FS 1
FIELD STUDY

OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

BSED

FS 1

Observations of Teaching-Learning in Actual School Environment

The Instructional Cycle

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SPARK Your Interest

This Episode centers on the guiding principles in the selection and use of teaching methods. It will also tackle lesson development in the OBTL way. The K to 12 curriculum and teacher education curriculum are focused on outcomes, standards, and competencies. This means that lessons must be delivered with a focus on outcomes. Likewise, this Episode dwells on the types of questions, questioning and reacting techniques that teachers make use of. The type of questions that teachers ask and their manner of questioning and reacting to student responses have a bearing on class interaction. This Episode strengthens the theories learned in the course, Teaching Methods and Strategies and in other professional subjects in Education.

TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to:

- identify the application of some guiding principles in the selection and use of teaching strategies.
- determine whether or not the lesson development was in accordance with outcome-based teaching and learning.
- identify the Resource Teacher's questioning and reacting techniques.
- outline a lesson in accordance with outcome-based teaching-learning.

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REVISIT the Learning Essentials

These are the guiding principles in the selection and use of teaching methods:

1. Learning is an active process.
2. The more senses that are involved, the more and the better the learning.
3. A non-threatening atmosphere enhances learning.
4. Emotion has the power to increase retention and learning.
5. Good teaching goes beyond the recall of information.
6. Learning is meaningful when it is connected to students' everyday life.
7. An integrated teaching approach is far more effective than teaching isolated bits of information.

Realizing the importance of these guiding principles in teaching and learning, the Department of Education promotes Standards-and Competency-Based teaching with its K to 12 Curriculum Guide. The Technical Education Skills Development Authority (TESDA) has been ahead of DepEd and the Commission on Higher Education (CHED) in the practice of Competency Standards-Based teaching and Assessment. CHED requires all higher education institutions in the country to go outcome-based education (OBE) in its CHED Memo 46, s. 2012. Outcome-based teaching and learning (OBTL) is OBE applied in the teaching-learning process. It is equivalent to competency-based and standards-based teaching and learning in the Ktol2 Curriculum.

When you apply OBTL you see to it that the teaching-learning activities (TLAs) and in turn the Assessment Tasks (ATs) are aligned with the intended learning outcomes. In other words, in OBTL you first establish your intended learning outcomes (lesson objectives). Then you determine which teaching-learning activities (TLAs) and the assessment tasks (ATs) you will have to use to find out if you attained your ILOs.

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In lesson planning, the ILOs are our lesson objectives, the TLA's are the activities we use to teach and the AT's are the evaluation part.

OBE and OBTL are not entirely new. They are importantly new. With mastery learning of Benjamin Bloom (1971), we were already doing OBE and OBTL.

Likewise, it is also important that teachers must be able to have a mastery of the art of questioning and reacting techniques to ensure the effective delivery of instruction.

These are the types of questions that teachers ask.

Types of Questions that Teachers Ask

1. Factual/Convergent/Low-level	Who, What, Where, When questions With one acceptable answer
2. Divergent/ Open-ended/ High-level/Higher-order/Conceptual	Open-ended; has more then one acceptable answer
a. Evaluation	
b. Inference	e.g. When the phone rang and Liz picked it up, she was all smiles. What can you infer about Liz?
c. Comparison	
d. Application	
e. Problem-solving	
3. Affective	e.g. How do you feel?

These are also some of the reacting techniques that teachers use:

1. Providing acceptance feedback
2. Providing corrective feedback
3. Giving appropriate and sincere praise
4. Repeating the answer
5. Explaining the answer / expanding the answer
6. Rephrasing the question
7. Asking follow up questions
8. Redirecting questions to other pupils
9. Soliciting student questions
10. Encouraging through non-verbal behavior
11. Criticizing respondent for his/her answer
12. Scolding for misbehavior or for not listening
13. Overusing expressions such as "okay", "right"

OBSERVE, ANALYZE, REFELCT

Activity 10.1

Applying the Guiding Principles in the Selection and Use of Strategies

Resource Teacher : Sir Kim Paolo Armin A. Torcelino VI__ Signature: _____

School: _CNSC College of Education Laboratory School _____

Grade/Year Level : __Grade 9_____ Subject Area : ___Science_____Date: 9/23/25___

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OBSERVE

Observe one class with the use of the observation sheet for greater focus then analyze my observations with the help of the guide questions.

1. The more senses that are involved, the more and the better the learning.	Learners became more engaged as they worked with visuals like charts, arranged the rope timeline, and listened to group presentations, making the lesson more interactive.
2. Leaning is an active process.	The lesson was filled with movement and interaction as students engage in a collaborative activity like building timelines, rotated through stations, created pie charts, and performed RAFT tasks.
3. A non-threatening atmosphere enhances learning.	Group activities and creative roles encouraged students to contribute freely and explore, creating a supportive and inclusive classroom climate.
4. Emotion has the power to increase retention and learning.	Personal timeline creation and RAFT roles connected the lesson to emotions, as learners imagined life in different eras, which capture the attention and sparked curiosity among students.
5. Good teaching goes beyond recall of information.	Learners were challenged to analyze data and synthesize outputs, moving beyond recall toward higher-order thinking and application.
6. Learning is meaningful when it is connected to students' everyday life.	The Engage activity helped learners relate the lesson to their personal life events, bridging abstract concepts with real-life experiences and their own sense of time.
7. An integrated teaching approach is far more effective than teaching isolated bits of information.	The lesson combined multiple subject like Science with Math (percentages, charts), Language Arts (writing, lyrics), and Art (visual design), resulting in a holistic and multidisciplinary experience.

