Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
ACCESS, EJC Montilla, 9800 City of Tacurong
Province of Sultan Kudarat

PROF ED 008 TECHNOLOGY FOR TEACHING AND LEARNING 1

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

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

INSTITUTIONAL OUTCOMES (IO)

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 training 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 the financial viability of the university

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

	INSTITUTIONAL OUTCOMES (IO)						
A graduate of Sultan Kudarat State University can:	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓				✓	
b. demonstrate independently the 21st century competencies and skills;	✓	✓		✓		✓	
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓		✓	✓	✓		
d. exhibit professional, social and ethical accountability;	✓	✓	✓	✓	✓		
e. preserve Filipino historical and cultural heritage;	✓	✓	✓	✓	✓		
f. generate new knowledge through data-driven research and development projects; and				✓	✓	✓	✓
g. participate actively in the national, regional and local development plans.	✓	✓	✓	✓	✓	✓	✓

1. **COURSE CODE** : Prof Ed 008
2. **COURSE TITLE** : Technology for Teaching and Learning 1
3. **PRE – REQUISITE** :
4. **CREDITS** : 3
5. **COURSE DESCRIPTION** : "Technology for Teaching and Learning 1" is a foundational course designed to introduce students to the use of technology in educational settings. The course covers various technological tools and platforms that can enhance the learning experience, focusing on how to integrate these technologies effectively in the classroom. Students will learn about the role of digital resources in facilitating instruction, supporting collaboration, and fostering student engagement. Additionally, the course emphasizes the development of digital literacy, providing educators with the necessary skills to navigate and utilize educational technologies to improve teaching practices and outcomes.

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

Course Learning Outcomes (CLO)	Program Outcomes						
	a	b	c	d	e	f	g
At the end of the course, a student can:							
a. introduce students to the fundamental concepts of technology integration in education and its impact on teaching and learning.	✓	✓	✓	✓	✓	✓	✓
b. equip students with the skills to utilize digital tools and platforms for effective instructional delivery	✓	✓	✓	✓	✓	✓	✓
c. enhance students' ability to evaluate and select appropriate educational technologies based on teaching objectives and student needs	✓	✓	✓	✓	✓	✓	✓
d. develop students' competency in using multimedia resources to create engaging and interactive learning materials.	✓	✓	✓	✓	✓	✓	✓
e. foster critical thinking and problem-solving skills by encouraging students to explore innovative uses of technology in the classroom.	✓	✓	✓	✓	✓	✓	✓
f. promote ethical and responsible use of technology in education, ensuring digital citizenship and online safety for both teachers and students.	✓	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES((ILOS)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	**COURSE ORIENTATION** *SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System*	At the end of the week, the pre-service teacher (PST) can: 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		**a,b,c,d,e,**

2	**CHAPTER I** **CONCEPT OF EDUCATIONAL TEACHING** 1. Understanding the Evolving Concepts of Education Technology	At the end of the week, the learners can: **A. analyze and evaluate** the historical development and current trends of educational technology and its impact on teaching and learning. **B. demonstrate** the ability to effectively use a variety of educational technologies to design and implement a lesson plan. B. develop an appreciation for the ethical considerations and responsible use of technology in the educational context	A. **Lecture/Discussion**: Provide an overview of the historical development of educational technology, from early tools to current innovations. Encourage class discussions on the key milestones and trends. B. **Case Study Analysis**: Assign students to analyze case studies on the evolution of educational technologies in different historical contexts. Ask them to identify the impact of these technologies on teaching practices. C. **Group Research Project**: Have students work in groups to research a specific historical era of educational technology (e.g., pre-computer, early multimedia, internet age) and present their findings, including the influence on current trends in teaching and learning. **D. Reflection Writing**: Ask students to write a short reflection paper analyzing how historical developments in educational technology have shaped their own learning experiences and teaching methods.	a. Written Work b. Oral Recitation c. Group oral research/assignment presentation d. Presentation of a case sample study analysis e. Reflection paper f. Oral presenataion	a,b,c,d,e,f,g
3	2. Technology in Education Versus Technology of Education	**A.distinguish** between the concepts of "technology in education" and "technology of education" and analyze their implications on teaching and learning practices **B. demonstrate** the ability to use technology tools effectively to enhance instructional delivery, aligning with the principles of both "technology in education" and "technology of education." **C. reflect** on the importance of understanding the roles and differences of technology in education and develop a commitment to using technology responsibly for student-centered learning.	**A.Lecture and Concept Mapping:** Deliver a lecture introducing the terms "technology in education" and "technology of education," emphasizing their differences and implications. After the lecture, guide students to create concept maps illustrating the distinctions between these two concepts. **B.Group Discussion:** Facilitate a group discussion where students compare and contrast examples of both types of technology. Have each group analyze the impact of each concept on teaching and learning in different educational settings. C.Case Study Analysis: Provide students with case studies where either technology in education or	a. Oral examination b. Written quiz c. Group oral presentation d. Sample of case study	a,b,c,d,e,f,g

