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| **bisu logoRepublic of the Philippines****BOHOL ISLAND STATE UNIVERSITY****Tagbilaran, Bohol**­­­­­­­­­­­­­­­­­­­**Vision**: A premier Science and Technology university for the formation of a world-class and virtuous human resource for sustainable development in Bohol and the country.**Mission:** BISU is committed to provide quality higher education in arts and sciences, as well as in the professional and technological field; undertake research and development, and extension service for sustainable development of Bohol and the country.**Goals:** To address the needs of the strategic sectors, BISU shall:1. Pursue faculty and education excellence and strengthen the current viable curricular programs and develop curricular programs that are responsive to the demands of the times both in the industry and the environment;
2. Promote quality research outputs that responds to the needs of the local and national communities;
3. Develop Communities through Responsive Extension Programs;
4. Adopt Efficient and Profitable Income Generating Projects/ Enterprise for Self-Sustainability;
5. Provide adequate, state-of-the-art and accessible infrastructure support facilities for quality education;
6. Promote efficient and effective good governance supportive of high quality education.

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| Subject Code | : |  |  |  | Course Credits (Units) | : | Total: | 3 |  | Lecture: | 2 |  | Lab.: | 1 |
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| Course Name | : | **Technology for Teaching and Learning 1** |  |  | Contact Hours/week | : | Total: | 3 |  | Lecture: | 3 |  | Lab.: | 3 |
|  |  |  |  |  |  |  |  |
| Prerequisite | : |  |  |  | Course & Year | : |  |
|  |  |  |  |  |  |  |  |
| Component | : | Professional Education |  |  | Academic Year | : |  |
|  |  |  |  |  | Class Schedule | : |  |

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| **LEARNING PLAN** | **LEARNING LOG** |
| ***Desired Learning Outcomes (DLO)*** | ***Course Content/Subject matter*** | ***Time Frame (Term/Week/hrs)*** | ***Teaching and Learning Activities (TLAs)*** | ***Assessment Task (ATs)*** | ***Resource Materials*** | ***Remarks******(accomplished/not accomplished*** | ***Monitored by*** |
| 1. **Understand ICT in Education**
	1. define basic concepts in understanding ICT in Education
	2. Enumerate the national ICT policies affecting classroom practices
	3. Describe the implementation ICT policies in teaching-learning
	4. 1.4 identify ICT policies that are incorporated to the design and implementation or teaching-learning activities
2. **Identify learning theories and principles applied in the use and design of learning lessons with technology**

2.1 Identify learning principles and theories that are applied in technology driven teaching-learning models | **Unit 1- Introduction to Technology for Teaching and Learning**1. Basic Concepts to be defined:
2. Technology
3. Information and Communication
4. Educational Technology
5. Technology, Media and Learning
6. Instructional System and Instructional technology
7. Technology Tools

Roles of ICT in Teaching for Learning**Unit 2. ICT Policies and Safety Issues in Teaching and Learning**A.ICT National or International Policies that are applicable to teaching and Learning1. Safety Issues in ICT
2. Uses of ICT Policies in the Teaching and Learning Environment

**Unit 3. Theories and Principles in the Use and Design of Technology Driven Learning Lessons**1. Learning Theories and Principles in:

