



Republic of the Philippines  
**SULTAN KUDARAT STATE UNIVERSITY**  
Province of Sultan Kudarat  
S.Y. 2024 - 2025



**GEE004**

## **LIVING IN THE IT ERA** **Syllabus**

2<sup>nd</sup> Semester  
S.Y. 2024 – 2025



Republic of the Philippines  
**SULTAN KUDARAT STATE UNIVERSITY**  
Isulan Campus, Isulan, Sultan Kudarat



**2<sup>nd</sup> Semester S.Y. 2024 – 2025**

#### **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 relevant fields of study.

It shall also undertake research and extension services, and provide progressive leadership in its areas of specification.

#### **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.

#### **UNIVERSITY OBJECTIVES**

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

**University Mission**

- a. Provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other relevant fields of study;
- b. Undertake research and extension services;
- c. Provide progressive leadership in its areas of specification

**Program Educational Objectives (PEO) and its relationship to University Objectives**

PROGRAM EDUCATIONAL OBJECTIVES (PEO)	UNIVERSITY MISSION						
	a	b	c	d	e	f	g
<b>A graduate of Industrial Technology can:</b>							
a. Assume professional, technical, managerial and leadership roles in industrial organizations with the desired competence in the fields of practiced such as Automotive, Architectural drafting, Civil, Electrical, Electronics, Food and allied discipline.	✓	✓			✓	✓	
b. Innovative explicit and modern technologies in the advancement of economy, society, technology and environmental sustainability.	✓	✓	✓			✓	✓
c. Generate research-based information and technologies at par from international standard; and	✓	✓		✓	✓	✓	
d. Promote and transfer knowledge and technologies for effective and efficient school - industry partnership.	✓		✓	✓	✓		✓

1. Course Code : GEE004

2. Course Title : Living in the IT Era

3. Prerequisite :

4. Credits : 3 Units

5. Course Description:

This course is designed to explores how information and communication technology (ICT) affects individuals, organizations, and society. The course provides an understanding of the basic concepts of computers, the Internet, and digital technologies. It highlights the role of technology in daily life, education, business, government, and social change. Students are introduced to responsible digital citizenship, ethical issues, and emerging trends in IT. Through hands-on activities like creating infographics, digital images, and social media content, students will apply their knowledge to real-world issues and develop skills needed in today's digital world.

## 6. Course Learning Outcomes and Relationships to Program Objectives

Course Learning Outcomes	Program Objectives			
At the end of Semester, the students can:	a	b	c	d
a. Demonstrate proficiency in basic ICT operations and common software applications used in educational settings.	✓	✓	✓	✓
b. Design and implement instructional activities that integrate ICT tools effectively to support diverse learners.		✓		
c. Apply pedagogical strategies for teaching common ICT competencies aligned with national and international standards.	✓	✓	✓	✓
d. Develop assessment tools to evaluate students' ICT skills and their application in solving real-world problems.			✓	✓
e. Create technology-enhanced learning environments that foster collaboration, creativity, and communication among students.	✓	✓	✓	✓

## 7. Course Content

Course Objectives, Topics, Time Allotment	Desired Student Learning Outcomes	Outcomes-Based Assessment (OBA) Activities	Evidence of Outcomes	Course Objectives	Program Outcomes	Values Integration
<b>Topic 1: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (2 hours)</b>						
1.1 Discuss the VMGO of the university, classroom policies, scope of the course, course requirements and grading system	1.1 Student can be aware and appreciate the university's VMGO, classroom policies, course overview, requirements and grading system.	Individual participation in class discussion and group presentation	Group and individual discussions	a, b, c		Value of appreciation

