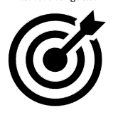
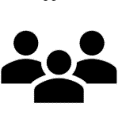
**LSPU Self-Paced Learning Module (SLM)**

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| **Course** | **GEC 103 – The Contemporary World** |
| **SEM/AY** | First Semester/2023-2024 |
| **Module No.** | 1 |
| **Lesson Title** | **COURSE ORIENTATION** |
| **Week Duration** | **1** |
| **Date** | **August 22- August 25, 2023** |
| **Description of the Lesson** | Hello, and welcome to GEC 103 – The Contemporary World! Before you jump into your first real lesson on your journey to passing the course, I wanted to guide you about the University where you currently study and familiarize yourself with its nature, culture, and values. Further, this introductory lesson will enlighten you about your University’s migration plan to the new normal, the course syllabus, and the classroom rules that will aid you to prepare while you study the course. May you have loads of fun and create beautiful moments in this course. Good luck! |

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**Learning Outcomes**

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| **Intended Learning Outcomes** | Students should be able to meet the following intended learning outcomes:   * Orient students about the University; * Familiarize them with its vision, mission, Quality Policy, values, motto, and hymn; * Discuss the University’s Migration Plan to the New Normal; and * Acquaint them with the course syllabus and classroom rules. |
| **Targets/ Objectives** | At the end of the lesson, students should be able to:   * create a student information sheet and university profile; * answer questions about the syllabus; and * craft a classroom covenant. |



