

UNIT 6: Conventional and Digital Technology in Practice



Unit Objectives

At the end of the unit, the students must have:

- 1. Selected appropriate instructional materials and technology tools to address learning goals.**
- 2. Shown aptitude in utilizing applications and conventional media for student engagement in teaching and learning.**
- 3 Demonstrated skills in using a LMS and web conferencing application that are useful to instruction.**
- 4. Use reflections and insights to cite problems pertaining to use of instructional materials that can be addressed in an Action research**



Topics

1. Selecting Digital and Non-digital resources and instructional materials
2. Utilizing Applications for Teaching and Learning
3. Learning Management System and Web-Conferencing Apps for Sy



Learning Essentials

Please read the **Learning Essentials** on the book of Lucas, et al, FS 2 on the following:

- Selecting Digital and Non-digital resources and instructional materials –

pp. 97 to 101

- Utilizing Applications for Teaching and Learning-pp. 110-113
- Learning Management System and Web-Conferencing Apps for Systems-pp. 121-124; 132-135



Participate & Assist

Before you participate and assist, please enumerate the app you already know and have probably tried.

Apps that I already know/have recently explored	How can I utilize this in teaching-learning?
Google classroom	To organize digital portfolios for each student and share weekly progress photos or activity prompts with parents.
Canva	To create colorful visual schedules, flashcards, and interactive "choice boards" for classroom centers.
YouTube Kids	To find curated, age-appropriate educational songs for transitions (e.g., "The Ants Go Marching" for lining up).
Kahoot!	To conduct fun, image-based "Which

	color/shape is this?" games during circle time or remote sessions.
Seesaw	I can use this as a digital portfolio where students "show what they know" using photos, videos, and voice recordings. It is perfect for capturing authentic evidence of learning in centers, like a child explaining a block tower they built.

1. Please talk with your RT that task that you will be having for this unit is to assist the teacher by providing suggestions on resources and materials that the teacher can use in delivering her lesson.
2. Please ask for a copy of the lesson plan complete with learning outcomes for a lesson that she will be teaching soon. Some teachers may require you to write a complete lesson plan.
3. Take a look at these guide points. Which ones are applicable? The non-digital or conventional resource or instructional material:
 - ✓ Has accurate and meaningful content
 - ✓ Aligns to the learning objectives /outcomes of the lesson
 - ✓ Elicits student interest and engagement
 - ✓ Is inclusive and free from cultural bias
 - ✓ Is developmentally appropriate
 - ✓ Fosters critical thinking/aesthetic appreciation
 - ✓ Allows collaboration among learners
 - ✓ Flexible for group or self-study

- ✓ Time and cost efficient

Now, take time to complete this matrix below.

Subject: Literacy (Phonics)		Grade Level: Kindergarten	
Topic: Discovering Beginning Letter Sounds (S)			
Learning Outcomes/ Objectives:			
<ul style="list-style-type: none"> • Learners will be able to identify the sound of the letter /s/. • Learners will be able to name at least three objects that begin with the letter /s/. • Learners will be able to produce a digital "Sound Map" using Seesaw. 			
Resources /IMs you plan to utilize in the lesson.	What is the purpose of resource/materials? Describe how you will use the resources/materials to attain the learning objectives/outcomes.	Explain why you selected the resource/material based on the guide points mentioned above. How are these criteria met?	
YouTube Kids: "Letter S" Phonics Song	To provide a catchy, auditory, and visual introduction to the letter sound.	Music is highly effective for ECE memorization.	
Physical "Mystery Box" with Real Objects	To provide concrete, kinesthetic examples of	Young children learn best through tactile experiences	

	words starting with /s/.	(Real-ia).	
Canva-made "S-Sound" Flashcards	To bridge the gap between the concrete object and the written letter.	Large, clear fonts and high-contrast images support early literacy.	
Seesaw "Sound Hunt" Activity	To assess student learning independently and allow for creative expression.	Seesaw's simple interface allows non-readers to participate.	

4. If there is time, try out the resources/materials with the students. Be sure to follow the seps in using materials found in the infographic section on page 101 of the book.

5. You have done the virtual tour in FS1. Ask your RT how can you participate or assist in tasks that the teacher is organizing or preparing the LMS. Be guided with the TPACK infographic on page 123 on our reference. This will help you notice, analyze and reflect very well.

Level/Grade _____ of the Class: _____ Subject: _____

Lesson or Topic: _____

Lesson objectives/ learning outcomes:

N/A

LMS used by the teacher: _____

What tasks did you participate or assist in? Fill out the table below.

What components or parts were presented in the LMS used by the teacher?	Under these LMS components or parts, what tasks did you participate/assist in?