## Topic 2: Introduction to Information Technology (3 hours)

<p>2.1 Understand the basic concepts of ICT.</p> <p>2.2 Identify the roles of ICT in modern society.</p> <p>2.3 Recognize the evolution of ICT over time.</p> <p>2.4 Appreciate the impact of ICT on various sectors.</p>	<p>The students can</p> <p>2.1 Define ICT and its components.</p> <p>2.2 Describe the historical development of ICT.</p> <p>2.3 Explain the importance of ICT in daily activities.</p> <p>2.4 Identify examples of ICT applications.</p>	<p>Students participation in question and answer activity facilitated by teacher</p> <p>Quiz - Basics of ICT</p> <p>Timeline Project-Evolution of ICT</p> <p>Group Discussion-Importance of ICT</p> <p>Poster Making- ICT in Modern Life</p>	<p>Student and class participation accomplished by the professor.</p> <p>Rubrics score card</p>	<p>a, b</p>	<p>a, b, c, d, e</p>	<p>Gratefulness Appreciation</p>
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## Topic 3: Computers in Our Daily Life (6 hours)

<p>3.1 Explore how computers are used in different fields.</p> <p>3.2 Analyze the role of computers in education, business, and healthcare.</p> <p>3.3 Understand the advantages and limitations of computer use.</p> <p>3.4 Recognize the dependence of society on computers.</p>	<p>The students can</p> <p>2.1 List common uses of computers.</p> <p>2.2 Discuss how computers improve work and life.</p> <p>2.3 Identify challenges caused by computer use.</p> <p>2.4 Suggest solutions for responsible computer use.</p>	<p>Students participation in question and answer activity facilitated by teacher</p> <p>Survey Report- How People Use Computers</p> <p>Case Study: Computers in Healthcare</p> <p>Debate- Are we too dependent on computers?</p> <p>Essay-How Computers Changed My Life</p>	<p>Presentation of outputs</p> <p>Rubrics for outputs</p> <p>Rubrics for group dynamics/discussion</p>	<p>a, b, c</p>	<p>a, b, c, d</p>	<p>Unity and teamwork Self-Discipline</p>
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**Topic 4: Internet and the World Wide Web (6 hours)**

4.1 Understand the structure and function of the Internet and WWW. 4.2 Identify various Internet services and resources. 4.3 Demonstrate basic web browsing skills. 4.4 Discuss safe and responsible Internet use.	The students can:  4.1 Differentiate between the Internet and WWW. 4.2 Use search engines effectively. 4.3 Identify safe online practices. 4.4 Recognize the benefits and risks of Internet use.	Students participation in question and answer activity facilitated by teacher  Quiz - Internet and WWW Basics  Practical Exercise- Search Techniques  Online Safety Infographic  Roleplay- Good vs. Bad Online Practices	Presentation of outputs  Rubrics for outputs  Rubrics for group dynamics/discussion	a, b, c	a, b, c, d	Unity and teamwork  Work Discipline
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**Topic 5: Netiquette and Computer Ethics (6 hours)**

5.1 Understand the concept of netiquette. 5.2 Recognize ethical and unethical computer behaviors. 5.3 Appreciate the importance of respecting others online. 5.4 Promote responsible digital citizenship.	The students can:  5.1 Define netiquette and its rules. 5.2 Identify ethical issues in computing. 5.3 Demonstrate proper online behavior. 5.4 Advocate for ethical Internet use.	Students participation in question and answer activity facilitated by teacher  Quiz- Netiquette Rules  Group Activity -Good vs. Bad Online Behaviors  Poster- 10 Commandments of Computer Ethics  Reflection Paper- My Role as a Digital Citizen	Presentation of outputs  Rubrics for outputs	a, b, c, d, e	a, b, c, d	Unity and teamwork
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**Topic 6: Digital Technology and Social Change (6 hours)**