			technology of education is used in a classroom. Ask students to identify which concept is represented and analyze how it affects teaching methods and student learning. **D. Class Poll and Reflection:** Conduct a class poll on how students interpret these two terms in their educational experience. Afterward, have students write a short reflection on how understanding these terms can affect their approach to teaching with technology.		
3	3. Evolution of Educational technology	**A.trace** the historical development of educational technology and assess its impact on teaching and learning practices over time. **B.*demonstrate** the ability to apply various educational technologies, both historical and current, to create an engaging learning environment. *develop an appreciation for the role of evolving **C.educational technologies** in enhancing student learning and fostering innovation in education.	A.**Timeline Creation Activity:** Have students collaboratively create a historical timeline of key developments in educational technology (e.g., the invention of the printing press, the advent of radio/television in classrooms, the introduction of computers). Students will research significant events and place them on the timeline. This helps trace the evolution and its impact on education. B.**Lecture and Discussion:** Present a lecture on the major milestones in educational technology, discussing how these innovations shaped teaching and learning practices. Afterward, facilitate a class discussion where students assess how each technology impacted student engagement and instructional methods at the time. C.**Research Paper:** Assign students to write a paper that traces the development of a specific educational technology (e.g., the use of computers, multimedia, or interactive whiteboards) and analyzes its effects on teaching and learning over time. D.**Case Study Analysis:** Provide case studies that detail the introduction of various educational technologies in classrooms (e.g., the use of overhead projectors, computers, or online learning platforms). Have students assess the effectiveness of these technologies on student outcomes and	a. Collaborative Activity b. Class Discussion C. Sample of a research Paper d. Sample of a Case Study Analysis e.oral presenation	a,b,c,d,e,f,g

			teaching strategies.		
4	4. Benefits Derived From Educational Technologies	**A.identify** and evaluate the various benefits of educational technologies in enhancing teaching, learning, and student engagement **B. demonstrate** the ability to use educational technologies to create interactive and effective learning materials that cater to diverse learning styles. **C.recognize** the importance of incorporating educational technologies into their teaching practices and develop a positive attitude towards their role in fostering student-centered learning.	**A. Case Study Analysis and Group Discussion**: Provide students with case studies showcasing different educational technologies used in classrooms (e.g., Learning Management Systems, interactive whiteboards, and gamification tools). Students will evaluate the benefits of these technologies on student engagement and learning outcomes in small groups and then present their findings to the class. **B. Benefits Evaluation Assignment:** Assign students to research a specific educational technology tool (such as Kahoot, Google Classroom, or Edmodo) and write a brief report evaluating its benefits. The report should focus on its impact on teaching, learning, and student engagement, backed by scholarly sources or practical classroom examples. **C.Technology Comparison Activity:** Ask students to compare two educational technologies (e.g., a traditional tool like a chalkboard versus a modern tool like a smartboard) in terms of their benefits for enhancing engagement and learning. Students will present their comparison through a multimedia format (e.g., infographic, video, or presentation). **D.Hands-On Technology Integration Workshop**: Organize a workshop where students use tools like Canva, Google Slides, or Edpuzzle to create interactive learning materials (e.g., quizzes, videos, or presentations). Students will design materials that incorporate visual, auditory, and kinesthetic learning strategies to cater to diverse student	a. Case Study Evaluation and Class discussion b. Assignment and Homework c.Samples of traditional method vs Technology aided class d. Hands on Activity e. Debate f.Reflection g.oral presentation	a,b,c,d,e,f,g