Dale’s Cone of Experience (with equal attention given to both the Conventional Technology and the Innovative and emerging Technology for Teaching)TPACK (Technology, Pedagogy, and Content Knowledge)ASSURE Model (Analyze learners, State Objectives, Select Methods, Media & Materials, Utilize Media & Materials, Require Learner Participation, Evaluation and revise) | **14** | Brief Lecture: with the aid of a powerpoint presentation, provide an overview of the subject Technology for Teaching and Learning.Small Group discussion: Give graphic organizers of the different concepts to be defined through the use of concept mappingWhole Group discussion: Present to the whole class group outputsIndividual Research: Encourage students to validate the concept map and conceptual definitionsDiscuss on ICT national and international policies applied to teaching and learningGroup Interviews: Organize small groups to conduct interviews and observations on practices that address safety issues in ICT for teaching and learning.Individual research: Encourage students to research on other school ICT policies and best practicesClass Observation (Field Study):Observe how ICT policies are utilized in the classroom.Facilitate the Creation the Classroom ICT policies agreed upon by all learnersActive Learning with Teacher-Led Discussion on Dale’s Cone of Experience and how its principles and theories are utilized in the technology-driven teaching and learningImage analysis: Students analyze and explain the image/diagram. The teacher synthesizes.A brief on TPACKActive learning in a Brief lecture by the teacher) The Fish Bowl Activity: Learners are given metacards and asked to write a question of clarification about the topic: (i.e questions concerning the application of the topic to practical concepts). Teacher draws these questions from the bowl and answers the questions or asks the class to answer them. (This could be done during or after the input.)Think-Pair and Share: In pairs, the discuss about the ASSURE Model and create their own ASSURE lesson | Use rating scale for the concept map developed by each groupPen and paper testPosting of comments on ICT policies in Freedom Wall/BlogChecklist on the practices that address safety issuesAccomplished observation guideLearners’ written description and opinions on their newly crafted ICT classroom policiesReflection Posted of the online blog/ ‘classroom-made Twitter Wall’Restricted Essay | LCD ProjectorLaptopBoardTextbookWebsite |  |  |
| **3. Integrate media and technology in various content areas** 3.1 Review teaching plans that require learners to connect the content of the lesson to society3.2 Introduce sample technology-enhanced lessons to support learning3.3 Select ICT and conventional learning materials designed to enhance teaching-learning3.6 Identify flexible learning through online communications (synchronous/asynchronous modality) | **Unit 4. ICT in Various Content Areas**1. 21st Century Skills

Digital Literacy Skills* Media
* Information
* ICT literacy
1. Instructional Design Models
* Gagne’s Nine Events
* Bloom’s Revised Taxonomy
* ADDIE
* Merill’s Principles of Instruction
1. Technology Enhanced Teaching lesson exemplars
2. ICT and Conventional Learning materials to enhance teaching-Learning
3. Digital learning resources
4. Google Docs
5. Survey monkey
6. Others
7. Conventional Learning resources
8. Flip charts
9. Realia
10. Others

E. Distance Learning | **14** | Brief lecture: Explain 21st century literacy skills with emphasis on digital literacy skills.Research on instructional design models and collaborative work on designing an infographics or a visual image of the assigned instructional design model to be presented in classInquiry-Based Approach: Introduce a technology-enhanced teaching lesson exemplarAnalysis of a teaching plan exemplar- identifying the elements in designing a lesson and discussing the possibilities of technology integrationDemonstration: Demonstrate a sample technology-enhanced lessonGroup research and presentation of the digital learning materials identified as appropriate and feasible in a given teaching-learning contextForum-Discussion: Conduct a forum on Distance LearningDemonstration and hands-on exploration on the synchronous and asynchronous online distance learning using the Class Site | Oral ExaminationLesson exemplar analysis outputDemonstration GuidePresentation of selected instructional media appropriate for teaching and learning contextKWL Chart* What I Know
* What I want to Know
* What I learnedd

Checklist | TextbookWebsiteLaptopLCD ProjectorMobile PhonesInternet Conection |  |  |
| * 1. Describe flexible learning environment that enhances collaboration with the use of technology tools
	2. Reflect on the use of technology and on its relevance and appropriateness

**4.Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies** 4.1 Identify technology-assisted tools in the assessment of learningDemonstrate proficiency in the formulation of teaching-learning experiences using innovative technologies | 1. Technology Tools in a Collaborative Classroom Environment

G. Relevance and Appropriateness in the Use of Technology in Teaching and LearningPrinciples in Selecting Instructional Materials based on their Appropriateness and Feasibility* Appropriateness (Target Learners and Instruction)
* Authenticity (Dependable)
* Interest
* Cost (Economy)
* Organization and balance

