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

PROF ED 005A Facilitating Learning

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.
2. **COURSE TITLE** : Facilitating Learning: A Metacognition
3. **PRE – REQUISITE** : None
4. **CREDITS** : 3
5. **COURSE DESCRIPTION** : This course examines the fundamental concepts, principles, and theories of learning and their application in facilitating learning among technical-vocational learners. It emphasizes the role of metacognition in enhancing learner engagement, self-regulation, and reflective thinking. The course includes strategies for promoting higher-order thinking skills, designing learner-centered environments, and addressing individual differences in learning. The integration of contextualized and experiential learning approaches suited for technical-vocational settings is also highlighted to improve teaching effectiveness and student achievement.

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	b	c	d	e	f	g
a. Explain the major learning theories and principles relevant to technical-vocational education.	✓	✓	✓	✓	✓	✓	✓
b. Demonstrate the use of metacognitive strategies to enhance learner self-regulation and reflection.	✓	✓	✓	✓	✓	✓	✓
c. Design learning activities that promote higher-order thinking skills among TVET learners.	✓	✓	✓	✓	✓	✓	✓
d. Apply differentiated instruction to address individual differences in technical-vocational classrooms.	✓	✓	✓	✓	✓	✓	✓
e. Integrate contextualized and experiential learning approaches suited for TVET settings.	✓	✓	✓	✓	✓	✓	✓

WEEK 1	CONTENT	INTENDED LEARNING OUTCOMES (ILOS)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
	COURSE ORIENTATION *SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System*	At the end of the week, the students can: a. Discuss the University's VMGO, classroom policies, course overview, requirements, and grading system	**Discuss** the VMGO of the University, the classroom policies, the scope of the course, the course requirements, and the grading system	Reflective Essay (Individual Output) Assessment Focus: CLOs 1,2,3,4,5 Students will write a reflective essay analyzing their role as future teachers in shaping learners and contributing to nation-building, aligned with professional and ethical standards.	a,b,c,d,e,

2	**PART 1 INTRODUCTION** **Lesson 1.** Metacognition	**At the end of the lesson, the students can:** Explain the concept and components of metacognition. Value the importance of metacognitive strategies in personal learning. Demonstrate the use of a metacognitive strategy (e.g., self-questioning or reflection journal) in a learning task.	**Analyze a case study** showing effective use of metacognitive strategies. **Respond to a reflection** prompt on how metacognition affects one's learning habits. **Construct a personal** learning log using a chosen metacognitive technique.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**b,c**
WEEK 3	**PART 2 FOCUS ON THE LEARNER** **Lesson 2:** Learner-Centered Psychological Principle. Cognitive and Metacognitive Factors, Motivational and Affective Factors, Developmental and Social Factors, Individual Differences Factors	Describe the key learner-centered psychological principles and their relevance to teaching. Value the role of individual differences and motivation in supporting learner success. Demonstrate the application of learner-centered strategies in a simulated teaching activity.	Analyze case scenarios to identify learner-centered principles at work. **Respond to a guided** reflection on the impact of motivation and individual differences in learning. **Design a learner-centered** activity that applies developmental, social, and cognitive principles.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**
WEEK 4	**Lesson 3** Review of Theories Related to the Learner's Development	Summarize key theories of learner development. Appreciate the relevance of developmental theories in understanding learners. Illustrate a chosen developmental theory through a visual aid or group presentation	**Compare major developmental** theories through a written quiz or concept map. **Express insights on how developmental** theories influence teaching beliefs through a reflection paper.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**