			needs. **E.Interactive Lesson Plan Development:** Have students develop a detailed lesson plan using educational technology tools that address various learning styles. For example, they could design a lesson with videos for visual learners, podcasts for auditory learners, and group activities for kinesthetic learners. The lesson should highlight the different technology tools used for each learning style. **F.Peer Feedback on Interactive Materials**: After creating interactive learning materials, students will present their work to peers for feedback. Peers will assess the materials based on their effectiveness in engaging different learning styles and provide suggestions for improvement. **G.Debate on Technology in Education:** Organize a debate where students discuss the importance of incorporating technology in teaching, with a focus on its role in fostering student-centered learning. Students will argue for and against technology use in the classroom, ultimately helping them develop a balanced and informed perspective on its role in education. **H.Reflection Journals on Technology Use**: Have students maintain a journal throughout the course where they reflect on how educational technologies can support student-centered learning. At the end of the course, students will write a final entry reflecting on their attitudes toward technology and how they plan to incorporate it into their teaching practices. **I.Student-Centered Learning Design Project:** Ask students to design a lesson plan or unit that incorporates various educational technologies,		

			emphasizing active, student-centered learning strategies. Students will present their designs and explain how the chosen technologies foster collaboration, engagement, and independent learning.		
5	5.Understanding the Development of Techno-Pedagogical Skills in Teaching and learning	A.analyze the key components of techno-pedagogical skills and understand their significance in modern teaching and learning environments B.demonstrate the ability to design and implement lessons that integrate both technology and pedagogy effectively to enhance student learning outcomes.	**A.Case Study Analysis and Group Discussion** Students are given real-world case studies of teachers integrating technology in the classroom. They will identify the techno-pedagogical skills used (e.g., digital literacy, collaborative learning, technology integration) and discuss how these skills impact student engagement and learning outcomes. Groups will then present their analysis and conclusions to the class. **B.Techno-Pedagogical Skills Self-Assessment** Students complete a self-assessment survey on their current techno-pedagogical skills (e.g., ability to use digital tools, design technology-enhanced lessons, promote student-centered learning). Afterward, they will write a reflection on the areas they need to improve and the significance of developing these skills in modern teaching environments. **C.Interactive Webinar or Guest Speaker** Organize a webinar or invite a guest speaker who is an expert in techno-pedagogy. Students will listen to the expert's perspective on the key components of techno-pedagogical skills and how these skills impact modern education. Afterward, students will participate in a discussion or Q&A to deepen their understanding of the topic.	a.sample of case study analysis b.Demontration c.oral presenatation	a,b,c,d,e,f,g

6	**CHAPTER II** **EDUCATIONAL THEORIES THAT SUPPORT TECHNOLOGY INTEGRATION** 1. Learning Theories that Shaped Technology in Education	A. analyze the impact of major learning theories on the development and implementation of educational technologies. B. demonstrate the ability to apply a selected learning theory to create an educational technology tool for a specific learning environment. C. Evaluate the ethical implications of technology use in education, reflecting on the responsibility of educators to ensure equitable access and effective us	**A.Comparative Analysis of Learning Theories and Technologies** Students will review key learning theories (e.g., Behaviorism, Constructivism, and Connectivism) and examine how each has influenced the development of educational technologies. They will create a presentation comparing how specific technologies (e.g., learning management systems, interactive apps, virtual classrooms) align with the principles of these learning theories, explaining the impact on teaching and learning. B.**Group Research Project** Students will work in groups to research a specific learning theory (e.g., Social Constructivism or Cognitive Load Theory) and its application in the development of educational technologies. They will then prepare a report or infographic that explains how the selected theory influenced a particular educational technology (such as flipped classrooms or adaptive learning systems) and its impact on educational practices. **C.Debate** on the Role of Learning Theories in Technology Integration Organize a classroom debate where students argue the significance of different learning theories in the design and use of educational technologies. Some students will advocate for the dominant theory influencing current educational technologies, while others will argue for a broader, more inclusive perspective. This activity will help students understand the varying influences of learning theories in technology adoption.	a.Dicussion b.presentation c. assignment d.oral presenation	a,b,c,d,e,f,g