6.1 Understand how technology affects society and culture. 6.2 Identify positive and negative impacts of digital technology.	The students can:  6.1 Explain how technology changes the way we live.	Research Paper: Digital Technology and Society	Student and class participation accomplished by the professor.	a, b, c, d, e	a, b, c, d	
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6.3 Analyze examples of technology-driven social changes. 6.4 Predict future trends in digital technology and society.	6.2 Discuss examples of digital technology's impact. 6.3 Identify social issues caused by technology. 6.4 Suggest ways to use technology for positive change.	Group Presentation: Good and Bad Effects of Technology  Infographic: Technology's Role in Social Movements  Forum Discussion: Future of Digital Society	Rubrics score card				
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<b>Topic 7. IT Culture and Society: Current Trends, Issues and Challenges (6 hours)</b>							
7.1 Explore current trends in information technology. 7.2 Identify challenges faced by societies because of IT. 7.3 Discuss the impact of emerging technologies. 7.4 Promote awareness of responsible tech use.	7.1 Describe current IT trends. 7.2 Identify IT-related social and ethical issues. 7.3 Analyze the effects of emerging technologies. 7.4 Advocate responsible use of new technologies.	Research- Latest IT Trends  Debate: AI - Threat or Opportunity?  Essay- How Social Media Affects Society  Panel Discussion- Challenges in the Digital Age	Student and class participation accomplished by the professor.  Rubrics score card	a, b, c, d, e	a, b, c, d		

<b>Topic 8. Imaging Design for Social Impact (8 hours)</b>							
8.1 Understand the basics of digital imaging. 8.2 Create digital designs that promote social causes. 8.3 Use design principles to influence audiences. 8.4 Appreciate the role of visual media in advocacy.	The students can:  8.1 Explain digital imaging concepts. 8.2 Create simple designs for social campaigns. 8.3 Apply design principles effectively. 8.4 Critique digital designs based on their impact.	Workshop- Creating Online Quizzes and E-portfolios  Workshop- Basics of Digital Imaging  Project- Design a Poster for a Cause  Peer Review- Evaluating Designs  Reflection - Power of Images in Social Change	Student and class participation accomplished by the professor.  Rubrics score card	a, b, c, d, e	a, b, c, d		

<b>Topic 9: Creating Infographics for Social Change (8 hours)</b>						
9.1 Understand the purpose and elements of infographics. 9.2 Create effective infographics to communicate messages. 9.3 Use digital tools to design infographics. 9.4 Promote social change through visual storytelling.	The students can  9.1 Define what an infographic is. 9.2 Design infographics for advocacy. 9.3 Use appropriate tools and techniques. 9.4 Critique infographics based on clarity and impact.	Students participation in question and answer activity facilitated by teacher  Workshop- Designing Infographics  Project - Infographic for a Social Issue  Peer Evaluation- Best Infographic Design	Presentation of outputs  Rubrics for outputs  Rubrics for group dynamics/discussion	a, b, c, d, e	a, b, c, d, g, f	Unity and teamwork  Hard work
<b>TOTAL: 54 hours</b> <u>Lectures: 52 hours</u> <u>Examination (Midterm and Final): 2 hours</u>						

#### 8. Course Evaluation.

##### Grading System

###### MIDTERM

Exam	50%
Project/Requirement	20%
Quizzes/Assignment	20%
Class Participation, Attendance	<u>10%</u>
<b>Total</b>	<b>100%</b>

###### FINAL TERM

Exam	50%
Project/ Requirement	20%
Quizzes/Assignment	20%
Class Participation, Attendance	<u>10%</u>
<b>Total</b>	<b>100%</b>

**(Midterm Grade + Final Term Grade) / 2 = Final Grade**

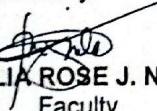
**Schedule of Examination**

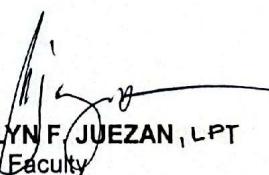
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| Midterm    | - March 2025 |
| Final Term | - May 2025   |

**9. References**

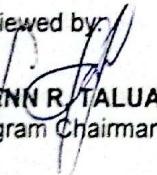
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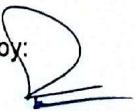
  
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