EK 5	**Lesson 4** Individual Differences				
EEK 6	**Lesson 5** Learning/Thinking Styles and Multiple Intelligences	Identify different learning styles and types of multiple intelligences. Value the importance of addressing diverse intelligences in the classroom. Design a simple activity that caters to various learning styles and intelligences.	**Classify different learning styles and intelligences** through a group sorting task. **Share personal learning preferences** and experiences in a guided class discussion. **Develop a mini-lesson plan** that incorporates multiple intelligences.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**
WEEK 7	**Lesson** 6: Learners with Exceptionalities	Describe the characteristics of learners with exceptionalities. Support inclusive practices that respect diverse learner needs. Demonstrate appropriate teaching strategies for learners with exceptionalities.	**Explain types** and characteristics of exceptional learners through a written quiz or worksheet. **Advocate for inclusive** education by writing a short reflection or position paper **Design an instructional** activity tailored to the needs of a specific type of exceptional learner.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**
WEEK 8	**PART 3 FOCUS ON LEARNING** (Behaviorist Perspective **Lesson 7** Behaviorism: Pavlov, Thorndike, Skinner	Identify the key principles and contributions of Pavlov, Thorndike, and Skinner to behaviorist learning theory. Appreciate the significance of behaviorist principles in shaping effective teaching and learning practices.	**Lecture-discussion with** concept mapping – Students create a concept map summarizing the theories of Pavlov (classical conditioning), Thorndike (law of effect), and Skinner (operant conditioning). **Affective**: Reflective journaling:	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**

5	**Lesson 4** Individual Differences				
EK 6	**Lesson 5** Learning/Thinking Styles and Multiple Intelligences	Identify different learning styles and types of multiple intelligences. Value the importance of addressing diverse intelligences in the classroom. Design a simple activity that caters to various learning styles and intelligences.	**Classify different learning styles and intelligences** through a group sorting task. **Share personal learning preferences** and experiences in a guided class discussion. **Develop a mini-lesson plan** that incorporates multiple intelligences.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**
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		Demonstrate the application of reinforcement strategies in a simulated classroom scenario based on behaviorist principles.	Students write a personal reflection on how behaviorist principles can influence their values and attitudes as future educators.		
WEEK 9	**Lesson** 8:Neo-Behaviorism: Tolman and Bandura	Explain the key concepts of Tolman's purposive behaviorism and Bandura's social learning theory. Value the importance of observational learning and cognitive processes in shaping student behavior. Illustrate classroom strategies that incorporate modeling and guided practice based on Bandura's theory.	**Case study analysis** Students analyze real-life classroom scenarios to identify applications of Tolman's cognitive maps and Bandura's observational learning principles. **Role reflection** Students write a reflection on the role of role models in their own learning and how this connects to Bandura's Social Learning Theory. **Modeling demonstration.** In pairs or small groups, students demonstrate a simple skill (e.g., folding paper, drawing) using Bandura's modeling steps: attention, retention, reproduction, and motivation.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**
WEEK 10	**MIDTERM EXAMINATION**				
WEEK 11	**Lesson 9**. Gestalt Psychology	Describe the key principles of Gestalt Psychology and their implications for perception and learning. Show appreciation for the role of holistic perception in understanding learning experiences.	**Interactive lecture with visual examples** Students analyze how Gestalt principles (e.g., figure-ground, proximity, similarity) influence perception using images and classroom demonstrations.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	**a, b,c, d, f, i g,**

		Create visual examples (e.g., drawings or designs) that apply Gestalt principles such as proximity, similarity, closure, and figure-ground.	**Group sharing and discussion.** Students reflect on and discuss personal experiences where perception influenced their understanding or decision-making, highlighting the relevance of Gestalt theory.		
WEEK 12	**Lesson 10:** Information Processing	Explain the stages of the information processing model, including encoding, storage, and retrieval. Value the importance of attention and memory strategies in enhancing learning outcomes. Demonstrate the use of graphic organizers (e.g., flowcharts or concept maps) to represent how information is processed and retained.	**Lecture with guided** questioning. Students analyze and discuss the stages of the information processing model (sensory memory, short-term memory, long-term memory). **Self-assessment activity:** Students reflect on their own study habits and share how memory and attention strategies affect their learning. **Flowchart creation** Students construct a visual flowchart or diagram that illustrates how information is processed from input to output in the brain.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	
WEEK 13	**Lesson 11.**Gagne's Condition of Learning	Identify and explain the nine events of instruction based on Gagné's Conditions of Learning theory. Appreciate the importance of structured instructional design in facilitating effective learning experiences.		Written essay or concept map Reflective journal or video blog Demonstration or performance task	