7	2. Communication Theory	A. evaluate the key components of various communication theories and their applications in real-world scenarios. B. demonstrate effective communication strategies by role-playing scenarios that illustrate different communication models. C.reflect on the importance of active listening and empathy in fostering positive communication in diverse settings.	**A.Group Research and Presentation** Students will be assigned different communication theories (e.g., Shannon-Weaver Model, Berlo's SMCR Model, or Social Penetration Theory). Each group will research the key components of their assigned theory and prepare a presentation on how it applies to real-world communication scenarios (e.g., workplace communication, media, or interpersonal relationships). After the presentation, the class will engage in a Q&A session to explore the practical applications of each theory. **B .Role-Playing Communication Scenarios** Students will participate in role-playing exercises that simulate real-world communication situations (e.g., a job interview, conflict resolution, or public speaking). Each scenario will focus on using a specific communication model (e.g., transactional, linear, or interactional model). After the role-play, students will discuss the strategies they used, analyze the effectiveness of their communication, and receive feedback from peers on how to improve. **C.Active Listening and Empathy Exercise** Students will engage in a paired activity where one student speaks about a personal experience or topic, and the other practices active listening and empathy. After the exercise, students will reflect on their experiences in a journal, describing how active listening and empathy influenced the communication and the outcomes. In a class discussion, they will share insights on how these skills can be applied in diverse communication settings (e.g., cross-cultural communication, team collaborations).	a.Oral presentation b.role playing	a,b,c,d,e,f,g

8	3. Dale's Cone of Experience and Instructional Media	A. analyze how Dale's Cone of Experience can be applied to select appropriate instructional media for various learning objectives B. create a multimedia presentation incorporating different levels of experience from Dale's Cone to enhance instructional effectiveness. C. reflect on how the use of varied instructional media, based on Dale's Cone of Experience, can influence learner engagement and motivation.	**A.Case Study Analysis and Media Selection** Students will analyze a case study in which different instructional media are used to teach a particular learning objective (e.g., teaching a science concept or history lesson). They will use Dale's Cone of Experience to identify and evaluate which media (e.g., real-life experiences, demonstrations, videos, or written texts) would be most effective for achieving the learning objectives. Students will present their media selection with explanations based on the theory behind the Cone of Experience. **B.Multimedia Presentation Design Workshop** Students will be tasked with creating a multimedia presentation for a specific topic, incorporating various levels of experience from Dale's Cone (e.g., direct purposeful experience, dramatic participation, and visual symbols). They will design the presentation using a mix of images, audio, video, and hands-on activities, ensuring that each level of the cone is represented. After completing the presentation, students will present it to the class and explain how each level of experience enhances the learning process. **C.Reflection and Discussion on Media Use in Teaching** Students will engage in a reflective journal activity where they analyze how various types of instructional media (e.g., videos, interactive simulations, field trips) affect learner engagement and motivation in their own learning experiences. Afterward, they will participate in a class discussion where they share their reflections and discuss how different media can be effectively incorporated into teaching practices to enhance learner involvement and motivation.	a.case stydy analysis b. oral presentation c, reflection paper	a,b,c,d,e,f,g
9	**MIDTERM EXAM**				

10	**CHAPTER III** **UNDERSTANDING TECHNOLOGY IN TEACHING & LEARNING** 1.The Net Generations and The Learning of Instructional Media	A. evaluate the impact of digital media on the learning preferences and behaviors of the Net Generation. B. demonstrate the use of interactive instructional media tools tailored for the Net Generation in a classroom setting C. reflect on how the integration of digital technologies influences their attitudes toward learning and engagement in a media-rich environment.	A.**Survey and Data Analysis** Students will design and administer a survey to peers or younger students (representing the Net Generation) to gather data on their learning preferences and behaviors, specifically regarding the use of digital media (e.g., social media, online learning platforms, video content). After collecting responses, students will analyze the data and present findings on how digital media influences learning preferences and behaviors, drawing conclusions based on real-world data. **B.Interactive Tool Demonstration and Practice** Students will be introduced to a variety of interactive instructional media tools (e.g., Kahoot, Padlet, Quizlet, or interactive whiteboards) and will be tasked with designing a short lesson plan or activity tailored for the Net Generation using one or more of these tools. They will then demonstrate the use of these tools in a simulated or real classroom setting, focusing on engagement and how the tools cater to the preferences of digital-native learn **C.Personal Reflection Journal on Digital Technology Integration** Students will maintain a personal reflection journal throughout the course or semester, documenting how digital technologies (e.g., online courses, collaborative digital platforms, multimedia tools) have influenced their attitudes toward learning, engagement, and motivation. At the end of the course, students will write a final reflective essay on how their perceptions of learning have changed as a result of experiencing a media-rich educational environment, including specific examples from the	a.Assignment b.oral presentation c.reflection paper	a,b,c,d,e,f,g

			course.		
11	2. Discovering the Classical Technology	A. analyze the historical significance and impact of classical technologies on modern innovations and educational practices B. demonstrate the ability to use or replicate a classical technology tool to understand its function and historical context. C. reflect on the cultural and social implications of classical technologies and how they shaped the development of future technological advancements.	A.Historical Case Study Analysis Students will research a classical technology (e.g., the printing press, the abacus, or the chalkboard) and analyze its historical significance. They will then assess how this technology impacted modern innovations in both technology and educational practices. The findings will be compiled into a report or presentation that connects historical uses of the technology to current educational tools and methods. **B.Hands-On Replication Project** Students will select a classical technology tool (e.g., a typewriter, early mechanical calculators, or a quill pen) and attempt to replicate or use it in a practical scenario. After experiencing the tool firsthand, students will write a reflection or present their findings on how the tool functions, its role in historical contexts, and its influence on technological advancements. This will help students understand both the function and the historical importance of the tool. **C.Group Discussion and Reflection on Technology's Impact** In groups, students will select a classical technology and discuss its cultural and social implications during its time of use. After researching its influence on society (e.g., how the printing press shaped literacy and the spread of knowledge), students will reflect on how it contributed to the development of future technologies. They will then present their findings in a class discussion, exploring how classical technologies paved the way for modern-day	a.Quiz b.assignment c. Hand on Activity d.oral presenation	a,b,c,d,e,f,g

			innovations.		
12	3. Interactivity and Digital Technologies	A.analyze the role of interactivity in digital technologies and how it influences user engagement and learning outcomes. B.demonstrate the ability to design and implement an interactive digital technology tool to enhance educational experiences C.reflect on the ethical considerations and personal responsibility involved in creating and using interactive digital technologies for learning.	A.**Interactive Tool Evaluation and Analysis** Students will review various interactive digital tools (e.g., interactive quizzes, simulations, or gamified learning platforms) and analyze how these tools enhance user engagement and influence learning outcomes. They will prepare a written or video analysis, examining the specific interactive features of each tool, discussing how they impact student participation, motivation, and retention, and drawing connections between interactivity and learning theory. B.**Design and Implementation of an Interactive Learning Tool** Students will design a prototype of an interactive digital tool (e.g., an educational game, interactive presentation, or collaborative online activity) aimed at enhancing a specific learning experience. After creating the tool using available software or web applications, students will implement it in a classroom or group setting. They will collect feedback from peers or students on the tool's effectiveness and report on how it improved engagement and learning outcomes. C.**Ethical Reflection and Group Discussion** After reviewing case studies involving ethical issues related to interactive digital technologies (e.g., data privacy, user consent, accessibility, and inclusivity), students will write a reflective essay discussing the ethical considerations they must consider when designing and using such technologies. They will then participate in a group discussion to share their insights and discuss the personal responsibility educators have in ensuring		*a,b,c,d,e,f,g*

