



Republic of the Philippines  
SULTAN KUDARAT STATE UNIVERSITY  
EJC Montilla, 9800 City of Tacurong



**COLLEGE OF INDUSTRIAL TECHNOLOGY**  
**PROFED 617 - TECHNOLOGY FOR TEACHING AND LEARNING 2 W TM 1 (PRE-ASSESSMENT)**

**UNIVERSITY VISION**

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

**UNIVERSITY MISSION**

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

**UNIVERSITY STRATEGIC GOALS**

- Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- Observe strict implementation of the laws as well as the policies and regulations of the University
- Acquire with urgency state-of-the-art resources for its service areas
- Bolster the relationship of the University with its local and international customers and partners
- Leverage the qualifications and competences in personnel action and staffing
- Evaluate the efficiency and responsiveness of the University systems and processes

**PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES**

| PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES  | INSTITUTIONAL OUTCOMES (IO) |   |   |   |   |   |   |
|---|-----------------------------|---|---|---|---|---|---|
|   | a                           | b | c | d | e | f | g |
| A graduate of Sultan Kudarat State University can:  |                             |   |   |   |   |   |   |
| a. Articulate effectively and independently in multi-disciplinary and multi-cultural teams the latest development in the fields practiced such as Automotive, Architectural Drafting, Civil, Electrical, Electronics, Food and its allied discipline, | ✓                           | ✓ | ✓ | ✓ | ✓ |   |   |
| b. Lead in the promotion and preservation of Filipino historical and cultural heritage, social empowerment and environmental sustainability in a professional and ethical approach.   |                             | ✓ |   |   | ✓ | ✓ | ✓ |
| c. Generate research-based information and technologies at par from international standards, and  | ✓                           | ✓ |   | ✓ |   | ✓ | ✓ |
| d. Promote and transfer knowledge and technologies for effective and efficient school-industry partnership  |                             | ✓ |   | ✓ |   | ✓ | ✓ |

**INSTITUTIONAL OUTCOMES (IO)**

- Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- Provide relevant programs and professional trainings that will respond to the development needs of the region
- Strengthen local and international collaborations and partnerships for borderless programs
- Develop a research culture among faculty and students
- Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- Promote research-based information and technologies for sustainable development
- Enhance resource generation and mobilization to sustain financial viability of the university

1 COURSE CODE ProfEd 617

2 COURSE TITLE TECHNOLOGY FOR TEACHING AND  
LEARNING 2 W TM 1 (PRE-ASSESSMENT)  
3 PREREQUISITE None  
4 CREDITS 3 units

## 5 COURSE DESCRIPTION

This course is designed to develop and enhance the digital teaching competencies of educators and trainers in the context of Competency-Based Training (CBT), with integration of Trainer's Methodology Level 1 (TM I) competencies. It focuses on the effective use of technology in designing, delivering, and assessing learning, particularly in technical-vocational and adult learning environments. Learners will undergo a pre-assessment to determine their current digital literacy, instructional design readiness, and familiarity with TM I competencies. The course introduces advanced educational technologies, digital tools, and pedagogical strategies that support 21st-century teaching and learning. Through hands-on activities and guided practice, participants will learn to create technology-enhanced learning materials, manage blended and online learning environments, and align their practices with national training standards. This course prepares participants for full engagement in TM I, emphasizing the integration of technology across the training cycle—planning, delivery, assessment, and evaluation of competency-based learning programs.

## 6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

| Course Learning Outcomes (CLO)           |  | Program Outcomes |   |   |   |
|--|--|------------------|---|---|---|
| At the end of the course, a student can: |  |                  |   |   |   |
| a.                                       | Apply adult learning principles and effective training methodologies in a work-based learning environment.                       |                  | ✓ | ✓ |   |
| b.                                       | Design and develop a comprehensive training program, including needs assessment, objectives, content, and assessment strategies. |                  | ✓ | ✓ |   |
| c.                                       | Demonstrate the ability to deliver training sessions using appropriate instructional techniques and strategies.                  |                  | ✓ | ✓ | ✓ |
| d.                                       | Evaluate learner performance and provide constructive feedback using outcome-based assessment methods.                           |                  |   | ✓ | ✓ |
| e.                                       | Identify and address challenges in work-based learning environments, promoting a supportive and effective learning culture.      |                  | ✓ | ✓ | ✓ |

