PROFESSIONAL EDUCATION

PHILOSOPHY OF EDUCATION

Utilitarianism – moral action is one that helps the greatest number of people

Realism – real, reality; bring students' ideas into reality; tangible

Essentialism – back to basic; 3R's (reading, writing & arithmetic); core, fundamental; essential

Pragmatism – practical; practice and drill; concerned with result rather than principles

Progressivism – student's needs and interests; change and growth; learning by doing

Rationalism – knowledge is based on reason or logic; math is the paradigm of knowledge

Naturalism – ultimate reality is material world; scientific point of view; man as a social animal

Perennialism – perennial; unchanged truth; ageless; eternal; universal truths; classic& profound thoughts & works

Epicureanism – mental pleasure more than physical; freedom from anxiety & mental pain

Existentialism – one's own essence; unique individuals; complete responsibility of own thoughts, feelings & actions; freedom; choices; man's free will & autonomy

Idealism – idea; ideal; values; religion; spirituality; Rizal; hero's and heroine's life

Constructivism – construct reality based on own experience; prior knowledge & experience; constructs own meaning

Empiricism – individuals have no innate knowledge; experience is the source of knowledge

Hedonism – pursuit of pleasure; sensual self-indulgence; pleasure is the highest good

Behaviorism – human being is shaped entirely by the environment

ISM's In EDUCATION

- **BEHAVIORISM** – change **ESSENTIALISM** – basic
- **EXISTENTIALISM** – choice **HUMANISM** – build
- **IDEALISM** – enough in mind **PERENNIALISM** – constant
- **PRAGMATISM** – practice **PROGRESSIVISM** – improve
- **REALISM** – enough to see **UTILITARIANISM** – best
- **SOCIAL RECONSTRUCTIONISM** – benefit of all

NATURALISM – only nature exist, nature is better than civilization

IDEALISM – spiritual, values, moral, Socratic method

REALISM – natural world, values are natural and absolute, reality exist undeceived

PRAGMATISM/EXPERIMENTALISM – practical, problem solving research, knowledge is what works, values are related, truth is warranted assertion

ESSENTIALISM – 3R's, achievement test, certain knowledge &skills are essential for rational being.

PROGRESSIVISM – process of development, higher level of knowledge, the child's need and interest are relevant to curriculum

EXISTENTIALISM – knowledge is subjective, man shapes his being as he lives, we are what we do, deciding precedes knowing

PERENNIALISM – education that last for century, universalist, knowledge is eternally valid.

SOCIAL CONSTRUCTIVISM – for better society, community-based learning

RECONSTRUCTIONISM – the school should help rebuild the social order thus social change

BEHAVIORISM – learning is change in behavior, S-R Relationship

EMPIRICISM – knowledge comes thru senses, 5 senses (observatory learning)

STRUCTURALISM – complex mental exp. Such as image, feeling and sensation

FUNCTIONALISM – focus to motivation, thinking & learning

PURPOSIVISM – individual hormones are responsible for the motive to strive towards fulfillment of his/her objective

PHILOSOPHICAL ANALYSIS – reality is what verifiable, truth corresponds to reality, usage determines meaning

PROF. ED PROPONENTS

1. **B.F SKINNER** – Operant Conditioning
2. **BANDURA** - Modeling
3. **BANDURA & WALLACE** – Social Learning
4. **CARL JUNG** - Psychological
5. **CONFICIUS** – Education for all, Golden Rule
6. **EDWARD THORNDIKE** - Connectionism
7. **ERIK ERICKSON** - Psychosocial
8. **IVAN PAVLOV** – Classical Conditioning
9. **JEAN PIAGET** – Cognitive FROEBEL-Father of kndrgrtn
10. **PEZTALLOZI** – realia, Froebel's protégé
11. **JEROME BRUNER** – Instrumental Conceptualism
12. **JOHN DEWEY** – learning by doing
13. **JOHN LOCKE** – Tabula Rasa (Blank sheet)
14. **KOHLERS** – insight learning
15. **LAURENCE KOHLBERG** – Moral development
16. **LEV VGOTSKY** – social cognitivist, scaffolding
17. **SIGMUND FREUD** - psychosexual
18. **WILLIAM SHELDON** – Physiological

FRUED'S PSYCHOSEXUAL/PSYCHOANALYTICAL THEORY

1. ORAL (0-1 yrs. old) – Infant
2. ANAL (1-3 yrs. old) - Toddler
3. PHALLIC – Preschool
4. LATENCY – school age
5. GENITAL – adolescence

BRUNER'S THREE MODES OF PRESENTATION

1. ENACTIVE (0-1 yrs. old) – action-based information
2. ICONIC (1-6 yrs. old) – image-based information
3. SYMBOLIC (7+) – code/symbols such as language

