Republic of the Philippines

**TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES**

College of Industrial Education

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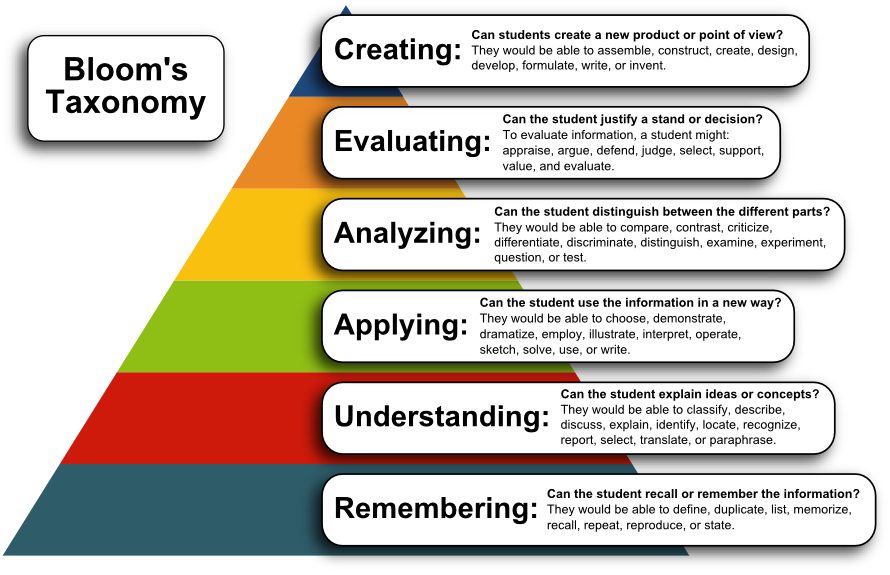
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SEM 3 Seminar in Professional Education

**Methods and Strategies of Teaching**

Written Activity NO. 4

1. **Research on the following and answer the given question:**
2. Explain/Discuss comprehensively the following Taxonomy of Objectives. Illustrate and explain each domain.
   1. Cognitive Domain: The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive an processes, starting from the simplest to the most complex such as, knowledge, comprehension, application, analysis, synthesis, and evaluation.
   2. Affective Domain: The affective domain is one of three domains in Bloom's Taxonomy, with the other two being the cognitive and psychomotor (Bloom, et al., 1956). The affective domain (Krathwohl, Bloom, Masia, 1973) includes the way we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.
   3. Psychomotor Domain: The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Thus, psychomotor skills rage from manual tasks, such as digging a ditch or washing a car, to more complex tasks, such as operating a complex piece of machinery or dancing.



1. Describe/Discuss the following Teaching approaches/methods/strategies
   1. Direct/Teacher Centered Approach
      1. Deductive method - The deductive method of teaching involves a teacher-centered approach to presenting new content to students. It begins by providing rules to learners along with examples, which are followed by specific activities, so that they can practice. This method is suitable for slow learners who need a clear base to start and are also more accustomed to the traditional approach.
      2. Demonstration or Showing Method – It is an exhibition and explanation of subject, theory, or commercial product etc. By means of examples, experiments, displays or the likes. In demonstration method, the teacher teaches his students using demonstration method in a systematic and a step by step process. Demonstration method is practical ways of teaching; in this method teacher perform an activity to teach his student a concept, this often occurred when students find it difficult to connect theories to actual practice and when students are unable to understand the theories and its applications.
      3. Lecture Method - Lecture method is most convenient and inexpensive method of teaching any subject. It hardly requires the use of scientific apparatus, experiment, and aids materials except for the black board. Lecture method is teacher controlled and information centered approach in which teacher works as a role resource in classroom instruction. In this method, the only teacher does the talking and the student is passive listens. This creates dullness in the classrooms as the interaction between the pupil and teacher ceases to occur.
   2. Indirect/Learner Centered Approach
      1. Concept Development Method - Concept Development focuses on strategies the teacher uses to promote children's higher-order thinking skills and cognition. It is not rote teaching. Instead, it is the method a teacher uses to get children to think about the how and why of learning.
      2. Discovery Method - The Discovery Learning Method is an active, hands-on style of learning, originated by Jerome Bruner in the 1960s. Bruner emphasized that we should be “learning by doing.” With this method, students actively participate instead of passively receiving knowledge. Students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies or performing experiments. They are encouraged to think, ask questions, hypothesize, speculate, cooperate and collaborate with others. They develop confidence in problem solving and feel comfortable using knowledge they already have. Instead of a student being an empty vessel for a teacher to fill with knowledge, the Discovery Learning Method takes into consideration that all students have some background knowledge that they may be able to apply to the current subject at hand.
      3. Inductive Method - The inductive teaching method is a student-led approach to teaching. In the inductive approach in teaching, teachers provide learners with examples and allow them to arrive at their own conclusions. Discussion and course correction, where necessary, follow this. It’s the opposite of the deductive teaching method, where rules are explained first.