6. Which web-conferencing app did the teacher use for synchronous classes?

Describe its feature and how the teacher or you used these features.

Web-conferencing App Feature	Was it utilized? If yes, how was it utilized in class?
Virtual background	
Microphone icon on/off	
Camera icon on/off	
Screen share	
Reaction buttons	
Spotlight	
View (using different views)	
Polling	
Recording	
Others:	

N/A

NOTICE:

After participating and assisting your RT in using resources/materials in teaching -learning, write down what you have observed and experienced by answering the questions below:

1. Describe how you or your RT employed the resources/instructional materials. Narrate your experience as you participated and assisted?

2. Describe your feelings while you were assisting with the use of resources/materials.

3. How did the students responded and participated?

4. Describe the structure of LMS utilized by the teacher. How was it organized? What main components/ parts did you find?

I can't answer this because we haven't observe on how they do the asynchronous class

5. How was the content taught/delivered? How are the learning activities arranged? What strategies did the teacher or you use to hep students attain the objectives?

6. What was your experience in participating and assisting in synchronous classes?

I can't answer this because we haven't observe on how they do the asynchronous class



1. What worked well during the activity using the resources/materials?

2. What would you have done differently in using resources /materials ? What would I change? What will make it better next time?

3. How does this connect with what you know about selecting and using IMs?

4. What do you think are the best features of a web-conferencing app that you or your RT use? How did these help the teacher and the students?

5. Referring to the Community of Inquiry Infographic on page 135, how well did the teacher/or you use the web-conferencing app to establish: (describe in detail)

Teaching Presence?

Social Presence?

Cognitive Presence?

I can't answer this because we haven't observe on how they do the asynchronous class

6. What problem /challenges did the teacher /you or the students encounter during synchronous classes? How did it affect the teacher/learner? What part/s of the synchronous classes do you think can still be improved? How can these be improved?



I can't answer this because we haven't observe on how they do the asynchronous class

1. How ready are you in organizing ad using an LMS?

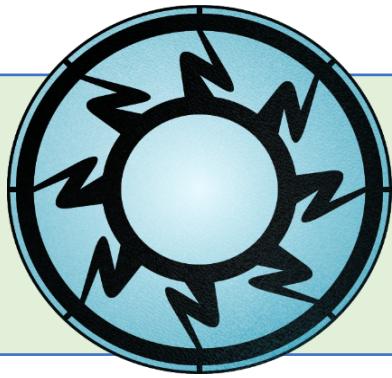
2. How ready are you in teaching an online synchronous class?

3. Why do I need to learn more about and practice the use of educational app?

4. What can I do more to learn more about and practice the use of educational

app or conduct an online synchronous class using a web-conferencing app effectively?

I can't answer this because we haven't observe on how they do the asynchronous class. N/A



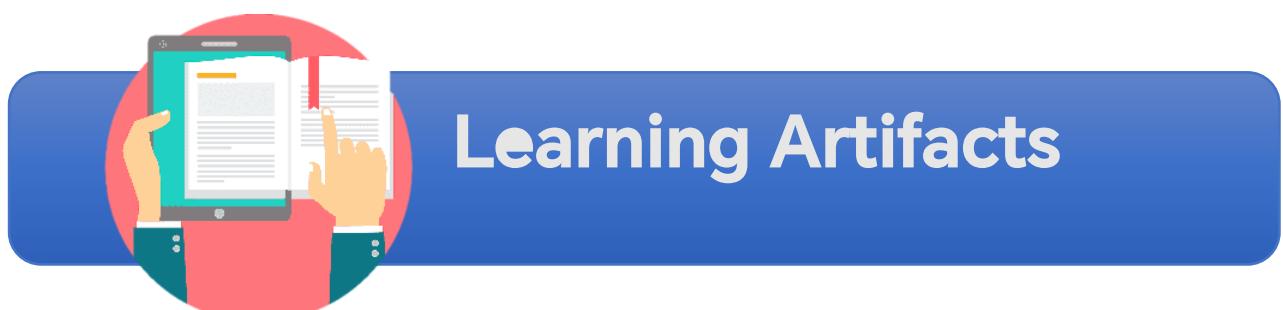
WARP (Write Action Research Prompts)

1. **O**bserve. What problems / challenges/ areas for improvement did you see while you participated and assisted your RT in the utilization of Conventional and Digital Technology in Practice?

2. **R**eflect. What do I hope to address- the problems /challenges/ area of improvement in using Digital technology? What change do you want to achieve?

3. Plan. What strategies /means you can employ to improve the situation /solve the problems/challenges?

4. Act. What will be the title of the action research (base your answers from 1-3) that you would like to conduct?



These must be included in the portfolio: