



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



TLE 212

**TEACHING COMMON COMPETENCIES IN ICT
Syllabus**

**1st Semester
S.Y. 2024 – 2025**



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



1st 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
A graduate of Technical-Vocational Teacher Education 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 and 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 standards, and				✓	✓	✓	
d. Promote and transfer knowledge and technologies for effective and efficient School-Industry partnership.	✓						✓

1. Course Code : TLE 212

2. Course Title : Teaching Common Competencies in ICT

3. Prerequisite :

4. Credits : 3 Units

5. Course Description:

This course is designed to equip future educators with the essential knowledge and skills to effectively teach common competencies in Information and Communication Technology (ICT) across various educational settings. It focuses on the fundamental principles, tools, and techniques necessary for integrating ICT into teaching and learning processes. Emphasis is placed on developing practical skills, pedagogical strategies, and assessment methods to enhance students' ICT competencies in both face-to-face and digital learning environments.

6. Course Learning Outcomes and Relationships to Program Objectives

Course Learning Outcomes	Program Objectives			
At the end of the 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
Topic 1: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (2 hours)						
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: Teaching and Learning with Technology (3 hours)

<p>2.1 Understand the role of technology in education.</p> <p>2.2 Explore how technology transforms teaching and learning.</p> <p>2.3 Integrate technology effectively into different teaching styles.</p> <p>2.4 Identify barriers and challenges to technology integration.</p>	<p>The students can</p> <p>2.1 Explain how technology enhances teaching and learning.</p> <p>2.2 Describe examples of technology integration in the classroom.</p> <p>2.3 Analyze challenges teachers face when using technology.</p> <p>2.4 Propose strategies to improve technology use in education.</p>	<p>Students participation in question and answer activity facilitated by teacher</p> <p>Reflection Paper - Technology's Role in My Future Classroom</p> <p>Case Study- Successful Tech Integration in Schools</p> <p>Group Presentation- Challenges in Tech-Enhanced Teaching</p> <p>Class Discussion - Traditional vs. Technology-Enhanced Learning</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</p>	<p>Gratefulness Appreciation</p>
---	---	--	---	-------------	-------------------	--------------------------------------

Topic 3: Education Technology (6 hours)

<p>3.1 Define educational technology and its significance.</p> <p>3.2 Trace the history and evolution of educational technology.</p> <p>3.3 Identify different types of educational technologies.</p> <p>3.4 Differentiate between technology for learning and technology of learning.</p>	<p>3.1 Describe the development of educational technology.</p> <p>3.2 Classify different educational technologies used today.</p> <p>3.3 Explain the purposes of educational technologies.</p> <p>3.4 Discuss the impact of educational technology on pedagogy.</p>	<p>Students participation in question and answer activity facilitated by teacher</p> <p>Quiz- History and Concepts of Educational Technology</p> <p>Research Report -Types of Educational Technologies</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>
--	---	--	--	----------------	-------------------	---

		Video Presentation- Evolution of Education Technology				
		Concept Map - Technology in Education				
Topic 4: ICT Policies and Issues: Implications to Teaching and Learning (12 hours)						
4.1 Identify major ICT policies in education. 4.2 Analyze how policies affect teaching practices. 4.3 Discuss current issues surrounding ICT use in schools. 4.4 Advocate for responsible ICT use in education.	The students can: 4.1 Summarize major ICT-related policies in education. 4.2 Explain the implications of ICT policies for teachers and students. 4.3 Analyze a current ICT issue affecting education. 4.4 Propose actions to promote responsible ICT use. 4.5 The students can explain applications of different networks.	Students participation in question and answer activity facilitated by teacher Policy Analysis- Review a School ICT Policy Group Research- Issues in ICT Use in Education Reflection Paper- Policy Implications for Teachers	Presentation of outputs Rubrics for outputs Rubrics for group dynamics/discussion	a, b, c 	a, b, c, d 	Unity and teamwork Work Discipline
Topic 5: Non-digital and Digital Skills and Tools in Delivering Technology-Enhanced Lessons (9 hours)						
5.1 Differentiate between non-digital and digital tools for instruction. 5.2 Develop skills in using basic digital tools for teaching. 5.3 Incorporate non-digital strategies effectively alongside technology. 5.4 Create a technology-enhanced lesson plan.	The students can: 5.1 Identify examples of non-digital and digital teaching tools. 5.2 Demonstrate skills in using basic digital tools for lessons. 5.3 Integrate non-digital tools to complement digital tools in teaching. 5.4 Design a technology-enhanced lesson.	Students participation in question and answer activity facilitated by teacher Workshop- Using Non-digital and Digital Tools Create a Technology-Enhanced Lesson Plan Demonstration Teaching- Use of Selected Tools	Presentation of outputs Rubrics for outputs	a, b, c, d 	a, b, c, d 	Unity and teamwork