## 7 COURSE CONTENTS

| WEEK | CONTENT  | INTENDED LEARNING OUTCOMES( ILOs)  | TEACHING AND LEARNING ACTIVITIES (TLA)  | OUTCOMES-BASED ASSESSMENT (OBA) | COURSE LEARNING OUTCOME S (CLOs) |
|------|--|--|---|---------------------------------|----------------------------------|
| 1    | Course Orientation<br><i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System</i> | At the end of the Orientation, the Learners can:<br>a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system | Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system |                                 |                                  |
| 1-2  | Foundations of Educational Technology  | At the end of the Lesson, the Learners can understand the:<br>• Evolution of Technology in Education   | a. Oral Reporting and presentation<br>Lecture and Interactive Discussion  | • Practical Demonstration       | abcde                            |

|     |   |  |   |  |       |
|-----|---|--|---|--|-------|
|     | <ul style="list-style-type: none"> <li>Evolution of Technology in Education</li> <li>Role of Technology in Competency-Based Training</li> <li>Digital Pedagogy vs. Traditional Pedagogy</li> <li>Ethical Use of Technology in the Learning Environment</li> </ul>   | <ul style="list-style-type: none"> <li>Role of Technology in Competency-Based Training</li> <li>Digital Pedagogy vs. Traditional Pedagogy</li> <li>Ethical Use of Technology in the Learning Environment</li> </ul>  | <ul style="list-style-type: none"> <li>Case Study Analysis</li> <li>Role-Playing and Simulations</li> <li>Peer Review and Feedback</li> <li>Reflections</li> </ul>  | <ul style="list-style-type: none"> <li>Training Program Design Project</li> <li>Case Study Evaluation</li> <li>Peer and Self-Assessment</li> <li>Reflection Paper/oral</li> </ul>                                  |       |
| 3-4 | <p>Trainer's Methodology 1 – Digital Integration Focus</p> <ul style="list-style-type: none"> <li>TM 1 Core Competencies: Overview</li> <li>Technology Integration Across the Training Cycle</li> <li>Developing Competency-Based Learning Materials with Tech Tools</li> <li>Supporting Learner-Centered Delivery with Technology</li> </ul> | <p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> <li>TM 1 Core Competencies: Overview</li> <li>Technology Integration Across the Training Cycle</li> <li>Developing Competency-Based Learning Materials with Tech Tools</li> <li>Supporting Learner-Centered Delivery with Technology</li> </ul>           | <ul style="list-style-type: none"> <li>Oral Reporting and presentation</li> <li>Lecture and Interactive Discussion</li> <li>Case Study Analysis</li> <li>Role-Playing and Simulations</li> <li>Peer Review and Feedback</li> <li>Reflections</li> </ul> | <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Training Program Design Project</li> <li>Case Study Evaluation</li> <li>Peer and Self-Assessment</li> <li>Reflection Paper/oral</li> </ul> | abcde |
| 5-6 | <p>Designing Digital Learning Experiences</p> <ul style="list-style-type: none"> <li>Instructional Design with Technology (ADDIE Model)</li> <li>Creating Digital Learning Outcomes and Objectives</li> <li>Selection and Evaluation of EdTech Tools</li> <li>Designing for Engagement: Multimedia, Interactivity, Gamification</li> </ul>    | <p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> <li>Instructional Design with Technology (ADDIE Model)</li> <li>Creating Digital Learning Outcomes and Objectives</li> <li>Selection and Evaluation of EdTech Tools</li> <li>Designing for Engagement: Multimedia, Interactivity, Gamification</li> </ul> | <ul style="list-style-type: none"> <li>Oral Reporting and presentation</li> <li>Lecture and Interactive Discussion</li> <li>Case Study Analysis</li> <li>Role-Playing and Simulations</li> <li>Peer Review and Feedback</li> <li>Reflections</li> </ul> | <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Training Program Design Project</li> <li>Case Study Evaluation</li> <li>Peer and Self-Assessment</li> <li>Reflection Paper/oral</li> </ul> | abc   |