The inductive teaching method may not be the most time-efficient way of teaching a subject, as students can go down the wrong path. However, in the long run, it’s an excellent way to engage students’ analytical abilities and other cognitive functions. For this reason, it’s preferred by modern educators.

* + 1. Laboratory Method - In laboratory method students perform laboratory experiments by their own hands individually or in small groups, under the supervision and guidance of their science (Physics, Chemistry, Biology) teacher. So here students are more active and involved as compared to lecture – demonstration method, where teacher was performing experiments and most of the students in the class were just passive observers.
    2. Problem Solving Method – Problem solving is an instructional method or technique whereby the teacher and pupils attempt in a conscious, planned, and purposeful effort to arrive of some explanation or solution to some educationally significant difficulty for the purpose of finding a solution. Students are presented with problems which require them to find either a scientific or technological solution.
    3. Project method - In the project method of teaching, the teacher is a guide and the activities carried out in the class are carried out by the students themselves. This helps improve self-reliance and self-responsibility among students. It helps students learn on their own and develop their own style of learning.
  1. Other Models/Teaching Strategies
     1. Brainstorming - In context to teaching, brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances. Brainstorming can be explained in following ways: It is a process to designed to obtain the maximum number of ideas relating to a specific area of interest. It is a technique where a group of pupil put social inhabitations and rules aside with the aim of generating new ideas and solutions. It is a technique that maximizes the ability to generate new ideas.
     2. Constructivist Teaching - Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256). The theory of constructivist learning is vital to understanding how students learn. The idea that students actively construct knowledge is central to constructivism. Students add (or build) their new experiences on top of their current foundation of understanding. As stated by Woolfolk (1993) “learning is active mental work, not passive reception of teaching”.
     3. Cooperative Learning - Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. There are different kinds of groups for different situations, but they all balance some key elements that distinguish cooperative learning from competitive or individualistic learning.

Cooperative learning can also be contrasted with what it is not. Cooperation is not having students sit side-by-side at the same table to talk with each other as they do their individual assignments. Cooperation is not assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation involves much more than being physically near other students, discussing material, helping, or sharing material with other students. There is a crucial difference between simply putting students into groups to learn and in structuring cooperative interdependence among students.

* + 1. Distance Learning - Distance learning -also known as distance education- is the type of education that is conducted beyond the traditional classroom setting, physical space, and time and is aided by technology. As a term, it refers to the courses that can be studied without needing learners to be physically present at the school, college, or university. Online educational tools allow students and instructors to interact synchronously or asynchronously and give endless training opportunities with distance learning courses or hybrid courses. For students who embrace distance learning, home is their most preferred location option. Distance learning is available for all academic levels, including undergraduate, postgraduate, or master’s degree programs and doctorates. It can also be used in multiple educational modalities.
    2. Dale Cone of Experience - The concept of cone of experience was given by Edger Dale in 1946. The learning experiences are placed at hierarchical manner in the cone with reference to their relative position in the teaching-learning process. This is a visual model which is made of eleven stages starting from concrete experiences at the base of the cone and then it becomes more and more abstract as it reaches the peak. The arrangement in the cone is based on the principle of concretization to abstraction and on the number of senses involved. The more senses are involved in direct, purposeful experience, but it does not mean that concrete experience is the most effective way of getting knowledge. The experiences at each stage can be mixed and are interrelated in order to foster more meaningful learning.
    3. Field Trip – Field trips include events or activities where students leave the school grounds for the purposes of curriculum-related study (part of the classroom experience), or outdoor education. These trips range from a few hours during the school day to extended overnights and even out of the state or country. Field trips are the most inevitable learning experiences for geographical learning. It gives students a hands-on experience. Students can co-relate their classroom learning with real things. They can identify relief features, soil types, rock types, the type of vegetation etc. in the study area. They can analyze the man-environment relationship of the area. They can collect soil samples, water samples, rock samples from the study area. They can prepare a contour plan with the help of dumpy level and prismatic compass instruments. They can determine the long profile and cross profiles along a river with the help of surveying instruments. Students can also plan for market survey, school survey, household survey, hotel survey for assessing the socioeconomic status of the area.
    4. Metacognitive Teaching - Teachers can implement metacognitive strategies to assist students to become self-regulating learners and to develop a strong sense of agency in their learning.