**Student Learning Strategies**

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| **Online Activities (Synchronous/**  **Asynchronous)** | **A. Face to Face Discussion**  This module is taken during the first meeting of the course. For further instructions, refer to your Google Classroom and see the schedule of modules/activities in your course guide for the whole semester.  **B. Learning Guide Questions**  Here are a list of questions to ask regarding this lesson:   * What is your university like? * What are the Vision and Mission statements of the University? * What do I need to know before taking the course? * What does the course cover? * What are your course expectations? * What is the relevance of the course to your degree? * How much time should I spend in this course? * What are the course policies regarding attendance, submission of assignment, and participation? * Is late work accepted? * What is the policy for making up on a lesson or a quiz or an exam? * How do I interact with the professor? * Where are the assignment due dates located? * Are tests available online? * What are the learning materials, such as readings, videos and lectures which will be used? * How is the material available online? * Do I need a textbook for this course? * Is there extra credit for posting on online class discussion forum? * What happens if a student plagiarizes his/her work? * How do I interact with other online classmates? * Are there group projects in this online class? * Is this course self-paced or scheduled? * Are there specific login or online participation for the course? |
| **Offline Activities**  **(e-Learning/Self-Paced)** | **Lecture Guide**  Welcome Message to Students  Welcome to the Laguna State Polytechnic University where you opt to study your college degree. You are now part of the University family and a community of committed learners who aspire to achieve their full potential as persons towards becoming a well-functioning and responsible citizens of our nation and the globalized world.  Bear in mind that your time at the University may be viewed as a partnership. For you to get the most out of your time in the University, be fully engaged in your studies so you can be successful after you graduate, either in your professional career or if you choose to undertake further study. May you view your period of study at the University where you are enrolled in as a unique opportunity for you to make a difference!  .  As you make your way through your school life and create your career path, know that you are in an educational community that will cultivate your distinctive talents and will also challenge you to be the best version of yourself. Use the education you will obtain from the University wisely for the well-being of your family, our people, our country and our fellow human beings.  We hope that your stay with the University will be a rewarding and fulfilling experience. May the University you are enrolled in be your guide to success from this time forward!  Pro aris et focis.  LSPU’s Migration to the New Normal  In reference to the LSPU’s Migration Plan to the New Normal, the following are the acceptable learning modalities / instructional methods which can be adapted for this course:   |  |  | | --- | --- | | **Flexible Learning** | A learning methodology where students are allowed the freedom to learn how, what, where, and where. Flexible learning environments address how physical space is used, how students are grouped during learning, and how time should be spent throughout learning. (tophat.com “Flexible Learning,” n.d.) | | **Outcomes-based Education** | An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens. (Spady, 1994) | | **Contextual Learning** | A type of learning which should be practical and based on real-world context. According to contextual learning theory, learning occurs only when learners process new information or knowledge in such a way that it makes sense to them in their own frames of reference (Texas Collaborative for Teaching Excellence, 2007). | | **Authentic Assessment** | Aform of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. It usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. (Mueller, 2011) | | **Blended Learning** | An approach in education in which students learn via electronic and online media as well as traditional media (such as textbooks and modules) and non-traditional learning spaces including classroom, communities, and industries. | | **Independent Study** | A class taken by a student which can be self-designed or pre-designed by the teacher who will oversee the course and make sure the student is putting in enough work to justify getting credit for their independent study. |   Classroom Rules For Online Learning   1. Go to the restroom before class time. 2. Find a quiet place in your house free of distractions. 3. Show up a few minutes before class time and wait to be admitted to the class. 4. Be respectful at all times when your video is on. 5. Stay on mute. Always ask permission from the speaker if you have a question or something to share. 6. Stay focused and on task so you don’t miss anything the speaker says.   Classroom Rules For Discussion Board Posting   1. Stay on the subject/topic before posting to the discussion board and do not post irrelevant comments, links, or pictures. 2. Please respect the opinions of your classmates. If you feel that there is a need to disagree, do so respectfully. 3. Be brief and coherent in your response. 4. If you're asking a question and many people are responding to it, summarize all the answers and post them for the benefit of the class. 5. If you're referring to something that your classmate posted, quote a few lines from their post so that others know which post you're referring to. 6. Run a spelling / grammar check before you post. Use complete sentences in all your posts. 7. Reach out to your teacher if you have any questions. Your teacher is still here to help, albeit virtually!   Classroom Rules For Video Viewing   1. Do watch each of the video. If you have a laptop, download the videos for later viewing and review. Answer cogently any assignments you have about the lesson covered in the course. 2. Do keep up with your work for the course every week. Even if you do not have a class session, you should read the modules/assigned readings, as well as watch the videos. 3. Do get in touch with your instructor who is handling this course. Your instructor can answer any questions you have about the lesson about the course. Your instructor can also help you if you are behind, advise you about the assignments or tell you where you might be able to watch videos you have missed. 4. Do complete the activities, projects, and worksheets provided in the modules. These will augment your knowledge about the course and prepare you for formal examinations. 5. If you miss a video or fall behind in your study schedule, don’t give up. You can always catch up and watch the videos online and answer the assignments.   **Engaging Activities**  **Activity: The Student Fact Sheet**  Directions: Please complete this form by filling in the accurate and truthful information about yourself. The personal information that you‘ll provide in this chart will be treated with utmost sensitivity and confidentiality.   |  |  | | --- | --- | | Name: | (\*paste your 2x2 picture here\*) | | Student No. | College: | | Course: | Course Level: | | E-mail Address: | | | Mobile No.: | | | Present Address: | | | Permanent Address: | |  |  | | --- | | In case of serious illness or accident, please notify: | | Name: | | Relationship: | | Contact Nos. | | Address: |     I hereby provide the aforesaid personal information granted that it will be used for legal purposes only and will be treated with utmost sensitivity and confidentiality as specified by Republic Act 10173 (Data Privacy Act of 2012).    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature over Printed Name    **Research: The University Profile**  Directions: Please complete this form by filling in your University’s Vision, Mission, Quality Policy, Values, Motto and Hymn. Use your library or the Internet to accomplish the chart below.   |  |  | | --- | --- | | University Name |  | | University Vision |  | | University Mission |  | | University Quality Policy |  | | University Values |  | | University Motto |  | | University Hymn |  | |