ERIKSON'S PSYCHOSOCIAL THEORY

1. TRUST VS. MISTRUST – (0 – 12 months)
2. AUTONOMY VS. SHAME – (1 – 3 years old)
3. INITIATIVE VS. GUILT – (3 – 6 years old)
4. INDUSTRY VS. INFERIORITY – (6 – 12 years old)
5. IDENTITY VS. ROLE CONFUSION – (12 - 18 years old)
6. INTIMACY VS. ISOLATION – (early 20s – early 40s)
7. GENERATIVITY VS. STAGNATION – (40s – mid 60)
8. INTEGRITY VS. DESPAIR – (mid 60 – death)

PIAGET'S COGNITIVE DEVELOPMENT

1. SENSORY
2. PRE-OPERATIONAL
3. CONRETE
4. FORMAL

SUBCATEGORIES OF TEACHER MOVEMENT/MOVEMENT MANAGEMENT

1. THRUST – proceeding without assessing
2. DANGLING – hanging activity by giving another
3. TRUNCATION – leaves activity
4. FLIP-FLOP – returns to a left activity while currently doing an activity
5. STIMULUS-BOUND - distracted
6. OVERDWELLING – overtime in one topic
7. OVERLAPPING – multitasking results negatively

TAXONOMY OF OBJECTIVES

BLOOM(LOTS) ANDERSON (HOTS)

BLOOM'S TAXONOMY

1. KNOWLEDGE
2. COMPREHENSION
3. APPLICATION
4. ANALYSIS
5. SYNTHESIS
6. EVALUATION

NEW BLOOM'S TAXONOMY

1. REMEMBERING
2. UNDERSTANDING
3. APPLYING
4. ANALYSING
5. EVALUATING
6. CREATING

AFFECTIVE

1. RECEIVING
2. RESPONDING
3. VALUING

4. ORGANIZING
5. CHARACTERIZING

PSYCHOMOTOR: SIMPSON HARROW

- Perception
- Set
- Guided Response
- Mechanism
- Complex Overt Response
- Adaptation
- Origination
- Reflex movement
- Fundamental movement
- Physical Movement
- Perceptual Abilities
- Skilled Movements
- Non-discursive communication

DALES CONE OF EXPERIENCE

- Read
- Hear
- Picture
- Video
- Exhibit
- Demonstration
- Collaborative Work
- Simulation
- Real Thing

PILLARS OF LEARNING

- Learning to Know "HEAD" – knowledge
- Learning to Be "HEART" – Awareness and Understanding
- Learning to Do "HAND" – skill and action
- Learning to Live "VALUES" – attitudes
- Learning to Transform is which involves all Pillars.

LAWS IN PHILIPPINE EDUCATION

- **PRC BR 435** – Code of Ethics for Professional Teachers
- **PD 1006** – Decree Professionalizing Teachers
- **RA NO. 1425** – inclusion of the works of Jose Rizal
- **RA NO. 4670** – "Magna Carta for Public School Teacher"
- **RA 7722** – CHED
- **RA 7796** – "TESDA Act of 1994"
- **RA 7836** – Phil. Teachers Professionalization Act of 1994
- **RA 9155** – BEGA (Basic Educ) or DepEd Law
- **RA 9293** – Teachers Professionalization Act
- **RA 10533** – K-12 Law
- **ACT NO. 2706** – "Private School Law"
- **COMMONWEALTH ACT NO. 578** – "person in authority"
- **KAUTUSANG PANGKAGAWARAN BLG 7** – Pilipino National Language
- **PROKLAMA BLG 12** – Linggo ng Wika (Balagtas, Mr29-Ap4)
- **PROKLAMA BLG 186** – Linggo ng Wika (Quezon,Ag13-19)
- **PROKLAMA BLG 1041** – Buwan ng Wika(Ramos)
- **PHIL CONSTITUTIONS ACT 14** – ESTACS
- **RA 1079** – no limit of Civil Service Eligibility
- **RA 6655** – "Free Public Secondary Educ Act of 1988"
- **RA 6728** – "Act Providing Government Assistance to Students and Teachers in Private Education"
- **RA 7277** – Magna Carta for PWD
- **RA 7610** – Anti-Child Abuse Law (Amendment: RA 9231)
- **RA 7743** – establishment of public libraries
- **RA 7877** – "Anti Sexual Harassment Act of 1995"
- **RA 7880** – "Fair and Equitable Access to Education Act"
- **RA 8049** – Anti-Hazing Law
- **RA 8187** – Paternity Act
- **RA 10627** – Anti-Bullying SB 1987 ART. 14 SEK. 6-9 FILIPINO (National Language)

COGNITIVE DEVELOPMENT THEORY by Jean Piaget

1. Schema – the cognitive structure by which individuals intellectually adopt to and organize their environment

2. Assimilation – the process of fitting new experience into an existing created schema
3. Accommodation – the process of creating a new schema
4. Equilibrium – achieving proper balance between assimilation and accommodation