Metacognitive strategies empower students to think about their own thinking. This awareness of the learning process enhances their control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning.

Metacognitive activities can include planning how to approach learning tasks, identifying appropriate strategies to complete a task, evaluating progress, and monitoring comprehension.

* + 1. Multiple Intelligence - Teaching using the multiple intelligence theory is essentially teaching in the way the child learns. It involves giving up long-held traditional beliefs about how to teach and instead puts the child first at the center of the planning. According to Gardner, there are four factors in educational reform: assessment, curriculum, teacher education, and community participation.

Gardner argues that in addition to using multiple intelligences, educational reform should occur within the following:

Assessment: Children should be assessed according to their learning styles and intelligence, and traditional forms of assessment should not be used to drive instruction.

Curriculum: Curriculum has traditionally been unchanged, and no one seems to know why. Curriculums should shift to focus on skill development and knowledge formation.

Teacher Education: There must be a way to attract more talented teachers into the profession, keep them there, and incentivize them to use research-backed methods.

Community Participation: Children and adolescents don’t stop learning at 3:00 pm. The entire community must be committed and involved in the education of young society members.

* + 1. Panel - Panellists are a group of diverse individuals who reflect on their personal experiences and perspectives, and do not participate as a representative of their peers.
    2. Peer Tutoring - Peer tutoring is a teaching strategy wherein students are paired together to practice academic skills and master content. Teachers may use peer tutoring to help accommodate a classroom full of diverse students who need more individualized attention. There are many benefits and challenges of peer tutoring teachers should consider before implementing such a program in their classrooms. Research literature shows peer tutoring can be a highly effective teaching method in the classroom. Let's look at some of the benefits of peer tutoring:

Peer tutoring allows for higher rates of student response and feedback, which results in better academic achievement.

Peer tutoring creates more opportunities for students to practice specific skills, which leads to better retention.

The student tutor gains a deeper understanding of a topic by teaching it to another student.

Students involved in peer tutoring have shown more positive attitudes toward learning and develop self-confidence.

Peer tutoring often helps students build relationships and practice appropriate social interaction.

* + 1. Problem Based Learning - Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
    2. Reflective Teaching - Reflective teaching involves examining one's underlying beliefs about teaching and learning and one's alignment with actual classroom practice before, during and after a course is taught. When teaching reflectively, instructors think critically about their teaching and look for evidence of effective teaching.
    3. Role Playing - Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47).

Unlike simulations and games which often are planned, structured activities and can last over a long period of time, role play exercises “are usually short, spontaneous presentations” but also can be prearranged research assignments (Bonwell & Eison, 1991, p.47).

Benefits of Role Playing

Role playing can be effectively used in the classroom to:

Motivate and engage students

Enhance current teaching strategies

Provide real-world scenarios to help students learn

Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion) Provide opportunities for critical observation of peers

* + 1. Simulation - Educational simulation is a teaching method that tests participants' knowledge and skill levels by placing them in scenarios where they must actively solve problems. The instructor defines the parameters to create a safe environment for hands-on learning experiences.
    2. Small Group Instruction - There are many benefits to small group instruction, and it is very much possible to implement these strategies in the primary grades. It’s extremely collaborative, it allows for differentiation and individualized instruction, and there’s increased interest from your students. If you aren’t already utilizing small group instruction in your primary classroom, check out a few of my implementation tips to help you get started.

The first benefit of small group instruction is increased collaboration between peers. At first glance it may be nerve wracking to leave your students on their own while you work with a small group, but they quickly find assistance in each other. The next benefit of small group instruction, and perhaps the most important, is the fact that you’re able to differentiate activities and provide individualized instruction on a smaller scale for your students. A final benefit of small group instruction is increased interest from students. My students love our center time and look forward to it each day. They appreciate being able to work on a variety of tasks and even meeting with me at the teacher table. By getting to know your students, you can select activities, passages or games that match their interests. Another idea for increasing student interest, is allowing them a mode of choice. When students are able to pick different activities they truly enjoy, they’ll be more engaged in the task, and will get more out of the activity. My students often have choice in the books they read and the technology websites they can practice on, and I always make sure to provide a few different options in the word work bin for practicing sight words or spelling words of the week.