|       |  |  |   |  |      |
|-------|--|--|---|--|------|
| 7-8   | <p>Technology Tools for Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Learning Management Systems (LMS): Google Classroom, Moodle, etc.</li> <li>• Presentation and Content Creation Tools (Canva, PowerPoint, Genially)</li> <li>• Communication and Collaboration Tools (Zoom, MS Teams, Padlet)</li> <li>• Assessment Tools and Platforms (Quizziz, Kahoot, Google Forms)</li> </ul> | <p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> <li>• Learning Management Systems (LMS): Google Classroom, Moodle, etc.</li> <li>• Presentation and Content Creation Tools (Canva, PowerPoint, Genially)</li> <li>• Communication and Collaboration Tools (Zoom, MS Teams, Padlet)</li> <li>• Assessment Tools and Platforms (Quizziz, Kahoot, Google Forms)</li> </ul> | <ul style="list-style-type: none"> <li>a. Oral Reporting and presentation Lecture and Interactive Discussion</li> <li>b. Case Study Analysis</li> <li>c. Role-Playing and Simulations</li> <li>d. Peer Review and Feedback</li> <li>e. Reflections</li> </ul> | <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Training Program Design Project</li> <li>• Case Study Evaluation</li> <li>• Peer and Self-Assessment</li> <li>• Reflection Paper/oral</li> </ul> | abcd |
| 9     | MIDTERM EXAM   |  |   |  |      |
| 10-11 | <p>Digital Assessment and Feedback</p> <ul style="list-style-type: none"> <li>• Principles of Digital Assessment in Competency-Based Training</li> <li>• Designing Online Quizzes and Performance-Based Tasks</li> <li>• Using Rubrics and Digital Feedback Tools</li> <li>• Monitoring Learner Progress with Technology</li> </ul>  | <p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> <li>• Principles of Digital Assessment in Competency-Based Training</li> <li>• Designing Online Quizzes and Performance-Based Tasks</li> <li>• Using Rubrics and Digital Feedback Tools</li> <li>• Monitoring Learner Progress with Technology</li> </ul>   | <ul style="list-style-type: none"> <li>a. Oral Reporting and presentation Lecture and Interactive Discussion</li> <li>b. Case Study Analysis</li> <li>c. Role-Playing and Simulations</li> <li>d. Peer Review and Feedback</li> <li>e. Reflections</li> </ul> | <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Training Program Design Project</li> <li>• Case Study Evaluation</li> <li>• Peer and Self-Assessment</li> <li>• Reflection Paper/oral</li> </ul> | cde  |

|       |   |   |   |  |     |
|-------|---|---|---|--|-----|
| 12-13 | <p><b>Developing Tech-Enhanced Learning Materials</b></p> <ul style="list-style-type: none"> <li>• Creating eLearning Modules and Interactive Lessons</li> <li>• Video and Audio Materials for Instruction</li> <li>• Adapting Learning Materials for Online and Offline Delivery</li> <li>• Ensuring Accessibility and Inclusivity in Digital Content</li> </ul> | <p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> <li>• Creating eLearning Modules and Interactive Lessons</li> <li>• Video and Audio Materials for Instruction</li> <li>• Adapting Learning Materials for Online and Offline Delivery</li> <li>• Ensuring Accessibility and Inclusivity in Digital Content</li> </ul> | <ul style="list-style-type: none"> <li>a. Oral Reporting and presentation Lecture and Interactive Discussion</li> <li>b. Case Study Analysis</li> <li>c. Role-Playing and Simulations</li> <li>d. Peer Review and Feedback</li> <li>e. Reflections</li> </ul> | <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Training Program Design Project</li> <li>• Case Study Evaluation</li> <li>• Peer and Self-Assessment</li> <li>• Reflection Paper/oral</li> </ul> | de  |
| 14-15 | <p><b>Facilitating Learning with Technology</b></p> <ul style="list-style-type: none"> <li>• Online and Blended Learning Facilitation Skills</li> <li>• Managing Virtual Classrooms and Learner Engagement</li> <li>• Addressing Digital Challenges: Connectivity, Motivation, Equity</li> <li>• Promoting Digital Citizenship Among Learners</li> </ul>          | <p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> <li>• Online and Blended Learning Facilitation Skills</li> <li>• Managing Virtual Classrooms and Learner Engagement</li> <li>• Addressing Digital Challenges: Connectivity, Motivation, Equity</li> <li>• Promoting Digital Citizenship Among Learners</li> </ul>    | <ul style="list-style-type: none"> <li>a. Oral Reporting and presentation Lecture and Interactive Discussion</li> <li>b. Case Study Analysis</li> <li>c. Role-Playing and Simulations</li> <li>d. Peer Review and Feedback</li> <li>e. Reflections</li> </ul> | <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Training Program Design Project</li> <li>• Case Study Evaluation</li> <li>• Peer and Self-Assessment</li> <li>• Reflection Paper/oral</li> </ul> | abc |

