change using Philippine culture and society as an example	1.2.1 [A]	• **Concept of culture** • **Characteristics of culture** • **Functions of culture**	• **Freedom wall class discussion** using Philippine culture as context to identify/explain the concept of culture, its characteristics, and functions. Relate discussion especially on the functions of culture to values/personhood education	***Essay*** to demonstrate understanding of the concept, characteristics and functions of culture but with special focus on distinct Filipino culture that promotes values/personhood transformation	1.1.1
Week 4-5	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the components of the Philippine culture in relation to values/personhood education • Write a reflection paper to express one's appreciation of the peculiarities of Philippine culture	1.1.1 [A] 1.1.1 [A]	• **Components of culture** 1. Material culture 2. Non-material culture a) Norms • Folkways • Mores (positive mores/duty/ "thou shall behavior"; negative mores/taboo/ "thou shall not behavior") • Laws b) Ideas, beliefs, and values c) Language, gestures and symbols d) Fashion, fads, crazes	• Internet search assignment on the components of culture • Power Point presentation discussing the components of culture focusing on Filipino culture in relation to values/personhood education • **Think pair share** focusing on what makes one proud of his own culture (Filipino)	***3-minute human tableau or class modeling*** to demonstrate understanding on Philippine culture and society focusing on its norms, beliefs, values, language, symbols, gestures, fads, fashion, and crazes among others. Let students focus on Filipino cultures in relation to values education Rubric focus: Vivid interpretation/ description ***Reflection paper*** to demonstrate understanding of the components of Philippine culture and express one's appreciation thereof	1.1.1 1.1.1

					Rubric focus: reflective thinking, analysis, and making connections	
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Explain critically the different viewpoints on culture and their implications to common good using observable Filipino social behavior	1.1.1 [B]	**Perspectives on culture and their implications to common good** • Cultural relativism • Ethnocentrism • Culture shock • Xenocentrism • Noble savage mentality • Subculture • Counterculture • Culture lag	• **Web quest research** on the different perspectives on culture • **Five-minute student reports** on perspectives on culture • **Classroom opinion polls** to indicate students' agreement or disagreement with statement or prompt related to different viewpoints on culture. Discuss its implications to common good.	***Invented dialogue*** to synthesize students' understanding of the different viewpoints on culture while incorporating Filipino cultural values for the promotion of the common good Criteria: Synthesis and creativity Content	1.1.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Elucidate how various factors relate to cultural changes taking place in the Philippine context by citing research-based evidence	1.1.1 1.2.1 [B]	**On causes of cultural change (continued)** **Example:** *Malasakit* *Bayanihan/team spirit* Family closeness and security Pakikisama Hospitality/bukas-loob na pagtanggap Desire for social acceptance (marunong makibagay, makiisa, makisama, makilahok, makitungo, makisalamuha)	• Small group discussion on how culture may change from time to time using the Philippine context as example. Students use research-based evidences as examples	***Collage poster presentation*** to demonstrate understanding of current social processes of cultural change in the Philippine context using research-based evidences Rubric focus: Depth of elucidation Clarity of meaning on the poster	1.1.1 1.2.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Illustrate critical understanding of how forces can shape Filipino values and the relevance of strengthening values that are worth perpetuating at present time	1.1.1 [A]	• **Structural-functionalist perspective on values** • **Forces that shape contemporary Filipino values**	• Web quest on different concepts related to Philippine values • PowerPoint presentation in discussing the different concepts related to Philippine values	***Editorial cartoon*** to demonstrate critical understanding of the relevance of strengthening Filipino values at present time Rubric focus: Clear presentation of how forces can shape Filipino values and the relevance of strengthening values that are worth perpetuating at present time	1.1.1

Week 9-10	At the end of the week, the pre-service teacher (PST) should be able to: • Explain Filipino values that characterize the Filipino culture and their contribution to national advancement	1.1.1 [C]	**Strengths of the Filipino Character** • Pakikipagkapwa-tao (pakikiramay and bayanihan) • Family orientation • Joy and humor • Flexibility, adaptability, and creativity • Hard work and industry • Faith and religiosity • Ability to survive **Weaknesses of the Filipino Character** • Extreme personalism • Extreme family centeredness • Lack of discipline • Passivity and lack of initiative • Colonial mentality • Kanya kanya syndrome • Lack of self-analysis and self-reflection	• **K-W-L.** Students write what they know, what they want to know or learn about Filipino values that characterize the Filipino culture and their contribution to national advancement. • Teacher gives input on the strengths and weaknesses of the Filipino character • Students complete their KWL by writing what they learned	***Letter to a hero*** (student's choice to whom he/ she wants to address that letter e.g. Lapu-lapu, Mabini etc…)to explain the strengths and weaknesses of the Filipino character and what goals and strategies for change are proposed in order to attain the ideals of nation-building Rubric foci: Explanation of the Filipino values Clarity of proposal	1.1.1
	• Reflect on how basic Filipino values are personally demonstrated for the common good and in seeking to uphold the dignity of the teaching profession in the country	1.1.1 [C]		• **Think pair and share** to articulate one's reflection on how basic Filipino values such as caring (*malasakit*), respect (*paggalang*), and integrity *(dignidad*) are demonstrated for the common good and particularly to Filipino children or to future learners.	***Reflection Paper*** to articulate one's understanding of the basic Filipino values and reflection on how basic Filipino values such as caring (*malasakit),* respect (*paggalang*), and integrity (*dignidad)*are personally demonstrated for the common good, particularly to Filipino children or to future learners, and in seeking to uphold the dignity of the teaching profession in the country Rubric foci: reflective thinking analysis making connections	1.1.1

Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze how key values dominating in the Philippine way of life affect the development of a value-system based on research evidences • Reflect on Filipino values that are worth perpetuating to maintain a peaceful and stable society	1.1.1 1.2.1 [C] 1.1.1 [C]	**1. Key Values that dominate in Philippine way of life** • Non-rationalism vs rationalism • Personalism vs impersonalism • Particularism vs universalism • Nationalism vs internationalism	• WebQuest using teacher made guide questions to gather information to guide students to evaluate how key values dominating in the Philippine way of life affect the development of a value-system • Small group discussion on the pros and cons of the key Filipino values that dominate Philippine way of life using SWOT analysis	*A **graphic organizer presentation*** focusing on the analysis of the impact of key values dominating in the Philippine way of life to the development of a value-system based on research evidences ***SWOT** analysis* to demonstrate critical reflection on the strengths, weaknesses, opportunities and threats of Filipino key values in order to realize those that are worth perpetuating for social stability Rubric focus: Clarity and depth of analysis	1.1.1 1.2.1 1.1.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Examine critically the nature and role of collective behavior, social movements, and civil society organizations (CSOs) in contributing to social change, improvements, and a sustainable nation	1.1.1 [C]	• **Nature and meaning of collective behavior** • **Types of collective behavior (crowds, mass, public, fashion, fad, crazes and disaster behavior)** • **Meaning and nature of social movements** • **Types of social movements** • **Civil society organizations**	• **"The boat is sinking" activity**: this game is designed to increase awareness of the value of group life and assess the quality of relationships with people • Class discussion through PowerPoint presentation: process the above activity and relate it to the nature and role of collective behavior and social movements, in particular, the role of civil society in contributing to social change, improvements, and to a sustainable nation	***Written interview report*** of leaders of selected civil society organizations (CSOs) to demonstrate critical understanding of the roles of the leaders in contributing to social change, improvements, and to a sustainable nation Rubric focus: Clarity of write-up	1.1.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the meaning and the theories of socialization using the Philippines as context	1.1.1 [A]	• **Meaning and theories of socialization** • **Socialization in the Philippines**	• WebQuest using teacher-made guide questions. • Class discussions on the meaning and theories of socialization	***Quiz*** to demonstrate students' knowledge of the meaning and the theories of socialization	1.1.1

Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Explain in the Philippine context how the elements of conformity, social control, and deviance exist in a society and its effect on society, using research-based evidence	1.1.1 1.2.1 [A]	• **Conformity and social control** • **Deviance (based on Merton's strain theory)** • **Innovation; ritualism; retreatism; and rebellion)**	• **Charade or pantomime**: Act out some deviant behaviors to demonstrate understanding on the importance of socialization and conformity • Collaborative learning in researching and presenting the concepts of deviance, conformity, and socialization and its effect to society using the Philippines as context of discussion	***Power Point Presentation*** to demonstrate understanding on how the elements of conformity, social control and deviance exist in a society and its effect to society, using research-based evidences Rubric focus: Summary and synthesis application slide creation pictures/clip arts background, mechanics presentation skills	1.1.1 1.2.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Write a critique on the concepts of social stratification and social mobility as expound in Philippine culture and society	1.1.1 [A]	**Components of social stratification** • Social class in the Philippines • Social status • Social role **Types of social stratification system** • Open class system • Closed or caste system **Meaning and nature of social mobility** • Vertical mobility and downward mobility • Factors affecting social mobility in the Philippines	• **"Photo language"** (Land of contrast Activity): Students pick up pictures (from pictures scattered on the floor) that greatly impressed them. This activity will show increased consciousness about differences in life conditions and their consequences. • Small group discussion on the concepts of social stratification, social mobility, and the factors affecting social mobility in the Philippine society	***Critical reflection journal*** to demonstrate lessons learned about social stratification and mobility Rubric focus: Content reflection Personal growth Or *Make a list of the comparative lingo, stereotypes, epithets or negative expletives to categorize people as "rich" or "poor"* Examples: Poor: Galis; may toyo; usisera Rich: "skin allergy"; eccentric; curious Then write a reflection on the effects/ impacts of these negative expletives.	1.1.1 1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the categories of institutional traits in the Philippine (education, government, economy, family, and religion)	1.1.1 [A]	**Categories of institutional traits:** 1. Attitudes and behavior patterns 2. symbolic culture traits 3. utilitarian traits 4. code of oral or written specifications 5. ideologies	• Small group web quest on the traits of major social institutions in the Philippines • Applying the concept: Tabular representation on the traits of major Philippine social institutions	***Matrix presentation*** to demonstrate understanding on the traits of Philippine social institutions Rubric focus: Keywords use Focus Organization Details	1.1.1

Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the culture, ways and issues confronting indigenous peoples and ethnic minorities in the Philippines based on research evidence • Reflect on ways to eliminate or reduce discrimination in various settings such as in the classroom or school, at home, neighborhood, or in workplaces while trying to promote common good and national advancement	1.1.1 1.2.1 [C] 1.1.1 [C]	• **Sociological meaning of ethnic group** • **Patterns of ethnic group relations** • **Patterns of racism (prejudice and discrimination)** • **Patterns of competition, conflict and domination** • **Indigenous peoples rights act of 1997 (RA 8371)** • **UNESCO policy on engaging with indigenous peoples**	• WebQuest prior to the meeting. • **"Bring me" activity** on materials gathered from different ethnic groups. Students will identify the significance of these materials. This activity will identify, focus, and stir appreciation of the culture and ways of the ethnic groups. • Small group discussion on the culture and ways, including the issues confronting ethnic groups in the country. • Documentary film about IPs in the Philippines that can increase awareness in the elimination or reduction of prejudice and discrimination in the country • **Think pair share** to express one's comments/reactions to discriminations being observed in various settings like in schools, at home, neighborhood or in workplaces. • Have students write their reflection. After which, share it to whole class.	***Collage*** to demonstrate understanding of the culture, ways and issues confronting ethnic groups in the Philippines based from research evidences. Rubric focus: Information/ description ***Reflective essay*** suggesting measures to eliminate or reduce prejudice and discrimination in various settings such as in the classroom/school, at home, in the neighborhood, or in the workplace while promoting common good and national advancement Rubric focus: reflective thinking analysis making connections	1.1.1 1.2.1 1.1.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Present an advocacy that strengthens values/ personhood education	1.1.1 [B]	**Advocacy for Strengthening Values/Personhood**	• Barangay survey on civil, political, or economic need of the area to strengthen values/ personhood education	***Advocacy proposal*** that strengthens values/ personhood development Advocacy proposal presentation Rubric foci: Presentation of the summary of the survey (need) On-point and clear advocacy	1.1.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	
Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:** 6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12 6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values 6.3.6.f. become an exemplar of Filipino values 6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations	

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Psychological Theories of Values Development**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

Course Description	BTIs covered
This course is designed to develop in the student an understanding of the psychological theories underlying values/personhood development across life stages. It focuses on critical reflection of personal and social experiences and observations to understand the needs of learners in difficult circumstances. This will promote understanding and appreciation of individual differences and the uniqueness of each person.	1.1.1 3.4.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to: A. demonstrate an understanding of research-based psychological theories underlying the development of values/personhood across life stages to promote appreciation of individual difference and uniqueness of each person; and B. exhibit critical thinking in analyzing personal, social experiences and observations to understand the needs of learners in difficult circumstances.	BTIs covered 1.1.1 3.4.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Trace major themes and directions of thinking among psychologists with respect to values/personhood development	1.1.1 [A]	**A. Historical Background of the Psychology of Values/ Personhood Development**	• Lecture on the historical background of the psychology of values/personhood development	***Timeline*** to present major themes and directions of thinking among psychologists about values/ personhood development through different periods Criteria (focus): clarity on how the themes and directions of psychologist will be presented	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the arguments of various cognitive development theories	1.1.1 1.2.1 [A]	**B. Cognitive Developmental Theories** **1.** Piaget's cognitive development theory **2.** Information Processing Approach **3.** Vygotsky's Socio-cultural Theory	• WebQuest on cognitive developmental theories • Small group discussion to synthesize understanding of the cognitive development theories • Teacher provides "empty outlines of the topics on various theories" to act as guide for deeper understanding. • Continue group activity mentioned above focusing on identifying differences of the various cognitive developmental theories	***Completed Empty Outlines*** *to demonstrate understanding of* the arguments of various cognitive development theories ***Matrix*** to present the differences of the cognitive development theories Criteria: clear understanding of the cognitive theories; ability to use theories as basis/source of one's standpoint about intelligence and moral development.	1.1.1 1.2.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Explain Erickson's view of moral development and why it is utilized as the starting point for an integrated psychological theory of moral development using	1.1.1 1.2.1 [A]	**B. Erickson as the Starting Point for an Integrated Psychological Theory of Moral Development**	Article readings on Erickson's view of moral development: critiques and arguments Socratic questioning: Students should arrive at reasons why the study of the psychology of moral development can	***Recitation*** to explain why Erickson's view of moral development is utilized as the starting point for an integrated psychological theory of moral development	1.1.1 1.2.1

	research-based articles, critiques and arguments • Illustrate using real-life situations in the Filipino context how the three-pronged approaches in Erickson's work - vital aspect, ego crisis and the social aspect, influence moral development	1.1.1 1.2.1 [B]	**1. Erickson: A Broader Paradigm of Moral Action**	be better done from Erickson's view based from their readings. In small groups, students review Erickson's work on vital aspect, ego crisis and social aspect. They brainstorm on what real-life situation can be explained by the concepts.	***3 minutes Oral Presentation*** of how the three-pronged approaches in Erickson's work - vital aspect, ego crisis and the social aspect, influence moral development using real-life situations in general and in the Filipino context. Rubric focusing on the clarity of presentation	1.1.1 1.2.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Elucidate in a panel discussion Erickson's view of the virtues in the various developmental stages and their role in psychological maturity	1.1.1 1.2.1 [A]	**2. Developmental Stages of Moral Development: Erickson's View** a. Hope: the first year of life b. Will: the second year of life c. Purpose: Ages 3 to 7 d. Competence: age 7 to puberty e. Fidelity: adolescence to adulthood f. Adulthood as commitment	• Internet research on "Erickson's view of the virtues in the various developmental stages and their role in psychological maturity" • Group students and assign the different stages to focus their study on. • Students discuss the concepts for the assign 2 discussants to represent them during a panel discussion. • Q and A follows. Questions will be raised by the teacher and other students.	***Panel Discussion*** to demonstrate students' knowledge of Erickson's view of the virtues in the various developmental stages and their role in psychological maturity Criteria: logic and clarity of arguments	1.1.1 1.2.1
	• Write a reflection paper on the implications of Erickson's view of moral development to one's commitment as values educator in seeking to	1.1.1 7.2.1 [B]		• Recap of the activity.		1.1.1 7.2.1

	integrate in one's values system the qualities of caring attitude, respect and integrity in order to uphold the dignity of teaching as a profession			• Think pair share and writing of reflections for deeper reflection.	***Reflective essay*** to express students deeper understanding and appreciation of Erickson's view of moral development in relation to upholding the dignity of the teaching profession Rubric focusing on one's understanding of Erickson's view of moral development in relation to upholding the dignity of the teaching profession	
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Describe how moral development takes place across life stages from the perspective of Piaget, Kohlberg Gilligan and Turiel's theories	1.1.1 1.2.1 [A]	**C. Moral Developmental Theories** **3. Piaget's Theory of Moral Development** **4. Kohlberg's Theory of Moral Development** **5. Gilligan's Theory of Moral Development** **6. Turiel's Social Domain Theory**	• Reading of research articles on moral development theories • Group discussion using teacher-prepared guide questions to allow students to discover and describe how moral development takes place across life stages from the perspective of Piaget's and Kohlberg's theories • Teacher provides cases/dilemma for students to discuss in relation to the different moral development theories to act as guide for deeper understanding.	***Group presentation*** *to demonstrate understanding of* the arguments of various moral development theories Rubric focusing on students ability to logically argue one's standpoint by the use of a moral resolution applying the various moral development theories; and the students demonstration of research based knowledge of current issues	1.1.1 1.2.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to:		**A Deeper Understanding of Moral Development Across Life Stages from Piaget's, Kohlberg's**	• Students synthesize/summarize concepts through a creative presentation	***Creative presentation:*** *Simulations/ tableau/role* play to illustrate simple situations on how various theories	1.1.1

	• Simulate situations on how various development theories explain values/personhood development across life stages	1.1.1 [B]	**Theory, Turiel's, and Gilligan's theory (continued)**		explain values development across life stages Rubric focusing on the clarity of presentation on how various theories explain values development across life stages	
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on the implications of Piaget's and Kohlberg's Theory of moral development to one's commitment as values educator in upholding the dignity of teaching as a profession	1.1.1 7.2.1 [B]	**A Deeper Understanding of Moral Development Across Life Stages from Piaget's and Kohlberg's Theory (continued)**	• ***Think pair share****:* Each student will reflect on the stages of life he/she experienced using the following guide questions and share it to partner: 1. What does he/she consider the most critical stage? 2. How does this period make it important? 3. Did it help you understand yourself, your family, your friends, or perhaps life in general?	***2-minute presentation*** of the pair sharing as expression of personal reflection Rubric focusing on the clarity of presentation on how a values educator uphold the dignity of teaching a profession	1.1.1 7.2.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the relationship of cognitive development on moral development using the lens of various psychological research-based theories • Prove that moral development is largely dependent on cognitive development by citing real-life situations	1.1.1 1.2.1 [A] 1.1.1 1.2.1 [A]	**Cognitive Developmental Theories and Moral Development (continued)**	• Analysis of the relationship of cognitive development on moral development using the lens of various psychological research-based theories • Writing of essay for deeper reflection and analysis using teacher made guide questions. • Teacher presents picture prompts or situations related to moral development • Brain storming. Students cite real life situations to prove that moral development is	***Short essay*** *to discuss one's examination of the* relationship of cognitive development on moral development using the lens of various psychological research-based theories ***Recitation*** *to cite real life situations to prove* that moral development is largely dependent on cognitive development	1.1.1 1.2.1 1.1.1 1.2.1

				largely dependent on cognitive development		
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Describe values/personhood development from the point of view of social learning theory of Bandura	1.1.1 [A]	**E. Moral Character: Social Learning Perspective** **1. Social Learning theory (Bandura)**	• **Video clip viewing** *"Bobo Doll Experiment"* of Bandura and other Social Learning Theory video clips from You tube. (https://you.be/NjTxQy_U3ac) • Students analyze how social learning theory explains values development among children and youths • Small group discussion to summarize analysis. Illustrate understanding through artistic works	***Comic Strips*** *to illustrate situations describing values development from the social learning theory perspective* Criteria (focus): creativity and appropriateness of created teaching and learning activities	1.1.1
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Elucidate how social learning theory provides an account of the role that individuals play in the control of their own actions, including moral behavior	1.1.1 [A]	**1. Bandura's Theory of Efficacy** **2. Mischel's Social Learning Conceptualization of Personality** • Rotter's Locus of Control	• Talk show: Students read literatures related to Bandura's Theory of Efficacy, Mischel's theory and Rotter's Locus of control. Students synthesize this using quide questions provided by the teacher. • Discuss the concepts in a simulated talk show. Students state the main topic of the talk show (should be related to social learning theory and moral/values development)	***Talk show*** *to demonstrate understanding of* how social learning theory provides an account of the role that individuals play in the control of their own actions, including moral behavior Rubric focusing on the appropriateness of activities presented and clarity of presentation	1.1.1

Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Deduce recommendations in addressing limitations of social learning theories in one's study of moral and values/personhood development based from research-based articles	1.1.1 1.2.1 [A]	**3. Criticisms on the Limitations of Social Learning theory in the study of moral and values/ personhood development**	• Students search from the web articles containing criticisms on the limitations of Social learning theory in moral development study. • Share and discuss all inputs in class and write a short essay on recommendations in addressing the limitations.	***Short essay*** *to discuss* recommendations in addressing limitations of social learning theories in one's study of moral and values/personhood development Criteria: creativity, clarity and logic of arguments	1.1.1 1.2.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Describe how children construct moral, societal, and psychological concepts from the perspective of Individual Psychology and Ecological Theory	1.1.1 1.2.1 [B]	**4. Adler's Individual psychology** **5. Bronfenbrenner's Ecological theory**	• **Video clip presentation and analysis.** Let students interpret videos reflecting Individual Psychology and Ecological Theory. (https://youtube/x89mdaHVT8, hhps://www.google.com/url?sa=t&source=web&rct=j&url=https://study.com/academ…) • Teacher guides them to conclude about how people, situations, and circumstances shape them who they are now.	***Reflection paper*** *with* insights about the video clips, relate it to real-life situations/experiences on how factors like his/her biological their family, neighbors, peers, etc exerted influence on their development. Rubric focusing on the appropriateness of activities presented and clarity of presentation	1.1.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the psychological approaches to moral choice	1.1.1 1.2.1 [A]	**Moral Choice: Psychological Perspective** **1. Determination, self-determination and indeterminism**	• Class Discussion on determination, self-determinism and indeterminism and how is it related to psychological study of values/personhood development	***Recitation*** *to articulate understanding of the role of psychological approaches in the study of values/personhood development*	1.1.1 1.2.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the psychological view on how people make moral choices from the lens of various	1.1.1 [B]	**2. Analysis of Skinner's View** **3. Freudian psychoanalysis view** **4. E.O Wilson's View**	• Video clips on Skinner's, Freudian and Wilson's view on moral choices/free will freedom/control (https://youtu.be/RjmshUwAal)	***Invented Dialogue*** *to demonstrate students understanding of* how people make moral choices from the lens of various research-based psychological theories	1.1.1

	research-based psychological theories			(https://youtu.be/X5xt7Lt-P6U) • Processing activity: lecture/ small group discussion to summarize main concepts	Criteria: clear understanding of the theories; ability to use theories as basis/source of one's standpoint about a moral issue	1.1.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the neo-psychoanalytic views on values development	1.1.1 [A]	**Neo-psychoanalytic views on values development**	• Reading Assignments on neo-psychoanalytic views on values development • Class discussion	***Quiz*** on the neo-psychoanalytic views on values development	1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the psychological view on how people make moral choices based on various research-based psychological theories	1.1.1 [B]	**Neo-psychoanalytic views (Rogers, Maslow, Erickson, Frankl, Bettelheim, Menninger and Assagioli)**	• Lecture on the neo-psychoanalytic views • **Small group discussion**: Students plan and simulate how people make choices based on neo-psychoanalytic theories.	***Role plays/Simulations*** to demonstrate students' understanding of the psychological view on how people make moral choices using various research-based psychological theories Rubric focusing on students' ability to logically argue one's standpoint by the use of a moral resolution framework/model; and the students demonstration of research based knowledge of current issues	1.1.1

Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the developing moral person in view of various theories during the earlier stages of life	1.1.1 [B]	**I. Lifelong Moral Development** *** Psychological Components of Personal growth: Environment, Vital Aspect and Ego or Cognitive Aspects** a. Early Childhood b. Elementary School Children c. Adolescence or High School d. College Youth	• **Brainstorming**: students provide descriptions of values/personhood development from the lens of various theories using the psychological components of personal growth as framework: environment, vital aspect, ego or cognitive components and self • Cite real life situations to provide concrete examples	***Diagram presentation*** to demonstrate students' understanding of how various psychological theories explain the behavior and value/personhood development of learners in difficult circumstances across earlier stages of life. Criteria focused on the clarity on how the strategy was presented	1.1.1 3.4.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Use ICT to present description of the developing moral person in view of various research-based theories from young adulthood to later adulthood	1.1.1 1.3.1 1.2.1 [B]	e. Young Adulthood f. Middle Age g. Later Adulthood	• Small group discussion: students provide descriptions of values development from the lens of various theories using the psychological components of personal growth as framework: environment, vital aspect, ego or cognitive components and self • Infographic preparation for an easy understanding of the developing moral person from young adulthood to later adulthood.	***Multimedia such as infographic presentation*** to demonstrate knowledge of developing moral person in view from young adulthood to later adulthood. Rubric focusing on the appropriateness of activities presented and clarity of presentation	1.1.1 1.3.1 1.2.1

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. Demonstrate understanding of the Values Education Framework of the K to 12
6.3.6.b. Demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching Values Education
6.3.6.c. Demonstrate understanding how psychological, moral, spiritual, socio-cultural shape human values
6.3.6.d. Exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education.
6.3.6.f. Become an exemplar of Filipino values
6.3.6.g. Show understanding of the theories, principles and application of strategies for effective intra and interpersonal skills
6.3.6.h. Demonstrate commitment to student's development for personal renewal and social transformation

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Dynamics of Intra and Interpersonal Relations**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
Grading System			

Course Description	BTIs covered
The course intends to develop in the student an understanding of the theories, principles and application of strategies for effective and healthy intra and interpersonal relations. As a process-oriented course, it focuses on the development of emotional intelligence and basic communication skills through reflective and relational experiential activities. It aims to develop awareness of an individual's capacities and potentials that will inspire him/her to become fully-functioning person capable of creating learning environments that promote *pakikipagkapwa, pakikisama, kabutihang-loob,malasakit, tiwala sa sarili, pagkapantay pantay, paggalang at malasakit.*	1.1.1 2.2.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to: A. demonstrate content knowledge on the theories, principles, and strategies that may be applied for effective intra and interpersonal relations; and B. demonstrate knowledge in the implementation of reflective and relational experiential activities to develop emotional intelligence, basic communication skills, and awareness of an individual's capacities and potentials for personal development C. demonstrate the value of intra and interpersonal skills in creating learning environments that promote *pakikipagkapwa, pakikisama, kabutihang-loob,malasakit, tiwala sa sarili, pagkapantay pantay, paggalang at malasakit*.	BTIs covered 1.1.1 1.1.1 2.2.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the difference of intrapersonal and interpersonal as a tool for improving relationships	1.1.1 [A]	A. Definition of Intra and Interpersonal Relations	• Self-Talk Students talk to themselves about their understanding of intrapersonal and interpersonal • Group-talk The class is divided into small groups and let them share about importance of talking/dealing with self and talking/dealing with others • Class discussion facilitated by the teacher	Graded recitation to demonstrate knowledge on the difference of intra and interpersonal relationship.	1.1.1
	• Discuss the importance of knowing the self and its dimensions in relation to dealing with others	1.1.1 [C]	B. Importance of Intra and Interpersonal Relations	• **My Metaphor** Students will draw an object to represent the developing self in relation to other people • From the sharing, the teacher lead the class in defining the self and discussing its dimensions. • Writing personal reflections	Reflection paper demonstrating students understanding about Self.	1.1.1
	• Discuss the importance and role of Kagandahang loob and pakikipagkapwa in dealing with others	1.1.1 [A]	C. Nature of the Self 1. Definition of Self 2. Dimensions of the Self	• Students will present a role play depicting the importance of kagandahang loob and pakikipagkapwa in dealing with others	Role- play presentation. It will be graded using rubric Rubric highlighting the importance and role of kagandahang loob at pakikipagkapwa	1.1.1

Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the formation of self-image through the Looking Glass Self theory	1.1.1 [A]	D. Theories on the Development of Self 1. Looking Glass Self	• *Who am I in Other's Eye.* Students write who they think they are based on the perception of their parents, teachers, friends and gives proof based on their interaction with them • The students will research and define the concept of Looking Glass self and present its advantages and disadvantages to the class	Written output to show understanding of the role of perception to the formation of self-image	1.1.1
	• Discuss the development of attitude and preferences through the Self-Perception Theory	1.1.1 [A]	2. Self-Perception Theory (Daryl Bem)	• **Unique and Shared** Students share to their group their unique attributes and explain why they see themselves that way • The teacher facilitates and discuss the concepts of Self-Perception Theory	Oral participation to show understanding that interpreting behavior leads to changes in attitude and preferences	1.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Explain why others measure their worth and abilities in comparison to somebody	1.1.1 [A]	3. Social Comparison Theory	• *Compare two famous athletes/artists.* Let the students compare two personalities and justify who is better. Let the students reflect why we often compare ourselves with others • *Group Dynamics on Self-awareness "Fear in a Hat".* The students will be grouped and each member will write their personal fears anonymously on a piece of paper which will be collected. Then each	Comparison Matrix Participation to show understanding on the reasons why we measure our abilities on someone's work and worth	1.1.1 1.2.1

	• Examine the effect of other people's judgement to the formation of the self according to the Reflected Appraisal Theory	1.1.1 [A]	4. Reflected Appraisal Theory	student randomly selects and read someone else's fear to the group and explain how the person might feel. • Teacher facilitates the processing of the activity • **Judgement Day** Students will go out for 5 minutes to thee canteen, student lounge, library and other populated places. They will observe and comment on the behaviour, dress, activities, etc of the people they see. • The teacher process the activity and discuss with the class the concepts of Reflected Appraisal Theory • Slogan Writing Students write a slogan related to the theory	*Written reports* of what they observed and the comments *Slogan presentation* to show understanding of the effect of judgment to self-development	1.1.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the effect of perceived self-control to intrapersonal development	1.1.1 [B]	E. The Social Self 5. Perceived Self-control a. General Description b. Components of Personal Control c. Constructs and measures (Efficacy, attribution, locus of control)	• The teacher will conduct lecture-discussion on the topics perceived self-control, components and its general description and theoretical background • Reflection Writing	Graded Recitation to show knowledge of perceived self -control Reflective Essay to show understanding of the effect of perceived self-control to interpersonal development Paper and Pencil Test to check student's understanding and knowledge on the different theories of Self-development	1.1.1

Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Critique the reasons why people engage in self presentation	1.1.1 [A]	6. Self-presentation Theory a. Meaning, Nature and importance of Self Presentation b. Creating Desired Impressions b.1. Impressions people try to create b.2. What Constitute a Desirable Impression	• Film Viewing on how people attempt to present themselves to shape how others view them • Reflective Essay will be submitted	Reflective Essay to demonstrate knowledge on self-presentation	1.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Examine how the real-self and ideal-self emerge in difficult situation	1.1.1 [A]	E. Kinds of Self (Ideal and Real) F. Levels of Self 1. Physiological 2. Psychological 3. Inner Core	• **Lost on a deserted Island Scenario** The class will be divided into groups. Teacher presents a scenario of a shipwreck and list of items which they may bring. Students choose and justify an item or things they will bring to the island nearby. Students will strategize and simulate how they will reach the island. The teacher will process the simulation activity. Classify items chosen by the group as to the three levels of self Class discussion on the kinds of self and levels of self • Journal Writing	Simulation activity Oral participation and Journal entry to demonstrate knowledge of the ideal self, real self and levels of self	1.1.1
	• Explain the importance of having a healthy self-concept in relating with other people	1.1.1 [B]	G. Principles of Intrapersonal Relations 1. Developing a Healthy Self-concept a Self-awareness a.1. Importance of	• Through a video clip and reading materials the class discuss importance of developing healthy self-concepts	Self-collage presentation to show knowledge on the importance of healthy self-concept	1.1.1

			Self-awareness a.2. Strategies for Self-awareness a.3. Self-introspection	• Designing Self-collage Students create a collage using pictures, words or symbols clipped from magazines that represent things they enjoy doing or own, places they've been, and people they admire. Collage will be posted around the room. Students are paired and they will explain each other's collage.		
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Determine the role of self - acceptance and self- esteem in the intrapersonal development of the person	1.1.1 [B]	b. Self-acceptance and Self-Esteem b.1. Meaning b.2. Signs of high and low self-esteem b.3. Self-serving bias as defense mechanism to protect self-esteem b.4. Tips for Improving Self-Esteem c. Strategies in improving the Body and the Mind c.1. Loving and Empowering the Body and the Mind	• Johari Window – The teacher will facilitate this activity for the students to better understand their relationship with themselves and others • The teacher will discuss important concepts • The students will research on the weaknesses of Filipino character focusing on self-serving biases. • Each group will brainstorm and conceptualize a skit to be presented in class	Class presentations are graded with the use of a rubric to show knowledge of self-esteem and its role to intrapersonal development Skit Presentation to demonstrate knowledge on self-serving bias	1.1.1
	• Psychosynthesis: Perform different strategies of improving healthy body and mind towards developing reflective skills/attitude, and reflective assessments , critical thinking, healthy perception for self and others	1.1.1 7.4.1 1.5.1 [B]		• **Brain Gym** Teacher leads the class to do some brain exercises to balance brain functioning and explain the importance of having a healthy mind and body. • Other strategies will be performed to empower the body and mind giving importance to improving	Performance Assessment to demonstrate skill in the different strategies for healthy body and mind to improve professional reflection to improve practice, critical thinking, healthy perception for self and others	1.1.1 7.4.1 1.5.1

				practice as a result of reflection. • **Accentuate the Positive** Break class into small groups and let each member of the group focus on one member at a time and tell all positive things or compliment about the person to reinforce positive thoughts		
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the role of intrapersonal communication in developing personality and practice through professional reflection	1.1.1 7.4.1 [B]	2. Intrapersonal Communications a. Types of Intrapersonal Communications a.1. Internal Discourse a.2. Solo Vocal Communication a.3. Solo written Communication	• **Drawing self portrait** Using a small mirror, students draw themselves and they will write description about themselves • Teacher process activity by leading students to examine the different intrapersonal communications and how it develops the personality as well as professional practice. • **Write yourself a letter** Students write a letter to themselves highlighting their good attributes and qualities to practice positive talk with the self.	*Self Portrait Drawing and letter to self* to show knowledge on the different intrapersonal communication strategies and how it develops personality and professional reflection CRITERIA for Assessment of self-portrait letter *Identify key values and beliefs *Note skills and abilities *Define goals and hopes	1.1.1 7.4.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the relevance of reflection in developing the aspects of intrapersonal communication and to improve teaching and learning practice using research-based information	1.1.1 7.4.1 1.2.1 [B]	b. Aspects of Intrapersonal Communications b.1. Self-concept b.2. Perception b.3 Expectations b.4. Motivation (Maslow)	• **Brochure Making** Students have library research and reflect on the aspects of intrapersonal communications and present their output through a brochure highlighting its importance in improving teaching and learning practice. The content of the	Brochure to show knowledge and reflection in developing the aspects of intrapersonal communication and to improve teaching and learning practice CRITERIA *content zeroed in on how to develop intrapersonal communication *visual appeal *lay out	1.1.1 1.2.1

				brochure will be discussed in the class facilitated by the teacher and it will be distribute to fellow students.		
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Critique the purpose of Social Exchange Theory and Uncertainty Reduction Theory Interpersonal Relationships	1.1.1 [A]	H. Theories of Interpersonal Relationships 1. Social Exchange Theory • Uncertainty Reductions Theory	• Group Activity: Each group will be assigned to critique the purpose of the Social Exchange and Uncertainty Reduction theories on Interpersonal Relationships. • Technology Box Using the concepts learned from the group activity, students work with pair to analyse the Cost and Reward associated with electronic mediated communication	*Oral Presentation* of output using ICT to demonstrate insights and knowledge gained from critiquing the theories Written cost and reward analysis to show understanding of the theories	1.1.1 1.2.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the role of politeness in creating a comfortable environment for communication to inspire learner participation	1.1.1 2.4.2 [A]	3. Politeness Theory	• Role play different situations that show politeness • Teacher process the activity and discuss the concepts and principles of politeness theory when dealing with others	Role play to display knowledge in showing politeness in order to have a comfortable environment that inspires positive communication and participation	1.1.1 2.4.1
	• Explain the changes in an individual's outlook and perception as a person builds relationship	1.1.1 [A]	4. Interpersonal Relationships Model a. Directional Components a.1 Others to Self a.2 Self to others b. Assistive Polarity b.1 Assistive Attitude b.2 Resistive Attitude b.3 Level of Intentionality	• **Count the squares.** The teacher presents an image with multiple squares (or other figures) and let the students count the squares (or images) that they see	Oral recitation, participation and Reflective Essay explaining how a person's outlook and perception changes by circumstances	1.1.1

				• Teacher leads the class to reflect on the activity and relate it to changing outlooks and perceptions. Teacher provide reading material on interpersonal relations model and discuss • Students write personal insight about the lesson		
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the stages in Interpersonal relations and its importance in developing supportive learning environments that nurture and inspire learners to value pakikipagkapwa, pakikisama , pagkakapantaypantay at malasakit • Seek advice concerning strategies that build relationships with parents/guardians, teachers and other people in the community	1.1.1 2.4.1 [C] 6.2.1 [C]	I. The Social Self 1. Stages in Interpersonal Relationships a. Acquaintance b. Build Up Stage c. Continuation Stage d. Deterioration e. Termination Stage 2. Types of Interpersonal Relationship a. Friendship a.1 Forming and maintaining friendship b. Love b.1 Attraction, Love, and Intimacy c. Platonic Relationship d. Family Relationship e. Professional Relationship	• Students research and analyze the Knapp's Relationship Model • Panel Discussion: Invite experts from the school to serve as guests to discuss the topic. Students will raise sound questions • Buzz Groups: The class will break into sub groups to discuss the types of interpersonal relations. • Interview parents/guardians, teachers, principals, community leaders on how to build and maintain relationship • The teacher will process the activity	Written analysis of the Knapp's Relationship Model and Reflection paper to demonstrate knowledge on how relationships develop and how values such as pakikipagkapwa-tao, pakikisama and pagpapakatao are nurtured through establishing relationships with other Present a Movie Maker to demonstrate knowledge on the various types of relationship and ways of maintaining them based on the advices of people around them	1.1.1 1.2.1 1.1.1 6.2.1

Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the factors for healthy relationship and how they foster an environment that promotes fairness, respect, care and becoming a person (pagpapakatao)	2.2.1 [C]	Factors for healthy relationship: Malasakit Pagpapatawad Paggalang Pagkapantay-pantay Kabutihang loob	• Group Work • Dilemma Episode Making for each factor affecting relationships. After writing a dilemma, groups will exchange their output to another group and try to discuss then decide on what to do. • Teacher facilitates the abstraction of the concepts from the activity. Teacher discuss the factors for healthy relationships	Presentation of Dilemma Episodes and decisions on the situation using ICT to show knowledge of the factors for healthy relationships promotes fairness, respect, care and becoming a person (pagpapakatao)	1.1.1 1.2.1 2.2.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the challenges affecting interpersonal relations in view of a learning environment that promote fairness, respect, care and reduced biases	1.1.1 2.2.1 [C]	H. Challenges to Healthy Interpersonal relations 1. Barriers to Understanding Others a. Cultural Influences Ethnocentrism Racism b. Stereotyping c. Prejudice **5.** Discrimination	• *Implicit Association Test (IAT)* https://implicit.harvard.edu/implicit/takeatest.html Students take IAT to check conscious or unconscious biases against other people • **Cultural Awareness Activity** Match up students with a partner. Students will be asked to pin their partner's thumb for three seconds. Whoever succeed gets a point • The teacher processes the activity by asking the following questions: "Who cooperated?" "Who competed?" • Teacher emphasizes the point that they are partners not an opponent and discuss how culture affects relationships.	IAT Test Result to determine the extent of student's bias towards others Performance Assessment to show how cultural beliefs affect actions, often without realizing it Infographic to show result of analysis on how advertisement reinforces stereotyping and prejudices	1.1.1 2.2.1

	• Illustrate self-disclosure as a means of improving relationship with others	1.1.1 1.7.1 [C]	J. Strategies in improving self-disclosure skill **T**rust **O**penness **R**espect **A**cceptance **S**incerity	• Advertisement Analysis Activity Students choose an advertisement, discuss representation in the content of the advertisement and identify stereotypes and prejudices • *Epitaphs Over your Tomb*. Students write epitaphs that could be engraved on their tomb. The class will be grouped with 4 members each and each student shares their epitaphs, feelings and fears while writing. Other members of the group listen and observe and take note of the gestures of the sharer.	*Written Output* from the activity	1.1.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the range of verbal and non-verbal communication strategies that support understanding, participation, engagement and achievement	1.7.1 [B]	2. Effective Interpersonal Communication a. Verbal communication a.1. Using Language Effectively a.2. Listening and responding with empathy Know Your Authentic Self Become Self Aware Stay True to Yourself Under Pressure Disclose Yourself to Others	• After the small group sharing, the teacher will process the activity and gives input on communication, listening with empathy • The teacher discusses and demonstrates the importance and strategies of self-disclosure listening and responding with empathy.	**Performance Assessment** to show skills in self-disclosure, communicating, listening and responding strategies to show empathy as a means of improving relationship and supportive environment	2.4.1

			Listening and Responding Strategies b. Non-verbal communication			
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Practice resolving and managing conflicts in a positive and non-violent way to create a learning environment that promote fairness, respect and care	1.1.1 2.2.1 [C]	3. Conflict Resolution and Management a. Interpersonal Conflicts b. Managing Interpersonal Conflicts c. Conflict Orientations d. Conflict Responses e. Communication Patterns f. Conflict Management Skills	• The teacher provides a *Mock conflict situation* and a *conflict resolution tip sheet.* • Students practice resolving the conflict by utilizing the tips. • Group Activity Students will describe interpersonal conflicts through video clips presentation • The teacher delivers a lecture and demonstrates how to manage interpersonal conflicts. • Students will do a role-play of Conflict Situations and their Healthy Resolutions	Performance Assessment to show knowledge on using appropriate strategy in conflict resolution Submit video clips to describe interpersonal conflicts. It will be graded using rubric focusing on conflict management Performance Test to show knowledge of Managing Interpersonal Conflicts in a positive and non-violent way	1.1.1 1.2.1 1.1.1 2.6.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the implication and application of emotional intelligence in improving social relations	1.1.1 1.2.1 [C]	5. Understand Socio-emotional Intelligence: The Emotional Quotient a. Meaning and importance Emotional Quotient b. Relationships between Primary Emotions and other Related Emotions	• Group Activity: discuss the meaning and importance of emotional intelligence. • The Teacher will provide a copy or ask students to surf the net about Robert Plutchik's Wheel of Emotions • In groups of five (5), students will brainstorm by sharing	Presentation of output using ICT to show knowledge on the meaning and importance of emotional intelligence. Presentation of output using ICT to show knowledge on the relationships between primary and related emotions Submission of Journals for checking scored using rubrics to measure	1.1.1 1.2.1 1.1.1 1.2.1 1.1.1 1.2.1

			c. Explain Socio-emotional Development d. Implications and Applications of EQ	their thoughts and feelings on the relationships of primary emotions with other related emotions • Lecture- Discussion on Socio-emotional development highlighting the following topics: What feelings and emotions are. Understanding how and why they happen. • Journal Writing explaining socio emotional development and insights gained from the discussion	understanding of socio emotional development	
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Formulate Guidelines to improve Intra and Interpersonal Relationship for learning	2.1.1 [B]	4. Guidelines to Improve Interpersonal Relations a. Cultivate a Positive Outlook b. Control Your Emotions c. Acknowledge Others' Expertise d. Practice Active Listening e. Be Assertive f. Practice Empathy	• Film Viewing on how to improve Interpersonal Relationship • After processing, students will prepare a short video clip containing guidelines to improve relationship	Video presentation containing guidelines to improve interpersonal relationship	1.1.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values
6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights
6.3.6.f. become an exemplar of Filipino values
6.3.6.h. demonstrate commitment to students' development for personal renewal and social transformation
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
6.3.6.j. demonstrate competence in the conduct of research and utilization of results to improve values education
6.3.6.l. demonstrate competence in integrating context appropriate technology to optimize teaching and learning
6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Psycho-Spiritual Development**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk (18 weeks, 54 hrs total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course focuses on the psycho-spiritual experiences for facilitating the fullness of life such as prayer-centering, mind body integration, transpersonal experiences, spiritual recollection, union and evocation- oriented activities suitable for an individual or group. It aims to develop in the student an understanding of the theories and principles of psycho-spiritual growth developed across various scientific, religious and cultural Orientations.	1.1.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to: A. demonstrate understanding of research-based theories, principles and strategies of psycho-spiritual growth developed across various scientific, religious and cultural orientations; and B. use basic psycho-spiritual skills, techniques, and differentiated strategies responsive to learners' gender, needs, strengths, interests, and experiences, cultural and religious backgrounds.	BTIs covered 1.1.1 3.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Utilize research-based knowledge and ICT in presenting basic concepts in psycho-spiritual development • Construct a personal definition of religion and spirituality	1.1.1 1.3.1 [A] 1.1.1 [A]	**A. Meaning, essence, nature and purposes of religion and spirituality** **B. Spirituality versus religion**	• Students write their personal definition of religion and spirituality and share their own experiences/practices in spiritual development • Web Quest to explore the meaning, essence, nature and purposes of religion and spirituality, including its similarity and differences • Class discussion on the meaning, essence, nature and purposes of religion and spirituality	Presentation of research output in class using ICT to show knowledge on the difference of the terms Written definition of religion and spirituality to show personal knowledge and meaning of religion and spirituality	1.1.1 1.3.1 1.1.1
Week 2-3	At the end of the week, the pre-service teacher (PST) should be able to: • Synthesize research-based knowledge to present some personalities in the field of early and modern psycho-spirituality	1.1.1 1.3.1 [A]	A. William James B. G. W. F. Hegel C. Sigmund Freud D. Carl Jung E. Alfred Adler F. Gordon Allport G. Erik Erikson **Modern thinkers** A. Allen Bergin B. Ralph W. Hood Jr. C. Kenneth Pargament D. Julian Jaynes	• Library and internet research on the personalities in religious and psychological studies, including their contribution • Small group discussion on some personalities in the field of early psycho-spirituality	Written output on library and internet research and sharing of findings Presentation of research output using ICT to demonstrate knowledge in identifying personalities who made significant contributions to the psychology of religion	1.1.1 1.3.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the psychological approaches to religion and spirituality	1.1.1 [A]	**Psychodynamic approaches in understanding religion and spirituality**	• Lecture on psychodynamic approaches to religion and spirituality • Preparing Venn diagram to indicate major points of psychodynamic approaches to religion and spirituality	Venn Diagram to demonstrate knowledge on salient points of psychodynamic approaches in understanding religion and spirituality	1.1.1

Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the similarities and differences of psychological approaches to religion and spirituality	1.1.1 [A]	**Humanistic and transpersonal approaches to religion and spirituality**	• Article review on the significant features found in the article focusing on similarities and differences of religion and spirituality	Oral presentation of output using ICT to demonstrate knowledge on psychological approaches to religion and Spirituality	1.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Appraise the core principles of social and personality theory in understanding religion and spirituality	1.1.1 [A]	**Personality theory in understanding religion and spirituality**	• Internet search assignment on the social and personality theories' contribution to understanding religion and spirituality • Group Activity- students will be grouped into five (5) and share their research output	Oral presentation of output using ICT is deemed necessary for students to demonstrate knowledge of Social and Personality theories' contribution in understanding religion.	1.1.1
Week 7-8	At the end of the week, the pre-service teacher (PST) should be able to: • Determine the significant contribution of positive psychology and neurobiological approaches to religion and spirituality	1.1.1 [A]	**Positive Psychology** 1. Levels of Positive Psychology 2. Concepts of Positive Psychology 3. Elements of Positive Psychology **Neurobiological approaches to religion and spirituality**	• Classroom discussion on the concepts, significant contribution of religion and spirituality from the point of view of psychology • Student Activity: Song Composition and Rendition on the topic " A Meaningful Life"	The song composition will demonstrate students' knowledge on positive psychology's contribution to religion and spirituality.	1.1.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Use research-based knowledge in explaining how spirituality affects mental health	1.1.1 [A]	**1. How is spirituality related to health?** **2. What is the impact of spirituality on mental health?**	• Internet search assignment • Group discussion and video clip making on the impact of spirituality to mental health	Students will demonstrate knowledge on the effects of Spirituality to health through Video clip/movie maker presentation. This will be graded using rubric focusing on how spirituality affect health condition	1.1.1
Week 10-11	At the end of the week, the pre-service teacher (PST) should be able to: • Explicate research-based concepts of understanding spiritual development theories	1.1.1 1.2.1 [A]	**A. David Elkind: The Cognitive Development Tradition** **B. Elements of Religion in the Child (D. Elkind)** ○ Every Religion has a God concept ○ Every Religion has its own symbols	• Group work: Collaborative learning in researching and presenting spiritual development theories	Oral presentation of output to demonstrate knowledge on the elements of religion	1.1.1 1.3.1

	• Distinguish the elements and characteristics of religion based from cognitive development tradition	1.1.1 [A]	○ Every Religion has a set of rituals ○ **Every Religion has a theology**			
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Explain how faith is being developed using the theory of James Fowler	1.1.1 [A]	**James Fowler: Theory of Faith Development** • **Stages of Faith Development** a. Intuitive projective b. Mythical literal c. Synthetic conventional d. Indivituative reflective e. Conjunctive **f.** Universalizing	• Classroom discussion on faith development concepts • Students work in small groups to create invented dialogues. The teacher can cite examples to guide the students	Invented dialogues to reflect synthesized understanding and evaluation of James Fowler's theory of Faith	1.1.1 1.3.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the various stages of religious development	1.1.1 [A]	**Fritz Oser: Theory of religious development** • Stages of faith and religious development	• Classroom discussion on Oser's theory of religious development • Socratic method will also be employed	Quiz to demonstrate understanding of religious development stages	1.1.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Determine the ways to discover one's spirituality	1.1.1 [A]	**Discovering one's spirituality**	• Journal Writing a. Create an entry in their journals regarding the psycho-spiritual resource/s that: They have employed in the past 12 months b. Is/ are available, but has/ have not been employed or utilized. c. They may be employing in the next three months d. Reasons for a, b, and c.	Journal writing will demonstrate knowledge on one's spirituality. This will be collected for checking	1.1.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the four (4) Types of Spiritual Practices	1.1.1 [A]	**Types of Spiritual Practice** 1. Dhayna (Meditation) 2. Japa (Repetition of Mantra) 3. Prarthana (Prayer) 4. Puja (Ritualistic Worship)	• Group Work: "Collaborative learning" in researching, examining and presenting the four types of Spiritual practices	Graphic organizer/mapping of relationship/ interrelationship of the four types of spiritual practices	1.1.1

Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate centering strategies	1.1.1 [B]	**General advice about** Posture Setting up meditation area Basic meditation Brief meditation Thought stopping sequence Mental activity self-assessment Footsoaking Mindful breathing Conscious breathing	• Invite practitioner to demonstrate centering strategies, the students will religiously follow the steps/procedures	Demonstration per group using criteria/rubric to demonstrate understanding of centering strategies CRITERIA: Execution of steps with precision	1.1.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate knowledge and understanding of differentiated teaching to suit learners' need, interests, strengths, and experiences by performing activities for exploring spiritual development	1.1.1 3.1.1 [B]	**Activities for Exploring Spiritual Development** Activity 1. Metaphors of Spiritual Life Activity 2. Sacred Place Activity 3. Let's Talk Activity 4. Nurturing Your Own Spirituality Activity 5. Ritual Is Activity 6. I Will Live Forever and Ever!	• Classroom discussion and demonstration of activities exploring spiritual development • Sharing of experiences: "Ups and downs", joys and hardships, and lessons learned and how they see their image in this experience. • Small group discussion on "one's sacred place" • Small group discussion on spiritual experiences and practices • Small group discussion • Small group discussion of rituals participated which students considered as meaningful. • Reflection on Frances Hodgson Burnett's "The Secret Garden"	Performance Assessment will be used to demonstrate knowledge of activities for exploring spiritual development. Doodle art to demonstrate one's understanding on the metaphors of spiritual life Creative art expression to demonstrate one's concept of a "sacred place" Sharing of one's personal spiritual experiences and practices. Bookmark making to demonstrate how one nurtures his/her own spirituality Doodle art to demonstrate one's understanding on what ritual is Reflection paper on Frances Hodgson Burnett's "The Secret Garden" to demonstrate understanding of the lessons learned from the excerpt	1.1.1 3.1.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Utilize creative and interactive activities for spiritual development	1.1.1 3.1.1 [A,B]	**Application of creative and interactive activities for exploring spiritual development**	• Ecumenical Recollection Meditation	A reflection paper to express insights/lessons learned from the learning activities for spiritual development	1.1.1 3.1.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values

6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights

6.3.6.f. become an exemplar of Filipino values

6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations

6.3.6.h. demonstrate commitment to student's development for personal renewal and social transformation

6.3.6.j. demonstrate competence in the conduct of research and utilization of results to improve values education

6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Contemporary Family Life**	Course Code	
Pre-requisite Subject		Course Credit	
Course Requirements			
Grading System			

Course Description	BTIs covered
This course helps students appreciate responsible parenthood and the role of the family as the primary educator of values and its responsibilities in nation-building through the lens of social approaches in studying the family. It focuses on understanding the dynamics of the Filipino family and the appreciation of one's socio-cultural heritage and beliefs, traditions, practices, etc., as vital factors in the development of values-system of the contemporary and indigenous Filipino families.	1.1.1

Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate knowledge of responsible parenthood and the role of the family as the primary educator of values and its responsibilities in building the nation;	1.1.1
B. demonstrate an understanding of the dynamics of the Filipino family and one's socio-cultural heritage as vital factors in the development of values-system of the contemporary and indigenous Filipino families	1.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the meaning and roles of the Filipino family from the perspective of the State	1.1.1 [A]	• **Article II, Section 12 of the 1987 Philippine Constitution** • **Article XV, Section 1**	Internet search assignment on the legal definition of Filipino Family Buzz sessions on assignment about legal definition of Filipino family document analysis of the Family Code of the Philippines	*Creative short role-playing* to demonstrate understanding on the meaning of Filipino family as defined by the State Rubric foci: Understanding of topic Cooperation and presentation	1.1.1
	• Examine the essential features of Executive Order No. 209 or the Family Code of the Philippines (July 6, 1987)	1.1.1 [A]		Document analysis of the Family Code of the Philippines (en toto) Or Invite or interview Filipino lawyer with specialization on Family and Civil Law	*Concept map* of the Family Code of the Philippines to demonstrate analysis of the essential features of the law Rubric foci: Concepts and terminology Relationships among concepts Clear communication of the concepts on the map Or *Written report* on the interview of a Filipino family lawyer to demonstrate acquired information on the essential features of the Family Code of the Philippines Rubric foci: Clarity of the concepts in the written interview report Logical and sequential presentation documentation	1.1.1 1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Articulate understanding on the social approach to the study of the family	1.1.1 [A]	• **Structural-functional** • **Social conflict** • **Symbolic interactionist** • **Social exchange** • **Developmental approach** • **Feminist approach**	• Web quest on several sociological perspectives in the study of family • "Pretend experts/ sociologists" activity demonstrating the	*One to two sentence summaries* to synthesize understanding on the social approach to the study of the family Criteria:	1.1.1

				different sociological perspectives to the study of the family	Sentence structure Spelling Punctuation Grammar	
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Utilize research-based knowledge to examine the nature of family and kinship as part of the Filipino socio-cultural heritage, traditions and practices	1.1.1 1.2.1 [B]	• **Concepts of family and household** • **Nuclear vs extended family** • **Conjugal vs consanguineal family** • **Rules of residence** • **Rules of descent** • **Authority patterns** • **The larger kin group** • **Changing structures (Solo-parent families and other family norms)**	• Web quest research on the nature of family and kinship structure of Philippine society • Five-minute student reports on Philippine nature of family and kinship structure based from scholarly articles • Application of research-based knowledge to own family nature and kinship structure through "family design logo"	*Creating family Trademarks or logos based* on student own family nature and kinship structure to demonstrate research-based knowledge on family nature and kinship structure Rubric focus: Clear presentation of the concepts	1.1.1 1.2.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Synthesize using research-based information the roles/functions of the family in developing the socio-cultural heritage of the individual and the Philippine society	1.1.1 1.2.1 [B]	• **Sexual regulation** • **Biological reproduction** • **Socializing children** • **Status placement** • **Welfare and protection** • **Functions in relation to other institutions** • **Changing functions**	• Student discuss from their assigned readings the roles/functions of family for its individual members and for the larger society	*Creative acronym/acrostic poem writing* of the functions of the family to synthesize the research-based concepts on the critical role the family plays in the social, political, economic, educational, and religious life of the people Rubric foci: comprehensive synthesis Clear and creative presentation of the synthesis	1.1.1 1.2.1
	• Examine how the family (including indigenous families) contribute to the formation of values system of individuals	1.1.1 [B]	• **Functions of the Filipino Family *(continued)***	• Students work in small groups to examine how the Filipino family contribute to the formation of its member's value system as it performs its functions. Students cite real-life situations to concretize their analysis.	*Family simulation* to demonstrate understanding of how various families (including indigenous families) perform their functions in value formation of its members Rubric foci: Presentation of character Achievement of purpose	1.1.1

Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Infer values from the various Filipino practices (includes indigenous families) on Filipino courtship and marriage patterns • Deduce implications of the various Filipino courtship and marriage patterns to values system formation through applying creative thinking	1.1.1 [A] 1.1.1 [B]	• **Traditional courtship** • **Modern courtship** • **Dating** • **Going steady** • **Engagement** • **Wedding** • **Singlehood** • **Cohabitation/live-in relationship**	• Document Presentation of various Filipino practices on courtship and marriage OR • Invite indigenous elder, couples, and marriage counselor to talk about courtship and marriage • Read commentaries/ arguments on the impact of the various Filipino courtship and marriage patterns to the formation of value system	Creative art expression (through simple art form using any materials like foil, clay, newspaper, or simply pencil drawings) on values inferred from Filipino courtship and marriage patterns *Presentation of creative arts* Rubric foci: Explanation of the values presented by the creative arts *Writing editorial article* to discuss implications to Filipino values system formation based on articles read Rubric focus: Depth of discussion of the implications	1.1.1 1.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the Filipino practice of mate selection based on scholarly knowledge	1.1.1 1.2.1 [A]	• **Cultural and legal determinants (endogamy & exogamy; Article 5 & Article 37 of the Family Code)** • **Role of the family and other primary groups** • **Propinquity and Availability of partners** • **Ideal Mate and Romantic love** • **Role of formal agencies, mass media, and text messaging** • **Mate Selection theories (homogamy; heterogamy; exchange theory; Stimulus-Value-Role Theory)**	• Internet search on research-based articles about Filipino mate selection • Small group discussion on the practice of mate selection among Filipinos	*Invented dialogues* synthesizing knowledge of practices and issues on Filipino mate selection Rubric focus: Comprehensiveness and clarity of synthesis	1.1.1 1.2.1 1.5.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Examine critically research-based documents on Filipino mate	1.1.1 1.2.1	• **Filipino practice of mate selection (continued)**	• Think pair share of one's reaction/ideas and examination based on read articles/ researches/ commentaries	*Short essay t*o demonstrate knowledge and critical thinking skills on the impact of mate selection on the formation of personal values system	1.1.1 1.2.1

	selection and its impact on values system formation • Using Toulmin's model, resolve current issues related to love and sex as elements of marriage	[B] 1.1.1 [B]	• **Conceptualizing love** • **Sex norms** • **Premarital sex** • **Sex in marriage** • **Extramarital Sex** • **Sex crimes**	• Flip learning: Students are given sample propositions on the issues on love and sex where they will apply Toulmin's model. • Students can be given more time to research to support their claims. This can be done individually or by group.	Rubric focus: focus and details, organization, voice, word choice, conventions *Oral Presentation of arguments* Rubric focusing on the logic of argument in resolving issues	 1.1.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Explicate how parent-related issues affect Filipino families, including indigenous families in adjusting to different societal changes (e.g. migration, technology, and globalization • Deduce values from the parent-related issues	 1.1.1 1.2.1 [B]	***Parent-related issues*** • **parenthood and parenting skills** • **parent-child and marital relations** • **parent experiences and traits** • **impact of work to the parents** • **Comparative parenting (rural and urban parents; mothers and fathers)**	• Web Quest on Filipino parent-related issues based on recent scholarly work • Class discussion on parent-related issues using power point presentation • Students analyze a parent-related issue using infographic presentation OR • Invite parents to share experiences on parent-related issues	*Infographic presentation* to demonstrate students' analysis of how parent-related issues affect the functioning of the Filipino family in adjusting to different societal changes Essay to explain values deduced from the parent-related issues	1.1.1 1.2.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze the effect of child-related issues on family solidarity, communication in the family, parents' roles on gender sensitivity, respect and authority	 1.1.1 1.2.1 [B]	***Child-related issues*** **H. impact of family structure, composition, functioning, parenting styles, parent personality on various child-related variables (achievement, socialization,**	• Web Quest on Filipino child-related issues based on recent scholarly work • Power Point Presentation discussing child-related issues on family solidarity, communication in the family, parents' roles on	*Editorial cartoon* to demonstrate critical understanding on Filipino child-related issues on solidarity, communication in the family, parents' roles on gender sensitivity, respect and authority of parents, family spirituality, forgiveness in the family, and on parents' roles in education.	1.1.1 1.2.1

	of parents, family spirituality, forgiveness in the family, and on parents' roles in education		**adjustment, and perception parents)**	gender sensitivity, respect and authority of parents, family spirituality, forgiveness in the family, and on parents' roles in education.	Rubric focus: Clarity and depth of representation of the effect of child-related issues	
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Use research-based knowledge in explaining the effect of family context-based issues on how Filipino families adjust to different societal changes	1.1.1 1.2.1 [B]	***Family context-based issues*** • **environmental context** • **rural vs urban** • **immigrants vs. non-migrants** • **OFWs vs. non-OFWs households**	• Web Quest on family context-based issues • Class discussion on family-related issues using power point presentation	*Invented creative dialogues*: Synthesize knowledge of family context-based issues into a form of a carefully structured illustrative conversation Rubric focus: Comprehensiveness and clarity of synthesis	1.1.1 1.2.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on values from non-traditional types of Filipino families	1.1.1 [B]	• **Single parent families** • **Disruptive families (due to abandonment, separation, work abroad, death)** • **Adoptive families** • **Cohabitation** • **Blended families/ "step families"** • **Same sex/domestic partnerships**	• Internet search assignment on scholarly based-knowledge non-traditional Filipino families • "Think pair share" activity on other types of non-traditional Filipino families	*Pro and Con Grid:* Students list pros/cons, costs/benefits, advantages/disadvantages of modern and present view of family to demonstrate critical knowledge of the lesson. Students write a reflection on values from these types of family. Rubric foci: List of pros and cons Depth of reflection	1.1.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Examine critically some current challenges confronting contemporary Filipino family life • Reflect on how values system is influenced by current challenges confronting Filipino family life	1.1.1 1.2.1 [B] 1.1.1 [B]	• **Global and urban migration** -nuclear family has become smaller -emergence of "skip generation families" -emergence of transnational family • **Changing role of women** **- "**househusbands" and **"housebands"** **-Emergence of female-headed households** • **Technological advancement- -(gadget) as substitute to parents**	• "Collaborative learning" in researching and presenting scholarly work on current challenges confronting contemporary Filipino family life • Small group discussion – sharing and discussion about experiences and observations as well as readings about current challenges	*Power Point Presentation* to present critical analysis of current challenges confronting contemporary Filipino family life related to issues Rubric focus: Clarity and depth of analysis *Critical reflection journal on* how the Filipino family value-system is influenced by current challenges confronting contemporary Filipino family life	1.1.1 1.2.1 1.1.1

			-effects of mass media -family socialization -digital generation • **Common notion of a nuclear family and self-identification** • **Solo-parent families and other emerging structures**	confronting contemporary Filipino family life and its impact on value system formation in the family	Rubric foci: Content reflection Personal growth	
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Employ research-based knowledge, ICT and other resources to discuss the meaning and scope of reproductive health and responsible family planning	1.1.1 1.2.1 [A]	**Responsible Parenthood** • *RH LAW (Republic Act No. 103541: Responsible Parenthood and Reproductive Health)* • *Reproductive Health*	• Classroom Opinion Polls: Students indicate degree of agreement or disagreement with a statement or prompt OR • Student answer a prepared crisscross puzzle • Class discussion on scholarly articles explaining the following themes of Responsible Parenthood and Reproductive Health: contraception, fertility control, sexual education and maternal care	*Creative poster-making* to demonstrate critical understanding of responsible parenthood and reproductive health	1.1.1 1.2.1
	• Reflect on the importance of family planning as one element of responsible parenthood	1.1.1 [A]	• **Importance of Family Planning to:** Mother Father Children Family Community	• Web quest on the importance of family planning to family members and to society • Small group discussion and sharing of reflections on the importance of family planning	*SWOT analysis* to demonstrate critical reflection on the importance of family planning in the country as one element of responsible parenthood Criteria: Strengths Weaknesses Opportunities Trends	1.1.1 1.2.1

Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Justify the vital role of responsible parenthood in the formation of the value-system of the Filipino family by inviting or interviewing parents/couples	1.1.1 1.2.1 [B]	• **Importance of Family Planning – *(continued)***	• Invite couples or parents to class to share about their opinion on matters of responsible parenthood • Based on the interview or sharing of invited parents or couples, students write a 5-minute speech articulating their individual reflection on the importance of responsible parenthood	*A 5-minute Speech* delivered in class to articulate one's justification of the vital role of responsible parenthood in the formation of the value-system of the Filipino family by citing research-based issues and real-life experiences Rubric foci: Justification of the vital role of responsible parenthood in the formation of the value-system of the Filipino family Research-based and real life experiences as evidences	1.1.1 1.2.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the changing role and parental beliefs throughout history using research-based evidence	1.1.1 1.2.1 [B]	• **Traditional and changing role of parents in Filipino family** • **Value of children** • **Role of parents in socialization** • **Parental beliefs throughout history and Research Evidences on parenting**	• Readings of articles on the changing role and parental beliefs in different periods of history. • Students are asked to outline their inputs and use it during the class discussion. • Interviews can also be done for additional data	*Essay* to articulate understanding of parental beliefs throughout history Rubric focus: Depth and clarity of discussion	1.1.1 1.2.1
	• Deduce implications of today's changing roles and parental beliefs to the formation of the Filipino family values system	1.1.1 [B]	**"Parental beliefs through history and research evidence on parenting"** *(continued)*	• Students synthesize important concepts based on research and interviews on the changing roles and parent beliefs • Small group discussion to draw implication of the changing role and parental beliefs to the formation of the Filipino family values system	*Blog* to articulate understanding of parental beliefs throughout history and its implication to the formation of Filipino family values systems Criteria: Depth and clarity of the implication	1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the impact of different factors and	1.1.1 [A]	• **Child-rearing patterns** • **Fatherhood** • **Solo parenthood** • **Child abuse and child labor**	• Interview parents and other resource persons (health professionals, social workers, educators) on "how" parents influence their children and	*Presentation of a 3 to 5 min Video clip* interview and discussion of the impact of different factors and controversies on parent-child relations	1.1.1

	controversies on parent-child relations using ICT		• **Changing parent-child relations**	some of the controversies regarding child-rearing, fatherhood, solo parenthood, child abuse and changing parent-child relations • (Guide questions for interviews will be checked by the teacher prior to the interview) • Class Discussion		
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Suggest school-based activities that can enhance appreciation and increase awareness of the importance of family and responsible parenthood toward the formation of positive values system and its impact on society • Formulate mechanics for a school-based activity to enhance appreciation of the importance of family and responsible parenthood in the formation of positive values system	1.1.1 [A] 1.1.1 [A]	• **Responsible Parenthood and the Contemporary Family**	• Students work in small groups to brainstorm on possible activities that will be implemented in schools to increase and appreciate the importance of the family and responsible parenthood towards positive value-system that reflect positive impact to communities • Students work as a class to organize concepts, materials and other resources used during the course and conceptualize a specific teaching-learning activity to be implemented in school.	*Matrix* to present lists of school-based activities that can enhance appreciation and increase awareness of the importance of family and responsible parenthood toward the formation of positive values system and its impact to society *Power Point presentation of a draft of specific mechanics* of a school activity to enhance appreciation of the importance of family and responsible parenthood in the formation of positive values system Rubric focus: Clarity of the mechanics	1.1.1 1.1.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Implement a school-based family activity to demonstrate appreciation of the importance of family and responsible parenthood	1.1.1 [B]	• **Responsible Parenthood and the Contemporary Family(continued): A Culminating activity**	• Possible activities: Mini exhibit; drama; film viewing; brochure making/ newsletters to be distributed in the campus, family day, faMEALy day • Gallery walk	Activity Proposal and implementation of the activity Rubric foci: Clarity of the proposal Organization of the implementation	1.1.1

	toward the development of positive values system			• Small group discussions to share reflections		

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12;
6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education;
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values;
6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education;
6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights;
6.3.6.j. demonstrate competence in the conduct of research and utilization of results to improve values education; and
6.3.6.m. manifest commitment to community service as a means to promote social values.

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Transformative Education**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course introduces transformative education as a pedagogical tool for societal transformations that builds a culture of human rights, peace, sustainable development, and gender studies. It presents theories of and practices in human rights, peace, sustainable development, and gender studies to equip students with concepts, values, and skills in reflecting personal, local, national, and global realities that are relevant to values/personhood education. It also aims at developing samples of teaching and learning resources aligned to the K to 12 learning competencies related to transformative education.	1.1.1 4.5.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to:	BTIs covered
A. demonstrate an understanding of the role of transformative education in societal transformation that builds a culture of human rights, peace, sustainable development, and gender studies;	1.1.1
B. demonstrate research-based knowledge of theories and practices in human rights, peace, sustainable development, and gender studies;	1.1.1; 1.2.1
C. use research-based knowledge in analyzing personal, local, national, and global realities related to human rights, peace, sustainable development, and gender studies that are relevant to values education; and	1.1.1; 1.2.1
D. show skills in selecting, developing and using a variety of teaching and learning resources, including ICT aligned to the K to 12 learning competencies related to transformative education.	4.5.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Explicate the important terms in Transformative Education, and the relation of transformative education to the K to 12 curriculum and its importance to Values/ Personhood Education	1.1.1 [A]	**A. Transformative Education: An Introduction** • Definition of terms • Transformative Education in the K to 12 curriculum • Transformative Education and Values/ Personhood Education	Buzz Session Lecture on the overview of transformative education as a way of reflecting critical examination and developing pedagogical practices	*Personal Journal* to explain terms in transformative education and the relation of transformative education to the K to 12 curriculum and its importance to Values/ Personhood Education **Personal Journaling allows students to make observations and reflect to their learning.*	1.1.1
	• Explicate research-based concepts of Jack Mezirow's transformational learning theory and its relevance to Philippine education	1.2.1 [A]	**A. Jack Mezirow's transformational learning theory** • Instrumental learning and Communicative learning • Perspective transformation	Internet search assignment on Mezirow's transformational learning theory Class discussion on Mezirow's transformation theory	*Three-minute informative video* to demonstrate understanding of the important concepts of Mezirow's transformational learning theory and its relevance to Philippine education Rubric focus: Concept Script/storyboard Content/organization Quality	1.1.1 4.5.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Explain how Mezirow's transformational learning theory accounts for the application of teaching strategies that develop critical, creative and or higher order thinking skills in values education	1.1.1 1.5.1 [A]	**Jack Mezirow's transformational learning theory (continued)**	Small group discussion: cite learning activities that reflect Mezirow's theory	*Oral Presentation* of students' output to demonstrate understanding of the relationship of Mezirow's theory to the learning processes/activities in a values education classroom Rubric focus: Organization, content, presentation	1.1.1 1.1.1

	• Demonstrate how Transtheoretical Model (TTM) of Change can be applied in providing strategies, or processes of change to guide students in attaining societal transformation	1.1.1 4.5.1 [D]	**James Prochaska and Carlos Di Clemente's *Stages of Change***	*Web quest* using teacher-prepared guide questions to search about TTM or *Stages of Change* Small group discussion on the Stages of Change	*Infographic presentation* to demonstrate students' understanding of how TTM or the *Stages of Change* can be applied in guiding students in promoting societal transformation such as peace, sustainable society and gender equality. Criteria: main idea, details, content accuracy, graphics relevance and visual, design/layout, and mechanics	4.5.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Synthesize research-based knowledge of Paulo Freire on emancipatory education	1.1.1 1.2.1 [C]	**B. Paulo Freire's transformation as consciousness-raising** • **Emancipatory transformation** ○ Illumination from "bank deposit" approach to education ○ Praxis for societal reforms ○ Horizontal student-teacher relationship	Internet search assignment on the life of Paulo Freire and his concept of emancipatory education Class discussion on Freire's emancipatory transformation Poster-making activity	*Poster* presentation to synthesize Freire's emancipatory education Rubric focus: Abstract, poster content, poster appearance/clarity, poster organization, and presenter's oral presentation	1.1.1
	• Examine how teaching strategies and other processes in values education can be influenced by Paulo Freire's emancipatory transformation to engage diverse learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	1.1.1 2.3.1 [A]	**Paulo Freire's transformation as consciousness-raising/ emancipatory education (continued)**	Small group discussion: Review of Freire's argument and identification of strategies reflective of it and its application to values education. Discussion and sharing of justification of its appropriate use in values education.	*Reflective Essay* to demonstrate students' understanding of how teaching strategies and other processes in values education can be influenced by Paulo Freire's emancipatory transformation to engage diverse learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments Rubric focus: reflective thinking, analysis, and making connections	1.1.1 2.3.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Use research-based concepts to appraise Robert Boyd's	1.1.1 1.2.1	**C. Robert Boyd's transformative education** • **Transformation as Individuation** ○ discovery of new talents	Internet search assignment on Robert Boyd's concept of transformative education	C*reative art expression* integrating Boyd's concept of "inner transformation" that reflects its influence in schools as they seek to establish a learning environment that	1.1.1 2.2.1 2.4.1 2.5.1

	concept of transformative education in influencing schools to establish a learning environment that promotes fairness, respect, and care; nurture and inspire learners to participate and motivates them to work productively by assuming responsibility for their learning	2.2.1 2.4.1 2.5.1 [C]	○ a sense of empowerment and confidence ○ deeper understanding of one's inner self ○ greater sense of self-responsibility	Small group discussion focusing on the concept of "inner journey of individuation" as conceptualized by Boyd	promote fairness, respect and care; nurture and inspire learners to participate and motivates them to work productively by assuming responsibility for their own learning. Rubric focus: content, performance/appearance, creativity/originality, craftsmanship/skill, and connection to the central text	
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Illustrate the relationship/ interrelationship of the dimensions of multicultural education	1.1.1 [A]	**D. James Bank's multicultural education** • **Five dimensions of multicultural education** ○ Content integration ○ Knowledge construction ○ "Equity pedagogy" ○ Prejudice reduction ○ Empowering school culture and social structure	Group work: "Collaborative learning" in researching and presenting James Bank's 5 dimensions of multicultural education	*Graphic organizer/ mapping* of the relationship/ interrelationship of James Bank's five dimensions of multicultural education Criteria: organization, content, creativity, and ideas	1.1.1
	• Determine how Bank's multicultural education influence pedagogical practices in values education while seeking to establish an environment that promotes respect and fairness; and teaching and learning activities that respond to learners' linguistic, cultural and religious backgrounds and are inclusive of learners from indigenous groups	1.1.1 2.2.1 3.2.1 3.5.1 [A]		Memory Wall: guided by keywords based from the graphic organizer in week 4, posted on the wall, students brainstorm on pedagogical practices that is reflective of multicultural education and its role in the establishment of positive learning environments	*Creative presentation: simulations/role play/tableau* depicting the relationship of "multicultural education and positive learning environment" Criteria: preparedness, participation, originality, active listening/response, etiquette Or *Creative artwork* presenting a theme on "multicultural education and the positive learning environment" Criteria: originality, effort, skill, cooperation	1.1.1 2.2.1 4.5.1

Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Write a critique on transformative learning in practice (e.g. inclusive education) in view of its relevance for Philippine societal transformation	1.1.1 [A]	**E. Inclusive Education**	Small group discussion on transformative learning in practice such as Inclusive Education (IE) in the country	*Critique paper* demonstrating appraisal on the practice of inclusive education in the Philippines Rubric focus: introduction and conclusion, main points, organization, style, and mechanics	1.1.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the core principles of transformative education (TE) for sustainable education	1.1.1 [B]	**F. TE promoting human rights** **G. TE promoting and supporting sustainability** **H. TE embracing the importance of value systems: morality, ethics, and spirituality** **I. TE informing, promoting and supporting diversity** **J. TE promoting and teaching economic and social justice/equity**	Internet search assignment Brainstorming on how the core principles of transformative education can be applied for sustainable development	*Pecha Kucha* of the core principles of transformative education for sustainable education Rubric focus: slideshow, capstone analysis, organization, visual appeal and creativity, prep and presentation of script	1.1.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Describe how transformative education utilizes teaching strategies that develop critical thinking skills and other higher order thinking skills from research-based articles on transformative education in schools	1.1.1 1.2.1 1.5.1 4.5.1 [D]	**(topics continued from week 7)**	WebQuest on transformative education and teaching strategies for HOTS development Develop activities by group Prepare for presentation	*Simulation of teaching and learning activities* to demonstrate students' understanding of how transformative education utilizes teaching strategies that develop critical thinking skills and other higher order thinking skills Rubric focus: knowledge of subject matter, communication skills, poise/confidence, method of presentation, voice, visual contact, evidence of preparation, professional appearance/conduct, and demonstrations	1.1.1 1.5.1 4.5.1

Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the seven principles of transformative education (TE) for sustainable education as manifested within the school system	1.1.1 1.2.1 [B]	**A. TE promoting and teaching tools of peaceful conflict resolution** **B. TE as holistic education** **C. TE as community-based and value indigenous wisdom** **D. TE encouraging and promoting simulation and experiential learning programs** **E. TE as promoting and incorporating transformative, pedagogical practices that develop whole brain, critical thinking/feeling abilities and capacities** **F. TE utilizing technology for greater connection not alienation** **G. TE promoting the sanctity of human learning and life**	Web quest research on the principles of transformative education for sustainable education. Using guide questions prepared by the teacher, students analyze various school practices reflective or not reflective of TE for sustainable education	*Oral Presentation of group's evaluation* of the seven principles of transformative education (TE) for sustainable education as manifested within the school system Rubric focus: Organization, content, participation, presentation	1.1.1
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Prepare a portfolio to document real scenarios in schools manifesting the seven principles of transformative education	1.1.1 [B]	(**topic continued from week 9)**	Document scenarios in the school system that are reflective and non-reflective of the seven principles of transformative education (TE) for sustainable education Write short essays to discuss critical assessment on how the seven specific principles of TE are manifested within the school system	*Documented portfolio project with short essays* to demonstrate critical assessment on how the seven specific principles of TE are manifested within the school system Rubric focus: 1. Organizing portfolio--- Evidence of TE for sustainable school 2. Relevant work 3. Evaluation and reflection	1.1.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Use research-based knowledge in explicating diverse foundations of human rights	1.1.1 1.2.1 [C]	**A. Diverse foundations of Human Rights and Human Rights Education** • Various origins of Human Rights • How diverse scholars understand and interpret social realities through the lends of Human Rights	Case studies of human rights education: Students search and present in class authentic concrete examples of selected human rights education practices from around the world Example: Human rights education in India	*PPT* of concrete examples of selected human rights education practices from around the world Rubric focus: Content, slide creation, pictures/clip arts background, mechanics, and presentation skills	1.1.1

			• What is Human Rights education?			
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Identify teaching strategies that develop critical thinking skills and other HOTS in implementing human rights education	1.1.1 1.5.1 [D]	**B. Human Rights Education Models and Theories** • Models and theories of human rights and Human Rights Education	Continue the analysis of the case in week 11 and focus on identifying teaching strategies that develop critical thinking skills and other HOTS in implementing human rights education	*PPT* of concrete examples of teaching strategies to develop HOTS in implementing human rights education Rubric focus: Content, slide creation, pictures/clip arts background, mechanics, and presentation skills	1.1.1 1.5.1
Week 13-14	At the end of the week, the pre-service teacher (PST) should be able to: • Utilize research-based knowledge in discussing peace education	1.1.1 1.2.1 [C]	**C. Peace education** • Defining the concept of peace • Contribution of peace education in the quest for positive social transformation • Key themes of peace education	Brainstorming about peace education Research and presentation of a case study on how peace education is being practiced/implemented in order to foster social transformation	*PPT* to demonstrate how selected countries around the world practice peace education in order to foster social transformation Example: Peace education through sports in many African countries Rubric focus: Content, slide creation, pictures/clip arts background, mechanics, and presentation skills Other suggested output is for student to design a *peace tattoo* themselves with a peaceful message, e.g., see excellent photos of words like "peace" written on people's hands. Thin, colored washable markers work well.	1.1.1 1.2.1
Week 15-16	At the end of the week, the pre-service teacher (PST) should be able to: • Conduct a "sustainability audit" in a school	1.1.1 4.5.1 [D]	**D. Sustainable development (SD)** • Defining Sustainable Development ○ Rio Declaration on Environment and Development • Education for SD • Importance of Education for SD	Lecture introduction about sustainable development by the teacher Student carry out a "sustainability audit in the school" to determine how well resources are being conserved and pollution minimized.	*Activity Log* during the conduct of a sustainability audit to show students' active participation and skill in doing the specified activities in sustainability audit. Criteria/things to consider for auditing: a) travel of student b) energy/water consumption c) school grounds	1.1.1 4.5.1

			• Importance of Global Citizenship Education for SD		d) food and drink e) waste Presentation of findings and a suggested school sustainability plan	
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the basic concepts oF gender studies and areas of gender discrimination	1.1.1 [B]	**E. Gender studies** • Gender concepts • Areas of gender discrimination (family-sex ratio-literacy-health-governance-religion work vs employment- market-media-politics-law-domestic violence-sexual harassment-state policies and planning)	Class discussion on the basic concepts on gender studies and areas of gender discrimination	*Short Essay* to demonstrate students' knowledge of the basic concepts of gender studies Rubric focus: completion, accuracy, comprehension, organization, and conventions	1.1.1
	• Describe how tools in raising gender awareness; promoting gender equality in education; and gender-responsive educational environment can be used in schools to create learning environments that promote fairness, respect, and care; and implementing differentiated teaching and learning activities that suit learner's gender using research-based knowledge on gender studies	1.1.1 1.2.1 2.2.1 3.1.1 [B]	• **Promoting gender equality in education** ○ Tools for raising gender-awareness ○ Tools for gender-responsive educational environment	WebQuest on tools in raising gender awareness; promoting gender equality in education; and gender-responsive educational environment Class discussion of inputs and its potential in creating learning environments that promote fairness, respect, and care; and implementing differentiated teaching and learning activities that suit learner's gender	*Simulations of classroom/school practices using tools* in raising gender awareness; promoting gender equality in education; and gender-responsive educational environment Rubric focus: knowledge of subject matter, communication skills, poise/confidence, method of presentation, voice, visual contact, evidence of preparation, professional appearance/conduct, and demonstrations	1.1.1 2.2.1 3.1.1 4.5.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Interweave concepts on gender studies	1.1.1 [B]	**F. Gender studies** • Gender concepts • Areas of gender discrimination (family-sex ratio-literacy-health-governance-religion work vs employment- market-media-politics-law-domestic violence-sexual	Web Quest on gender studies focusing on the gender concepts, areas of gender discrimination, and practices on promoting gender equality in education Group work project on promoting gender equality in education through brochure making	*Brochure* to promote gender equality needed to foster societal transformation Rubric focus: content, written presentation, research quality, and visual appeal	1.1.1

			harassment-state policies and planning) • Promoting gender equality in education • Tools for raising gender-awareness • Tools for gender-responsive educational environment			

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching Values Education
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, socio-cultural factors shape human values
6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education
6.3.6.f. become an exemplar of Filipino values
6.3.6.h. demonstrate commitment to student's development for personal renewal and social transformation

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Career Development and Work Values**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
The course equips the students with career guidance competencies to guide diverse learners in their vocational choice and career decision making. It will develop their skills on the process of career decision-making, capacity to access sources of occupational information and utilize assessment tools and data as feedback in teaching and learning practices for career development. Students will also analyze career development theories, strategies, approaches and probe into the changes and demands in society and their influence on values and attitudes in the world-of-work.	1.1.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to: A. demonstrate competency in career guidance considering learners' gender, needs, strengths, interests, experiences, disabilities, giftedness, and talents; B. demonstrate critical and/ or higher order thinking skills in analysing the various theories that underpin career development, dynamic nature of the world-of-work, and how societal changes influence values and career decisions; and C. demonstrate understanding of the role of assessment tools and data as feedback in teaching and learning practices for career development.	BTIs covered 3.1.1 1.1.1 5.5.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate knowledge on the difference of vocation and career by elaborating the fundamental concepts of career development	1.1.1 [A]	**A. Definition of fundamental concepts** **B. Vocation vs. Career**	Brainstorming on what students know about work, job, occupation, career and vocation. Students read and interpret the article on career and vocation provided by the teacher. Students compare and contrast vocation and career	*Venn Diagram presentation* to show understanding of the fundamental concepts and difference of career and vocation Criteria: clarity of presentation and organization of the Venn diagram showing the fundamental concepts and differences of career and vocation	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the arguments of various career development theories and its implications to Career Guidance.	1.1.1 1.2.1 [B]	**C. Career Development Theories** 1. Need Theory/ Psychodynamic Theory(Ann Roe) 2. Life Space, Life Span Theory or Self-Concept Theory (Donald Super)	Group assignment to research on the arguments of various career development theories focused on the tenets of each theory, to be able to understand the relationship of an individual's unique traits and the characteristics of society in which career development occurs. Organizing group output into a matrix. Class discussion on the different career development theories.	Matrix showing the various career development theories and their tenets. Discuss the theories in class for better understanding. Rubric focusing on the content and presentation of the list of the different career development theories	1.1.1 1.2.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Describe situations how Ginzberg's theory , Krumboltz and Abrenica's theories explain the different factors that influences career choice and development	1.1.1 1.2.1 [B]	3. Eli Ginzberg Theory (Eli Ginzberg) 4. John Krumboltz Theory (John Krumboltz) 5. The Generation Template Theory (Alexa P. Abrenica)	Small group discussion: students identify the factors that influence career choice from the matrix presented and discussed. Prepare presentation on how they understood the different theories.	*Role plays/Simulations* to demonstrate students understanding on how the different career development theories explained the factors that influences career choice and development Criteria focusing on the tenets of each theory explaining the factors influencing career choice and development	1.1.1 1.2.1

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Elucidate how traits, personality types, work environment and work adjustment influences career choice and development	1.1.1 1.2.1 [B]	**D. Career Satisfaction Theories** 1. Trait-and-Factor (Frank Parsons) 2. Personality Types and Work Environment Theory (John Holland) 3. Theory of Work Adjustment (Rene Dawis) 4. Values-Based Holistic Approach (Duane Brown)	Students are grouped: Reading assignment will be assigned prior to the meeting. Students discuss the concepts assigned to them and agree among themselves about their understanding of the concepts. They will present in class. Lecture discussion: teacher utilizes students' output to discuss the tenets of the different career satisfaction theories. Students take the Holland's Code (RIASEC) Test https://openpsychometrics.org/tests/RIASEC/ Teacher facilitates the interpretation of the RIASEC to understand the implications of personality types and work environment in career choice and development.	A *Reflection Paper* to express one's examination on how the traits, personality types, work environment and work adjustment influences career choice and development Criteria: clear understanding of the theories; ability to use theories as basis/source in making wise decisions in their career choice	1.1.1 1.2.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze the relevance of socio-economic and psychological theories in career development	1.1.1 1.2.1 [B]	**E. Sociological and Psychological Theories**	Think-Pair-Share Students think then share to their pairs the difference of the theories Teacher delivers lecture discussion Collaborative activity Students come up with creative presentation	*Creative presentation* to illustrate knowledge on the relevance of socio-economic and psychological theories in choosing a career Criteria focused on the clarity and content of presentation of the theories	1.1.1 1.2.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Explain using research-based information the events that have driven the development and use of constructivist theories and decision-making theories in recent times	1.1.1 1.2.1 [B]	**F. Constructivist theories and Decision making**	Reading of research articles on the development of constructivist and decision-making theories for career development Class discussion	Recitation to articulate events that have driven the development and use of constructivist theories and decision-making theories in recent times using research-based information	1.1.1

	• Reflect on the different theories of career development as they have developed overtime in response to changing contexts of Career Development	1.1.1 [B]		Small group discussion: Students read, discuss and identify how the theories relates to the changing context of career development Lecture discussion: teacher utilizes students' output to discuss the changing context of career development Students write their reflective essay synthesize their learning on the different theories of career development	Reflective essay to show understanding how the different theories relates to the current context of career development Criteria: clear understanding of the theories; ability to use theories as basis in career guidance	1.1.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Describe how personal factors influence career decision-making and development	1.1.1 [C]	**G . Factors that influence career decision-making** 1. Personal Factors that influence career development a. Talent b. Skills c. Interests d. Values	Familiarization on the RIASEC test of Holland Students will administer the HOLLAND RIASEC TEST to high school students to assist them decide on what course to take in college Class discussion to process the activity and clarification	*Interpretation of the result of the Survey conducted* to demonstrate understanding how personal factors influence career decision-making and development Criteria: appropriateness in explaining the personal factors that influence career choice	1.1.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Develop a plan on improving personal factor to improve chances of success on chosen career	1.1.1 [A]	e. Goals f. Personal Mission in life (Pangarap na Hanapbuhay) g. Genetic Factors h. Psychological Factors	Develop career plan considering the personal factors towards a successful career and present in class	Career plan to articulate one's self-reflection and examination, and actions in making wise decision in their career choice Rubric focusing on the clarity of the personal factors which influence career success	1.1.1

Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Describe how external factors influence career development by citing research-based current scenarios	1.1.1 1.2.1 [A]	**2. External Factors that influence career development** a. Sociological Factors b. Economic Factors c. Work Situations d. Local and Global Demands	Video/Documentary Analysis related to external factors that influence career development. Small group discussion/Sharing of analysis	Multimedia presentation such as Infographic presentation to describe how external factors influence career development Rubric focusing on the appropriateness and clarity of presentation	1.1.1 1.2.1
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Trace the history of career guidance to appreciate its significance in today's' practice	1.1.1 [A]	**E. Brief History of Career Guidance** **F. Objectives of Career Guidance**	Timeline Review. Different events in the history of guidance will be reviewed and relate the event to the current practice in career development	*Timeline* to present significant events in order to show knowledge on the relationship of the history of career guidance in today's practice Criteria (focus): clarity on the events and how it is related to the current practice in career choice	1.1.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze research-based principles of career guidance and process of decision-making • Evaluate sources of occupational information as basis for developing a criteria for identifying reliable sources	1.1.1 1.2.1 [A] 1.1.1 [A]	**G. Guiding Principles of Career Guidance** **H. Principles and process of Intelligent decision-making (Matalinong Pagpapasya)** **I. Identifying Reliable Sources of Occupational Information**	Situational Analysis: Students will interview other students on how they decided on their considering the internal and external factors that influence their career decision making Big group discussion: Teacher facilitates the discussion to deduce principles from the situation Students work in small groups to evaluate examples of sources of occupational information using teacher-made guide questions. Students draw conclusions by identifying criteria in evaluating sources of occupational information.	*Deliver an informative speech* to demonstrate knowledge on the principles of career guidance and process of decision-making Criteria on clarity of presentation *Presentation of criteria* using a matrix to show knowledge in identifying reliable sources of occupational information Rubric focusing on the appropriateness of the criteria developed	1.1.1 1.2.1 1.1.1

	• Evaluate e-sources of occupational information using specified criteria to guarantee the reliability of the material	1.1.1 1.2.1 5.1.1 [A]	**J. Web search for Sources of Occupational Information**	Using the criteria developed, students search the web for other sources. Students convene to evaluate sources of occupational information they have listed/gathered using criteria. Comments/remarks are given for each source mentioned.	*List of sources and processes* to demonstrate knowledge in finding and accessing occupational information *Matrix* to show evaluation result of sources listed using the criteria to demonstrate students' knowledge in evaluating e-sources for reliability of information Criteria focusing on the appropriateness of sources of occupational information	1.1.1 1.2.1 1.1.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate an understanding of the role of assessment tools and data in career development/guidance program	1.1.1 5.5.1 [C]	**K. Diagnostic assessment in career guidance** **L. Importance of Assessment Tools in Career Development**	K-W-L. Students write what they know, what they want to know or learn about diagnostic assessment in career guidance, Teacher gives input on different diagnostic tools for career. Students complete their K-W-L by writing what they learned Drawing for understanding Students draw their ideas on the relevance of assessment tools	K-W-L chart to demonstrate understanding on the role of different diagnostic tools and data used in career development /guidance program Show and Tell to demonstrate understanding on why assessment tools are important in career development/guidance program Criteria focused on the assessment tools in career guidance	1.1.1 5.5.1 1.1.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the different types of assessment tools utilized in career development	1.1.1 5.1.1 [C]	**M. Types of Assessment Tools** 1. Standardized tools 2. Academic assessment	Document analysis. Students examine examples of standardized test and academic assessment and deduce their distinct features. Discussion facilitated by the teacher	Oral report to show understanding of the features of the different types of assessment tools used in career guidance Rubric focused on use how to the assessment tools and when to utilize them	1.1.1

Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Administer career assessment and Interpret data/result • Design, select, organize and apply diagnostic, formative and summative assessment tools for EsP content on Career Development.	1.1.1 5.1.1 [C] 5.1.1 [C]	**N. Conducting diagnostic assessment in career guidance and interpreting data/result** **O. Developing and applying Assessment Tools for Career Development**	Administer Career Assessment to Junior or Senior High School with the supervision of the teacher Interpretation of data Students look into the K to 12 Curriculum Guide for EsP and design different diagnostic, formative, and summative assessment tools as aid in career planning e.g. Pagplano ng Kurso, Hanapbuhay o Negosyo	*Interpretation of the result of the career assessment* *Written Report* to demonstrate competence in conducting diagnostic assessment interpreting the result; and to demonstrate understanding of the role of assessment data as feedback. Criteria: appropriateness in administering and interpretation of the career assessment tools *Career Assessment Booklet to show skills in designing, selecting and organizing* diagnostic, formative and summative assessment tools on Career Development. Rubric focusing on the appropriateness of career assessment tools	1.1.1 5.1.1 5.1.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Portray the importance of the Work Values in the 21st Century and Work Quality (Kalidad sa Paggawa)	1.1.1 [B]	**P. Work Values of the 21st Century and Work Quality (Kalidad sa Paggawa)** 1. Discipline (Disiplina) 2. Kasipagan (Industry) 3. Tiyaga (Patience) 4. Creativity (Pagkamalikhain) 5. Teamwork (Pagtutulungan) 6. Volunteerism (Kusang-loob)	Portray a pantomime regarding 21st century work values Class discussion on the importance of work quality	*Performance evaluation* to show understanding on the importance of 21st century work values Rubric focused on the appropriateness and clarity of the presentation	1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on the work ethics & attitudes in career guidance considering learners' gender, needs, strengths, interests,	1.1.1 [A]	**Q. Work Ethics & Attitude**	Discussion of the work ethics and attitudes in career guidance Reflections on actual practice on positive work ethics and attitudes Conduct relaxation exercises and activities Processing activity	*Poster*to portray students' reflections and acceptance of the role of work ethics in career guidance Criteria: clarity of presentation/elements on the poster slogan	1.1.1

	experiences, disabilities, giftedness and talents • Determine the importance of life and work balance and stress management	1.1.1 [A]	**R. Life and Work Balance and Stress Management**	Conduct Seminar on Life, Work Balance and Stress Management. Invite resource speakers. Students will write reflective essay	*Reflective essay* to demonstrate knowledge on the importance of managing work and stress Criteria: creativity, clarity and logic of arguments in managing work and stress	1.1.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Prepare a proposal for career guidance program considering learners' gender, needs, strengths, interests, experiences, disabilities, giftedness, and talents	1.1.1 3.1.1 3.3.1 [A]	**S. School Career Development Programs** 1. Competencies to be Developed by High school students 2. Program Delivery Mechanisms 3. Resources for Classes and Groups	Teacher discuss considerations or points in preparing a career guidance program Students write a draft of their proposal.	*Proposal for career guidance to show skills in preparing career guidance program considering the diversity of learners*	1.1.1 3.1.1 3.3.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Present the proposed School Career Development Program for critiquing and revision to suit learners' gender, needs, strengths, interests, experiences, disabilities, giftedness, and talents	3.1.1 3.3.1 [A]		Finalization of the proposal and presentation through the use of ICT.	*Oral presentation with the aid of ICT* of drafted proposal to demonstrate competence in the preparation of relevant and responsive School Career Development Program that suit learners' gender, needs, strengths, interests, experiences, disabilities, giftedness, and talents Criteria: correctness in the use of steps in the format discussed; and provision of accurate data in each subtitle	1.1.1 1.3.1 3.1.1 3.3.1

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values
6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
6.3.6.l. demonstrate competence in integrating context appropriate technology to optimize teaching and learning
6.3.6.n. Show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Information Technology and Human Development**	Course Code	
Pre-requisite Subject		Course Credit	3 Units
Course Requirements			
Grading System			

Course Description	BTIs covered
This course enables students to think critically about values and information technology to demonstrate skills in the selection and positive use of ICT and the use of other context appropriate technology to facilitate teaching and learning process in addressing learning goals in values/ personhood education vis-a-vis 21st Century teaching-learning process. It focuses on the critical analysis of research-based impact of all forms of media such as visual, electronic, print, audio and all its combinations on human values and development. It provides opportunities for the students to explore and examine issues related to media exposure on the basis of ethical and moral principles which will be used in the teaching- learning process.	1.1.1 4.5.1 1.3.1 1.2.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to: A. apply critical and or higher order thinking skills using ethical and moral principles in examining research-based impact of all forms of media and the contemporary and pressing issues relative to human values and development; B. demonstrate skills in the selection and positive use of ICTand the use of other context appropriate technology to facilitate teaching and learning process in addressing learning goals in values/ personhood education vis-a-vis 21st Century teaching-learning process.	 1.1.1; 1.2.1 1.3.1; 4.5.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Synthesize the basic concepts about the relationship of media, man and society based on research-based articles readings and discussions	1.1.1 1.2.1 [A]	**A. Understanding Media Effects: An Overview** **1.** Media: An Extension of Man **2.** Defining Media Effects: Overview **3.** Media and Society	Assigned Reading on Journal Article related to all forms of media, media as an extension of man, its general effects and impact to society. Teacher gives out guide questions to facilitate group discussions Small group discussion: students work in groups to answer questions to lead them synthesize the basic concepts about media and society	*Concept Map presentation* to demonstrate student understanding of the interrelationship of media, man and society based from research-based articles on media and society using ICT/ specified online journals *Rubric focusing on content, use of the concept map in the presentation of the content	1.1.1 1.3.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the problems and criticisms in interpreting evidences of media effects	1.1.1 [A]	**4.** Problems in Interpreting Evidences of Media Effects **5.** Criticisms of Media Effects Approaches	Small group discussion: • Collect essays, commentaries, arguments, reflections, editorial articles, video clips etc. from any type of media (prints/digital) about issues on the influence of media to human values and development	*Recitation* to show students' understanding of problems and criticisms in interpreting evidences of media effects	1.1.1
	• Argue one's position on how and on what basis should a values educator interpret and approach issues of the impact of media to human values and development as a reflection of a developed positive value system and teaching philosophy mindful of the learner as the center of teaching practice	1.1.1 [A]	**6.** Negative Outcomes Often Attributed to Media Exposure **7.** Information Technology and Moral Values **a.** Views on the Nature of human technology **b.** Phenomenological Approaches to Technology **c.** Impact of Information Technology and Application of Ethical Theory	• Discuss major points of the commentaries, summarize it and deduce implications to values educators. State theirposition on how and on what basis should a values educator interpret and approach issues of the impact of media to human values and development • Agree on major arguments and prepare a speech to be delivered in class	*Speech* to articulate student's position on how and on what basis should values educators interpret and approach issues of the impact of media to human values and development as a reflection of a developed positive value system and teaching philosophy mindful of the learner as the center of teaching practice Rubric focusing on the ability to articulate one's argument (ex. Clarity of arguments; ability to persuade)	1.1.1

Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss how models and theories of media effects explain human values formation and development using research-based knowledge on issues related to the use of various types of media • Examine how models of media effects impact the selection, development and positive use of variety of media resources including ICT to address learning goals in values education	1.1.1 1.2.1 [A] 1.1.1 1.3.1 4.5.1 [B]	**1. Models of Media Effects: How the Media Change Attitudes and Opinions** **2. Dimensions of Media Effects**	Students work in small groups: They read and analyze journal articles related to issues in media effects that illustrate how theories and models explain how human values and development are influenced by media. • Teacher-prepared-Guide questions will facilitate students' discussion. • Students synthesize their answers and present this for further discussion as a class. Using the same grouping, students deduce and discuss implications of the models of media effects - to values education processes	*PowerPoint Presentation* to demonstrate students' understanding of how models and theories influence human values and human development Rubric focusing on content and clarity of presentation/explanation *PowerPoint Presentation* to include student's statements of the implications of the models of media effects to the selection, development and use of variety of media resources including ICT to address learning goals in values education Rubric focusing on how implication were deduced; and clarity of presentation/explanation	1.1.1 1.2.1 1.1.1 1.3.1 4.5.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze the impact of media exposure to attention, cognition, and school achievement using researched-based theories and concepts on media and learning	1.1.1 1.2.1 [A]	**B. Issues on the impact of Media on Human Values and Development** **1. Learning from Media** a. Passive versus Active Consumption b. Children's Learning from Media Media and Attention, Cognition, and School Achievement	WebQuest on the concepts about passive and active media consumption and children's learning from media, and the relationship of media to attention, cognition and school achievement. Students read research articles about the effects of media to school achievement Triad discussion to synthesize individual inputs to describe the impact of media exposure to attention, cognition and school achievement	*Fishbone analysis* to demonstrate students' knowledge on the impact of media exposure to attention, cognition and school achievement using researched-based theories and concepts on media and learning Rubric/Criteria focusing on the clarity of the graphic organizer; and depth of analysis	1.1.1 1.2.1

				using researched-based theories and concepts on media and learning		
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze how media influence individual social development using research-based issues on the socialization effects of media	1.1.1 1.2.1 [A]	**2. Socialization Effects** a. Socialization and Media	Documentary Analysis on *"socialization effects of media"* Teacher made guide questions will facilitate students' discussion on how media influences a specific issue using researched-based issues on the socialization effects of media. Small groups will focus their discussion on one issue of socialization effects of media.	*Graphic organizer* to illustrate analysis of how media influence social development as gleaned from research-based knowledge about media and social development Rubric focusing on the depth of analysis of how media influence social development as gleaned from research-based knowledge about media and social development	1.1.1 1.2.1
	• Articulate one's position on issues related to unhealthy behaviors and cyberbullying based on an ethical perspective and reflective of one's teaching philosophy as learner-centered	1.1.1 [A]	**3. Socialization Effects** a. Acquisition of Stereotypes b. Learning Unhealthy Behaviors c. Cyberbullying	Think pair share to discuss one's reactions and position on issues related to unhealthy behaviors and cyberbullying based on an ethical perspective Draft an editorial article	*Editorial Article* to articulate students' position on issues related to unhealthy behaviors and cyberbullying based on an ethical perspective and reflective of one's teaching philosophy as learner-centered Or *Video presentation of a developed advertisement* to reflect one's position on issues related to unhealthy behaviors and cyberbullying based on an ethical perspective as reflected by one's teaching philosophy that is learner centered Rubric to focus on the clarity and persuasiveness of one's argument based on ethical perspective	1.1.1 1.1.1 1.3.1

Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Appraise how effects of IT or media are explained by research-based "theories of Behavioral Effects of Violent Media Content"	1.1.1 1.2.1 [A]	**4. Effects of Violent Media Content** **a.** Theories of Behavioral Effects of Violent Media Content	Lecture on the "Theories of Behavioral Effects of Violent Media Content" Students browse the web on the current issues on the effects of violent media content. Small group discussion to synthesize how effects of IT or media are explained by research-based theories of "Behavioral Effects of Violent Media Content" Students write and editorial article and sketch an editorial cartoon Include it in a Blog or propose to include it in the school paper newsletter	*Editorial Article and editorial Cartoon or a poster slogan to present a synthesis of students' appraisal of* how effects of IT or media are explained by research-based "theories of Behavioral Effects of Violent Media Content Rubric focusing on "content and creativity"	1.1.1 1.2.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate how media influence the youths' perspective on sexuality and the prevalence of risky behaviors in younger populations using research-based issues on the effects of media	1.1.1 1.2.1 [A]	**b.** Effects of Sexuality Media Content **c.** Media and Risky Behaviors	Case Study/Documentary Analysis related to "Effects of Sexuality Media Content; Media and Risky Behaviors" Teacher made guide questions will facilitate students' discussion on how media influences a specific issue using researched-based issues on the Effects of Violent Media Content Each group will focus their discussion on one issue of socialization effects of media.	*Blog*to demonstrate students' understanding of how media influence the youths' perspective on sexuality and the prevalence of risky behaviors in younger populations using researched-based issues on the effects of media *Rubric* focusing on the accuracy of information	1.1.1 1.3.1 1.2.1
	• Articulate one's position regarding issues on the effects of sexuality media content from ethical perspectives	1.1.1 [A]	**d.** Ethical Arguments on issues of human sexuality	Small group discussion: share one's understanding of the ethical arguments on the issues of human sexuality. Each will decide on their own position and articulate it through a Blog.	*Blog to a*rticulate one's position regarding technology and freedom issues based on ethical perspectives and researched-based knowledge of current issues on technology use *Rubric* focusing on the accuracy of information	1.1.1 1.3.1

Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze how media and the issues arising from its effect as entertainment impact the human emotions, values and development based from research-based data	1.1.1 1.2.1 [A]	**e. Effects of Entertainment** **1)** Use of Media to simulate emotions **2)** Political Entertainment **3)** Compulsive Media Use and Media Addiction	Lecture on the Use of Media to Stimulate Emotions -political entertainment, compulsive media and media addiction Class discussion and sharing of scholarly readings, current news and observations of real-life situations related to Media/Information Technology Search the Web/ do interviews to gather more data. Synthesize concepts in a multimedia presentation	*Multimedia presentation* of students' research-based data about Media and Emotions focusing on political entertainment, compulsive media use and media addiction and an examination of its influence to human values and development Criteria: Accuracy of content (issues); Depth of analysis	1.1.1 1.2.1 1.3.1
	• Justify the positive potential of IT in the development of human values and its positive use in facilitating learning processes based from one's understanding of its appeal to emotions as gleaned from research-based data	1.1.1 1.2.1 1.3.1 [B]		Students work in groups to create an advertisement in the area of politics, business, education, gaming, social media etc. The theme should be aimed at justifying IT's positive potential of IT in the development of human values *(criteria should be carefully drafted to meet this objective)*	*Advertisement (to be published in their individual blogs*) to justify the positive potential of IT in human values and development and its positive use in facilitating learning processes based from one's understanding of its appeal to emotions as gleaned from research-based data *Rubric* focusing on the accuracy of information and persuasiveness of arguments based on concepts about effects of entertainment	1.1.1 1.3.1 1.2.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the concept of digital citizenship	1.1.1 [A]	**C. Digital Citizenship and Ethics** **1.** Meaning of Digital Citizenship **2.** Digital habits **3.** Digital Footprint	Pair-share to explore the concept of digital citizenship.	*Word cloud* to explain briefly the concept of digital citizenship	1.1.1

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Simulate ways and strategies in addressing cyberbullying, fake news/disinformation and trolling	1.1.1 [A]	**4.** Cyberbullying **5.** Fake News/Disinformation **6.** Trolling	Class discussion on the different ways and strategies in addressing cyberbullying fake news/ disinformation and trolling. Teacher can cite concrete examples as a point of discussion.	Simulation of a strategy in addressing cyberbullying/fakenews and trolling given a specific situation Rubric focusing on the correctness of strategy presented and how it addresses the issue presented	1.1.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Select a digital tool to share an advocacy on safe practices and ethical consideration in using and sharing information	1.1.1 1.3.1 [B]	**D. Digital Citizenship and Ethics** **1.** Cybersafety **2.** Safe practices and ethical consideration in using and sharing information	Students work in small groups to explore safe practices and ethical consideration in using and sharing information; Students research and organize information and resources that can be used in the organization of a digital tool to share their advocacy in digital citizenship and ethics	*Creative digital tool* to share one's advocacy on digital citizenship and ethics Rubric focusing on creativity, accuracy of information, manifestation of safe practices and ethical consideration in using and sharing information	1.1.1 1.3.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Defend one's position regarding technology and freedom issues based on research-based knowledge of current issues on technology use and ethical perspectives reflective of one's positive value-system and philosophy that is learner centered	1.1.1 1.2.1 [A]	**E. Technology and Freedom: Issues and Arguments**	Suggested Activities: Film viewing, Case Studies, documentary film analysisor reading of articles discussing /showing the interrelationship of technology and freedom *(ex. "Man's exercise of freedom in the use of technology is related to modern inventions in the field of medicine and human health", etc)*	*Blog* to articulate one's position regarding technology and freedom issues based on research-based knowledge of current issues on technology use and ethical perspectives reflective of one's positive value-system and philosophy that is learner centered *Rubric* focusing on the accuracy of information and the use of ethical arguments to articulate one's position	1.1.1 1.2.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Elucidate the relationship of technology, culture, and values	1.1.1 [A]	**F. Technology and Culture: Issues and Arguments**	Article Readings on the relationship of "technology, culture and human values" *(ex. Technology, Culture, and Virtue by Patrick J. Deneen)*	*Short essay* to express students understanding of the relationship of technology, culture and human values	1.1.1

				Teacher facilitates discussion on the relationship of technology, culture and virtues. Students share their reflections by citing real life observations and experiences.		
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Synthesize how IT and human values and development positively impact various processes in the different fields or disciplines	1.1.1 [A]	**G. Technology and Education** 1. Positive Effects of Technology in the different Fields and Its Implications to Values Education	WebQuest on the effects of IT. In a small group, students discus effects of IT in the different fields citing research-based information about its positive impact in the successes of different processes in the different disciplines	*Collage using printed media to present situations that prove the positive utilization of IT in education and in other fields* *Rubric focusing on* IT and human values and development positively impact various processes in the different fields or disciplines *was presented using the collage*	1.1.1
Week 15-16	At the end of the week, the pre-service teacher (PST) should be able to: • Present how to use digital learning resources based on research evidences of their effectiveness in supporting the facilitation and realization of identified learning goals in the EsP curriculum	1.1.1 1.2.1 4.5.1 [A,B]	**H. Digital Learning Resources:** **1.** WebQuests **2.** Tools for Analysis **3.** Using Technology to Communicate (Blogging, multimedia presentations) **4.** Collaborative Learning with Technology **5.** Creating with Technology **6.** Edmodo, Socrative, Thinglink, TED-Ed, edu-clipper, strory board, kahoot	WebQuest on the use of effective IT tools in facilitating the teaching and learning process.	*Multimedia presentation to* show how to utilize various digital learning resources to facilitate teaching and learning processes Rubric focusing on the clarity of illustration in utilizing various digital learning resources to facilitate and realize identified learning goals in the EsP curriculum	1.1.1 1.2.1 4.5.1

Week 17-18	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the criteria in evaluating and selecting digital tools and other IT tools in realizing the learning competencies identified in the EsP curriculum guide	1.1.1 4.5.1 [A,B]	**I. ICT Teaching and Learning Resources in Human Values and Development** **J. Evaluating Technology for Teaching**	Teacher will discuss the criteria in evaluating and selecting technology for teaching. Using the K to 12 EsP Curriculum Guide, students identify learning competencies then select technological tools to support the teaching and learning process in addressing the identified learning competencies by the use of set criteria	*Matrix presentation* to explain the criteria in evaluating and selecting digital tools and other IT tools in realizing the learning competencies identified in the EsP curriculum guide Criteria: Appropriateness of the criteria; clarity of explanation	1.1.1 4.5.1

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12;
6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education;
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values;
6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights;
6.3.6.f. become an exemplar of Filipino values;
6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations; and
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values.

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Facilitation – Theory and Practice**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course equips students with skills necessary in handling groups and dealing with group issues effectively. It exposes them to various theories and concepts of group facilitation. Further, it will provide them with opportunities to experience group dynamic activities that would enhance their personal sensitivity and competencies such as skills in facilitating, observing, analyzing, diagnosing and evaluating group structures, elements and processes to enable them to establish a supportive learning environment that nurture and inspire learner participation.	1.1.1 2.4.1

Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate understanding of research-based theories and concepts of group facilitation;	1.1.1
B. demonstrate knowledge in managing group structures, dynamics and processes in the classroom that engage learners in meaningful exploration, discovery and hands-on activities; and	2.3.1
C. demonstrate skills in facilitating individual and group learning and in establishing a supportive learning environment that nurture and inspire learner participation.	2.4.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the basic concepts of group facilitation, the types of groups, and its application to multicultural context and to the teaching-learning process	1.1.1. 2.4.1 [A]	**A. Basic Concepts of Group Facilitation** **1.** Meaning of Group Facilitation **2.** Types of Groups **3.** Types of Roles in a Group **4.** Group Facilitation in Teaching-Learning Process and Multicultural Context	Discussion about the basic concepts of group facilitation such as the meaning of group facilitation, the types of groups, types of roles in groups and its application to multicultural context and to the teaching-learning process Students will create a concept map showing the various types of groups with their corresponding characteristics/nature (using one or two words) and a synthesis of students' discussion about its application to multicultural context and to the teaching-learning process Facilitate circle of voices (groups of 4-5 members) activity focused on the experiences of students in group works/ activities and process it focusing on types of roles in groups	*Concept Map presentation* to demonstrate students understanding of basic concepts of group facilitation, the types of groups, and its application to multicultural context and to the teaching-learning process ***Circle of voices activity*** focused on selected relevant topics to the students to demonstrate a specific group role picked by a student through a draw lot. Use a rating rubric through peer rating to rate each student's demonstration.	1.1.1 2.4.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the leadership role in group facilitation and its implications to the values educator in fostering a supportive environment that nurture and inspire learner participation	1.1.1 2.4.1 [C]	**5.** The VE/ESP Teacher as a Facilitator of Learning **6.** Group Leadership Skills **7.** Effective Facilitating Skills	Role-play about leadership and processing focused on group leadership skills and leadership issues Modelling/demonstration (for big class size) or group dynamic activity facilitated by teacher (for small class size) of the specific facilitating skills and then simulation by the students Small-group discussion about their application to teaching-learning process and then class sharing of the group output	*Return demonstration* of the leadership and facilitating skills through a group dynamic activity facilitated by the student to his/her classmates. Use a rating rubric to score and an appropriate feedback mechanism depending on class size.	1.1.1 2.4.1

Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the impact of the leader's values and competence to the group in supporting school policies and procedures to foster harmonious relationships with the wider school community	1.1.1 [A]	**8.** Impact of Leader's Values on the Group **9.** Values Embedded in Facilitating Groups	Facilitate a fishbowl activity focused on leader's values and values embedded in facilitating groups or group works. End up with a debriefing activity to capture experiences and insights.	Movie review related to leadership values and values in groups	1.1.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Articulate personal mission statement to uphold ethics in any group leadership role and as a values educator	1.1.1 [A]	**B. The Ethical Issues in Groups** **1.** Rights of Group Participants **2.** Ethics of Group Leader's Actions	Class discussion: brainstorming – sharing of observations; lecture of the rights of group participants and ethics of group leaders; Think-pair-share on one's reflections/comments	*Reflection Paper* to articulate personal mission statement to uphold ethics in any group leadership role which includes teaching (to be scored using an analytic rating rubric)	1.1.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Deduce implications from issues of psychological risks in groups to the values educator in managing learner behaviors and in providing a safe and secure learning environment	1.1.1 2.1.1 [A]	**3.** Issues of Psychological Risks in Groups	WebQuest guided by teacher-made questions. Students read journals and other documents related to issues of psychological risks in groups Article reviewing and sharing of output Processing activity facilitated by the teacher	*Short essay* to articulate deduced implications from issues of psychological risks in groups to the values educator in managing learner behaviors and in providing a safe and secure learning environment	1.1.1 2.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Describe characteristics of groups in each stage of development and the roles of members and leaders	1.1.1 [A]	**C. Group Development** 1. Characteristics of Early stages of group development 2. Characteristics of Later stages of group development	Video clip analysis of group interactions. Discussion of the different stages in group development based on the nature/characteristics of each stage and the corresponding roles of members and leaders	*Graphic organizer* showing the distinct characteristics of each stage in group development with the corresponding roles of members and leaders	1.1.1

Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss implications of one's understanding of the characteristics of groups in each stage of development and the roles of members and leaders to the values educator in fostering a supportive environment that nurture and inspire learner participation	1.1.1 [A]	• Characteristics of Early stages of group development (continued) • Characteristics of Later stages of group development (continued)	Video clip analysis of group interactions. Small group discussion. From the video clips students and the descriptions mentioned, students identify and discuss implications of one's understanding of the characteristics of groups in each stage of development and the roles of members and leaders to the values educator in fostering a supportive environment that nurture and inspire learner participation	*Oral presentation* to discuss implications of one's understanding of the characteristics of groups in each stage of development and the roles of members and leaders to the values educator in fostering a supportive environment that nurture and inspire learner participation	1.1.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Scrutinize the research-based theoretical approaches and their strategies and techniques in group facilitation	1.1.1 1.2.1 [A]	**D. Theoretical approaches in group facilitation** 1. Adlerian Group Counseling 2. Psychodrama in Groups 3. Person-Centered Approach to Groups 4. Gestalt Therapy in Groups 5. Cognitive Behavioral Approach to Groups 6. Rational-Emotive Therapy in Groups 7. Solution-Focused Brief Therapy (SFBT) in Groups	WebQuest on theoretical approaches in group facilitation. Apply jigsaw strategy to master the main concepts of the theoretical approaches and their corresponding techniques Group dynamic activities applying each theories' facilitation techniques (such as exploration of family constellation and social dynamics, soliloquy, role reversal, auxiliary egos, mirroring, unconditional positive regard, empty chair, dream behavior rehearsal, Socratic dialogue, etc.)	*Brochure* outlining the distinct concepts and corresponding techniques of each of each approach and how each is applied in group facilitation/teaching-learning process. ***Modules*** of group dynamics using each approach and its corresponding techniques.	1.1.1 1.2.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the theoretical approaches in light of its effective use in group facilitation and in	1.1.1 2.3.1 [A,B]	**Theoretical Approaches to Group Facilitation –** *Continued*	Research article reading Organization materials/concepts read Small group discussion Use matrix to organize discussions.	*Presentation of Article reviews and reflections* to demonstrate students critical understanding of the theoretical approaches in light of its effective use in group facilitation based on research-based documents	1.1.1

	establishing and managing classroom structure that engages learners in groups to participate in meaningful exploration, discovery and hands-on activities in the classroom based on research articles					
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate how Adlerian, Psychodrama and Person-Centered approaches are applied in group facilitation through simulation activities	1.1.1 2.4.1 [A,C]	**(Adlerian Approach; Person-Centered Approach; and Psychodrama)** ***continued***	The teacher facilitates the review of the Adlerian Approach; Person-Centered Approach; Psychodrama facilitated by the teacher. Viewing & critiquing of video-clips showing the application of the approaches in group facilitation/teaching-learning process Facilitate talking triads (group of three: questioner, speaker, recorder) for in-depth understanding of each approach. Simulation applying the distinct techniques of each approach in group facilitation/teaching-learning process Students prepare their own examples.	*Simulations* to show skills in the use of Psychoanalytic Approach; Person-Centered Approach; Cognitive Behavioral Approach in group facilitation	1.1.1 2.4.1
Week 11-12	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate how rational-emotive therapy approach and Cognitive-Behavioral Therapy approach are applied in group facilitation through simulation activities	1.1.1 2.4.1 [A,C]	**(Rational-Emotive Therapy Approach and Cognitive-Behavioral Therapy Approach)** ***continued***	Review on rational-emotive therapy approach and Cognitive-Behavioral Therapy in Groups Viewing & critiquing of video-clips showing the application of the approaches in group facilitation/teaching-learning process	*Simulation* applying the distinct techniques of each approach in group facilitation/teaching-learning process (to be scored using an analytic rating rubric)	1.1.1 2.4.1