		Design a simple lesson plan incorporating Gagné's nine instructional events			
14	**Lesson 12.**Ausbel's Meaningful Verbal Learning	Explain the key concepts of Ausubel's theory, including advance organizers and subsumption. Value the role of prior knowledge in promoting meaningful learning. *Construct* an advanced organizer to introduce a new lesson topic using Ausubel's principles.	**Lecture with advanced organizers**. The teacher presents a new topic using an advance organizer, then leads a discussion on how it connects to students' prior knowledge. **Personal connection activity** . Students share how connecting new lessons to what they already know helps them understand and retain information better. Create an advance organizer, Students design their own advance organizer (e.g., graphic organizer or concept map) to introduce a topic to their peers.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	
WEEK 15	**Lesson 13:** Bruner's Constructivist Theory	Analyze key concepts and principles related to the topic. Demonstrate willingness to engage in meaningful discussions and activities related to the topic. Perform a relevant task or create a visual output that applies the learned concept in a practical setting.	**Guided discovery activity –Students explore a concept** through inquiry-based tasks, discovering principles through structured teacher guidance, following Bruner's discovery learning approach. **Class discussion on learning experiences** Students share how self-discovery and hands-on learning affect their	Written essay or concept map Reflective journal or video blog Demonstration or performance task	

			motivation and attitudes toward learning.		
	Lesson 14. Constructivism: Knowledge Construction/Concept Learning	Concept discovery through group investigation. Students work in groups to explore a concept using research, discussion, and presentation, constructing understanding through collaboration. Personal reflection sharing – Students write and share insights on how building their own knowledge makes learning more meaningful and engaging. Hands-on project or model-making. Students create a physical model or visual representation that demonstrates their constructed understanding of a concept.	Problem-based learning (PBL) Students analyze a real-life scenario or problem and construct knowledge by collaboratively proposing solutions based on prior knowledge and new concepts. **Learning journal reflection:** Students reflect on their learning experiences, expressing how constructing their own understanding impacts their motivation and engagement. **Concept map creation:** Students physically design and present a concept map that shows how new knowledge connects to their existing understanding.	Written essay or concept map Reflective journal or video blog Demonstration or performance task	
WEEK 17	**Lesson 15:**Bloom's Taxonomy of Educational Objectives-Revised	Differentiate the six levels of the revised Bloom's Taxonomy and their application in lesson planning. Show appreciation for the role of Bloom's Taxonomy in promoting higher-order thinking and effective learning outcomes. Develop a sample learning objective for each level of	**Interactive lecture with classification task**. Students analyze sample learning objectives and classify them according to the six levels of the revised Bloom's Taxonomy (Remember, Understand, Apply, Analyze, Evaluate, Create). **Group discussion and reflection**. Students share their thoughts on how Bloom's Taxonomy helps them become	Written essay or concept map Reflective journal or video blog Demonstration or performance task	

		the revised Bloom's Taxonomy using appropriate action verbs.	more mindful of their learning goals and growth as learners. **Objective-writing workshop** Students construct and present learning objectives for a lesson, using action verbs aligned with each level of the revised taxonomy.		
WEEK 18	**Lesson 17:** Stenberg's Successful Intelligence Theory and WICS Model				
FINAL EXAMINATION					

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	15%
Quizzes	10%
Project (E-Portfolio/ Lesson Plan)	20%
Assignment	5%
TOTAL	100%

Final Term Grade	
Final Term Examination	50%
Behavior/Attendance	15%
Quizzes	10%
Project (E-Portfolio/ Lesson Plan)	20%
_Assignment	5%
TOTAL	100%

FINAL GRADE

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

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

be allowed only when needed.

RADING SYSTEM AND RUBRICS FOR GRADING

ADING SYSTEM

Midterm Grade

Midterm Examination	50%
Behavior/Attendance	15%
Quizzes	10%
Project (E-Portfolio/ Lesson Plan)	20%
Assignment	5%
TOTAL	100%

Final Term Grade

Final Term Examination	50%
Behavior/Attendance	15%
Quizzes	10%
Project (E-Portfolio/ Lesson Plan)	20%
_Assignment	5%
TOTAL	100%

FINAL GRADE

Midterm Grade
Final Term Grade
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%

10 REFERENCES

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