STAGES OF COGNITIVE DEVELOPMENT

1. Sensorimotor (Birth to 2 years)
   Objective permanence
   - Ability attained in this stage where he knows that an object still exists even when out of sight
2. Preoperational Stage (2 to 7 years)
   Symbolic Function – the ability to represent objects and events
   Egocentrism – the tendency of a child to only see his point of view and assume that everyone else also has his same point of view
   Centration – the tendency of the child to only focus on one thing or event and exclude other aspects
   Lack of Conservation – the inability to realize that some things remain unchanged despite looking different
   Irreversibility – Pre-operational children still have the inability to reverse their thinking
   Animism – the tendency of the child to attribute human like traits to inanimate objects
   Realism – believing that psychological events, such as dreams, are real
   Transductive reasoning – reasoning that is neither inductive nor deductive, reasoning that appears to be from particular to particular.
3. Concrete Operational Stage (7 to 11 years)
   Decentering – the ability of the child to perceive the different features of objects and situations
   Reversibility – the ability of the child to follow that certain operations can be done in reverse
   Conservation – the ability to know that certain properties of objects like number, mass volume or area do not change even if there is a change in appearance
   Seriation – the ability to arrange things in a series based on one dimension such as weight, volume, size, etc.
4. Formal Operation
   - At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems
   - Abstract thought emerges
   - Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning
   - Begin to use deductive logic, or reasoning from a general principle to specific information

EDUCATIONAL LEVELS IN PHILIPPINES

Basic Education – includes

- Kindergarten
- Grade 1 – Grade 6 (Elementary)
- Grade 7 – Grade 10 – (Junior High School)
- Grade 11 – Grade 12 (Senior High School)

Technical Vocational Education

- Taken care of by Technical Education and Skills Development Authority (TESDA)
- For the TechVoc track in SHS, DepEd and TESDA work in close coordination (Technology and Livelihood Education (TLE) and Technology-Vocational-Livelihood (TVL) Track specializations may be taken between Grade 9 to 12. Exploratory Subjects at 40 hours per quarter are taken during Grades 7 to 8.)

Higher Education

(The new basic education levels are provided in the K to 12 Enhanced Curriculum of 2013)

7 TYPES OF CURRICULUM

1. Recommended curriculum. The recommended curriculum is that which is recommended by scholars and professional organizations
    - Basic education – recommended by DepEd
    - Higher Education – recommended by CHED
    - Vocational Ed – TESDA
2. Written Curriculum
    - Documents based on recommended curriculum Ex. Syllabi, course of study, module, books or instructional guides, lesson plan
3. Taught curriculum. The taught curriculum is that which teachers actually deliver day by day
4. Supported curriculum
    - Includes those resources that support the curriculum-textbooks, software and other media
    - Supporting materials that make learning and teaching meaningful
    - Print materials like books, charts, posters, worksheets or non-print materials like power point presentations, movies, slides. Models, mock ups, realias
    - Facilities – playground, laboratory, AV Rooms, zoo, museum, market or plaza (places where direct experiences occur)
5. Learned curriculum. The learned curriculum is the bottom-line curriculum – the curriculum that students actually learn
6. Assessed curriculum. The assessed curriculum is that which appears in tests and performance measures; state tests, standardized tests, district tests, and teacher-made tests
7. Hidden/Implicit curriculum
    - This is unintended curriculum. It defines what students learn from the physical environment, the policies, and the procedures of the school.
    - Not planned but has a great impact on students

Presenting the Curriculum

Ways of presenting the curriculum

1. Topical approach – content is based in knowledge and experience
2. Concept approach – fewer topics in clusters around major and sub concepts
3. Thematic – combination of concepts
4. Modular – leads to complete units of instruction

Criteria in the selection of the subject matter

1. SELF-SUFFICIENCY – it is helping the learners to attain the utmost independency in learning yet in an inexpensive way is the most important guiding principle in selecting the content according to Scheffler. This means, more of the results and effective learning outcomes though a lesser amount of the teacher's effort and so with the learner's effort.
2. SIGNIFICANCE – it is significant if fundamental ideas, concepts, principles and generalization are supplied in the subject matter to achieve the overall aim of the curriculum.
3. VALIDITY – the genuineness of a content selected is by its legality. The subject matter to be selected has to be legal to avoid selecting the obsolete ones.; must be verified at regular interval
4. INTEREST – the learner's interest is a major factor in selecting the content; one of the driving forces of the learner to learn better
5. UTILITY – deciding on subject matter, its usefulness is considered to be essential
6. LERNABILITY – if there is a quotation to "live within our means" then there is

also the consideration of "teaching within the means of the learners."