				Facilitate talking triads (group of three: questioner, speaker, recorder) for in-depth understanding of each approach Simulation applying the distinct techniques of each approach in group facilitation/teaching-learning process		
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate how Gestalt and Solution-Focused Brief Therapy (SFBT) Approaches are applied in group facilitation through simulation activities	1.1.1 2.4.1 [A,C]	**(Gestalt and Solution-Focused Brief Therapy (SFBT) in Groups) continued**	Review on Gestalt Therapy and Solution-Focused Brief Therapy in Groups Viewing & critiquing of video-clips showing the application of the approaches in group facilitation/teaching-learning process Facilitate talking triads (group of three: questioner, speaker, recorder) for in-depth understanding of each approach Simulation applying the distinct techniques of each approach in group facilitation/teaching-learning process	*Simulation* applying the distinct techniques of each approach in group facilitation/teaching-learning process (to be scored using an analytic rating rubric)	1.1.1 2.4.1
Week 14-17	At the end of the week, the pre-service teacher (PST) should be able to: • Apply group facilitation approaches in group facilitation in actual situations	1.1.1 2.4.1 [A,C]	**Group Facilitation**	Practicum on group facilitation: The teacher will coordinate with the Junior high school for the conduct of Group process to student with different concerns. Class critiquing of group dynamic modules prepared in the earlier week before they are used in actual situations.	*Group dynamic activities with Junior High school using the modules prepared earlier* (to be scored by the teacher using an analytic rating rubric for group facilitation)	1.1.1 2.4.1

Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on the vital role of the values education teacher in applying research-based theories and concepts of group facilitation to establish a supportive learning environment that nurture and inspire learner participation and motivate them to engage in meaningful exploration, discovery and hands-on activities in the classroom	1.1.1 2.2.1 2.3.1 [A,B]	**The Role of Group Facilitation in the Classroom**	Sharing of experiences and concerns in the actual application of the group facilitation practicum. Processing activities facilitated by the teacher. Sharing of reflections.	*Reflection Journal* articulating students understanding of "group facilitation" and their vital role of the values education teacher in applying research-based theories and concepts of group facilitation to establish a supportive learning environment that nurture and inspire learner participation and motivate them to engage in meaningful exploration, discovery and hands-on activities in the classroom	1.1.1 2.2.1 2.3.1

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.h. demonstrate commitment to student's development for personal renewal and social transformation
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
6.3.6.k. demonstrate in depth knowledge in developing and using traditional and non-traditional strategies for assessing learner's performance in values education
6.3.6.l. demonstrate competence in integrating context appropriate technology to optimize teaching and learning
6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Teaching Approaches and Strategies in Values Education**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course provides opportunity to demonstrate competence in preparing developmentally sequenced teaching and learning process and employing various pedagogical approaches and strategies in teaching values to meet the K to 12 curriculum requirements. It equips students with current thrusts and content of transformative education and pedagogical knowledge, principles and skills in facilitating personal renewal and social transformation. It deals with progressive approaches and strategies in teaching and learning to guide students develop higher levels of judgment, discernment and self-governance.	1.1.1 4.1.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to:	BTIs covered
A. demonstrate understanding of the various pedagogical approaches and strategies in teaching values/personhood aligned in the K to 12 curriculum.	1.1.1
B. demonstrate competence in preparing developmentally sequenced teaching and learning processes to meet curriculum requirements;	4.1.1
C. design instructional plans utilizing various approaches, methods and techniques to guide students develop higher levels of judgment, discernment and self-governance;	1.5.1
D. implement progressive approaches, methods, strategies and techniques inclusive of learners from various groups to facilitate personal renewal and social transformation.	3.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1-2	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the standards and features of the K to 12 Edukasyon sa Pagpapakatao (EsP) curriculum as basis in the preparation and implementation of developmentally sequenced teaching and learning processes in the selection and development of learning resources in values education.	1.1.1 4.1.1 [A,B]	**A. Understanding the standards and features of the K to 12 EsP Curriculum** a. Framework b. Philosophy c. Suggested Approaches and Strategies d. Spiral Progression	*Jigsaw*. The class forms four groups. Each group will research, analyze and master elements of K to 12 (Framework, Philosophy, Approaches, Strategies) curriculum assigned to them. After mastering the content, teacher regroups the students by assigning one member from each group to form new group. Each member shares to their new group mates the knowledge they learned/mastered from their original group. Class sharing on the importance of understanding the K to 12 EsP curriculum in the preparation of lessons and learning resources in Values/Personhood Education	*Oral Participation* to demonstrate students' understanding of the K to 12 EsP curriculum and its relevance in the preparation and implementation of developmentally sequenced teaching and learning processes in the selection and development of lessons and learning resources in values/personhood education.	1.1.1 4.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Show skills in the use of inculcation approach in the development of desired values among learners to address learning goals, facilitate renewal and social transformation.	4.5.1 [C,D]	**B. Inculcation Approach** a. Definition b. Purpose c. Theoretical basis d. Strategies	*Message Relay.* The class will be divided into groups. The first member in the group memorizes the definition of inculcation approach and relay it to the next member. The last member to receive the message will write it on a paper. *Story Telling*. In the same group students write their own short story about the history, purpose and theoretical basis of Inculcation Approach. Each group will share their stories to the class. Students *simulate or role play* other strategies of inculcating values	*Oral participation, Short Story and Performance (simulation/role play)* to show skills in using Inculcation in the development of desired values among learners to address learning goals, facilitate renewal and social transformation	4.5.1

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the Clarification Approach as a tool to meet curriculum requirements and guide students develop higher levels of judgement and self-governance	4.1.1 [C]	**C. Clarification Approach** a. Definition b. Purpose c. Theoretical basis d. Strategies	Think-Pair-Share. Students individually analyze the definition of Values Clarification and share it to their partner *Clarification Grid.* Students read the purpose and theoretical basis of the Clarification approach then individually construct their own grid of the purposes of Clarification Approach. Under each purpose, they will write methods and strategies they think fits the achievement of the purpose and to guide students develop higher levels of judgment and self-governance. The teacher process the activity using the Clarifying Response Strategy (CRS).	*Grid* which shows the purpose of clarification approach and method/strategies to demonstrate students' personal evaluation and knowledge in using the approach to meet curriculum requirements and guide students develop higher levels of judgment and self-governance	
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze how can Value Analysis Approach, methods and strategies be used to meet curriculum requirements and develop critical and higher order thinking skills/judgement	1.1.1 4.1.1 [A,B]	**D. Value AnalysisApproach** a. Definition b. Purpose c. Theoretical basis d. Strategies	Socratic Questioning: Students are asked to write questions to analyze the meaning, instructional model and theoretical basis of Value Analysis approach. Teacher facilitates the conversation towards analyzing the approach and using it effectively. Rational class discussion. Students identify competencies in EsP which they think can be developed through the Values analysis approach and let them justify their list.	*Top Ten list* of EsP competencies that can be taught using values analysis approach to show students' analysis and higher order thinking and judgment	1.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Show skills in applying cognitive-moral development approach and ethical decision making as teaching strategies to develop moral	4.5.1 1.5.1 [B]	**E. Cognitive-moral Development approach** a. Definition b. Purpose c. Theoretical basis d. Strategies e. Models for Moral dilemma episode	*Moral dilemma episode*. Teacher presents moral dilemma episode to the class. Students will share their position on the situation and examine reasons or positions of other classmates.	*Instructional plan* to show skills in applying cognitive-moral development and ethical decision-making approach as strategies in teaching moral values and developing higher order thinking skills to address learning goals	4.5.1 1.5.1

	values, critical thinking skills and other higher order thinking skills to address learning goals		F. Ethical Decision-Making Approach	From the activity, the students, through probing questions from the teacher, will deduce the process of using cognitive-moral development approach in teaching moral values. Students study, compare and justify which of the three models of teaching moral dilemma will be most effective in teaching secondary students Students selects competencies from EsP curriculum related to moral values and prepare an instructional plan		
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Implement teaching strategies of socio-emotional approach that are responsive to the learners' linguistic, cultural, socio-economic and religious background	1.1.1 3.2.1 [A,D]	**G. Socio-emotional Approach** a. Definition b. Purpose c. Theoretical basis d. Strategies	*Talk show.* The class organizes and conducts a talk show regarding strategies socio-emotional approach in teaching values education. Resource persons will talk about the meaning, importance, theories and strategies used in developing the social and emotional aspects of diverse learners Students apply what they learned from the talk show by preparing a lesson plan using socio-emotional approach	*Cooperation in the organization* of the talk show to show skills in using a strategy for developing socio-emotional skill. Lesson Plan for teaching values and developing social and emotional skills of learners and responsive to the learners' linguistic, cultural, socio-economic and religious background	
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the process of using Action Learning Approach in the preparation and implementation of developmentally sequenced learning and teaching processes in addressing learning goals in values education	4.1.1. 4.5.1 [A,B, C]	**H. Action Learning Approach** a. Definition b. Purpose c. Theoretical basis d. Strategies	**Video analysis** https://www.youtube.com/watch?v=2sczaMKOceE Students watch the video about helping solve a problem in the community. Using the video as example, the teacher process the activity by asking questions based from the steps or pointers and theoretical basis of Action learning.	*Lesson Plan using Action* Learning Approach to show skills in preparing a developmentally sequenced learning and teaching processes in addressing learning goals in values education	4.1.1 4.5.1

				Students prepare an Action Learning Plan following the process		
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Apply the strategies of transpersonal approach in preparing and facilitating developmentally sequenced teaching and learning processes to meet curriculum requirements.	1.1.1 4.1.1 [A,B]	**I. Transpersonal Approach** a. Definition b. Purpose c. Theoretical basis d. Strategies	*Guided imagery.* The teacher leads the class in a relaxation exercise. With soft music in the background, students try to imagine the scene relayed by the teacher. The teacher process the activity. Journal Writing. Based from their experience in the activity, students make a journal entry about their personal meaning and purpose of Transpersonal and its importance in teaching values. Students choose competencies in the EsP curriculum and prepare an instructional plan using Transpersonal approach	*Journal entry to show understanding of the basic concepts of transpersonal approach* *Lesson plan* to show skills in using transpersonal approach in the preparation of developmentally sequenced teaching and learning processes to meet curriculum requirements.	.1.1.1 4.1.1
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Design and implement a developmentally sequenced teaching and learning process utilizing variety teaching and learning resources, including ICT through Integrative Approach	1.1.1 4.1.1 4.5.1 [A,B, C,D]	**J. Integrative Approach Integration of Values Across Learning Areas**	Mind Mapping. Students create a mind-map on how to integrate a certain theme or topic to the different learning/subject areas. Evaluate lesson exemplars using the Integrative Approach and identify different ways of integrating values across learning areas. Students design and implement their own lesson plans	*Demonstration lesson/micro teaching* to demonstrate student's skill in using integrated approach utilizing different learning resources that address specified EsP learning goals	1.1.1 4.1.1 4.5.1

Week 11-12	At the end of the week, the pre-service teacher (PST) should be able to: • Show skills in the positive use of ICT to facilitate the teaching and learning process by utilizing different ICT tools and platforms to meet curriculum requirements and address specific learning goals	1.3.1 4.1.1 4.5.1 [A,B, C]	**K. Digital Learning Resources for Values Education:** a. WebQuest b. Digital Story Telling c. Webinar (Zoom) d. Tools for Analysis e. Social Media (Blogging, Facebook, Twitter, Instgram) f. Collaborative Learning using online platforms e.g. Edmodo, google classroom, talentlms, socrative, educlipper, kahoot)	Teacher presents the lesson through googleclassroom/edmodo/talentlms. Students prepare a lesson using ICT and submit through the platform used by the teacher.	*Participation discussion and collaborative activities online to show skills in the positive use of ICT* to facilitate the teaching and learning process *Lesson Plan* to demonstrate students' skills in the use of ICT tools and platforms to meet curriculum needs and to address specific learning goals	1.3.1 4.1.1 4.5.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate knowledge on how ACES approach and strategies be used in managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hand-on activities within the available physical learning environment.	1.1.1 2.3.1 [A]	**L. Affective-Cognitive Experience for Self- direction (ACES) Approach** a. Definition b. Framework and strategies c. Theoretical basis	*Picture analysis.* Students form a triad and explain the concepts presented in the image Teacher facilitates the analysis of the concepts based on students' answers using the clarifying response dialogue. Brainstorming. Students come up with a list of possible strategies to provide experiential learning for learners. *Lecturette*. Teacher gives input on the Confluent Theory as basis for the ACES approach	Oral and written report on the activities given to demonstrate students' knowledge and understanding on the concepts of the ACES approach and how it can be used to engage learners in meaningful exploration, discovery and hand-on activities within the available physical learning environment	1.1.1 2.3.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Show skills in the use of ACES Approach in the preparation of developmentally sequenced teaching and	4.1.1 4.5.1 [B,C, D]	**M. Affective-Cognitive Experience for Self- direction (ACES) Approach** d. Methodology and Phases of Value Learning	Demonstration lesson. Teacher demonstrates or asks a student to demonstrate a lesson using ACES approach. The class will observe, analyse the steps employed by the	Lesson plan and demonstration using variety of teaching resources , including ICT, in order to show skills in using the ACES approach to meet the EsP curriculum requirements	4.1.1 4.5.1

	learning processes to meet the EsP curriculum requirements and in the selection, development and use of variety of teaching resources, including ICT to address learning goals.			demo teacher and come up with the lesson plan structure. The teacher facilitates the analysis of the methodology and phases of the ACES approach based on the demo lesson, *Students design and demonstrate an instructional plan using the ACES approach*		
Week 15-16	At the end of the week, the pre-service teacher (PST) should be able to: • Use the ACES Approach methodology to prepare developmentally sequenced teaching and learning processes and identify outcomes that are aligned with learning competencies using the different approaches in teaching values/personhood. • Seek advise in the preparation of lesson plans concerning the use of approaches and strategies that can enrich teaching practice	4.1.1 4.2.1 [B,C] 4.4.1	**Affective-Cognitive Experience for Self- direction (ACES) Approach**	Students select appropriate competencies, outcomes, learning resources and materials and design an ACES-based instructional plan for the different approaches in teaching values Consultation and revision of lesson plans	*Compilation/Curation of Lesson exemplars in teaching values/personhood* using different approaches, strategies, outcomes aligned with competencies, teaching and learning resources, including online resources. Criteria: 1. Appropriateness of the approach and strategies to the competencies 2. Outcomes are aligned with competencies 3. Relevance of teaching resources	
Week 17-18	At the end of the week, the pre-service teacher (PST) should be able to: • Show skills in the implementation of relevant teaching approaches and strategies responsive to the	3.2.1 4.1.1 4.5.1 [D]	**Affective-Cognitive Experience for Self- direction (ACES) Approach**	Students choose one lesson plan and demonstrate in class using variety of teaching and learning resources, including ICT	*Demonstration Teaching* to show skills in the implementation of relevant teaching approaches and strategies suited for diverse learners Criteria 1. Teacher's personality 2. Lesson Plan	3.2.1 4.1.1 4.5.1

	learner's linguistic, cultural, socio-economic and religious background to meet curriculum needs through the utilization of variety of teaching and learning resources, including ICT to address learning goals				3. Lesson Development 4. Classroom interaction and management 5. Instructional resources 6. Assessment technique	

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.f. become an exemplar of Filipino values
6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
6.3.6.k. demonstrate in depth knowledge in developing and using traditional and non-traditional strategies for assessing learner's performance in values education

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Values Integration in the Various Disciplines**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course provides students with basic training in the application of transformative teaching and learning in integrating values in various learning areas and in implementing a comprehensive school systems-based approach to values development. It deals with concepts, rationale, theories, models, approaches, and strategies of values integration in the curriculum and the school system.	1.1.1 1.2.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to: A. demonstrate content knowledge on the different research-based concepts, rationale, theories, models, approaches, and strategies of integrating values in the curriculum and the school system; B. demonstrate knowledge in the application of strategies in developing relevant, responsive and comprehensive school systems-based program for values development.	BTIs covered 1.1.1; 1.2.1 4.3.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Explicate the importance of values integration in various disciplines based from research-based documentaries and readings	1.1.1 1.2.1 [A]	**A. The Need for Values Integration:** **1.** The Concept of Values Integration **2.** Importance of Values Integration in various disciplines	WEB QUEST: Students will read research articles reflecting evidence situations on the increasing need for values formation (ex. historical and theoretical reasons for moral decline) and importance of integrating values Students work in small groups to enumerate these evidences to prove the need for focusing on values integration across disciplines.	*Concept map* to present students' understanding of the importance of values integration in various disciplines based from research-based documentaries and readings	1.1.1 1.2.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the relationship of education, society and values and the essence of values education.	1.1.1 [A]	**B. The Essence of Values Education: The Power of Education, Society and Values**	*Reacting to a Statement/Quotation.* Students give their reaction to a statement/quotation made by a famous person regarding the power of education or the role of society in education.	*Recitation and Reflective Essay* to demonstrate students' knowledge and understanding of the relationship of education, society and values and the essence of values education.	2.5.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Determine strategies/activities of integrating values responsive to the learner's linguistic, cultural, socio-economic and religious background through the administrative approach.	1.1.1 3.2.1 [A]	**C. Approaches of Integration** **1. Administrative Approach** a. Vertical integration b. Horizontal integration c. Natural Integration d. Unnatural Integration e. Eclectic Integration	Video analysis. "Good morning Ms. Toliver" https://www.youtube.com/watch?v=X05F-9B10sA After watching, students analyze how the teacher integrated values in teaching, Interview. Students interview principal and teachers to learn about the approaches and activities employed in the school to integrate values	*Brochure* on the different approaches of integrating values in school and across disciplines	1.1.1 1.2.1

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate strategies/activities of integrating values responsive to the learner's linguistic, cultural, socio-economic and religious background through the hidden curriculum and the formal curriculum	1.1.1 3.2.1 [A]	**2. Hidden curriculum** **3. Formal Curriculum** **Intradisciplinary** **Interdisciplinary** **Transdisciplinary**	School observation: Students will observe how values are taught outside and inside the classroom. They will list all their observations and later classify which is part of the hidden curriculum and the formal curriculum. Teacher provides lesson examples using the intradisciplinary, interdisciplinary and transdisciplinary approach. Students determines strategies related to the approaches	*Micro teaching* using the approaches and strategies in the formal and hidden curriculum responsive of learner's linguistic, cultural, socio-economic and religious background	1.1.1 3.2.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Compare curricular integration with comprehensive approach of integrating values	1.1.1 [A]	**4. Comprehensive approach**	Caring beyond the classroom. Students are asked to go out and do something good to a person or group, or for the school. Small group sharing on other ways of teaching values beyond the classroom. Teacher guides students to compare the curricular and comprehensive approach	*Double cell diagram* to show understanding on the difference of the two approach	1.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Infer from document analysis how various models are utilized in integrating values across disciplines for curriculum implementation to become more relevant and responsive to learners' needs	1.1.1 [A]	**D. Models of Integrating Values** 1. Thematic Model of Instruction 2. Content-Based Instruction 3. Problem-Based Model 4. Theme Based Model	Using curriculum documents such as lesson plans, syllabi and curriculum guides of various disciplines, students will analyze how integration of values are done using thematic, content-based and interdisciplinary models Inputs are used during the class discussion. Further examples will be cited to deepen understanding	*PowerPoint presentation* to illustrate how various models are utilized in integrating values across disciplines for curriculum implementation to become more relevant and responsive to learners' needs	1.1.1 4.3.1

Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Identify learning outcomes that are aligned with learning competencies in designing instructional plans using the different models of integrating values	1.1.1 4.2.1 [B]	**E. Designing lessons using the different models of integration**	Students look into the EsP curriculum guide and identify outcomes aligned with the competencies and individually designs a lesson utilizing the different models of integration	Lesson plan to show students' knowledge in identifying learning outcomes aligned with competencies in designing lesson using the models of integration Criteria: Alignment of the outcomes with competencies Appropriateness of the model and strategies used	1.1.1 4.2.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the K-12 Curriculum framework to determine value-laden competencies on the different subject areas as entry point for values integration and identify outcomes that are aligned with learning competencies	1.1.1 4.2.1 [C]	**F. Identifying Value-laden competencies in** **1.** English **2.** Filipino **3.** Mathematics **4.** Science	Group Activity. The class will be divided into seven groups and each group will be assigned one learning area to analyze. Using the curriculum guide for each subject areas, students identify competencies for possible entry points for integrating values, the values to be integrated and learning outcomes	Matrix containing the list of competencies for possible entry point of integrating values, identified values to be integrated and learning outcomes *PowerPoint Presentation containing a summary of competencies for values integration and possible learning outcomes.*	1.1.1 4.2.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the K-12 Curriculum framework to determine value-laden competencies on the different subject areas as entry point for values integration and identify outcomes that are aligned with learning competencies	1.1.1 4.2.1 [C]	**G. Identifying Value-laden competencies in** **5.** Social Studies (Araling Panlipunan) **6.** Technology and Livelihood Education **7.** Music, Arts , Physical Education and Health **8.** EduKasyon sa Pagpapakatao			1.1.1 4.2.1 1.2.1

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the concepts and values inherent in the nature of the subject areas as guide in the preparation of developmentally sequenced teaching and learning processes.	1.1.1 4.1.1 [A]	**H. Examining the concepts and values inherent in the different learning areas** 1. English 2. Filipino 3. Mathematics 4. Science	Students research and use the K to 12 curriculum guide to examine and discuss the concepts of each learning areas and the values inherent in each.	Matrix showing the different concept taught in each learning areas and the inherent values	
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the concepts and values inherent in the nature of the subject areas as guide in the preparation of developmentally sequenced teaching and learning processes.	1.1.1 4.1.1 [A]	**H. Examining the concepts and values inherent in the different learning areas** **5.** Social Studies (Araling Panlipunan) **6.** Technology and Livelihood Education **7.** Music, Arts , Physical Education and Health **8.** EduKasyon sa Pagpapakatao	*Interview and peer partnership* Students find partners from different major fields, interview teachers to confirm or verify their findings or ideas	PowerPoint presentation to demonstrate knowledge in the concepts and inherent values in each learning areas	
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Enhance a lesson plan from different learning areas by using different strategies in values integration and identifying learning outcomes that are aligned with learning competencies	1.1.1 4.2.1 [B]	**I. Strategies in Integrating Values across learning areas** 1. Incomplete Sentence 2. Giving one's title to a poem/story/paragraph 3. Using Value-judgment Questions **4.** Giving Caption to a picture	Lesson Plan examination. Students research lesson plans from different learning areas. In a collaborative group, they will examine entry points for values in the lesson plan and enhance the lesson plan by integrating values using the different strategies	*Revised lesson plan from different learning areas enhanced with values* Criteria: Relevance of the values and the strategies used	1.1.1 1.2.1 4.3.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Enhance a lesson plan from different learning areas by using different strategies in	1.1.1 4.2.1 [B]	**I. Strategies in Integrating Values across learning areas** 5. Values voting 6. Rank Order 7. Reacting to a statement 8. I learned statement	Lesson Plan examination. Students research lesson plans from different learning areas. In a collaborative group, they will examine entry points for values in the lesson	*Revised lesson plan from different learning areas enhanced with values* Criteria: Relevance of the values and the strategies used	1.1.1 1.2.1 4.3.1

	values integration and identifying learning outcomes that are aligned with learning competencies			plan and enhance the lesson plan by integrating values using the different strategies		
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Discus school wide policies, strategies and procedures that foster harmonious relationship with the wider school community	1.1.1 6.4.1 [A]	**J. School-wide Strategies in Creating a Positive Environment** 1. Creating a culture of excellence and ethics 2. Caring beyond the classroom 3. Building a strong collaboration/ partnership with parents and community	Panel discussion Teacher invites the principal, teacher, parent, and community leader to share their opinion on the different policies, strategies and procedures Students participates by asking questions and take notes of the significant statements/ideas mentioned by speakers Students and teachers can prepare questions prior to the panel discussion	*Memory matrix*(completed) to show students understanding of important concepts about school wide strategies and procedures that foster harmonious relationship with the wider school community	1.1.1 6.4.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the steps and components in designing a relevant and responsive values development program in school that integrates values in various discipline	1.1.1 4.3.1 [B]	**K. Designing a Values Development Program in School** **1.** Create a Touchstone **2.** Have a values-based motto **3.** Seek Leadership's support **4.** Identify essential values/virtues	Teacher discuss the strategies and provide samples for analysis Students will be asked to make a draft of touchstone, motto, list of values/virtues	*Flow Diagram* with a draft statement for each step to show students understanding of the steps in designing a values development program in school	1.1.1 4.3.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Identify strategies for promoting values and assessment plan for the implementation of a relevant	1.1.1 [B]	**K. Designing a Values Development Program in School** **5.** Analyze the moral and intellectual culture of the school **6.** Choose an organizing strategy for promoting the values/virtues	Teacher and students answer the analysis questions for analyzing moral and intellectual culture of a school and students present a report Small group discussion	*Completed Flow Diagram* showing the components of Values Development Program and assessment plan	1.1.1

	and responsive values development program		7. Develop an Assessment Plan	Students writes a list of strategies for promoting values and develop an assessment plan		
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Apply appropriate approaches and strategies in designing a relevant and responsive values development program that suits learners' needs strengths, interests and experiences and seek advice in designing a values development program	1.1.1 4.3.1 4.4.1 [B]	**L. Designing a comprehensive values development program:** **-** Synthesis and Application of approaches, models of integration; and techniques of positive behavior management techniques for values integration	Students designs a Values Development Program for a school of their choice Coaching. Teacher provides special assistance to students Integrate suggestions and comments on the drafted program	*Booklet or Brochure* showing the mechanics for Values Development Program implementation *Improved booklet or brochure content t*o demonstrate students' skill in utilizing suggestions for the improvement of the program	1.1.1 3.1.1 4.3.1 4.4.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate knowledge in the implementation of relevant and responsive learning programs for values development by presenting a proposed program to a panel of critics.	1.1.1 4.2.1 [B]	• **Proposal Defense for values development program**	Teacher coordinates and invites school staff and teachers as panel member Students present their proposed Values development program before the panel members	*Proposal paper and oral presentation with the aid of ICT to show knowledge* in the implementation of relevant and responsive learning programs for values development Criteria: Relevance of the program Organization of presentation Appropriateness of visual aids used	1.1.1 1.3.1

Suggested References
A 12-point Comprehensive Approach to Character Education. Retrieved from http://www.cortland.edu/character/wheel/3.htm. Carr, D. & Landon, J. (1999). The Hidden Curriculum. *Journal of Beliefs and Values*, (20)1 Esteban, E. J. (1990). *Education in values: What, why and for whom*. Manila: Sinagtala Publishers. Gestwicki, C. (1996). *Home-School Community & Community Relations (3rd Ed.)*. Boston: Cengage Learning. Kilpatrick, W. (1993). *Why johnny can't tell right from wrong?*. U.S.A.: Simon and Schuster. Lickona, T. (2004). *Character matters: How to help our children develop good judgement, integrity and other essential virtues*. New York: Touchstone Neill, J. (2011). *A character education primer*. Retrieved from www.goodcharacter.com. Palispis, E. (1995). *Introduction to values education*. Quezon City: Rex Bookstore.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education
6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights
6.3.6.f. become an exemplar of Filipino values
6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations
6.3.6.h. demonstrate commitment to student's development for personal renewal and social transformation
6.3.6.m. manifest commitment to community service as a means to promote social values

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Values Education through Community Service**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This practicum course prepares students to employ action-learning approach for the implementation of relevant and responsive community development program and services, which are properly coordinated with stakeholders. It helps students understand people and communities within their social world to improve their well-being. It provides avenue for students to contribute and participate in values development programs for social transformation. It also focuses on the core values of common good, social responsibility, accountability, compassion, love of work, volunteerism and dedicated service.	1.1.1 4.3.1 6.1.1
Course Learning Outcomes At the end of the course, the pre-service teachers should be able to:	BTIs covered
A. demonstrate content knowledge of people and communities within their social world to improve their well-being;	1.1.1
B. demonstrate knowledge in the management and implementation of relevant and responsive community development programs and services for values enhancement of the people in the community;	4.3.1; 6.1.1
C. seek advice concerning strategies that build relationships with the community as they initiate and implement relevant and responsive community programs that promote values development for social transformation; and	6.2.1
D. demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities and values such as caring attitude, respect, integrity, and other social and work values during community development programs.	7.2.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Summarize the meaning, purposes and nature of values education as community service • Differentiate Community Service and School Learning Service	1.1.1 [A] 1.1.1 [A]	**A. Nature of Values Education and Community Service** 1. Revisiting Values Education and Values Formation and in view of the K to 12 EsP Curriculum Directions 2. Community Service, School Learning and Values Education	Facilitated discussion and group brainstorming about the meaning, purpose and nature of values education and community service The teacher will discuss the difference between Community Service and School Service	*One-sentence summary* to demonstrate students' understanding of the nature of values education as community service *Matrix* to show the differences of community service and	1.1.1 1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Infer from research-based information, the current state of local and global communities as basis for community development program and services • Suggest ways in addressing specific community concerns through community service programs	1.2.1 [B] 1.1.1 1.2.1 [B]	**B. Community Awareness and Areas of Community Service**	WebQuest: Students do prior readings on the current local and global community issues and concerns in different aspects (such a health, education, etc.). Students work in small groups to discuss specific issues and concerns prevalent in various communities (local/global) Using the same grouping, students brainstorm on relevant ways and solutions that address the specified needs or concerns	*Collage* of excerpts from readings/ news clips and other forms of material showing evidences of the prevalence of community needs and problems *Graphic Organizer to present* ways in addressing specific community concerns through community service programs	1.2.1 1.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Describe how important core values such as common good, social responsibility and accountability, compassion in implementing	1.1.1 [B]	**C. Core values of common good, social responsibility and accountability, and compassion in Community Service/ work**	Interviews: Students work in small groups to draft questions and conduct interviews of community leaders "on the meaning of common good, social responsibility and accountability, and compassion in the context of community service"	*Multimedia presentation* to present the meaning and importance of "common good, social responsibility and accountability, and compassion as important elements of responsive community service/work	1.1.1

	responsive community Service			They summarize and present their work in class		
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on the importance of work as one factor that dignifies man	1.1.1 [A]	**D. Value of Human Work** 1. Definitions of Work 2. Reasons for Working 3. Dimensions of work	The teacher will present a movie emphasizing on the value of work. Processing Activity: discussions on the definition of work, reasons for working and the dimensions of work based from the movie. The students will write a reflection on the value of work from the movie presented.	*A Reflection Paper* on the value of work from the movie presented.	1.1.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the vital role of needs assessment in developing and implementing relevant and responsive community service programs and services	1.1.1 [B]	**E. Management and implementation of relevant and responsive community development programs and services** 1. Assessing Community Needs a. Reasons for Collecting Information about the Problem b. Criteria in Identifying community Problems c. Steps in collecting Information	The teacher will discuss vital role of needs assessment in developing and implementing relevant and responsive community service programs and services by citing concrete examples.	*Short Essay:* Students will be required to write an essay on the reasons for collecting information and identifying community problems towards	1.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the criteria and steps in needs conducting needs assessment towards developing and implementing relevant and responsive community service programs and services	1.1.1 [B]	**Management and implementation of relevant and responsive community development programs and services (continued)**	Students analyze a "sample of a community service program document" and deduce criteria in identifying community problems and the steps in conducting a community service	*Flow Chart* to demonstrate students' knowledge of the criteria in identifying community problems and the steps in conducting a community service	1.1.1

Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Plan to conduct a needs assessment activity to identify basis of community program development	1.1.1 5.5.1 [B]	**Management and implementation of relevant and responsive community development programs and services (continued)**	Students work in small groups to implement a needs assessment activity to a specified community to inform program development	*Presentation of a need's assessment plan*	1.1.1 4.3.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Collaborate with identified stakeholder in the community for the conduct of community needs assessment • Conduct a needs assessment activity in a specified community as a pre-requisite in designing a community program that is relevant and responsive	1.1.1 4.3.1 5.5.1 [C] 1.1.1 4.3.1 [C]	**Management and implementation of relevant and responsive community development programs and services (continued)**	Collaboration with community stakeholders: Students draft letters and follow protocol of collaboration in conducting community needs assessment Needs assessment Proper with the teacher's supervision	*Significant attachments* of a need's assessment plan document *Activity Log to present students' active participation in the conduct as part of needs assessment*	1.1.1 4.3.1 5.5.1 1.1.1 4.3.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze data gathered in the need's assessment activity using research-based tools for analysis • State goals/objectives of a community service program to be conducted based on identified problems and concerns.	1.1.1 1.2.1 5.5.1 [B] 1.1.1 4.3.1 [B]	**2. Analysis of Community Needs and Problems: SWOT analysis and other Appropriate Tools in problem analysis** **3. Stating Community Service Project Goals and Objectives**	Lecture on the use of SWOT Analysis, Problem Tree and other research-based tools for problem analysis. Students work in small groups to infer from a reliable community service program document how objectives are stated based from the results of needs assessment conducted.	*Presentation of Identified community needs using appropriate tool used for analysis* *Categorical Grid* to present alignment of stated objectives and problems	1.1.1 1.2.1 5.5.1 1.1.1 4.3.1

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Plan to identify specific activities to meet identified goals and objectives for community service .The recipients of the activity are the adopted barangays of the school. • Seek advice from barangay officials and elders in the community to help enrich the drafting of the community service program • Formulate a complete project proposal based from needs assessment and advice sought from the community	1.1.1 6.1.1 [B] 6.2.1 [C] 1.1.1 6.2.1 6.1.1 [B]	**4. Parts of a Project Proposal** **5. Ethical Principles in Community Service** **6. General Principle in Implementing a Community Work** **7. Guidelines and Limitations for Student's Community Service**	Planning Phase with the teacher's supervision Both teacher and students will seek advice from the key people in the community regarding the proposed project. The teacher will explain the parts of the project proposal The students will design a project proposal that is relevant and responsive to community needs and present to class. Guide students in the revision of the project proposal Students will scrutinize the parts of the proposal	*Categorical Grid* to present specific activities to meet identified goals and objectives for community service *Oral Presentation of Inputs/suggestions from the community to enrich the mechanics of the community service program* *Project Proposal* to demonstrate students' knowledge and skill in formulating a project proposal for community service program implementation	1.1.1 6.1.1 6.2.1 1.1.1 6.2.1 6.1.1
Week 11-16	At the end of the week, the pre-service teacher (PST) should be able to: • Implement relevant and responsive community projects for community service.	1.1.1 6.1.1 [D]	**8. Implementation Proper**	Implementation of the planned community service projects. Teacher supervises the activities on-site.	*Activity Log/Progress Reports with documentations to show students' activities and accomplishments as evidence of skill in community service program preparation and implementation*	1.1.1 6.1.1

Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the impact of the community project and the values gained from the learning activity • Construct insights gained from the project implementation activities and implication to personal philosophy of teaching	5.5.1 [D] 7.2.1	**9. Community Project Impact Assessment** **10. Benefits of Community Service Involvement**	Require Students to create an evaluation tool that assess and evaluate the impact of the project and the values gained from the community service Present a movie maker of the experiences using ICT Oral presentation/sharing of lessons learned Post Conference shall be conducted by the teacher to process the values learned from seeking advice with stakeholders The teacher will facilitate a "group sofa chat" for Individual sharing of experiences that nurture and inspire learner participation.	*Evaluation tool* to show students skills in using assessment tool as part community service program implementation *Multimedia presentation* to present experience lessons learned and teaching philosophy statements for community service	5.5.1 7.2.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Produce a Terminal Report highlighting accomplishments and values culled out from community service program implementation	1.1.1 4.3.1 6.1.1 [B]		Organization of documents for the terminal report	*Terminal report* demonstrating knowledge of in the implementation of responsive and relevant programs	1.1.1 4.3.1 6.1.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values
6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights
6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Moral Issues and Concerns in Contemporary Living**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
The course aims to develop in the students critical thinking skills, the ability to use research-based knowledge, and the ability to select, develop and use a variety of teaching and learning resources for moral resolution. It focuses on understanding morality through critical thinking and its significance in the formation of informed decisions and responsible behavior. It presents current moral issues in the exercise of freedom and correct judgment and guides students to adhere to universal moral values.	1.1.1 1.2.1 1.5.1 4.5.1

Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate understanding of morality though critical thinking and its significance in the formation of informed decisions and responsible behavior;	1.1.1
B. demonstrate critical thinking skills and the use of research-based knowledge on current issues in examining moral issues and concerns in the exercise of freedom, correct judgment, decision-making activities and issue resolution; and	1.2.1
C. demonstrate skills in selecting, developing, and using a variety of teaching and learning resources including ICT to facilitate students development of critical thinking skills in moral resolution.	4.5.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Argue that human beings are moral by citing real-life situations • Examine how the various research-based theories' attempt to account for the origination of one's standpoint on morality/moral issues	1.1.1 [A] 1.1.1 1.2.1 [B]	**4. Why should Human Beings be Moral?** **1.** Arguments from the Enlightened Self-interest **2.** Arguments from the Tradition and Law **3.** Evolution of Arguments **4.** Common Human Needs **B. Basic Sources/ Basis of Morality** **1.** Natural law (nature as human being) **2.** Customs and Traditions **3.** Law **4.** Religion	Teacher presents different arguments on why human beings should be moral. Students analyze statements to stir arguments that will prove the human beings are moral Small group discussion: Students get a copy of their city's/province laws. Students read, discus and identify what prompted the formulation of these laws/or on what basis. Lecture discussion: teacher utilizes students' output to discuss the basis or source of morality.	*Group Presentation of Arguments* to demonstrate students understanding of human beings as moral Criteria: clarity and logic of arguments to prove that human being are moral A *Reflection Paper* to express one's examination on how the various theories' attempt to account for one's standpoint on morality/moral issues Criteria: clear understanding of the theories; ability to use theories as basis/source of one's standpoint about a moral issue	1.1.1 1.1.1 1.2.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Justify the use of an appropriate approach in studying morality as values educators • Describe how consequentialist and non-consequentialist theories apply to moral resolution using a given ethical problem	1.2.1 [B] 1.1.1 [A]	**C. Approaches to the Study of Morality** **1.** Descriptive or Scientific **2.** Philosophical **3.** Normative and analytic **D. Theories of Morality** 1. Consequential (Teleological) a. Egoism b. Utilitarianism 2. Nonconsequential Theory (Deontological) a. Act Nonconsequential b. Rule Nonconsequential	Teacher presents situations where the different approaches of studying morality is applied (in different fields such as in the sciences, education, etc.) Students cite examples. Small group discussion. Students analyze how moral resolution is done using consequentialist and non-consequentialist theories. Teacher processes student's presentation of their output. .	*Minute Paper* to express students' justification of their appropriate choice of an approach in studying morality as values educator. Criteria: appropriateness of the approach in studying morality; issues cited are culled from current issues *Paper-pencil Test* to demonstrate understanding of how the two theories of morality apply to in moral resolution	1.2.1 1.1.1

Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate whether a moral system or a code is moral or immoral based on one's understanding of absolutism and relativism in morality • Describe an ideal virtuous human person and the significance of living a life of virtue	1.1.1 [A] 1.1.1 [A]	**E. Cultural Absolutism and Cultural Relativism** **F. Propositions, Truth and Moral Propositions** **G. Virtue Ethics** 1. Aristotle's Nicomachean Ethics 2. Confucian Moral Self-cultivation 3. Confucian Rule of Ethics 4. Contemporary Analysis of Virtue Ethics 5. Advantages of Virtue Ethics a. Creating the good human being b. Unifying reason and emotion **c.** Emphasizing emotion	Students evaluate the wrongness/ goodness of different statements such as "Rape is always wrong"; "Adults should never sexually molest children" or "Children should always say "po" or "opo". Case analysis to explain the absolutism and relativism of morality. Simulated Talk Show with a Q and A: on "Who is a Virtuous Person? Is it Worth Living a life of virtue?" Students are grouped: Reading assignment will be assigned prior to the meeting. Students discuss the concepts assigned to them and agree among themselves about their understanding of the concepts. They discuss the topics during the talk show.	*Short essay/Speech* to express one's evaluation of a moral system using one's understanding of whether morality is absolute or relative. Rubric focusing on logic of argument as manifestation of one's understanding of absolutism and relativism *Categorical Grid/or Poster Slogan:* A list/or a reflection of virtues the students think everyone should possess, and explanation and a precept to each virtue. This is to demonstrate students understanding of content knowledge about virtues and its significance. Criteria: clarity of presentation/elements on the poster slogan	1.1.1 1.1.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Discus how the freedom-versus-determinism controversy apply to moral responsibility	1.1.1 [A]	**H. Freedom Versus Determinism** **1.** Meaning and Types of Determinism **2.** Fatalism and Hard and Soft Determinism	Facilitated Discussion focusing on the presence of freedom versus determinism controversy in life situations by the use of the following activities: • Students will list actions committed about which they have a strong feeling (e.g., regret or of pride) and determine to what extent are these actions freely done or determined by outside forces/factors working within or outside them. • Use of literary works (ex. Albert Camus's The Stranger or any) and determine to	*Group presentation* to discuss how freedom-versus determinism controversy applies to moral responsibility. (ex. research on the background of some great men and investigate the extent to which goodness or badness was determined by forces over which they had no control.) Rubric focusing on the clarity of discussion on how freedom-versus determinism controversy applies to moral responsibility	1.1.1

				what extent the characters are free or determined.		
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Utilize an ethical framework and researched-based knowledge of current issues and experiences in analyzing moral experiences • Illustrate how the basic assumptions on the characteristics or attributes of a workable moral system or theory is reflected in solving a moral issue	1.1.1 1.2.1 [A,B] 1.1.1 [B]	**SETTING UP A MORAL SYSTEM** **A. Resolving Conflicting General Moral Issues** 1. Consequentialism versus Non-consequentialism 2. Self-versus Other Interestedness 3. Act versus Rule 4. Emotion versus Reason **B. Ethics of Proportionality and the Four-Fold Theory** **C. Basic Assumptions Concerning what constitute a Workable Set of standards for Morality** 1. Including the emotional and rational aspects 2. Logical Consistency with Flexibility 3. Ability to be Taught and Promulgated 4. Ability to Resolve Conflicts	Workshop on the use of ethical framework and researched-based knowledge of current issues and experiences in analyzing moral experiences. The teacher facilitates the analysis of arguments on moral experiences or issues to illustrate the importance of resolving first conflicting general moral issues. The teacher will discuss how moral experiences are analyzed using the four-fold theory in view of the "ethics of proportionality." Teacher facilitates the activity on moral resolution illustrating the 4 attributes of a workable moral system.	*Case Problem Analysis Presentation* demonstrating knowledge and skill in the application of an ethical framework. Rubric focusing on the correctness of the use of an ethical framework based on one's arguments *Position Paper* about a moral issue that reflects the students' use of a workable moral system or theory. This demonstrates students' understanding of the attributes of a workable moral system that can be used on solving a moral issue. Rubric focusing on the how moral resolution was made based on a selected workable moral system or theory and how the basic attributes of a workable moral system are considered	1.1.1 1.2.1 1.1.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Prove that the principle of goodness and value of life principles should be prioritized in applying the five principles of morality	1.1.1 [A]	**D. Basic Principles Towards the Formation of any Ethical System** 1. Value of Life Principle 2. Principle of Goodness and Rightness 3. Principle of Justice or Fairness 4. Principle of Truth Telling or Honesty	Facilitated examination of a system of ethics or moral code which students are familiar. Describe to what extent any or all of the five basic principles are found in the system or code and to what extent the first 2 principles are prioritized.	*Oral presentation of group ethical analysis and moral resolution* to demonstrate students understanding that the principle of goodness and value life principles take precedence over the other principles in moral resolution. Rubric focusing on students' ability to prioritize the principle of goodness	1.1.1

	• State one's own standpoint on a moral issue to illustrate how various models of moral issue resolution are utilized	1.1.1 [B]	5. Principle of Individual Freedom **E. Various Models of Moral Issue Resolution** **1. General Steps in Analyzing Moral Issues** a. studying the details of the case b. identifying the relevant criteria c. Determine possible Courses of action d. Decide which action is most ethical **2. PLUS Ethical Decision Making Model** **3. Rational or Rules Model (Forester-Miller & Davis, 1995)** **4. Virtue Ethics Model (Jordan & Meara, 1995)** **5. Social Constructivism model (Cottone, 2001)** **6. Collaborative Model (Davis, 1997),** **7. Integrative Model (Tarvydas, 1998)** **8. others**	Pressure lines activity. Statements about a moral issue will be given by the teacher. Students will be asked to answer by applying the steps in analyzing moral issues based on a moral issue resolution model.	and value life principles in moral resolution; logic of arguments *Recitation* to state one's standpoint on a moral issue using the general steps in analyzing and resolving a moral issue Criteria: correctness in the use of each step; logic of argument; accuracy of facts presented (this is a formative assessment)	1.1.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate moral issues such as lying, cheating, breaking promises and stealing using	1.2.1 [B]	**EXAMINING MORAL ISSUES AND CONCERNS IN CONTEMPORARAY LIVING** **A. Lying, Cheating, Breaking Promises and Stealing**	Discussion using a matrix: The matrix is being developed while the discussion goes on. The matrix will present the definition of terms, different views and arguments for and	*Individual or group presentation* of a case analysis/moral resolution (written or oral presentation) about issues on lying, cheating, breaking promises and stealing using a specified ethical framework	1.2.1

	research-based knowledge on current issues and specified ethical framework or model of moral issue resolution		1. Definition of key terms: Lying, white lie, lies of omission and commission, cheating, promise and stealing 2. Consequentialist and Non-consequentialist Views 3. Studying the Arguments against and for the following: lying, cheating, breaking promises, and stealing	against lying, cheating, breaking promises and stealing. Ethical problem related to lying, cheating, breaking promises and stealing culled from current issues in schools and among adolescents. These will be analyzed using an ethical framework	Rubric focusing on students ability to logically argue one's standpoint by the use of a moral resolution framework/model; and the students demonstration of research based knowledge of current issues	
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Create teaching and learning activities that facilitate students understanding and skills in resolving issues on lying, cheating, breaking promises and stealing	4.5.1 [C]	**EXAMINING MORAL ISSUES AND CONCERNS IN CONTEMPORARAY LIVING (continued)**	Workshop on the development of teaching materials including library work and compilation of activities Peer evaluation of individual output.	Created teaching and learning activities that facilitate students understanding and develop skills in resolving issues on lying, cheating, breaking promises and stealing presented in a classroom mini exhibit Criteria (focus): creativity and appropriateness of created teaching and learning activities	4.5.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the importance of distinguishing the major aspects and the purposes of human sexuality when examining morality • Discuss the advantages and disadvantages of engaging in pre-marital sex based on researched based knowledge on pre-marital sex	1.1.1 [A] 1.2.1 [B]	**B. Human Sexuality** **1.** Major Aspects of Human Sexuality **2.** Meaning and Purpose of Human Sexuality **3.** Issues on Human Sexuality **a.** Premarital Sex a.1. Arguments against and for premarital sex **b.** Same Sex Marriage **c.** Sexual abuse **d.** Marital rape	Question Box: allow students to write their questions about human sexuality prior to the meeting. Teacher categorizes them and uses researched-based knowledge about human sexuality to answer them during the discussion. Documentary film showing a research-based information on the disadvantages and advantages of premarital sex.	*Short essay* to demonstrate students' understanding of the importance of distinguishing the major aspects and the purposes of human sexuality when examining morality *Pros and cons grid* to show ones understanding of the advantages and disadvantages of premarital sex.	1.1.1 1.2.1

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Prove one's standpoint on issues related to pornography, prostitution, sexual perversion based on arguments for and against them using an ethical framework	1.1.1 [A]	**e.** Pornography **f.** Prostitution **g.** Sexual Perversion or "Unnatural Sexual Activity"	Analysis of the arguments for and against pornography and sexual perversion Documentary film analysis of the effects of prostitution. Teachers presents current case problems for analysis using ethical framework	*Position paper* arguing one's standpoint on cases/issues on pornography, prostitution, and sexual perversion using an ethical framework	1.1.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate a brief lesson that facilitates students understanding and use of critical thinking skills in resolving human sexuality issues	4.5.1 [C]	**4. Review on moral resolution models** **5. Introduction to the Use of Critical thinking skills in moral resolution**	Writeshop and development of teaching resources (instructional materials) Library work/ consultation to peers and teachers Drafting of a brief lesson	*Demonstration lesson to* present created teaching and learning activities that facilitate students understanding and use of critical thinking skills in resolving human sexuality issues Rubric focusing on creativity of learning activities utilized to facilitate students understanding and use of critical thinking skills in resolving human sexuality issues	4.5.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Resolve issues caused by technological gap based on researched-based knowledge about the issues	1.2.1 [B]	**C. Mass Media Ethics:** **1.** Technological Gap **2.** Cyberbullying	Picture Prompts are presented to stir discussion on issues/problems caused by technological gap. (What problems do the pictures imply? what can we do?)	*Role play* to illustrate suggested strategies in resolving an issue on technological gap. Criteria (focus): clarity on how the strategy was portrayed	1.1.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Illustrate the use of group dynamics activities and other activities in facilitating students understanding and	4.5.1 [C]	**Moral Issues in Dysfunctional Families *(continued)***	Writeshop/workshop on group dynamics activities; Students are guided on how to use these strategies in facilitating students understanding and in developing	*Video clip presentation* to illustrate the application of group dynamics activities and other activities in facilitating students understanding and in developing students' skills in resolving issues concerning the family	4.5.1

	in developing students' skills in resolving issues concerning the family			students' skills in resolving issues concerning the family; Students create their own activities/strategies	Rubric focusing on the appropriateness of activities presented and clarity of presentation	
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate moral issues caused by poverty based on a researched-based knowledge of social issues and concerns • Compile learning resources that can be used to enhance awareness; and develop skills in resolving of moral issues related to poverty	1.1.1 1.2.1 [B] 1.1.1 1.2.1 4.5.1 [B]	**D. Issues Related to Poverty**	Documentary film analysis/ reading of current news and issues/ interviews if available. Small group analysis using a graphic organizer Writeshop and development of teaching resources (instructional materials) Library work/ consultation to peers and teachers	*Editorial Article* with an editorial cartoon expressing one's evaluation of moral problems caused by poverty and suggest solutions. Criteria: creativity, clarity and logic of arguments *Compilation* of learning resources that can be used to enhance awareness; and develop skills in resolving of moral issues related to poverty Rubric focusing on the appropriateness of learning resources that can be used to enhance awareness; and develop skills in resolving of moral issues related to poverty; number of learning resources produced (teachers identifies the maximum number)	1.1.1 1.2.1 1.1.1 1.2.1 4.5.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Resolve moral issues related to taking human life using an ethical framework/model prioritizing on the value of life principle and principle of goodness and rightness	1.1.1 1.2.1 [B]	**E. Respect for and Taking Human Life** **1.** Abortion **2.** Suicide **3.** Euthanasia **4.** Extra Judicial killings **5.** Human Cloning/genetic issues	Case problem analysis exercises using an ethical framework.	*Oral Presentation* of how an ethical framework prioritizing on the value of life principle and principle of goodness and rightness resolve issues related to "taking human life" Criteria: logic and clarity of arguments	1.1.1 1.2.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to:	1.1.1	**F. Current Political Issues (examples)** 1. Graft and corruption	Case problem analysis exercises using an ethical framework. Research/ readings of current issues	*Blog* to demonstrate students understanding of current political issues and standpoint on moral issues related to it.	1.1.1 1.2.1

	• Resolve current moral issues related to politics by using an appropriate ethical framework i.	1.2.1 [A,B]	2. Internal security issues 3. War on Drugs; 4. Marawi Issue		Rubric: focusing on recency and accuracy of facts presented logic and use of arguments/ethical framework	
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Develop teaching and learning episodes on moral issue resolution about abortion, suicide and other issues related to taking human life.	1.2.1 4.5.1 [A,C]	**Respect for and Taking Human Life (continued)**	Drafting of lesson plans/learning activities; preparation of materials to facilitate the teaching and learning of strategies in resolving moral issues related to taking human life.	Presentation of developed teaching - learning episodes Rubric focusing on the appropriateness of developed teaching learning episodes	4.5.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Use environmental ethical arguments to prove that humans have a moral obligation to preserve and protect nature • List down appropriate teaching and learning activities in the classroom and school programs that can be implemented to increase consciousness about man's moral obligation to preserve and protect nature and to resolve moral issues related to environment	1.1.1 1.2.1 [A,B] 4.5.1 [C]	**G. Environmental Ethics** **a.** Environmental Issues **b.** Categories of Environmental Ethics **c.** Libertarian Extension **d.** Ecologic Extension **e.** Conservation Ethics; Humanist theories,applied theology, anthropocentrism	class discussion focusing on analyzing theories and arguments for and against the exploitation of the natural environment Research on the different environmental issues/problems and their effects Group assignment to research on appropriate teaching and learning activities in the classroom and school programs that can be implemented to increase consciousness about man's moral obligation to preserve and protect nature and to resolve moral issues related to environment; Organizing group output into a matrix.	An *Editorial Article* to demonstrate student's ability to use environmental ethical arguments in proving that humans have a moral obligation to preserve and protect nature Criteria: creativity, clarity and logic of arguments A list of appropriate teaching and learning activities in the classroom and school programs that can be implemented to increase consciousness about man's moral obligation to preserve and protect nature and to resolve moral issues related to environment (organized into a matrix)	1.1.1 1.2.1 4.5.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights
6.3.6.f. become an exemplar of Filipino values
6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations
6.3.6.m. manifest commitment to community service as a means to promote social values
6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Introduction to Guidance and Counseling**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This is an introductory course in guidance and counseling designed to give the students a general overview of school guidance in the secondary level to develop responsible and effective individuals. It will provide sufficient orientation for the students to demonstrate research-based content knowledge on the nature, methods, and techniques of guidance, the basic guidance services, and the qualifications, roles, and functions of the various guidance personnel. It also highlights basic facilitating skills in counseling that suit the learners' gender, needs, strengths, interests and unique experiences.	1.1.1; 1.2.1 3.1.1

Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate research-based content knowledge on the nature, methods, and techniques of guidance, the basic guidance services, and the qualifications, roles, and functions of the various guidance personnel; and	1.1.1; 1.2.1
B. demonstrate basic facilitating skills in guidance and counselling that suit the learners' gender, needs, strengths, interests, and experiences to become responsible and effective individuals.	3.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the nature, meaning, scope of guidance in schools in the context of values teaching	1.1.1 [A]	**A. Explain the Nature, Meaning and Scope of Guidance**	Students' sharing of their experiences with a guidance counselor	Multi Media presentation to demonstrate students' research-based knowledge on the nature, meaning, and scope of guidance in schools in the context of values teaching	1.1.1 1.2.1
	• Trace the History and Development of significant events in "Guidance" in education using research-based information from literatures	1.1.1 1.2.1 [A]	**B. History and Development of Guidance** 1. Pseudoscientific Techniques in Guidance 2. Guidance, The Result of Scientific Study 3. The Status of Guidance ✓ Guidance in the U.S. ✓ Europe ✓ Philippines *RA 9258	WEB QUEST (Each group will research on the nature, meaning, scope, history, and development of guidance.)	*Timeline* to present research-based development of significant events of "guidance" in education Criteria focused on the clarity on how the timeline was presented	1.1.1 1.2.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Differentiate guidance from education, counselling and psychotherapy based on research articles	1.1.1 1.2.1 [A]	**C. Guidance within Education** **1.** Differentiation of Guidance from Education, Counselling, and Psychotherapy	True or False activity on the concepts of guidance, counselling, and psychotherapy	Comparison table to present similarites and differences of guidance, counselling, and psychotherapy based on research articles	1.1.1 1.2.1
	• Elucidate the place and role of guidance in education	1.1.1 1.2.1		Research article rummage: The students will be asked to search for	Comic strip to illustrate students' understanding of the place and role of	1.1.1

	using research articles to address the learners' needs, strengths, interests and experiences	3.1.1 [A,B]	**2.** Place and role of Guidance in Education	reliable research articles that focus on the differences of guidance, counselling, and psychotherapy and the place and role of guidance in education	guidance in education by citing concrete examples in the school context Criteria focused on the clarity and correctness of the illustration on the place and role of guidance in education as applied in the story of the comics	
Week 3-4	At the end of the week, the pre-service teacher (PST) should be able to: • Distinguish the roles, characteristics, and functions of guidance personnel • Describe the guidance services, tools and techniques	1.1.1 [A] 1.1.1 [A]	**D. The roles, characteristics, and functions of various guidance personnel** **E. Guidance services, tools and techniques** 1. The Basic Guidance Services ✓ Meaning and description ✓ Scope ✓ Services 2. Methods and Techniques	Guidance office visit Guidance personnel interview on the roles, characteristics, and functions of various guidance personnel, and guidance services, tools and techniques	*Simulation* to distinguish the roles, characteristics, and functions of various guidance staff Rubric focusing on the correctness of presentation on the different roles, characteristics and functions of guidance personnel *Brochure* containing guidance related activities illustrating the tools and techniques in guidance and counseling Criteria (focus): content, clarity, and presentation of the brochure	1.1.1 1.1.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the different concepts and principles in designing a guidance program in schools that suit the learners' gender, needs, strengths, interests, and experiences to become responsible and effective individuals	3.1.1 [B]	**F. Organizing a guidance program** 1) Basic Philosophy of Organization and Administration	The teacher will explain the concepts of organizing a guidance program.	*Quiz to demonstrate students' knowledge of the* concepts and principles in designing a guidance program in schools	1.1.1 2.4.1 3.3.1

Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Design a guidance program by applying concepts and principles discussed to suit learner's gender, needs, strength, interests and experiences disabilities, giftedness and talents of learners as it seeks to support learning environments that nurture and inspire learners.	1.1.1 2.4.1 3.3.1 [A,B]	**4. General Considerations in the Organization and Conduct of Guidance the Administration of Guidance**	Guide questions will be drafted. The students will visit a guidance center to interview and seek advice from a guidance practitioner in designing their guidance program.	*Guidance program* that reflects the application of concepts and principles discussed to suit learner's gender, needs, strength, interests and experiences Rubric focusing on the content, presentation and clarity of the guidance program based from a format	1.1.1 2.4.1 3.3.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the teacher's role in guidance and the preventive objective of guidance in the classroom as it seeks support that suit the learners' gender, needs, strengths, interests, and experiences to become responsible and effective individuals	1.1.1 3.1.1 [A]	**Developing a homeroom guidance** **1.** The Classroom Teacher's Role in guidance **2.** Ways Teachers can Help the Students **3.** The Preventive Objective of Guidance in the Classroom	*Picture prompts* to facilitate discussion on the teacher's role in guidance and the preventive objective of guidance in the classroom	*Poster Slogan* to demonstrate students understanding of the teacher's role in guidance and the preventive objective of guidance in the classroom as it seeks to support learning environments that is safe, secure, promotes fairness, respect and care, and that which nurtures and inspire learner participation Criteria (focus): clarity on how the strategy was portrayed	1.1.1 2.2.1 2.4.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the varied guidance resources for the teacher and the importance of home, school and community collaboration in school	1.1.1 4.3.1 3.1.1 [A,B]	**4. Guidance Resources for the Teacher** **5. Home, School, and Community Collaboration**	The students will seek advice from teachers and guidance counselors about their guidance resources and interview them about their strategies that build relationships with parents/guardians and the wider community.	Simulation on the varied guidance resources for the teacher and the importance of home, school and community collaboration in school guidance based on sought advice and inputs from guidance personnel and staff	1.1.1 4.3.1

	guidance to provide responsive guidance programs that suits diverse types of learners, including learners' gender, needs, strengths, interests, and experiences to become responsible and effective individuals			Students work in groups to synthesize the information gathered and present this in class	Rubric focusing on creativity of the presentation on how the home, school and community collaborate for the effective implementation of a guidance program	
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Implement a Homeroom guidance lesson based on a developed program that suits learner's gender, needs, strength, interests and experiences	1.1.1 3.1.1 [A,B]	**A. Implementation of a Homeroom Guidance**	Students in small groups draft their plan in implementing a Homeroom guidance lesson through the supervision of the teacher. Execute homeroom guidance with the supervision of the teacher. Peer evaluation	*Execution of the homeroom guidance lesson* to demonstrate students' knowledge and skill in implementing a homeroom guidance program Rubric focused on one's mastery of the lesson, teaching strategy, and management of learning in the execution of homeroom guidance lessons	1.1.1 3.1.1
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the nature, meaning, importance, scope of counseling in schools	1.1.1 [A]	**B. The nature, meaning, importance and scope of counseling in schools**	The teacher will discuss the nature, meaning, importance, and scope of counseling in schools. Brainstorming by citing situations in schools where "counseling" comes in.	*Word Cloud* to demonstrate students' knowledge of the nature, meaning, importance, scope of counseling in schools Criteria focus: clarity on how the strategy was portrayed	1.1.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Compare and contrast the classifications of Counseling	1.1.1 [A]	**C. Classifications of Counseling**	The teacher will discuss the classifications of counseling; Students work in groups to plan and present the difference of the classifications of counseling	Role Play presentation to show the differences of the classifications of counseling, how it suits the learner's gender, needs, strength, interest and experiences	1.1.1 3.1.1

	• Identify which classification of counselling suits suits the learner's gender, needs, strength, interest and experiences	3.1.1 [B]			Rubric focused on creativity and acting on how the classifications of counseling is applied in different issues and situations	
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze how various factors influence the counseling process using research-based knowledge on issues in dealing with students with special needs, those in difficult circumstances, indigenous groups, cultural and socio-economic backgrounds	1.1.1 1.2.1 [A]	**D. Factors that Influence the Counseling Process** **E. The Basic Process of Counseling**	Journal article readings related to doing counseling and factors influencing the counseling process. Students work in small groups to analyze from researches how factors influence the counseling process in schools. Students synthesize their inputs and create a pecha kucha to present their output in class.	*Pecha Kucha* to demonstrate students understanding of how various factors influence the counseling process using research-based knowledge on issues concerning counseling in schools Criteria (focus): creativity and appropriateness of presentation	1.1.1 1.2.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Examine one's role as a future Values Education teacher in counseling and in values formation among students with varied educational needs, disabilities, giftedness and talents and varied interests and experiences	1.1.1 [A]	**F. The Roles of the Values Education Teacher as an Agent in Counseling**	Teacher discusses the Roles of Values Teachers in Guidance and Counseling. Students in small groups describe what role values educators assume in school counseling and values formation. Share personal reflections from the discussion.	*Reflection paper* to articulate student's personally identified roles in guidance considering the students' needs Criteria: clear understanding of the roles of Values Teachers in guidance considering the diversity of needs of students	1.1.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Deduce from a case study how facilitating skills and ethical considerations in	1.1.1 3.1.1 [A,B]	**G. Facilitating Skills in Counseling** ✓ Attending Skills ✓ Influencing Skills **H. Ethical Consideration in Counseling**	Case Study: A teacher-made-guide questions will be utilized to facilitate student's analysis of the case to understand how facilitating skills and ethical considerations in counseling	*Creative presentation* to demonstrate students' understanding of how facilitating skills and ethical considerations in counseling considers the needs, strengths, interests and	1.1.1 3.1.1

	counseling considers the needs, strengths, interests and experiences of learners are implemented by the values educator			are done in solving students' problems.	experiences of learners are implemented Rubric focusing on the correctness on the use of the facilitating skills and ethical considerations in counseling to cater to the needs, strengths, interests and experiences of diverse learners	
Week 15-16	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the decision making process in counseling that suits the leaner's' gender, needs, strengths, interests and experiences	1.1.1 3.1.1 [A,B]	**I. Three Stages in Decision Making** a) Problem Definition b) Work Phase c) Decision for Action	Invite a guidance counselor to lecture on the stages of decision making in counseling. He/she provides cases for students to analyze. Students will be grouped and analyze the case for presentation	*Case analysis presentation* to demonstrate students' understanding on the stages of decision making that suits the learners' gender, needs, strengths, interests and experiences Criteria (focus): one's understanding on how to define a problem, how to facilitate the counseling process and assist the client in making wise decision	1.1.1 3.1.1
Week 17-18	At the end of the week, the pre-service teacher (PST) should be able to: • Apply basic facilitating skills in counseling considering ethical practices through a mock counseling that is responsive and mindful of its suitability to learners' gender, needs, strengths interests, and experiences to support and foster learning environments that nurtures and inspires learners increased participation	1.1.1 3.1.1 [A,B]	**J. Review of the Basic Facilitating Skills in Counseling in the context of Values Education** ✓ Attending Skills ✓ Influencing Skills	The teacher facilitates the planning of students' mock counseling by pointing out basic guidelines in applying the basic facilitating skills that suit the learners' gender, needs, strengths interests, and experiences to become responsible and effective individuals.	*Mock Counseling* to demonstrate students' knowledge of the basic facilitating skills in counseling responsive to the learners' gender, needs, strengths interests, and experiences to support and foster learning environments that nurtures and inspires learners increased participation Rubric focused on the performance in acting and application of the facilitating skills and ethical considerations in counseling	1.1.1 3.1.1 2.4.1

Suggested References

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Stone, C.B. and Dahir, C.A. (2004). *School counselor accountability*. New Jersey: Pearson Prentice Hall Publishers.