			ethical practices in the creation and use of digital tools for learning.		
13	**CHAPTER V COMPUTER-BASED LEARNING AND TECHNOLOGY** 1. Understanding the Capabilities of a Computer in Education	A.analyze the various capabilities of computers in education and evaluate their potential to enhance teaching and learning processes. B.demonstrate the effective use of educational software and applications to support learning activities in a classroom setting. C.reflect on the ethical considerations and personal responsibility associated with the integration of computers in educational environments.	**A Capability Comparison and Case Study Analysis** Students will research and compare various computer capabilities (e.g., word processing, multimedia presentations, educational games, data analysis tools) and assess how these features contribute to teaching and learning. They will select a case study of an educational institution or classroom that successfully integrates computers into their teaching practices. Students will then present their analysis, evaluating the potential advantages and limitations of using computers in the classroom. **B.Educational Software Implementation Workshop** Students will participate in a hands-on workshop where they explore and use various educational software applications (e.g., Google Classroom, Kahoot!, or educational simulation tools) to create lesson plans or learning activities. They will design an interactive lesson plan using these tools and present their implementation to the class, demonstrating how the software can enhance engagement, interactivity, and learning outcomes in a classroom environment.	a.assignement b.oral presentation c.quiz d demonstration e worshop f.debate	a,b,c,d,e,f,g

			C.Ethics Debate and Reflection Paper Students will engage in a class debate on the ethical considerations of using computers in education, such as issues related to data privacy, digital equity, or the digital divide. After the debate, each student will write a reflective paper discussing their personal responsibility as future educators regarding the ethical integration of computers in the classroom, considering factors such as responsible technology use, equity, and ensuring accessibility for all students.		
14	2. Instructional Software and Productivity Software	A.evaluate the capabilities of computers in education by identifying how different hardware and software tools enhance various learning processes. B. demonstrate the effective use of a computer-based educational tool, such as a learning management system, to complete an interactive assignment. C. reflect on their attitudes toward the integration of computers in education and assess how it influences their learning experiences and outcomes.	**A.Tool Comparison Presentation** Students will create a comparative presentation highlighting different hardware (e.g., tablets, desktops, interactive whiteboards) and software (e.g., word processors, multimedia editing tools) tools, demonstrating how each enhances specific learning processes like collaboration, creativity, and assessment. **B.Research Report on Computer Tools in Education** Students will research and write a report evaluating how specific computer hardware and software tools impact various aspects of education, such as critical thinking, problem-solving, and engagement, supporting their analysis with case studies. **C.Interactive Case Study Analysis** In groups, students will analyze case studies of educational institutions that have integrated specific computer tools into their teaching strategies and present their findings on how the tools support different learning outcomes.	a.assignment b.quiz c.researh work d case study analysis e oral presentation	a,b,c,d,e,f,g

	3. Interconnectivity of the internet and Web-Based Learning	A.analyze how the interconnectivity of the internet enhances web-based learning by enabling collaboration, access to resources, and real-time communication. B. demonstrate the ability to navigate and utilize web-based learning platforms to complete assignments, engage in discussions, and access multimedia resource C. reflect on how the interconnected nature of the internet in web-based learning environments influences their motivation, engagement, and sense of community in learning.	**A.Collaborative Project** Students will collaborate in online groups using web-based tools (e.g., Google Docs, Slack) to complete a project, demonstrating how internet interconnectivity facilitates real-time communication and resource sharing. **B.Resource Evaluation Report** Students will research and evaluate a range of online educational resources, analyzing how internet connectivity enables access to diverse materials and enhances collaborative learning through forums, chats, and shared platforms. C.**Case Study Discussion** Students will analyze a case study where internet interconnectivity has successfully enhanced web-based learning, focusing on how it promotes collaboration, access to real-time resources, and communication.	a.project b oral presentation c.quiz d.assignment e. case study analysis	a,b,c,d,e,f,g
16	4.Telecomunication Systems	A.analyze the core components and functions of telecommunication systems and their impact on modern communication. B. demonstrate the ability to set up and configure basic telecommunication equipment, such as routers or VOIP systems, for practical use in a network. C.reflect on the ethical implications and social responsibilities of using telecommunication systems in a globalized and interconnected society.	**A.Motivation and Engagement Reflection Journal** Students will maintain a reflective journal throughout the course, noting how the interconnected features of web-based learning (e.g., instant access to resources, online collaboration) have affected their motivation, engagement, and sense of belonging in the learning community. **B.Survey and Group Discussion** Students will complete a survey on how the interconnected nature of the internet has influenced their learning experience and discuss their findings in a group, focusing on aspects like motivation, engagement, and community building. **C.Final Reflection Essay** Students will write an essay reflecting on their	a.reflectin paper b.oral presentation c.quiz d.reflection paper	a,b,c,d,e,f,g