* + 1. Socratic Method - The Socratic Method is often used to promote critical thinking. It focuses on providing more questions than answers to students and fosters inquiring into subjects. Ideally, the answers to questions are not a stopping point for thought but are instead a beginning to further analysis and research. Faculty should craft questions before class to present during their time with students. Faculty should require students to consider how they rationalize and respond about topics, thus teaching them to process information. Additionally, the Socratic Method should promote collaboration and open-mindedness, not debate.
    2. Symposium - In the academic conference sphere, and for the time being, we will disregard a symposium as being interchangeable with a conference (we will cover that later); a symposium could be loosely explained as a mini-conference within a conference. They are sometimes also known as panels, workshops, sessions or roundtables. Along with workshops and breakout rooms, symposia or symposiums usually occur within a conference but can be a standalone event. Essentially, they are a form of discussion within a small group of people that have come together to discuss a specific topic or the latest developments within their specified field. They are typically a one-off event but can also be annual. The emphasis is on the event being smaller, intimate and focused on a more specific or singular topic of discussion. If a topic or research piece requires an "in-depth" discussion and exchange of ideas from experts within the field and a few attendees, then a symposium would be better suited for this occasion.

1. Explain the following multiple intelligences and cite example.
   1. Verbal Linguistic - Linguistic Intelligence is a part of Howard Gardner's multiple intelligence theory that deals with sensitivity to the spoken and written language, ability to learn languages, and capacity to use language to accomplish certain goals. Linguistic Intelligence is a part of Howard Gardner's multiple intelligence theory that deals with sensitivity to the spoken and written language, ability to learn languages, and capacity to use language to accomplish certain goals.
   2. Mathematical-Logical - Logical-mathematical intelligence refers to the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.

People with logical-mathematical intelligence, such as Albert Einstein and Bill Gates, have an ability to develop equations and proofs, make calculations, and solve abstract problems.

* 1. Musical - Musical intelligence refers to the skill in the performance, composition, and appreciation of musical patterns.

People with musical intelligence, such as Beethoven and Ed Sheeran, have an ability to recognize and create musical pitch, rhythm, timbre, and tone.

* 1. Visual-Spatial - Spatial intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas, such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects.

People with spatial intelligence, such as Frank Lloyd Wright and Amelia Earhart, have an ability to recognize and manipulate large-scale and fine-grained spatial images.

* 1. Bodily Kinesthetic - Bodily kinesthetic intelligence is the potential of using one’s whole body or parts of the body (like the hand or the mouth) to solve problems or to fashion products.
  2. People with bodily-kinesthetic intelligence, such as Michael Jordan and Simone Biles, have an ability to use one’s own body to create products, perform skills, or solve problems through mind–body union.
  3. Interpersonal - Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people and consequently to work effectively with others.
  4. People with interpersonal intelligence, such as Mahatma Gandhi and Mother Teresa, have an ability to recognize and understand other people’s moods, desires, motivations, and intentions.
  5. Intrapersonal - Intrapersonal intelligence is the capacity to understand oneself, to have an effective working model of oneself-including own’s desires, fears, and capacities—and to use such information effectively in regulating one’s own life.

People with intrapersonal intelligence, such as Aristotle and Maya Angelou, have an ability to recognize and understand his or her own moods, desires, motivations, and intentions.

This type of intelligence can help a person to understand which life goals are important and how to achieve them.

* 1. Naturalist - Naturalistic intelligence involves expertise in the recognition and classification of the numerous species—the flora and fauna—of his or her environment.

People with naturalistic intelligence, such as Charles Darwin and Jane Goddall, have an ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.

* 1. Existential - Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why we die, and how did we get here. The biggest characteristic of kids with high existential intelligence comes from their ability to see the big picture. These kids have a great understanding of seeing the world as a whole. So they go beyond the physical senses to explain themselves and understand the world around them

1. Illustrate and Explain “Dale Cone of Experience” or “Dale Cone of Learning”.

Diagram

Description automatically generated

Dale (1969) explained that the broad base of the cone illustrated the importance of direct experience for effective communication and learning. Especially for young children, real and concrete experiences are necessary to provide the foundation of their permanent learning. The historical importance of Dale’s Cone rests in its attempt to relate media to psychological theory (Seels, 1997) and the Cone has shaped various sets of media selection guidelines ever since. For example, influenced by Dale, Briggs (1972) delineated general principles for media selection according to the age of learners, the type of learners, and the type of task.