		Peer Evaluation - Lesson with Mixed Media Tools				
Topic 6: Flexible Learning Environment (9 hours)						
6.1 Understand the concept of flexible learning.	The students can:	Group Activity- Models of Flexible Learning	Student and class participation accomplished by the professor.	a, b, c, d	a, b, c, d	
6.2 Differentiate types of flexible learning modalities.	6.1 Define flexible learning and its importance.	Plan Creation- Flexible Learning Environment	Rubrics score card			
Topic 7. Theories and Principles in the Use and Design of Technology-Driven Lessons (6 hours)						
7.1 Explain major learning theories relevant to technology use.	7.1 Discuss theories supporting tech use in teaching.	Quiz-Theories of Learning and Technology	Student and class participation accomplished by the professor.	a, b, c, d	a, b, c, d	
7.2 Apply learning theories in designing lessons.	7.2 Apply learning theories in lesson design.	Create a Technology-Driven Lesson Plan	Rubrics score card			
7.3 Understand principles of effective technology integration.	7.3 Evaluate lessons based on tech integration principles.	Lesson Critique- Based on Theoretical Frameworks				
7.4 Critically evaluate technology-driven lessons.	7.4 Redesign lessons using theoretical frameworks.	Workshop Redesigning Lessons for Tech Integration				
Topic 8. Innovative Technologies for Assessment Tasks in Teaching and Learning (9 hours)						
8.1 Identify innovative assessment tools and technologies.	The students can:	Workshop- Creating Online Quizzes and E-portfolios	Student and class participation accomplished by the professor.	a, b, c, d	a, b, c, d	
8.2 Differentiate traditional and technology-based assessments.	8.1 List innovative digital tools for assessment.	Create a Digital Assessment Tool	Rubrics score card			
8.3 Design assessments using digital tools.	8.2 Design a technology-enhanced assessment activity.					
	8.3 Compare traditional vs. technology-based assessments.					

8.4 Analyze the effectiveness of tech-driven assessments.	8.4 Evaluate the effectiveness of tech-based assessments.	Project- Technology-Based Formative Assessment Peer Review-Assessment Effectiveness				
---	---	--	--	--	--	--

Topic 9: Social, Ethical and legal Responsibilities in the Use of Technology (18 hours)						
9.1 Understand social, ethical, and legal issues related to technology use. 9.2 Recognize the importance of digital citizenship. 9.3 Promote responsible use of technology in teaching and learning. 9.4 Model ethical technology practices in the classroom.	The students can 9.1 Discuss social, ethical, and legal issues in ICT. 9.2 Explain the importance of being a responsible digital citizen. 9.3 Identify practices that promote ethical tech use. 9.4 Model good digital citizenship behaviors.	Students participation in question and answer activity facilitated by teacher Discussion Forum- Ethical Dilemmas in Tech Use Infographic- Responsibilities of a Digital Citizen Group Presentation- Legal Issues in Educational Technology Role-Play- Scenarios on Ethical Tech Use	Presentation of outputs Rubrics for outputs Rubrics for group dynamics/discussion	a, b, c, d	a, b, c, d	Unity and teamwork Hard work

Topic 10: Tools and Resources (9 hours)						
10.1 Explore different digital tools and resources for education. 10.2 Select appropriate tools for specific learning tasks. 10.3 Demonstrate proficiency in selected educational tools. 10.4 Critically evaluate educational resources.	The students can 10.1 List digital tools commonly used in education. 10.2 Select and use appropriate tools for lesson delivery. 10.3 Create teaching materials using digital tools.	Students participation in question and answer activity facilitated by teacher Hands-on Workshop- Educational Apps and Tools	Presentation of outputs Rubrics for outputs Rubrics for group dynamics/discussion	d, e	a, b, c, d	Unity and teamwork

	10.4 Evaluate the effectiveness of educational tools and resources.	Digital Resource Compilation Project Practical Test- Using Selected Tools in a Lesson Peer Critique- Tool Effectiveness and Suitability					
--	---	---	--	--	--	--	--

TOTAL: 54 hours

Lectures: 52 hours

Examination (Midterm and Final): 2 hours

8. Course Evaluation.

Major Course Requirement: To make a digital lesson plan and use different AI Tools for assessment.

Grading System

MIDTERM

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

FINAL TERM

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

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

Schedule of Examination

- Midterm - October 2024
- Final Term - December 2024

9. References

Guillén-Gámez, F. D., et al. (2024). Competencies, resources and challenges in the context of ICT. *Journal of e-Learning and Knowledge Society*, 20(3).

<https://doi.org/10.20368/1971-8829/1136092je-lks.org>

UNESCO. (2018). *ICT competency framework for teachers* (Version 3). https://teachertaskforce.org/sites/default/files/2020-07/ict_framework.pdf

Teacher Task Force+1UNESCO+1

Baytar, E. M., et al. (2023). Teachers' sense of competence in terms of ICT use. *Research in Learning Technology*, 31, Article 2874.

<https://journal.alt.ac.uk/index.php/rlt/article/view/2874/3031ERIC+1journal.alt.ac.uk+1>

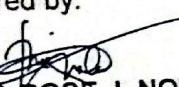
Hizam, S. M., Akter, H., Sentosa, I., & Ahmed, W. (2021). Digital competency of educators in the virtual learning environment: A structural equation modeling analysis. *arXiv*. <https://arxiv.org/abs/2105.08927arXiv>

Khan, A., et al. (2022). Fostering ICT competencies in blended learning: Role of curriculum content, material, and teaching strategies. *Frontiers in Psychology*, 13, Article 758016. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.758016/fullFrontiers>

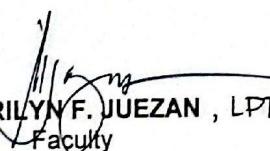
Noushad, H. (2010). Teacher competencies for the use of information communication technology. *ResearchGate*. https://www.researchgate.net/publication/273063487_Teacher_Competencies_for_the_Use_of_Information_Communication_TechnologyResearchGate

UNESCO. (2023). ICT competency framework for teachers. <https://www.unesco.org/en/digital-competencies-skills/ict-cftUNESCO>

Prepared by:



CELIA ROSE J. NOTA, PhD
Faculty



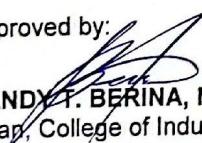
MARILYN F. JUEZAN , LPT
Faculty

Reviewed by:



JENAMAELATAGANI, MAT
Program Chairman, BTVTEd

Approved by:



RANDY T. BERINA, MAT
Dean, College of Industrial technology