			experiences in the web-based learning environment, analyzing how the internet's interconnectedness has enhanced their learning engagement and contributed to a sense of community among peers.		
17	5. Open Distance Learning (ODL)	A.valuate the effectiveness of Open Distance Learning (ODL) in promoting accessible education and its impact on learner outcomes. B.demonstrate the ability to use an ODL platform to access learning materials, submit assignments, and participate in online discussions. C.reflect on their personal experiences with ODL, assessing how it influences their motivation, self-regulation, and engagement in the learning process.	**A.Reflection Journal** Students will maintain a reflection journal throughout the course, documenting how ODL influences their motivation, self-regulation, and overall engagement in the learning process. **B.Peer Discussion on ODL Experience** Students will participate in an online peer discussion, sharing and reflecting on how their personal experiences with ODL have shaped their learning behaviors and engagement. **C.Final Reflection Essay** Students will write an essay reflecting on their ODL experiences, focusing on how it has impacted their motivation, ability to self-regulate, and engagement in the learning process over the duration of the course.	a.reflection paper b.peer discussion c.oral presentation d.reflection paper	a,b,c,d,e,f,g
18	**FINAL EXAMINATION**				

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS

Each student is required to:

1. submit accomplished assignments, and project;
2. each student must pass the scheduled oral examination;
3. make a PowerPoint presentation and a written summary of the assigned report;
4. discuss an assigned topic to report and participate in class discussions; and
5. pass the major exams (midterm and final)

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after the start of class period. Any student who comes to class 15 minutes after the scheduled time or is always late for three consecutive meetings shall be marked absent. Three (3) consecutive absences the student will automatically drop.

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, smartphones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade

Midterm Examination	50%
Behavior/Attendance	10%
Quizzes	10%
Project (E-Portfolio/ Lesson Plan)	25%
Assignment	5 %
TOTAL	100%

Final Term Grade

Final Term Examination	50%
Behavior/Attendance	10%
Quizzes	15%
Project (E-Portfolio/ Lesson Plan)	15%
Assignment	10%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
TOTAL	**100%**

RUBRIC FOR THE INDIVIDUAL/ GROUP SHORT LESSON VIDEO PRESENTATION OF THE TOPIC

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Percentage
Using English Language (25%)	Fluent and confident use of English, minimal to no errors.	Clear use of English with few minor errors.	Understandable with some errors that occasionally hinder clarity.	Frequent language errors that hinder understanding.	25%
Ability to Present the Topic (25%)	Demonstrates a strong understanding, engages the audience, and provides insightful information.	Demonstrates a good understanding with clear explanations.	Basic understanding but lacks depth and engagement.	Limited understanding, hard to follow or lacks clarity.	25%
Completeness of the Presentation (25%)	Presentation is thorough, covering all aspects of the topic.	Covers most aspects, but lacks some detail or depth.	Covers basic aspects but misses important points.	Incomplete presentation, many aspects missing or unclear.	25%
Following Instructions and Submission of 30 Multiple Choice Questions with Answer Key (25%)	Fully follows instructions, submits 30 multiple-choice questions with accurate answers.	Submits 30 questions with minor errors in the answer key.	Submits fewer than 30 questions or answer key contains errors.	Does not submit the required number of questions or answer key is missing/incomplete.	25%

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