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**Performance Task**

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| **Activity: Questions about the Syllabus**  **Introduction:** This collaborative activity will enable students to know the course syllabus and have an idea about the things that they will study in the course.  **Materials Needed:** Paper, pen and a copy of the syllabus  **Methods**  1. Have students get into groups of three to five and let them work cooperatively.  2. After forming groups, have each group generate a list of five to eight questions they have about the course.  3. Give each group a copy of the course syllabus and the groups go over it together to answer their questions about the course.  4. Upon completion of the small group activity, the class then reconvenes and the groups ask any questions that were not addressed in the syllabus.  5. Discuss the course syllabus with students.  **Activity: The Classroom Covenant**  The classroom covenant is a class-agreed undertaking on how members of the class will learn and behave, get along with their classmates and treat them with civility and respect, and take responsibility for their own learning and behavior. It will serve as a guide on how the entire class studies the course throughout the semester.  **C:\Users\User\Pictures\images - 2020-07-16T132729.663.jpg**  Image: United Church of God, “The Ten Commandments”  **Materials Needed:** Paper and pen, poster materials, Smartphone  **Method:**  1. Start the activity by defining what “covenant” is.  2. Create ten (10) promises which you will uphold as a student while studying the course throughout the semester.  3. Write your ten (10) covenants/promises in exactly 6 words each in a sheet of paper.  4. Present your classroom covenants to the class.  5. After all the students have shared their outputs, the whole class will review, refine and vote which among their classmates’ covenants will be adopted by the entire class as part of “The 10 Classroom Covenants” of their section.  6. The whole class will then finalize the classroom covenants and give each student a copy of it.  7. Create a poster of “The Ten Classroom Covenants” to post in your room that the student needs to sign to show his/her commitment to the course.  8. Snap a selfie picture using the “The Ten Classroom Covenants” as a background and then post your selfie in the Class FB/Google Classroom group.  9. Write a short reflection essay on the activity in your notebook/journal. |



**Understanding Directed Assess**

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| ***Rubrics***  These rubrics were used for the following activities: *The University Profiles, Questions About the Syllabus* and *The Classroom Covenant.* Use these rubrics to assess the student’s works.    **A. Research: The University Profiles**   |  | | --- | | **Rubric**  **3 –** **Full Accomplishment –** The student identified their university’s profiles in a clear and consistent manner.  **2 –** **Substantial Accomplishment –** The student identified their university’s profiles and do so in a somewhat consistent manner.  **1** **–** **Little Accomplishment –** The student had difficulty identifying their university’s profiles consistently.  **0 – No Accomplishment –** The student made no attempt to do the activity. |   **B. Questions about the Syllabus**   |  | | --- | | **Rubric**  **3 –** **Full Accomplishment –** The student asked and answered their questions about the syllabus in a clear and consistent manner.  **2 –** **Substantial Accomplishment –** The student asked and answered their questions about the syllabus and do so in a somewhat consistent manner.  **1** **–** **Little Accomplishment –** The student had difficulty asking and answering their questions about the syllabus consistently.  **0 – No Accomplishment –** The student made no attempt to do the activity. |   **C. The Classroom Covenant**   |  | | --- | | **Rubric**  **3 –** **Full Accomplishment –** The student created a classroom covenant, made a poster and wrote a reflection essay about the activity in a clear and consistent manner.  **2 –** **Substantial Accomplishment –** The student created a classroom covenant, made a poster and wrote a reflection essay about the activity and do so in a somewhat consistent manner.  **1** **–** **Little Accomplishment –** The student had difficulty in creating a classroom covenant, making a poster and writing a reflection essay about the activity consistently.  **0 – No Accomplishment –** The student made no attempt to do the activity. | |

 **Learning Resources**

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| *Flexible Learning* (n.d.) Retrieved from <https://tophat.com/glossary/f/flexible-learning/>  Alegro, A., Cabigan, M.V., Fuentez, M., Marquez, C. & Solmerano, E. (2020). *The Contemporary World*. Manila: Fastbooks Educational Supplies and Publishing, Inc.  Mueller, J., (2011). *Authentic Assessment Toolbox*. Retrieved from <https://www.qualityresearchinternational.com/glossary/authenticassessment.htm#:~:text=Mueller%20(2011)%20defines%20authentic%20assessment,of%20essential%20knowledge%20and%20skills.>  Spady, W. (1994). *Outcomes-Based Education: Critical Issues and Answers.* Arlington Virginia: American Association of School Administrators. Retrieved from <https://files.eric.ed.gov/fulltext/ED380910.pdf>  Texas Collaborative for Teaching Excellence. (2007). *What is Contextual Teaching and Learning?* Retrieved from <http://www.texascollaborative.org/> |