1. Identify the parts or components of lesson plan. Design a lesson following the format in lesson planning.

I. OBJECTIVES

At the end of the lesson, the students should be able to:

1. Understand key terminology related to digital images.

2. Define the key terminology related to digital images.

3. Appreciate the importance of knowing the digital imaging terms.

II. SUBJECT MATTER

A. Topic: Digital Imaging Terms

B. Materials Needed: PowerPoint Presentation, Images and Laptop

C. Reference/s:

M. (2019, July 30). Digital Imaging Glossary. Photo Review. https://www.photoreview.com.au/information/digital-imaging-glossary/

III. PROCEDURE

A. Preparation

1. Daily routine

a. Class prayer

b. Greetings

c. Checking of Attendance

2. Review of the past lesson and checking of assignments / agreements

B. Presentation

1. Motivation

Crack the Code

The class will choose two representative and each representative will decipher a code to reveal the topic for today. The fastest representative to answer correctly with shortest time consume, wins the game.

2. Definition of Technical Terms / Unlocking of Difficulty

DPI (Dots per inch) -A unit of measurement of image quality for printers.

PPI (Pixels per inch) -A unit for measuring resolution in digital imagery.

3. Lesson Proper

a. Teacher demonstration

Digital Imaging Terms

What is Digital Art?

Any artwork that uses some kind of computer technology. (Example: digital cameras and camcorders)

Pixel

-A pixel is a single point (dot) in an image.

-Short for Picture Element.

Resolution

-The number of pixels (or dots) in an image.

-The higher the number, the sharper the image.

Bitmap

-Composed of rectangular grids of picture elements (pixels).

-Used for photographs

Vector

-Composed of points, lines, curves and shapes defined by mathematical objects. Clear even when resized

-Used for logos

-Not resolution dependent

DPI (Dots per inch)

-A unit of measurement of image quality for printers.

PPI (Pixels per inch)

-A unit for measuring resolution in digital imagery.

Graphics file formats

Compression

Compression is the reduction in size of data in order to save space or transmission time.

Two types of compression

Lossy - detail is removed or lost.

Lossless - compresses the file without removing image detail or color information

JPEG

● (\*.JPEG; \*.JPG; \*.JPE)

● Joint Photographic Experts Group

● Lossy compression

● Used for Photographs

● Supports CMYK, RGB and Grayscale color modes

● Does not support transparency

● Automatically decompressed when opened

PNG

● (\*.PNG)

● Portable Network Graphics

● Developed by CompuServe in 1987 as alternative to GIF

● Lossless compression

● Displays on the web

● Produces background transparency

PSD

● (\*.PSD; \*.PDD)

● Photoshop Document

● Default file format that supports all Photoshop features

● Has the option to maximize file compatibility

Bitmap

● BMP (\*.BMP; \*.DIB; \*.RLE)

● Recognized in most Windows applications

● Cannot be displayed in the web

● Uncompressed

GIF

● (\*.GIF)

● Graphics Interchange Format

● Commonly used to display images in the web

● Lossless compression

● Small file size

● Preserves transparency

● Can be used for animation

PDF

● (\*.PDF; \*.PDP)

● Portable Document Format

● Flexible format

● Accurately displays and preserves fonts, page layouts, and both vector and bitmap graphics

b. Application

Worksheet No. 1

Instruction: Define each term according to your understanding.

Terms Definition

1. Pixel

2. Resolution

3. Bitmap

4. Vector

5. DPI

6. PPI

7. PSD

8. JPEG

9. PNG

10. BITMAP

11. GIF

12. PDF

a. Generalization

Ask the students to summarize the lesson and share his/her take aways about the topic.

b. Evaluation

Multiple Choice.