And other considerations:Environmental Factors, Dynamic Variables (e.g. size of class, attitudes, etc.)**Unit 5. Innovative Technologies for Teaching-Learning and Assessment Task**1. ICT and Assessment in Learning
2. Assessment tools
3. Tools in evaluating appropriate assessment tools (ex. Checklist, rating scale)
4. Technology-enhanced lesson using the ASSURE as Technology-Integration Model
 | **14** | Brief Lecture on the different technology tools in a collaborative classroom environmentSmall Group Discussion-Student LedBased on the lesson demonstrated, the class will analyze and determine the appropriateness and use of technology.(Variation: Based on a lesson plan exemplar)Class presentation of their evaluation of instructional materials used in the lessonStudents’ research on examples of technology-assisted tools in assessment in learningWorkshop on the formulation of tools to evaluate assessment toolsLesson planning | Paper and Pencil TestReflective narrative or Entries in the ‘Classroom Twitter Wall’ in the classroom/ Blog Created and Administered by the TeacherReporting and FeedbackingWorkshop outputRubrics for assessing lesson plans Critiquing of lesson plans Revising of lesson plans | TextbookWebsiteLaptopProjectorInternet ConnectionSoftware |  |  |
| **5.Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources** 5.1 Show, give examples, observe social, ethical and legal responsibility in the use of technology tools and resources5.2 Identify examples of compliance of IPR in educational setting.5.3 Enumerate digital safety rules that ensure child online safety and prevent cyberbullying5.4 Discuss safety rule in obtaining resource materials from local area network-based and the internet5.5 Describe the community of learners as netizens who share and utilize digital materials.5.6 Practice standard netiquette in sharing and utilizing shared materials among learning communities5.7 Show/ demonstrate support to school learners as part of learning community in their digital culture and behavior5.8 Identify educational sites and portals suitable to their subject area5.9 Join online expert and learning communities5.10 Use resources from relevant mailing lists and online journals5.11 Describe technology tools that are used in group activities5.12 Use technology tools to collaborate as share resources among communities of practice | **Unit 6. Social, Ethical and Legal responsibilities in the Use of Technology Tools and Resources**1. Digital Citizenship
2. Social, Ethical and Legal responsibilities in the Use of Technology Tools and Resources by Teachers
3. Intellectual Property Rights Applicable to the Educational Setting: Copyright and Related Rights Copyright Law (Part IV)
4. Digital Safety Rules
* Rule 1: Research before you register
* Rule 2: Discriminate
* Rule 3: Think before typing
* Rule 4: Require ID
* Rule 5: Trust your gut
1. Cyberbullying
2. Netizens in Cyberspace Active Citizenship
3. Netiquette (social conventions online)
4. Educational Sites and Portals
5. Online Communities of Learning
* Facebook
* Twitter
* Instagram
1. Online Resources
* Open source
* Multimedia resources
* Finding images
* Music and audio
* Locate web resources by topic
* Others
1. Collaborative Projects
2. Technology Tools for Collaborative Work
 | **12** | Lecture- discussion on the nice elements of digital citizenshipGroup research on the social, ethical and legal responsibilities in the use of technology tools and resources by teachers*Talk it out* (from Global Digital Citizen Foundation) An activity on taking a stance on an issue and defending itLearners are given a scenario primarily focusing on social, ethical and legal responsibilities in the use of technologyAnalysis of the different cases involving social, ethical and legal issues on technology useGroup research on the intellectual property rights in the educational settingClass presentation of research outputs (e.g. poster, infographics, hootboard, etc.)Four as activity: You know the Rules (from global Digital Citizenship foundation) Learners imagine that they can draft three rules that every digital citizen must follow. What would they make and why? Abstraction, Analysis & ApplicationForum Discussion on the digital safety rulesDebate on CyberbullyingSmall group DiscussionBrief LetureAdvocacy CampaignForumgroup research to identify educational sites and portalspresentation and sharing of research outputs (e.g. infographics, digital advertisement, brochure, bulletin board display/ online bulletin boardPracticum on sample strategies on how to join experts’ learning communitiesGroup research and application of the identified relevant mailing list and online journals | Written examRubrics assessing research outputsRubrics assessing research presentations and outputsClass formulated Guide on Digital Safety RulesPosters and digital campaign materialsRubrics assessing behavior in social media sitesPaper and pencil testsList of educational sitesRating ScaleReflectionChecklistPractical Test | TextbookProjectorLaptopMobile phonesInternet connectionSoftware |  |  |