7. FEASIBILITY – content selection takes into thought the possibility, the practicability and the achievability of the subject matter of the teachers, and the personality of learners especially within the framework of the society and the government

Guide in addressing CONTENT in the curriculum as proposed by Palma?

BASIC

- Balance – content should be fairly distributed in depth and breadth
- Articulation – as the content complexity progresses, vertically or horizontally, smooth connections or bridging should be provided
  - This ensures that there is no gaps or overlaps in the content
- Sequence – logical arrangement
  - Vertically – for deepening the content
  - Horizontally – for broadening the content
- Integration – relatedness or connectedness to contents
  - Provides a wholistic or unified view of curriculum instead of segmentation
- Continuity – should be perennial, endures time
  - Constant repetition, reinforcement and enhancement are elements of continuity

FOUR PHASES OF CURRICULUM DEVELPOMENT

1. Curriculum Planning – considers the school vision, mission, and goals; includes the philosophy or string education belief of the school
2. Curriculum Designing – the way curriculum is conceptualized to include the selection and organization of content, the selection and organization of learning experiences or activities and the selection of the assessment procedure and tools to measure achieved learning outcomes
   Also include the resources to be utilized and the statement of the intended learning outcomes
3. Curriculum Implementing – putting into action the plan; it is where the action takes place; involves the activities transpire in every teacher's classroom where learning becomes an active process
4. Curriculum evaluating – determines the extent to which the desired outcomes have been achieved
   This is an ongoing procedure as in finding out the progress of learning (formative) or the mastery of learning (summary)

Curriculum Development process Models

Ralph Tyler Model: Four Basic Principles

- Purposes of the school
- Educational experiences related to the purposes
- Organization pf the purposes
- Evaluation of the experience

Hilda Taba model: Grassroot approach

Taba strongly believed teachers should take part in the design of curricula. Taba's model included seven steps

1. Educators must first identify the students' needs for the development of the curriculum
2. Objectives should by specific
3. The content matches the objectives, as well as demonstrates validity.
4. Curriculum content is designed based on students' interest, development and achievement
5. Instructional methods are selected by teachers
6. The organization of the learning activities is determined by the teacher
7. Evaluation procedures are determined by students and teachers.

Galen Sayler and Wiliam Alecander Curriculum Model – viewed curriculum development as consisting of four steps

- Goals, Objectives and domain

- Curriculum designing
- Curriculum implementation
- Evaluation

Philosophical Foundations of Curriculum

- Perennialism
- Essentialism
- Progressivism
- Reconstructionism

Elements/Components of a curriculum design

- Intended learning outcomes (ILO) or the Desired Learning Outcomes (DLO)
- Subject Matter or content
- Teaching and Learning Methods
- Assessment/Evaluation

5 categories of curriculum change

1. Substitution
    - Current curriculum will be replaced or substituted by a new one
    - Complete overhaul
    - Not merely a revision
2. Alteration
    - There is a minor change
      Example: graphing paper – to graphing calculator
3. Restructuring – major change or modification in the school system, degree program or educational system
4. Perturbations – changes that are disruptive, but teachers have to adjust to them within a fairly short time
   Ex. Changes in time schedule to catch up with something
5. Value orientation – a teacher who gives emphasis on academic and forget the formation of faith and values needs value orientation

PHILOSOPHICAL FOUNDATIONS

• **IDEALISM** *Plato* (own ideas) nothing exists except in the mind of a man/what we want the world to be

• **REALISM** *Aristotle; Herbart; Comenius; Pestalozzi; Montessori; Hobbes; Bacon; Locke* (experience) fully mastery of knowledge

• **BEHAVIORISM** always guided by standards/by procedure: purpose is to modify the behavior

• **EXISTENTIALISM** *Kierkegaard; Sarter;* "Man shapes his being as he lives"; Focuses on self/individual

• **PRAGMATISM/EXPERIMENTALISM** *William James; John Dewey;* learn from experiences through interaction to the environment; emphasizes the needs and interests of the children

• **PERENNIALISM** *Robert Hutchins* focuses on unchanging/universal truths

• **ESSENTIALISM** *William Bagley* – teaching the basic/essential knowledge; Focuses on basic skills and knowledge

• **PROGRESSIVISM** *Dewey/Pestalozzi* (process of development) focused on the whole child and the cultivation of individuality

• **CONSTRUCTIVISM** *Jean* Piaget focused on how humans make meaning in relation to the interaction b/w their experiences and their ideas. Nature of knowledge w/c represents an epistemological stance

• **ACCULTURATION** – learning other culture; the passing of customs, beliefs and tradition through interaction and reading

• **ENCULTURATION** – the passing of group's custom, beliefs and traditions from one generation to the next generation

Convergent questions – are those that typically have one correct answer.

Divergent questions – also called open-ended questions are used to encourage many answers and generate greater participation of students

Higher Order Thinking Skills; to think more creatively