1. Any artwork that uses some kind of computer technology.

A. Digital Art

B. Photography

C. Science

D. Dance

2. Composed of points, lines, curves and shapes defined by mathematical objects.

A. Vector

B. Bitmap

C. Resolution

D. Pixel

3. Composed of rectangular grids of picture elements.

A. Vector

B. Bitmap

C. Resolution

D. Pixel

4. A \_\_\_\_\_ is a single point (dot) in an image.

A. Vector

B. Bitmap

C. Resolution

D. Pixel

5. The number of pixels (or dots) in an image.

A. Vector

B. Bitmap

C. Resolution

D. Pixel

6. PNG: Portable \_\_\_\_\_ Graphics

A. Network

B. Format

C. Document

D. Photographic

7. GIF: Graphic Interchange \_\_\_\_\_\_\_

A. Network

B. Format

C. Document

D. Photographic

8. PDF: Portable \_\_\_\_\_\_ Format

A. Network

B. Format

C. Document

D. Photographic

9. JPEG: Joint \_\_\_\_\_\_ Experts Group

A. Network

B. Format

C. Document

D. Photographic

10. PSD: \_\_\_\_\_\_ Document

A. Photoshop

B. Format

C. Network

D. Photographic

Key to Correction:

1. A

2. A

3. B

4. D

5. C

6. A

7. B

8. C

9. D

10. A

IV. ASSIGNMENT / AGREEMENT

1. Study the image editing software(photopea).

2. Explore the photopea image editing software.

1. Discuss the importance of preparing Lesson Plan.

Building a plan is a process that’s equally creative and critical, as teachers incorporate a wide range of strategies to engage students, assess progress and support learning and understanding, all while thinking about the students on the receiving end. It’s a time when teachers envision all the pieces of the puzzle and analyze how they’ll fit together into an effective learning experience.

Planning lessons ahead of time means teachers enter the classroom each day fully prepared to teach new concepts and lead meaningful discussions – instead of figuring things out as they go. Without a lesson plan, students can quickly lose focus and teachers may be left scrambling, thinking of what to do next.

1. Describe a Good classroom management.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

1. Explain the Following Constructivist Teaching Approaches:
   1. Interactive - The purpose of interactive teaching strategies is to improve your students’ interest in the learning process and make them active participants in the lessons. Interactive activities offer broader benefits than simply achieving educational goals. In fact, you can easily incorporate this type of exercise into your virtual classroom lessons to help improve your students’ communication skills and teamwork abilities, as well as to develop their creativity, critical thinking, problem-solving, and decision-making skills. In addition, interactive activities teach students patience, tolerance, and understanding towards others and encourage them to think outside the box.
   2. Collaborative - Collaboration is the process of working together to achieve a common goal. In teaching, the common goal is always improved learner outcomes.
   3. Teacher collaboration involves:

debating, planning, and problem-solving together

inquiring together, using evidence and research to guide decision-making

capitalising on each other’s strengths and working with each other’s weaknesses

actively contributing to a respectful and supportive learning environment.

Active collaboration is particularly important for creating a growth-based learning environment and for increasing student learning progress. Research shows that teachers who work together and learn from each other are more successful in improving student outcomes than those who work alone.

* 1. Integrative- Integrative learning is an approach where the learner brings together prior knowledge and experiences to support new knowledge and experiences. By doing this, learners draw on their skills and apply them to new experiences at a more complex level.
  2. Inquiry-Based - Inquiry-based instruction is a student-centered approach where the instructor guides the students through questions posed, methods designed, and data interpreted by the students. Through inquiry, students actively discover information to support their investigations.

1. Design an activity using the Problem based learning and Project Based Learning.

Planning a garden that meets specific design objectives, then plant and tend the garden. At the end of the growing season, iterate the design to improve it for the next season based on how the garden was or was not successful in meeting the objectives.

1. Identify at least 5 appropriate teaching strategies for “Teaching of Edukasyong Pantahanan (EPP) and Technology and Livelihood Education (TLE)”. Describe or explain each teaching strategies.

The most appropriate teaching strategies for teaching of “Edukasyong Pantahanan (EPP) and Technology and Livelihood Education (TLE) are the following:

* + - 1. Problem Based Learning - Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
      2. Demonstration or Showing Method – It is an exhibition and explanation of subject, theory, or commercial product etc. By means of examples, experiments, displays or the likes. In demonstration method, the teacher teaches his students using demonstration method in a systematic and a step by step process. Demonstration method is practical ways of teaching; in this method teacher perform an activity to teach his student a concept, this often occurred when students find it difficult to connect theories to actual practice and when students are unable to understand the theories and its applications.
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