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values
6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education
6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
6.3.6.j. demonstrate competence in the conduct of research and utilization of results to improve values education

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Research in Values Education 1**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course is focused on the critical review of research studies and other works related to values/ personhood education. It enables the students to determine appropriate ways of answering research questions thru the development of a research proposal. It also highlights the application of various principles, ethics and research skills in undertaking a scholarly research.	1.1.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate content knowledge in research and its application in designing research proposal in Values Education;	1.1.1
B. demonstrate an understanding of research-based knowledge and principles of teaching and learning in developing research proposals in Values Education;	1.2.1
C. demonstrate awareness of regulations and ethics that apply to writing research proposal; and	1.1.1
D. demonstrate an understanding of how professional reflection and learning through research can be used to improve practice.	7.4.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Explicate the nature, characteristics, and types of research and the importance of research in Values and Personhood Education	1.1.1 [A]	**A. Nature of Research** **1.** Characteristics of Research **2.** Importance of Research in Values Education	Small group brain storming activity on the nature, characteristics, and types of research and the importance of research in Values and Personhood Education Three-minute creative summary presentation of the small group discussion	One-paragraph elucidating the nature, characteristics, and types of research and the importance of research in Values and Personhood Education Criteria foci: Clarity and correctness of information	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Engage quoted statement, summary, and paraphrase of texts from various research articles in Values Education to avoid plagiarism	1.1.1 [A]	**B. Ethics in Research** 1. Copyright Law/ Plagiarism Law/ Intellectual Property Code 2. Avoiding Plagiarism -Engaging quote, paraphrase, and summary	Board exercises on writing acceptable quoted statements, summary, and paraphrase of texts from various research articles in Values and Personhood Education to avoid plagiarism	*Tabular presentation* of acceptable quoted statements, summary, and paraphrase of texts from various research articles in Values Education then engaging these to demonstrate knowledge on the peculiarity of writing quoted statement, summary, and paraphrase and to demonstrate awareness of existing laws and regulations that apply to research *Criteria foci:* acceptable paraphrase, quote, summary using appropriate citation appropriate engaging	1.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Write citations and references correctly	1.1.1 [C]	**3. Proper Citation and Referencing**	Buddy-activity on citing properly and preparing reference list	*Quiz* to demonstrate technicalities on citations and references and to demonstrate awareness of existing laws and regulations that apply to research	1.1.1

Week 4-5	At the end of the week, the pre-service teacher (PST) should be able to: • Identify research gaps, objectives, and problems in Values Education research articles	1.1.1 [A]	**C. Writing Research Proposal in Values Education** **1.** Identifying research gaps, objectives, problems	Pair-share activity on the analysis of research articles to surface research gaps, objectives, and problems Repertory grid writing to scaffold the writing of research introduction	*Quiz* to demonstrate knowledge on identifying research gaps, objectives, and problems *Repertory grid* to clearly present a summary of research articles read and synthesis of research results in Values Education	1.1.1
Week 6-7	At the end of the week, the pre-service teacher (PST) should be able to: • Write research introduction integrating results of research in Values and Personhood Education conducted in a global and multilingual context to rationalize the need to conduct research	1.1.1 1.2.1 [B,D]	**2. Writing the research introduction**	Small group writeshop on writing the introduction of a research	*Research introduction* integrating the results of research articles conducted in global and multilingual context to demonstrate an understanding of research-based knowledge and principles of teaching and learning in Values and Personhood Education Rubric foci: Professional presentation of literature review;well-presented status of current research literature on the topic under study; well-established theoretical framework for investigating the gaps and questions;clear and appropriate purpose of research gaps and questions	1.1.1 1.2.1
Week 8-9	At the end of the week, the pre-service teacher (PST) should be able to: • Identify research gap based on the literature review of the introduction	1.1.1 [A]	**3. Framing research gaps, objectives, and problems**	Small group writeshop on identifying research gap	Framed research gap, objectives, and problems to set the direction of the research proposal Criteria: Clear and correct phrasing of the research questions	1.1.1

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Write research objectives and problems based on the identified gap to improve practice	1.1.1 [D]	**Framing research gaps, objectives, and problems (continued)**	• Small group writeshop on writing research objectives and problems based on the identified gap	*Repertory grid* to clearly present a summary of objectives and problems based on the identified gap in Values Education research *Criteria* is focused on how the information is synthesized into a research question that has the potential to contribute to knowledge in the field/profession.	1.1.1
Week 11-14	At the end of the week, the pre-service teacher (PST) should be able to: • Distinguish the relationships and differences of research approaches, designs, tools, and techniques used in Values Education Research • Use appropriate research approach, design, techniques, and tools in writing the method section of the research proposal employing research-based knowledge • Integrate constructive criticism of adviser and research officer/ experts in enhancing the method section of the proposal to improve practice • Integrate research-based concepts in crafting research tools	1.1.1 [A] 1.1.1 1.2.1 [A,B] 1.1.1 4.4.1 [A,D] 1.2.1 4.4.1 [A,D]	**D. Research Approaches** 1. Quantitative 2. Qualitative 3. Mixed **E. Research Designs** **1. Qualitative Research Designs** a. Narrative b. Phenomenology c. Grounded d. Ethnography e. Case Study **2. Quantitative Research Designs** a. Descriptive b. Correlational c. Quasi-experimental d. Experimental **3. Mixed** a. Action Research b. Mixed Method Research **F. Research techniques and tools in Values Education Research**	Class discussion on the research approaches, designs, techniques, and tools Small group discussion on the relationships and differences of research approaches, designs, techniques, and tools Method-writing writeshop utilizing lessons discussed and research readings Consultation with adviser, statistician, and research officer/ expert Consultation with research experts and research on tools used in Values Education studies	*Quiz* to demonstrate understanding of the concepts learned from the discussion *Mapping or diagram* to demonstrate understanding of the relationships and differences of the research approaches, designs, techniques, and approaches Criteria focus: Appropriateness of mapping Method section draft to demonstrate an understanding of research-based knowledge and knowledge of the lessons discussed *Criteria foci:* Appropriateness of design, techniques, and tools to the research question Consultation feedback and method section final write-up to ddemonstrate an understanding of how professional reflection and learning can be used to improve practice.	1.1.1 1.1.1 1.2.1 1.1.1 1.1.1 1.1.1 4.4.1

			1. Framing the methods section of the research proposal 2. Crafting the research tool of the proposal		*Criteria/ rubric focus:* In a systemic manner, a methodology for collection of data is presented, and its suitability for the topic of the study is critically assessed. Crafted research tool to demonstrate content knowledge and its application and to demonstrate understanding of research-based knowledge and principles in crafting research tools. *Criteria focus:* The crafted tool/s can elicit correct answers to the research question/s	7.4.1 1.2.1 4.4.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Write the references and appendices of the research proposal conforming to the technical and ethical standards and existing regulations	1.1.1 [C]	**G. Writing the reference and appendix section of the research proposal**	Writeshop on reference and appendix writing applying technical and ethical standards and existing regulations	Written output on the appendices and list of references to demonstrate to demonstrate awareness of existing laws and regulations that apply to research and knowledge on the technicalities of writing references and appendices	1.1.1
Week 16-18	At the end of the week, the pre-service teacher (PST) should be able to: • Present the research proposal observing research regulations, ethics, and decorum	1.1.1 [C]	**H. Presenting Research Proposals** 1. Research presentation regulations, ethics and decorum	Research presentation simulation applying research regulations, ethics, and decorum	Presentation of research proposal to demonstrate mastery of the proposal content and awareness of existing regulations, ethics, and decorum that apply to research presentation *Rubric foci:* Presentation of the lecture Organization of the lecture Quality of the content Answers to the questions raised	1.1.1
	• Integrate the proposal presentation feedback and learning in finalizing the	7.4.1 [D]	**I. Finalizing the research proposal**	Panel and adviser consultation to finalize the research proposal	Finalized research proposal integrating the suggestions of the research panel to ddemonstrate an understanding of	7.4.1

	research proposal to improve practice				how professional reflection and learning can be used to improve practice. *Research Proposal foci:* Quality of the research proposal Organization Mechanics	

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**
College Goals	
Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:** 6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12 6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values 6.3.6.j. demonstrate competence in the conduct of research and utilization of results to improve values education 6.3.6.k. demonstrate in depth knowledge in developing and using traditional and non-traditional strategies for assessing learner's performance in values education 6.3.6.l. demonstrate competence in integrating context appropriate technology to optimize teaching and learning	

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Development of Values Education Instructional Materials and Assessment Tools**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course prepares the students for on-site teaching. The students will carry out curriculum development tasks such as preparation, pilot-testing, analysis, and revision of student-made modules, teacher-made guides, and relevant assessment tools. Students are required to prepare instructional materials and to integrate context-appropriate technology for competency-based lessons in Values Education; and design, select, organize, and utilize traditional and authentic assessment tools and strategies for diagnostic, formative, and summative assessment in Values Education as a result of their understanding of the role of assessment data as feedback in teaching learning practices.	1.1.1 4.5.1 5.1.1 5.5.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to: A. demonstrate knowledge in preparing, pilot-testing, analyzing, and revising student-made instructional materials, teacher-made guidelines, and relevant assessment tools; B. show skills in the selection, development, and use of a variety of teaching and learning resources, including ICT, to address learning goals in Values Education; and C. demonstrate competence in designing, selecting, organizing, and utilizing traditional and authentic assessment tools and strategies for diagnostic, formative, and summative assessment in Values Education as a result of their understanding of the role of assessment data as feedback in teaching and learning practices.	1.1.1 4.5.1 5.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Deduce from one's exposure of various instructional materials, the importance, components characteristics, and types of relevant instructional materials that support learning in Values/ Personhood Education	1.1.1 [A]	**A. Preparation and Development of Instructional Materials (IMs)** **1.** The Need for Instructional Materials Development **2.** Components of the Instructional Package **3.** Characteristics of Instructional Materials used in Values Education **B. Types of Instructional Materials** **1. Traditional** **2. Digital**	Gallery walks Students in small groups will analyze samples of instructional materials using teacher-made guide questions. Teacher provides guide questions aims to prompt students to make conclusions about the importance and characteristics of effective instructional materials in values education.	*A graphic organizer* to show students' understanding of the importance, components characteristics, and types of relevant instructional materials that support learning in Values/ Personhood Education Rubric/ criteria foci: Content of the organizer Clarity of the flow/ relationship of the parts of the organizer	1.1.1
	• Discuss the learning theories, principles, and context appropriate instructional materials that support the realization of the ESP curriculum learning goals	1.1.1 [A]	**C. Learning Theories of Instructional Materials** **D. Principles in Making Instructional Materials** **E. Context-appropriate Teachnology for values/ pesonhood education**	WebQuest about the learning theories, principles, and context-appropriate instructional materials. Sharing and discussion of output. OR Generation Chart of Instructional Materials (from Baby boomers to Gen Z	*One-minute paper* to demonstrate students' knowledge of the learning theories, principles, and context-appropriate instructional materials. Cirteria/ Rubric focus: Depth and clarity of the discussion Comprehensiveness of the discussion	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Create a process chart to describe comprehensively how various teaching and learning resources and materials are developed to address learning goals	1.1.1 4.5.1 [A,B]	**4. The Instructional Materials Development Process** a. Identification of the Aim b. Outlining the Means of Achieving the Aim	Lecture on instructional material development describing the details of each phase. • Examples should be cited in the context of Value Education • Samples of instructional materials can be used for student reference	*Process Chart* to demonstrate understanding of the processes in instructional development of teaching and learning resources and materials, including ICT to address learning goals Criteria/ rubric focus: Comprehensiveness of the description Clarity of the flow of the process chart	1.1.1 4.5.1

			c. Progressive Development and Evaluation of Trial Materials	• Students create a process chart as the discussion is going on.		
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Show skills in the selection of teaching and learning materials, including ICT tools that support the realization of learning competencies articulated in the K to 12 Edukasyon sa Pagpapakatao (EsP)	1.1.1 4.5.1 [A,B]	**5. The Selection of Instructional Material and the Identification of Learning Competencies** a. Developing the Content, Instructional Processes and Identification of Materials of EsP lessons	Based on the K-to 12 Edukasyon sa Pagpapakatao Framework, students will identify learning competencies and brainstorm on what IMs are appropriate to target such competencies. Teacher facilitates the review of the competencies/target skills stipulated in the K to 12 Edukasyon sa Pagpapakatao Curriculum Guide.	*Matrix showing appropriate instructional materials that support the EsP learning competencies* Rubric/ criteria focus: Appropriateness of the instructional materials supporting the competencies	1.1.1 4.5.1
	• Prepare a developmentally sequenced teaching and learning content and processes aligned with EsP learning competencies and supported with appropriately selected instructional materials	4.1.1 4.5.1 [B]	**6. Identification of Content, learning experiences and Instructional Elements (role play, case studies, small group discussion, etc.) of the IM**	Based from the K to 12 Edukasyon sa Pagpapakatao Curriculum Guide, students draft developmentally sequenced teaching and learning content and processes/ activities and IMs aligned with learning outcomes and objectives.	*Lesson Plan to* demonstrate students' knowledge in preparing a developmentally sequenced teaching and learning content and processes aligned with learning outcomes and use of specific IMs Rubric focus: Alignment of objectives, processes, and IMs	4.1.1 4.5.1
	• Research on other relevant instructional materials that can aid in achieving learning goals/objectives	1.2.1 4.5.1 [A,B]	**7. Selecting Pre-Existing Instructional Materials**	Web Quest/Journal Article Readings: Students research on effective pre-existing IMs and select the appropriate material that can best aid in addressing specified learning outcomes	*Category Grid* to show students' skill in using researches as sources of relevant instructional materials that aid the realization of identified learning objectives Rubric focus: Appropriateness of IMs in addressing outcomes	1.2.1 4.5.1

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Identify instructional materials that consider learner's needs, strengths, interests, disabilities, giftedness and talents, cultural and socio-economic backgrounds as well as indigenous grouping while using different teaching approaches in addressing learning goals in values education • Explain how specific instructional materials, including ICT support the realization of target macro skills and specific learning goals identified in the K to EsP Framework • Discuss how specific instructional materials, including ICT aid in addressing affective learning goals	3.1.1 3.2.1 3.3.1 3.5.1 4.5.1 [B] 1.1.1 4.1.1 4.5.1 [A,B] 1.1.1 4.1.1 4.5.1 [B]	**8. Developing Instructional Materials based on identified learning objectives** a. Instructional Materials Used in the Teaching Approaches/Methods in Values Education b. Considering Learners' Diversity in IM Development c. Instructional Materials Appropriate in the Development of Macro Skills Identified in the K to EsP Framework d. Instructional Materials Appropriate for the Affective Domain of Learning	Document Analysis: By using samples of instructional materials, students work in small groups to determine what approach in teaching is used and the kinds instructional materials. They have to look into how the instructional materials are used in the context of a teaching approach. (a teacher-made guide questions can be used to guide students in their analysis) Analysis of Simulated Teaching in Values Education. Students identify macro skills being targeted and identify what and how the instructional materials are used. Analysis of Simulated Teaching in Values Education. Students identify what values and how values development is targeted by the aid of a specific instructional material	*Category Grid* to show students list of appropriate instructional materials vis a vis the approach that will be used in the delivery of instruction Rubric focus: Appropriatenes of IMs *Recitation* for students to explain how specific instructional materials support the development of target macro skills identified in the K to EsP Framework *Minute paper to discuss briefly how a specific instructional material* aids in addressing affective learning goals Rubric/ criteria focus: Depth, comprehensiveness, and clarity of discussion	3.1.1 3.2.1 3.3.1 3.5.1 4.5.1 1.1.1 4.1.1 4.5.1 1.1.1 4.1.1 4.5.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Develop instructional materials consistent to a given criteria; and that	3.1.1 3.2.1 3.3.1	e. Factors to Consider in Developing an instructional material (cost, effectiveness/con	The teacher will explain the criteria evaluating an instructional material Students will create their instructional materials.	*Instructional Material (IM)/s* to demonstrate students' skills in the development of instructional materials consistent to a given criteria; and those that consider learner's needs, strengths, interests, disabilities,	3.1.1 3.2.1 3.3.1 3.5.1 4.5.1

	consider learner's needs, strengths, interests, disabilities, giftedness and talents, cultural and socio-economic backgrounds as well as indigenous grouping to effectively address learning goals in values education	3.5.1 4.5.1 [B]	textual factors- age, interests etc.) f. Criteria in Evaluating Instructional Materials in Values Education	Teacher supervises.	giftedness and talents, cultural and socio-economic backgrounds as well as indigenous grouping to effectively address learning goals in values education *Criteria/ rubric focus:* inclusivity of the material Appropriateness of the material	
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Draft a module to organize prepared learning objectives, content, activities, resources and other IMs based on EsP curriculum	4.5.1 [B]	A. Designing Modules B. The Module Design Process C. Constructive Alignment D. Parts of the Module	Review the parts of the module and organize all elements developed on previous lessons. Write shop on module making	*Module* on identified EsP competencies *Rubric/ Criteria Focus:* *Alignment of the module learning objectives vs content*	4.5.1.
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Demonstrate the use of an instructional material using a prepared developmentally sequenced teaching and learning plan	4.1.1 4.3.1 4.5.1 [B]	**9. A. Pilot-testing, Evaluating and Revising the Instructional Material** 1. External and Internal Evaluation	Teaching Demonstration. Students draft a brief lesson plan and demonstrate how the instructional materials are relevant in addressing a specified learning goal in a values education classroom	*Micro-teaching* to demonstrate students' knowledge in the use of an instructional material using a prepared developmentally sequenced teaching and learning plan. Rubric/ criteria foucs: Appropriateness of the material Student's use of the material	4.1.1 4.3.1 4.5.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate an effective instructional material based on a given criteria • Revise the instructional materials based on sought advice concerning strategies	1.1.1 4.5.1 5.5.1 [B,C] 4.4.1 4.5.1 5.5.1	**Pilot-testing, Evaluating and Revising the Instructional Material** 1. External and Internal Evaluation *(continued)*	Teacher facilitates the review of the criteria of an effective IM. Given comments and suggestions, students revise their IMs	*Oral Presentation* to show students' skill in evaluating IMs. Rubric focus: Comprehensive and clear evaluation Objectivity of evaluation *Final Presentation of Revised IMs* to demonstrate students' use and appreciation of seeking advice for the	1.1.1 4.5.1 5.5.1 4.4.1 4.5.1 5.5.1

	in enriching it to effectively address specific learning goals	[B,C]			improvement of IMs to effectively address specific learning goals Rubric focus: Comprehensive and clear presentation	
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Explain how quality instructional assessment influence decisions in teaching and learning practices and programs	1.1.1 5.5.1 [C]	**B. Assessment Tools: A Review** (refer to Assessments 1 and 2) **Developing Quality Assessment** **1.** The Characteristics of a Quality Instructional Assessments **2.** Types of Assessment a. Diagnostic b. Formative c. Summative **3.** Four Concerns to Consider in the design, and organization of assessment tools	Lecture: the teacher discusses the types of assessment tools, their purpose, nature, technique and use. Brainstorming: students cite examples/situations in the values education classroom where the three types of assessments are utilized	*Matrix* to demonstrate students' understanding of the characteristics and types f a quality Instructional Assessment and the concerns to consider in designing and organizing assessment tools	1.1.1 5.5.1
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Determine appropriate assessment tools used to assess the realization of specific learning goals in EsP	5.1.1 [C]	**4. Student Assessment Techniques** **a.** Techniques for Assessing Course-Related Knowledge and Skills (Prior Knowledge, Recall, and Understanding, Analysis and Critical Thinking, Syntheses and Critical Thinking, Problem Solving, Application and Performance) **b.** Techniques for Assessing Learner Attitudes, Values, and Self-Awareness	From a simulated values education lesson/ or a lesson plan in values education, students analyze how specific skills are assessed by the use of various assessment techniques/tools	*Category Grid* to show students understanding of what appropriate assessment tools are used to realize specific target skills/goals in values education	5.1.1

			c. Assessing Mastery of Performance Skills			
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Describe how traditional assessment tools are utilized in providing timely, accurate and constructive feedback to monitor and evaluate learner' progress in values education	5.2.1 5.3.1 5.5.1 [C]	**5. Traditional Assessment Tools:** A review on the administration, scoring and improving paper-pencil test Questions	Reading of Journal Articles about the use of traditional and authentic assessment in values education. Teacher can provide questions to guide students in their reading. Think pair share. Students examine lessons in values education and look into how traditional assessment tools such as paper pencil test are utilized in diagnostic, formative and summative assessments. They share each other's observation	*Minute paper* to demonstrate students understanding of how traditional assessments are used in the formative, and summative assessments	5.2.1 5.3.1 5.5.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Design traditional assessment tools used in diagnostic, formative and summative assessments consistent with specified learning objectives on the K to 12 EsP curriculum guide	5.1.1 [C]	**6. Traditional Assessment Tools** **a. A review on the administration, scoring and improving paper-pencil test Questions** *(continued)*	Teacher Facilitates the review on the administration, scoring and improving paper-pencil test Students develop paper-pencil tests consistent with specified learning objectives from the K to 12 EsP curriculum guide	*Sets of Student Prepared Paper-pencil assessment tools* to demonstrate students' knowledge in the development of traditional assessment tools used in diagnostic, formative and summative assessments consistent with specified learning outcomes and objectives	5.1.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the importance of authentic assessment tools and data in providing timely, accurate and constructive feedback to monitor and evaluate learner' progress and teaching practice improvement in values education	5.2.1 5.3.1 5.5.1 [C]	**7. Creating authentic assessment tools in the Context of Value Education** **a.** Characteristics of authentic assessment tools **b.** Types of Authentic assessment tools **c.** Samples of Authentic assessment tools	Pair Checks: Students work in small groups. They analyze values education lesson plans or a demonstration lesson carefully selected from ICT resources by pair by focusing on the following: - Identify assessment tools used - Describe how they are used to satisfy learning objectives - Describe the nature of authentic assessment - Discus	*Recitation* to demonstrate students' understanding of the importance of authentic assessment tools in providing timely, accurate and constructive feedback to monitor and evaluate learner' progress teaching practice improvement in values education	5.2.1 5.3.1 5.5.1

				All pairs discuss their answers and come up with a common understanding followed by a class discussion to "check" or make sure they all understand and have a correct answer.		
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Construct reliable rubrics that consider learner's needs, strengths, interests, disabilities, giftedness and talents, linguistic and cultural backgrounds, to effectively assess the realization of learning goals in values education	5.1.1 3.1.1 3.2.1 3.3.1 [C]	**d.** Principles and Guidelines in Developing Rubrics as Applied to Values Education **e.** Types of Rubrics	Students review guidelines in constructing rubrics and discus its application in targeting skills in Values education such as critical thinking skills, problem-solving skills and learning goals in the affective domain. Students examine how sample of rubrics are constructed using guide questions posted by the teacher.	*Rubrics targeting specified skills in Values Education* to demonstrate students understanding of rubric construction that considers learners' diversity	5.1.1 3.1.1 3.2.1 3.3.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Develop a portfolio to demonstrate knowledge of developing IMs and assessment tools in Values Education	1.1.1 4.5.1 5.1.1 [C]	**Portfolios: Construction and Application**	Students start the development of their portfolio in this course.	*Student's Portfolio* to demonstrate knowledge in portfolio construction and knowledge of developing IMs and assessment tools in Values Education	1.1.1 4.5.1 5.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Select authentic assessment tools that can be used in diagnostic, formative and summative assessment to provide reliable data for learner progress and achievement.	5.1.1 5.2.1 5.5.1 [C]	**f.** Selecting Authentic Assessment Tools **g.** Steps in Developing Authentic Assessment Tools	Web Quest: students search the web for samples of authentic assessment tools appropriate in Values Education Teacher will discuss principles in selecting authentic assessments from pre-existing samples Students lifts sample learning competencies from the K to 12 EsP curriculum guide and identify	*Category Grid to* demonstrate student knowledge of variety of authentic tools used *in* diagnostic, formative and summative assessment to provide reliable data for learner progress and achievement	5.1.1 5.2.1 5.5.1 3.1.1

	• Create authentic assessment tools that provide reliable assessment data used to monitor and evaluate learning progress and achievement of diverse learners in values education	3.1.1 5.1.1 5.2.1 5.5.1 [C]	**h.** Steps in Developing Authentic Assessment Tools	appropriate authentic assessment tools that can be used. Students work in pairs and identify a specific competency from the K to 12 EsP Curriculum Guide.	*Student-Constructed authentic assessment tool* to demonstrate students' knowledge in developing authentic assessment tools that provide reliable assessment data used to monitor and evaluate progress and achievement of diverse learners	5.1.1 5.2.1 5.5.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Describe the characteristics and strategies of giving assessment feedback and its role in providing data to improve learner performance and motivation to work productively by assuming for their own learning	5.3.1 5.4.1 2.5.1 [C]	**8. Giving assessments Feedback** **a.** The Purpose of Giving Assessment Feedback **b.** Characteristics of Effective Feedback Assessment **c.** Techniques and Strategies in Giving Assessments Feedback	Interviews: students prepare interview questions and conduct interviews to teachers about the role and strategies of giving assessment feedback Students organize their data and share it to class. The teacher will facilitate the discussions until students make conclusions about the role of assessment feedback and techniques in giving feedback.	*Written quiz* about the characteristics and strategies of giving assessment feedback and its role in providing data to improve learner performance and motivation to work productively by assuming for their own learning	5.3.1 5.4.1 2.5.1
	• Modify the module drafted by incorporating appropriate assessment tools	1.1.1 4.5.1 [B]	**Module making (continued)**	Writeshop: organize the developed module to include assessments tools This can be given as an assignment	*Complete Module* to demonstrate students' skill in developing a module as a resource that can aid teaching and learning process Rubric focus: Appropriateness of materials	1.1.1 4.5.1

Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Create an IM portfolio that contains samples of student developed instructional materials for EsP	4.5.1 5.1.1 [B,C]	**Application of Learning in the Development of IM and Assessment Tools**	Students work to compile developed and validated instructional materials. (This can be an e-portfolio depending on the accessibility of technology.)	Compilation of the validated Instructional Materials and Assessment Tools The students may upload the instructional materials and assessment tools online Rubric focus: Clear and comprehensive presentation Completeness of IMs Validation results of the IMs	4.5.1 5.1.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
6.3.6.j. demonstrate competence in the conduct of research and utilization of results to improve values education
6.3.6.b. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values
6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations
6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Research in Values Education 2**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course deals with the research proposal that was developed in Research 1 to improve teaching and learning practices in Values/ Personhood Education. It provides an opportunity for the application of the technical and ethical principles through the actual conduct of research based on the proposal.	1.1.1 1.2.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to: A. demonstrate technical and ethical principles and research-based knowledge in conducting research in Values/ Personhood Education; and B. demonstrate competence in the conduct of research and utilization of results to improve teaching and learning practices in Values/ Personhood Education;	1.1.1; 1.2.1 1.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the alignment of the objective, problem, method, findings/ discussion, and conclusion	1.1.1 [A]	**A. Review of the Research Proposal** **B. Review of the parts of research**	Small group discussion focusing on objective, problem, and method	*Tabular presentation* of the objective, research problems, and method to ensure alignment of method parts to the objective Quiz to demonstrate content knowledge	1.1.1 1.1.1
Week 2-3 Week 4-7	At the end of the week, the pre-service teacher (PST) should be able to: • Utilize research-based principles, theories, and ethics in doing validation and reliability test of data gathering tools • Utilize the principles, theories, and ethics in gathering data	1.1.1 1.2.1 [A,B] 1.1.1 [A]	**C. Data Gathering Tool** **D. Data Gathering Procedure**	Consultation with research experts Workshop on data gathering	*Validated and/ or Reliability-Tested Research Tools* to ensure reliability of the data that will be gathered *Simulation activity* to demonstrate how to gather data	1.1.1 1.2.1 1.1.1
Week 8-10	At the end of the week, the pre-service teacher (PST) should be able to: • Treat the gathered data correctly using researched based research tools	1.1.1 1.2.1 [A]	**E. Treating and analyzing the gathered data**	Consultation with research experts on how to correctly treat and analyze the gathered data	*Treated data* to demonstrate competence in data treatment	1.1.1 1.2.1
Week 11-13	At the end of the week, the pre-service teacher (PST) should be able to: • Write the findings/ results and discussions section of the research	1.1.1 1.2.1 [B]	**F. Framing the findings/ results and discussion**	Writeshop on writing the findings/ results and discussion	Write-up of the findings/ results and discussion section to demonstrate understanding of the lessons discussed and research-based knowledge of the principles of teaching and learning Values Education	1.1.1 1.2.1

					Criteria foci: Objective and comprehensive presentation of the results/ findings Well-discussed implications of the results/ findings	
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Write the conclusion and recommendation section of the research	1.1.1 [B]	**G. Writing the conclusion and recommendation**	Writeshop on writing the conclusion and recommendation	Written output on the conclusion and recommendation *Criteria foci:* Well-explained conclusions based on teh results/ findings Appropriate suggestions for future research	1.1.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: • Update the reference and appendix sections of the research	1.1.1 [A]	**H. Updating the references and appendix**	Writeshop on updating the references and appendix	Print out of the reference list and appendices	1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Dovetail the objectives, problem, method, findings/ results, conclusion, and recommendation of the study	1.1.1 [A]	**I. Review of the content of the research paper**	Writeshop on dovetailing the parts of the research	*Tabular presentation* of the objectives, problem, method, findings/ results, conclusion, and recommendation to demonstrate correctness and clarity of the research paper *Final research output* to demonstrate content knowledge and research-based knowledge	1.1.1 1.1.1
Week 17-18	At the end of the week, the pre-service teacher (PST) should be able to: • Present the research output	4.5.1 5.1.1 [A,B]	**J. Research presentation guidelines**	Research presentation simulation applying research regulations, ethics, and decorum	*Presentation of research* to demonstrate mastery of the content and awareness of existing regulations, ethics, and decorum that apply to research presentation *Rubric foci:* Presentation of the lecturre	1.1.1

	• Integrate the research presentation feedback in finalizing the research paper • Proofread the research article following the conventions in technical writing and institutional format		**K. Revision of research paper** **L. Finalizing the research paper**	Writeshop on finalizing the paper	Organization of the lecture Quality of the content Answers to the questions raised Revised research paper to show integration of feedback Finalized research paper integrating the suggestions of the research panel and following the conventions of technical writing and institutional format *Research Paper foci:* Quality of the research proposal Organization Mechanics	 1.1.1 4.4.1 1.1.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.c. demonstrate understanding of how psychological, moral, spiritual, and socio-cultural factors shape human values
6.3.6.d. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education
6.3.6.e. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights
6.3.6.f. become an exemplar of Filipino values
6.3.6.g. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations
6.3.6.h. demonstrate commitment to student's development for personal renewal and social transformation
6.3.6.m. manifest commitment to community service as a means to promote social values
6.3.6.n. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher

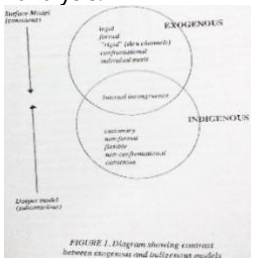
Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Filipino Values System**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course aims to help students become an exemplar of Filipino values by examining the value system of Filipinos as it has evolved and is shaped by realities confronting Philippine society and culture. Students will look into the philosophy and models of Filipino values. It helps students distinguish Filipino values that facilitate or inhibit the development and transformation of our society. It will also include the appreciation of how the Filipino values system is formed and developed.	1.1.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate understanding of the evolution of the Filipino values system by examining critically the realities confronting Philippine society and culture;	1.1.1
B. demonstrate understanding of the philosophy and models of Filipino values	1.1.1
C. analyze Filipino values that facilitate or inhibit development and transformation of society; and	1.1.1
D. develop a plan in demonstrating positive Filipino values that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, integrity, through their day-to-day actions.	7.2.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the evolution of Filipino Values System through research-based knowledge on the realities of political events confronting Philippine society and culture	1.1.1 1.2.1 [A]	**A. Political Events** 1. Colonization 2. Martial Law 3. EDSA Revolution 4. Current events in politics	**Documentary Analysis** Student research and analyse different documents related to some political events. Each student comes up with a list of values evolved through the political events they researched on. They will come up with a class list of values written in manila paper. Dotmocracy. Teacher will give dot cut-outs and each students will cast their votes based from their readings and document analysis as to the top 5 values influenced by political events by sticking the dots beside the values.	Matrix to show students' knowledge on the evolution of Filipino Values System based from the political events as early as the colonization period until the current times	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Critique how some recent social and educational reforms in the country impact the progress of Filipino values system	1.1.1 1.2.1 [A]	**B. Educational Reform** 1. K to 12 Program 2. Sex Education 3. Child Protection Act	Internet search assignment on events that led the passage of laws and reforms in education *Six thinking hats.* The class will be divided into six and each group will be assigned a color symbolizing a category. Each group critique the impact of educational reforms based on the category assigned to them.	Short essay to articulate students' understanding and evaluation of the impact of social and educational reforms in the country to the development of Filipino values system	1.1.1. 1.2.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Distinguish the Filipino values that evolved from security issues and threats	1.1.1 [A]	**C. Security Issues and threats**	**Provocative Picture Analysis** Teacher shows pictures related to security issues and threats and let the students give their reactions. Class discusses deeper how Filipino values evolved through the events.	*Digital Storytelling* to show knowledge on the values that evolved from security issues and threats	1.1.1 1.2.1

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the effect of environmental threats and changes to the development of Filipino values	1.1.1 [A]	**D. Environmental threats and changes** 1. Climate Change 2. Risk Reduction Management	**News Analysis** The class analyse news related to climate change like typhoon, flooding, landslide, hurricane, etc. and how this events affects the values of Filipinos in and outside the country	*One page newsletter* to show knowledge on the effect of climate change to Filipino values system	1.1.1 1.2.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the contribution of fiscal laws on the development of Filipino values	1.1.1 [A]	**E. Fiscal Policy** 1. Magna Carta for Woman 2. TRAIN Law	Internet research and analysis of selected fiscal laws. Class sharing using inputs from the web search Students work in groups to examine the contribution of fiscal laws on the development of Filipino values	Journal entry to demonstrate understanding and personal insight how fiscal laws contributes to the development of Filipino values	1.1.1 1.2.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the contribution of globalization events and development on the evolution of Filipino values	1.1.1 [A]	**F. Globalization** 1. Social Media 2. Migration Family Structure Brain Drain 3. Sustainable Development	WebQuest The class will be divided into groups and each group is given a topic to research related to global events and how it affects Filipino values	Powerpoint presentation to show student's knowledge on the development of Filipino values as influenced by global events	1.1.1 1.2.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Discuss the philosophy of Filipino Values and its influence on the articulation of one's philosophy as a Filipino values educator	1.1.1 7.1.1 [B]	**G. Philosophy of Filipino Values according to** 1.Leonardo Mercado 2. Florentino Timbreza	Socratic Questioning The class engage in Socratic method of questioning to uncover the philosophy of Filipino values Oral discourse. Students write and deliver a discourse about the Philosophy of Filipino values	Reflective Essay to demonstrate understanding and insights of the precepts underlying Filipino Values as it influences the articulation of one's philosophy as a Filipino values educator	1.1.1 7.1.1

Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Examine the cause and effect of the two models influencing the behaviour and values of the Filipinos	1.1.1 1.2.1 [B]	**H. Different Models** 1. Exogenous Model 2. Indigenous Model	Diagram analysis.  In a collaborative groups students analyze the concepts and interpret the meaning of the diagram Reading of scholarly articles or commentaries about the models. Students discuss in their group the cause and effect of the two models in the behavior and values of Filipinos	Fishbone diagram to show students' understanding on the influences of the exogenous and indigenous models on the behavior and the Filipino value system	1.1.1 1.2.1
Week 9-10	At the end of the week, the pre-service teacher (PST) should be able to: • Prove, through the use of varied learning resources and observations, how the strengths and weaknesses of Filipino values are demonstrated in communities and their effects to the Filipino identity and nation building.	1.1.1 1.2.1 [A,C]	**G. Building a People, Building a Nation (Patricia Licuanan)** 1. Strengths of the Filipino Character 2. Weaknesses of the Filipino Character	*Facebook Wall*. Students construct a "Facebook Wall" containing the strengths and weaknesses of Filipino values as demonstrated in communities, and their effect to the Filipino identity and nation building	*News Report* to show evidences of how the Filipino demonstrate the strengths and weaknesses of Filipino values and its effect in the community	1.1.1 1.2.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze situations objectively to prove that faith, religiosity, love of God and family orientation contribute	1.1.1 [C]	**Core Values** 1. Faith and Religiosity/Love of God 2. Family Orientation- 3. Respect for elders/other	Reversal. The class will be grouped into two. The first group states a fact or positive effect of each values and the other group will reverse all the statements by stating negative effects of the values. The class synthesize and generalize through the guidance of the teacher	*Analytical report paper* to show knowledge on how the core values Faith, Religiosity, Love of God and Family orientation contribute to the development and transformation of society	1.1.1 1.2.1

	to the development and transformation of society					
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Conclude whether the core Filipino values facilitate or inhibit development and transformation of society	1.1.1 1.2.1 [A]	4. Malasakit 5. Nationalism and Patriotism 6. Resiliency 7. Flexibility, Adaptability, Joy and Humor	Read journal articles to determine the contribution of Filipino values in the development and transformation of society. Collect other evidences and organize it in a collage.	*Essay* to demonstrate knowledge on the value of malasakit, nationalism, patriotism, resiliency, flexibility, adaptability, joy and humor as facilitator or inhibitor of development.	1.1.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Justify the Filipino values that facilitate or inhibit development and transformation of society	1.1.1 [C]	6. Hardwork, Industry and Stewardship 7. Shared Identity (Kapwa) 8. Shared Inner Perception (Pakiramdam) 9. Shared Humanity (Kagandahang Loob)	Review research articles or papers to determine the contribution of Filipino values in the development and transformation of society Oral discourse to justify the effect of the values on the development and transformation of society	*Infomercial* to show knowledge on how the values contribute to the development and transformation of the society	1.1.1 1.2.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: • Evaluate the strengths and limitations of the accommodative surface values for personal and societal transformation	1.1.1 1.2.1 [C]	**H. Accomodative Surface Values** 1. Shame (Hiya) 2. Amor Propio 3. Bayanihan (Community Cohesiveness) 4. Reciprocity (Utang na Loob) 5. Smooth Interpersonal Relationship (Pakikipagkapwa, Pakikisama) 6. Hospitality	*Gallery walk.* The class is divided into six groups and be assigned one values and area in the classroom. Each group comes up with an art exhibit about the values assigned to them depicting the strengths, limitations and negative effect of the values. Each group will go around to view, analyze and write personal insights in each group.	*Reflective Essay to demonstrate understanding that the accommodative values contributes to* personal development and societal transformation	1.1.1 1.2.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to:	1.1.1	**I. Confrontative Surface Values** 1. Fatalistic Passiveness (Bahala Na, Kapalaran)	Interview teachers, parents and leaders how the values are practiced or demonstrated in daily lives of Filipinos.	Brochure that contains the description, strengths, limitation and commentary on the values and ways of using it to improve self and society	1.1.1

	• Examine the strengths and limitations of the confrontative surface values for personal and societal transformation	[C]	2. Courage (Lakas ng Loob) 3. Concurrent Clashes (Pakikibaka)	Role play events from the interview and show the effect of the values for personal development and transformation of society		
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Reflect on how to improve the weaknesses of the Filipino values/characteristics as a means of improving the Filipino character and for nation building	1.1.1 [D]	**J. Weaknesses of Filipino Character/Values** 1. Colonial Mentality 2. Ningas Cogon 3. Crab mentality 4. Manana Habit 5. Nepotism 6. Extreme Personalism 7. Kanya Kanya Syndrom	Picture without a caption. The teacher will show pictures related to the weaknesses of Filipino values. Students will make a matrix to explain the negative effects of the values to nation building and ways on how to turn it into a strength	Editorial cartoon to express students' solution on how to turn the weaknesses of Filipino values as a tool for nation building Criteria: Addresses the problem Creativity Neatness Evidence of understanding	1.1.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: • Promote Filipino Values in the community through the use of ICT to encourage Filipinos to practice and uphold the Filipino values	1.1.1 1.3.1 [D]	**K. Promoting Filipino Values**	Create materials like documentary, advertisement , news articles, arts, graphics, poem, jingle, etc. to promote Filipino Values System inside and outside the school	Varied Promotional materials for sharing the Filipino values in the community Criteria: Appropriate for target group Adequate and appropriate information about the values Creativity	1.1.1 1.3.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: • Develop a plan of applying the Filipino values in day-to-day life to uphold the dignity of the teaching profession, the Filipinos and the nation.	1.1.1 7.2.1 [D]	**K. Teaching Filipino Values**	Students design a plan on how to apply, promote and uphold Filipino values. Sign a commitment contract and develop a plan to uphold and apply positive Filipino values in daily life	Action Plan and Commitment contract to demonstrate personal commitment to become exemplars of Filipino values and uphold the dignity of the teaching profession, the Filipinos and the nation Criteria: Goal/objective statement is clear/SMART Addresses the identified goal/objectives Plan is feasible Plan is sustainable	1.1.1 7.2.1

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	**Mission**

College Goals

Program Outcomes (from CMO No. 75, s. 2017, p. 5-6)**:**

6.3.6.a. demonstrate understanding of the Values Education Framework of K to 12
6.3.6.i. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
6.3.6.k. demonstrate in depth knowledge in developing and using traditional and non-traditional strategies for assessing learner's performance.in values education
6.3.6.l. demonstrate competence in integrating context appropriate technology to optimize teaching and learning
6.3.6.m. manifest commitment to community service as a means to promote social values

Class Information		**Instructor's Information**	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	**Technology for Teaching and Learning 2**	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course equips students with the selection, development and use of ICT to facilitate the teaching and learning process in Secondary Values Education. It focuses on the application, design, production, utilization, and evaluation of Information and Communications Technology (ICT) materials that consider learning needs; strengths; interests; giftedness; talents; special educational needs; linguistic, socio-cultural backgrounds, economic and religious backgrounds; and or the strategies inclusive of learners from indigenous groups as it addresses learning goals in the EsP curricula. The major requirement for this course is an ICT-integrated and Project-based Learning Plan aligned to the competencies of the K to 12 Edukasyon sa Pagpapakatao (EsP) curricula. All the learning activities and course requirements will revolve around the student-teacher developed Learning Plan.	1.3.1 3.1.1 3.2.1 3.3.1 3.4.1 3.5.1 4.3.1 4.5.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. demonstrate skills in the selection, development and use ICT in facilitating the teaching and learning process to address learning goals in the Secondary Values Education;	4.5.1; 1.3.1
B. develop project and problem-based, collaborative plans, learning resources and activities that consider learners' needs; strengths; interests; giftedness; talents; special educational needs; linguistic, socio-cultural backgrounds, economic and religious backgrounds; and or the strategies inclusive of learners from indigenous groups as it address learning goals in the EsP curricula, using open-ended tools (such as word processing, spreadsheets, presentation software, and authoring tools) and other technology tools;	3.1.1; 3.2.1; 3.3.1; 3.4.1; 3.5.1; 4.3.1 4.5.1
C. evaluate the relevance and appropriateness of ICT tools and resources in Values Education; and	1.3.1;4.5.1
D. use technology tools to collaborate and share resources among communities of practice.	1.1.1; 1.3.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: • Analyze Values Education learning plans and the EsP curriculum guide in view of its use of ICT tools and its alignment with the EsP curricula	1.1.1 4.5.1 [A,C]	• **Sample Learning plans and 21st Century Skills** • **Learning Activities to develop 21st Century Skills** • **EsP Curriculum Guide**	Gallery Walk (In this activity, students will be required to critique Values Education learning plans and examine the EsP curriculum guide using the 21st century skills as a lens)	*Group presentation* (In this task, students are required to present their critique and examination of the different values Ed learning plans and Esp curriculum, guide using the 21st century skills as criteria)	1.1.1 4.5.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: • Enhance the Values Education learning plan to develop 21st Century Skills through the positive use of ICT to facilitate the teaching and learning process	1.1.1 1.3.1 [A,C]	• **Revisiting PB Learning plan: Integration of 21st Century skills**	Individual and Group CQI (in this activity, the students will be allowed to reflect on their finished LPs in terms of compliance with the 21st century skills)	Portfolio Draft (in this task the students will be required to document all their revisions of improvement on their LPs. This should also reflect the revisions done during the first week of classes to the last). Please note that this will be collected in the final examination.	1.1.1 1.3.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the relevance of problem-based learning approaches in developing critical and creative thinking skills among students and in addressing learning goals in the EsP	4.5.1 1.5.1 [A,C]	• **Nature of Problem-based approaches in Values Education** • **Technology tools that fit with Problem-based learning** • **Problem-based multi-media learning**	Student will present various values dilemma as basis in the development of their unit plan: the dilemma can be based on the topics of peace education, Philippine value system, cultural diversity etc. Group brainstorming (Students with the guidance of the teacher will discuss the concepts of problem-based learning cycle) Laboratory work (students will be required to explore on technology tools that complement with PBL in Values Education such as Ning, Wikispaces, TedEd, Slideshare)	*Short essay* discussing students' arguments on the relevance of problem-based learning approaches in addressing learning goals in the EsP Group presentation (students will present the use of explored technology tools in dealing with value dilemma) Values Ed PBL Design (students will be required to make PBL brief outline in VE: outcomes, summative assessment strategies technology integration- this will be used to the development of their learning plans)	4.5.1 1.5.1

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: • Explain the parts of a problem-based learning plan and the principles of constructive alignment and technological pedagogical content knowledge in values education	4.1.1 4.2.1 [A,B, C]	• **Basic Parts of a Learning Plan** • **Principles of Constructive Alignment and Technological Pedagogical Content Knowledge in values Education**	Discuss the rationale of sample unit plans in various values education topics. Download discipline specific learning plans. Present DepEd learning plan samples for further review. Require students to draw pedagogical concepts and principles on problem-based learning in values education. Gallery Walk (Students will discover on their own the principles of constructive alignment through unit work exemplars)	*Essay* discussing the parts of the PBL learning plan and the principles of constructive alignment	4.1.1 4.2.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: • Develop a developmentally sequenced problem-based learning plan in Values Education using ICT tools to meet specified EsP curriculum requirements	1.3.1 4.1.1 4.5.1 [A,B, C]	• **Writing a Problem-based learning plan in Value-dilemma**	Review the philosophical and theoretical foundations of PBL Write-shop (students in this activity will experience a supervised workshop on PBL learning plan))	*Value Dilemma PBL Learning Plan* presentation to demonstrate students' knowledge and skill in utilizing PBL in facilitating learning in Values Education lessons Use explicit quality criteria rubric	1.3.1 4.1.1 4.5.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: • Identify uses of open-ended tools in addressing learning goals in Values education	1.3.1 4.5.1 [A,B, C]	• **Open-ended Tools and their uses in teaching and learning Value education** • **Use of Microsoft word, spreadsheets and Publisher** • **Effective use of PowerPoint, Prezi and flash** *(suggested only, the teacher can add more whatever is applicable)*	Laboratory work (teacher will conduct a comprehensive review of the MS Office)	*Advanced/Graphic Organizers* to present students understanding of the use of open-ended or productivity tools in addressing learning goals in Values education	1.3.1 4.5.1

Week 7	At the end of the week, the pre-service teacher (PST) should be able to: • Create student outputs using computer application programs as evidence of learning	1.3.1 4.5.1 [A,B, C]	• **Creating sample teaching and learning VE episodes using open-ended tools** • **Multimedia essential (text, graphics, audio-video and animation)** • **Social Networking Sites** • **Mobile Phones in the Classrooms (if applicable)** • **Educational Apps for IOS and Android (suggested if applicable)**	The teacher guides students to create learning episodes in values education using various open-ended/productivity tools Explore Podcasting in your class. Discuss how social networking sites; FB, twitter, Instagram…can be used in teaching values education. Require students to read research articles about the use of mobile phones ion teaching and learning. Require students to do internet research on the different educational apps for IOS and Android. These will be presented to the class (suggested only)	*Student samples of learning episodes using open-ended tools*	1.3.1 4.5.1
Week 8	At the end of the week, the pre-service teacher (PST) should be able to: • Prepare a developmentally sequenced learning plan that can be implemented utilizing selected open-ended tools	1.3.1 4.5.1 [A,B, C]	• **Making IMs using open-ended tools in Values Education Value Dilemma** • **Revisiting of PB learning plan: Integration of student samples and teacher-made IMs**	Students revisit the PB learning plan being developed and integrate their open-ended tools (student samples and teacher-made ICT IMs) Write-shop	*The Value Dilemma PBL Learning Plan with the student samples and teacher-made ICT IMs and open - ended tools for implementation*	1.3.1 4.5.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: • Identify various instructional materials (IMs) and ICT tools in facilitating teaching and learning processes in EsP	1.3.1 4.5.1 [A,B, C]	• **Producing learning resources in Values Ed using technology tools** - Human and Non-human learning resources/instructional materials - Technology tools for teaching Values Education	Computer laboratory Work (require students to identify IMs and Technology tools being used by Values Ed teachers. Students will have a hands-on experience on the exploration and download of different tools that are applicable to teaching values education)	*PowerPoint presentation* to demonstrate students' identification of various instructional materials (IMs) and technology tools in the teaching of Value Education	1.3.1 4.5.1

Week 10	At the end of the week, the pre-service teacher (PST) should be able to: • Create appropriate IMs using technology tools in teaching Values education	1.1.1 1.3.1 [A,B, C]	• **Creating teaching productivity materials using ICT** • **Revisiting of PB learning plan, incorporating technology tools in preparing IMs in introducing the unit**	Hands-on activities (students create teaching productivity materials tools using the criteria of quality IMs and technology tools as a lens) Use IMs exemplars as guide	*Instructional Materials in Values Education*	1.1.1 1.3.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: • Characterize quality ICT instructional resources	1.1.1 1.3.1 4.5.1 [A,B, C]	• **Characteristics of Quality ICT Instructional Resources**	Group Dynamics (students in this strategy will be required to socially construct the Value Education field such as Value System and Processes) Through the use of technology tools, students will be required to present idiosyncrasies of various ICT instructional resources in teaching Values /education)	*Group Presentation* to discus ICT instructional resources in teaching Values Education	1.1.1 1.3.1 4.5.1
	• Determine the relevance and appropriateness of ICT resources based on the learning context (Values Ed)	1.1.1 1.3.1 4.5.1 [A,B]	• **Relevance and Appropriateness of ICT resources**	Require students to critique lesson exemplars/unit of work/lesson plans that utilized ICT resources. Ask them to evaluate the appropriateness in the context of values education.	Rubric Making to demonstrate student skill in coming up with criteria on what accounts as appropriate and quality ICT resources in teaching Values Education)	1.1.1 1.3.1 4.5.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: • Revise ICT learning resources in to suit the learners' gender, needs, strengths, interests and experiences; disabilities, giftedness and talents; and are inclusive of learners from indigenous groups	4.1.1 3.1.1 3.3.1 3.5.1 [A,B, C]	• **Assessment tools for selecting relevant and appropriate ICT resources**	Guide students in the revision of their learning plans' integration of ICT resources taking into consideration students' needs and diversity	*Revised ICT Learning Plans* showing its consideration of the the various needs of learners	4.1.1 3.1.1 3.3.1 3.5.1

	• Develop assessment tools that provide assessment data about the relevance and appropriateness of ICT resources in teaching values education	5.5.1 [A,C]	• **Revisiting of PB learning plan: integration of the of ICT resources and assessment of tools in the LP procedure**	Require students to create an assessment tool that will assess and evaluate the relevance and appropriateness of ICT resources in teaching and learning values education	Rubric/checklist presentation to demonstrate student's skill in developing assessment tools to that provide assessment data about the relevance and appropriateness of ICT resources in teaching values education	5.5.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: • Create ICT learning resources that consider learners' needs; strengths; interests; giftedness; talents; special educational needs; linguistic, socio-cultural backgrounds, economic and religious backgrounds; indigenous group, to enhance teaching and learning process in values education	3.1.1 3.2.1 3.3.1 3.4.1 3.5.1 4.5,1 [A,B, C]	• **Creating ICT learning resources**	Require students to produce ICT learning in Values education	ICT learning resources to be assessed and evaluated by classmates	3.1.1 3.2.1 3.3.1 3.4.1 3.5.1 4.5,1
Week 14-15	At the end of the week, the pre-service teacher (PST) should be able to: • Identify the features and uses of ICT tools for collaboration and sharing of resources among communities of practice	1.1.1 [A,B, C]	• **Technology Tools for Collaboration** - Features and Uses of ICT tools for collaboration and Sharing Resources - Effective Teaching and Learning in e-classroom	Lecture Discussion (discuss features and uses of ICT tools for collaboration and sharing of resources among communities of practice and the four process models) Students explore the sites for web page quality criteria and evaluate their research outputs	*Quiz* to demonstrate students' knowledge of on the features and uses of ICT tools for collaboration and sharing of resources among communities of practice	1.1.1
	• Identify educational sites and portals suitable to values education	4.5.1 1.3.1 [D]	• **Collaborative and transformative learning in cyberspace**	Require students to identify educational sites and portals in Values	*Quiz*	4.5.1 1.3.1

	• Evaluate useful and credible web resources that support the preparation and implementation of teaching and learning processes and suits learners' interests and experiences, linguistic, cultural, socio-economic and religious backgrounds, and giftedness and talents -	4.5.1 4.1.1 3.1.1 3.2.1 3.3.1 [A,B, C]	• **Becoming Information Users** - Four Process Models for Information Use (Information-Seeking of Kuhthau's, Eisenberg & Berkowitz Information Skills, Stripping and Pitt's Research Process)	education with brief description for each site Require students to demonstrate their understanding on the concept of SSCC Discuss the following models: (Information-Seeking of Kuhthau's, Eisenberg & Berkowitz Information Skills, Stripping and Pitt's Research Process) Explore the following sites for web page quality criteria: http://alexia.lisuluc.edu/-janicke/Eval.html. Internet Source Validation Project: http://www.stemnet.nf.ca/curriculum.validate/valid.html Informational web page: http://www2.widener.edu/WolfgranMemorial-Library/webevaluaation/inform.html. Cyberguides: http://www.cyberbee.com/guides.html. Critical Evaluation Surveys: http://School.discovery.com/schrockguide/eval.html http://www.library.ucla.edu/libraries.college/instruct/web/critical.htm.	*Inventory* to show knowledge of educational sites and portals in VE and their description and justification of its suitability to learners' interests and experiences; linguistic, cultural, socio-economic and religious backgrounds; and giftedness and talents	4.5.1 4.1.1 3.1.1 3.2.1 3.3.1

Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • Engage in a community of learning (COL) for Values Education utilizing ICT and other technologies	7.3.1 [D]	• **Communities of practice/community of Learning for Values Education teachers (local and international)** - **Effectiveness of COL's in professional development of teachers**	Students identify Community of Learning for Values Education Students are required to become an active member of COL and participate in the different for a and other sharing information	*Membership and extent of participation* to show engagement and positive use of ICT to facilitate the teaching and learning process	7.3.1
	• Design a collaborative activity using appropriate technology tools to address learning goals	1.1.1 1.3.1 4.5.1 [D]	• **Revisiting of Problem Based learning plan: Integration of collaborative activities in teaching Values Education**	Group work in utilizing COL. Teacher guides the students to make a collaborative activity in Values Education that will use technology tools	*Revised Learning Plan* with collaborative activities embedded to show students' skill in designing a collaborative activity using appropriate technology tools	1.1.1 1.3.1 4.5.1
Week 17-18	At the end of the week, the pre-service teacher (PST) should be able to: • Implement the designed ICT-based Learning Plan	1.3.1 4.5.1 [A,B, C,D]	**ICT-based Learning Plan**	Demonstration of designed learning plans	*Demonstration Teaching* to show skills in the positive use of ICT to facilitate the teaching and learning process to address learning goals in Values Education	1.3.1 4.5.1

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ELECTRONIC SOURCES/ WEBSITES:

http://www.symbaloo.com/shared/AAAACKY4W2QAA2AgbbFdg.

https://globalearlyyed.wordpress.com/global-tools/teacher-tools/#Video&Audio Tools

https://www.ubuntunet.net/sites/default/files/mtegaw.pdf.

https.//engage.intel.com/docs/DOC-52038.

http://education.com/reference/article/unit-plans-teachers/.

https.//www.youtube.com/user/TEDEducation.

http://www.wikispaces.com/content/classroom.

http://www.ning.com/.

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