| ***Suggested Readings/******References*** | Abushakara, N. (2016). Netiquetter: Modern manners for a modern world.The ultimate guide to online etiquette. Create Space Independent Publishing PlatformAnderson, J. (2010). ICT Transforming Education.A regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for EducationAngelo, T. & Cross, K. P. (1993).classroom Assessment techniques 2nd ed. A Handbook for College TeachersChiles, D. (2014). Internet etiquette: Netiquette fundamentals, rules and optimizationDiaz, C.G. and Declaro, R.A. (2013).UNESCO training guide on ICT multimedia integration for teaching and learning. Retrieved from creative Commons License<http://cretivecommons.org/licenses/by-sa/3.0>Heinich, R. (2003). Instructional media and technologies for learning.(7th edition).Upper saddle. New York: Merril Prentice Hall[www.safekids.com/kids-rules-for-online-safety](http://www.safekids.com/kids-rules-for-online-safety)[www.educationworld.com/a-tech/tech/tech044.shtml](http://www.educationworld.com/a-tech/tech/tech044.shtml)[www.collegeview.com/articles/artice/smart-students-in-a-digital-world](http://www.collegeview.com/articles/artice/smart-students-in-a-digital-world)<https://www.stopbullying.gov/cyberbullying/what-is-it/><http://www/ascd.org/publications/books/102112/chapters/What_is_Project-Based_Multimedia_Learning%C2%A2.aspx><http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/><http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html><http://www.edtechteacher.org/assessment><http://www.edtechteacher.org/gafe/>Lucido, P. &Corpuz, B. (2012).*Educational technology 2*. Quezon City, PH: Lorimar Publishing Co.Melton, R. (2002). Planning and developing Open and Distance Learning. A Quality Assurance ApproachNewby, T.J (2011). Educational technology into teaching.(4theed.)Boston:Pearson Education, Inc.Roblyer, M. D. (2003).Integrating educational into teaching.(3rd ed.) upper Saddle, New York: Merrill Prentice HallSmaldino, S. et.al.(2005). *Instructional technology and media for learning*, 8th ed. New Jersey: Pearson Prentice HallSmaldino, S. et.al.(2008). *Instructional technology and media for learning*, 8th ed. New Jersey: Pearson Prentice HallTuffey, D. (2014). Email etiquette: Netiquette for the information age: Altiora PublicationsTPACK in two minutes <https://www.youtube.com/watch?v=FagVQlZELY>UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning, pp. 60-63Williams, M. (2000).Integrating technology into teaching and learning: An Asia Pacific perspective. Singapore: Prentice Hall[www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf](http://www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf)Our ICT <http://www.ourict.co.uk/> Ten Best Assessment Tools (Posted April 1, 2015) Retrieved from: <http://www.ourict.co.uk/formative-assessment-tools/>Documents:* the Philippines ICT Roadmap
* DepEd Five-Year Information and Communication Technology for Education Strategic Plan (DepEd ICT4E Strategic Plan) Executive Summary
* SEAMEO INNOTECH (2010) The Report on the Status of ICT Integration in Education in Southeast Asia
* K to 12 Curriculum Guides (DepEd, 2012)
* Senior High School Curriculum Guides retrieved from <https://drive.google.com/file/d/0D8xBBYUc2V91dVJQQXdVMFVDS2C/edit>
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| **Course requirements** | Suggested:A lesson plan exemplar with an appropriate integration of technologyWritten log exam (Midterm and Finals)ePortfolio* A complete posted reflection notes in the Class Blog or Wikispace/ ‘Teacher-made Classroom Twitter Wall’

Class Active Participation (group work, mini-outputs in tasks, among others |
| **Grading system** | Major Exams 20%Project 40%Class Standing 40%\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 100 % |
| **Classroom Policies** | 1. Student who arrived 15 minutes in the class or left 30 minutes before time is considered absent.2. Students who will be absent in the session should give prior notice to the teacher and should pass an excuse letter signed by the parents/guardians; failure to do so, the students will not be admitted for the next class until he/she presents an excuse letter.3. Students are held responsible for the activity missed and for the other requirements of the class.5. All work missed should be made up within THREE DAYS after the student returns to school. This is the responsibility of the student. Missed test and quizzes will be made up by appointment, after school hours.6. There are always opportunities to make-up points before or after school for EXCUSED absences only. Points lost because of UNEXCUSED absences, being tardy, non-suits, poor effort and discipline cannot be made up.7. Students are required to use mobile phones and internet connection in class but they have to be responsible in using it. |