|                          |   |   |   |  |       |
|--------------------------|---|---|---|--|-------|
| 16-17                    | <p><b>Technology and TM 1 Alignment</b></p> <ul style="list-style-type: none"> <li>• Integrating Technology in Training Delivery Plan</li> <li>• Demonstrating a Technology-Enhanced Microteaching Session</li> <li>• Peer Review Using TM I Standards</li> <li>• Reflection on Technology Use in Competency-Based Education</li> </ul> | <p>At the end of the Lesson, the Learners can understand the:</p> <ul style="list-style-type: none"> <li>• Integrating Technology in Training Delivery Plan</li> <li>• Demonstrating a Technology-Enhanced Microteaching Session</li> <li>• Peer Review Using TM I Standards</li> <li>• Reflection on Technology Use in Competency-Based Education</li> </ul> | <ul style="list-style-type: none"> <li>a. Oral Reporting and presentation Lecture and Interactive Discussion</li> <li>b. Case Study Analysis</li> <li>c. Role-Playing and Simulations</li> <li>d. Peer Review and Feedback</li> <li>e. Reflections</li> </ul> | <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Training Program Design Project</li> <li>• Case Study Evaluation</li> <li>• Peer and Self-Assessment</li> <li>• Reflection Paper/oral</li> </ul> | abc   |
| 18                       | <b>VII. Case study Analysis</b>   |   |   |  | abcde |
| <b>FINAL EXAMINATION</b> |   |   |   |  |       |

**Total No. of Hours: 54**

## **8 COURSE REQUIREMENTS AND COURSE POLICIES**

### **COURSE REQUIREMENTS**

Each student is required to:

1. Attend classes on schedule time and day.
2. Accomplish all assessment;
3. Pass the major exams (midterm and final)
4. Perform Oral Reporting and Presentations.

### **COURSE POLICIES**

**Attendance:** A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

**Missed work or exam:** Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

**Cheating and Plagiarism:** Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in

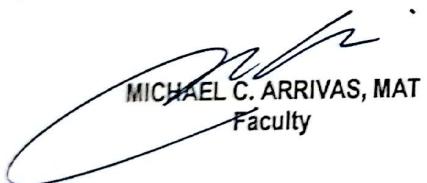
the SKSU Student's Handbook

**Use of Technology:** Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

10 REFERENCES

- Anderson, T., & Elloumi, F. (Eds.). (2004). Theory and practice of online learning (2nd ed.). Athabasca University Press. <https://www.aupress.ca/books/120146-theory-and-practice-of-online-learning/>
- Bates, A. W. (2015). Teaching in a digital age: Guidelines for designing teaching and learning. Tony Bates Associates Ltd. <https://pressbooks.bccampus.ca/teachinginadigitalage/>
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. <https://doi.org/10.1007/s11092-008-9068-5>
- Garrison, D. R., & Vaughan, N. D. (2008). Blended learning in higher education: Framework, principles, and guidelines. Jossey-Bass.
- International Society for Technology in Education (ISTE). (2016). ISTE standards for educators. ISTE. <https://www.iste.org/standards/for-educators>
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- Moore, M. G., Dickson-Deane, C., & Galyen, K. (2011). E-learning, online learning, and distance learning environments: Are they the same? *Internet and Higher Education*, 14(2), 129–135. <https://doi.org/10.1016/j.iheduc.2010.10.001>

Prepared by:



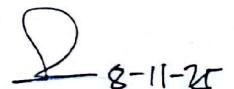
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Faculty

Reviewed by:



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BTVTEd Program Chairman

Approved by:



8-11-25

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