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ANALYZE

What is the best method of teaching? Is there such a thing?

There is no single "best" method of teaching that works for every class or student. In the classroom I observed, the Resource Teacher used a mix of approaches, combining direct instruction with hands-on activities and group discussions. I noticed that when students were actively engaged—asking questions, working with models, and sharing ideas—they understood the lesson more deeply than when they were simply listening. This showed me that teaching is most effective when it is flexible and responsive to the students' needs, rather than relying on one fixed approach.

Reflecting on this, I believe the best teaching method is one that balances interaction, guidance, and exploration. A teacher who can adapt, involve students, and connect lessons to real-life experiences helps learners retain information better and develop critical thinking and problem-solving skills. I have seen that meaningful learning arises when students are encouraged to participate, collaborate, and apply what they have learned in practical and engaging ways. This made me realize that effective teaching is less about following a single method and more about creating an environment where students are motivated, engaged, and supported in their learning journey.

REFLECT

Reflect on this question.

How do we select the appropriate strategy for our lessons?

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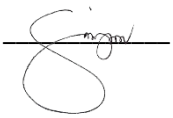
In selecting an appropriate strategy that aligned in our lesson I first consider the needs of the students, their individual abilities, and learning style to ensure that the approach we're going to integrate in the lesson are engaging and accessible for the students. I also take into account the curriculum guide, focusing on the intended objectives and the nature of the lesson, so that the chosen methods actively involve the students. For instance, if I notice that students learn better through collaboration while others prefer working individually, I would design an activity that begins with pair or group work and then allows time for independent reflection or output. This way, the strategy can address different learning preferences while still meeting the same learning objectives. I also make sure to think about how the strategy can encourage participation from both fast and slow learners, perhaps by providing scaffolding questions, visual aids, or step-by-step instructions for those who need extra support, while offering extension tasks for those ready to go beyond.

Activity 10.2 Determining Outcome-Based Teaching and Learning

Resource Teacher : Sir Kim Paolo Armin A. Torcelino VI Signature: 

School: CNSC College of Education Laboratory School

Grade/Year Level : Grade 9 Subject Area : Science Date: 9/23/25

OBSERVE

Observe a class and answer the following questions.

1. Did the Teacher state the learning objectives/intended learning outcomes (ILOs) at the beginning of the class? Did he/she share them with the class? How?

The teacher stated the learning objectives at the beginning of the class and shared them with the students. He clearly explained what the students were expected to achieve by the end of the lesson.

2. What teaching – learning activities (TLAs) did he/she use? Did these TLAs help him/her attain his/her lesson objectives/ ILOs? Explain your answer.

The teacher used different activities that made the lesson on geologic time interesting and engaging. Student worked with the timeline rope, did station-based group tasks, and even performed RAFT activities like skits, songs, and visual presentations. These activities helped them to grasps the lesson better because they were actively involved, collaborating with the peers, analyzing information, and expressing their ideas and questions in creative ways. I also noticed that the teacher made sure the activities cater the different learning styles of the student, so everyone could participate and learn meaningfully.

3. What assessment task/s did teacher employ? Is/Are these aligned to the lesson objectives/ILOs?

The teacher employed variety of assessment tasks such as creating individual data tables, pie charts, brace maps, and conducting individual web searches. These tasks were clearly aligned with the lesson objectives because it allowed students to demonstrate their understanding of geologic time in creative presentation and meaningful ways. It enabled students to apply and perform their learning beyond mere memorization.

ANALYZE

1. What are your thought about Outcome-Based Teaching and Learning (OBTL)?

I think OBTL make shift on a traditional approach of teaching-learning process because instead of just memorising of factual information where students tend to be passive and just absorbing the lesson without an in deep exploration of it. Whereas adapting OBTL it assess to what student are expected to learn and demonstrate at the end

lesson it is a student centred approach encouraging student to worked on a task or project that will help them to learn by doing and engage in actual experience where they can apply what they'd learned such as experimentation and investigations. This helps the student to develop fundamental competencies such as critical thinking, problem solving skills, and communication. While the teacher are actively guiding students every step of the way ensuring they achieve the set learning outcomes.

REFLECT

Reflect on the use of OBTL.

Integrating Outcome-Based Teaching and Learning (OBTL) in constructing a lesson plan has helped me understand the importance of designing lessons with clearly defined learning outcomes. When objectives are precise and measurable, teaching becomes more focused, and learning becomes purposeful, allowing students to actively engage with the material and achieve meaningful understanding. OBTL also provides a clear framework to assess whether students have truly grasped the lesson and can apply their knowledge effectively. It made me realize that teaching is not merely about delivering content, but about guiding students to reflect, connect, and internalize what they learn in a way that is relevant and lasting. Ultimately, OBTL transforms the learning experience of students, making it structured, intentional, and deeply impactful for both students and teachers.

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Activity 10.3 Applying Effective Questioning Techniques

Resource Teacher : Sir Kim Paolo Armin A. Torcelino VI Signature: _____

School: CNSC College of Education Laboratory School

Grade/Year Level : Grade 9 Subject Area : Science Date: 9/23/25

OBSERVE

Observe a class activity. You shall focus on the questions that the Resource Teacher asks during the classroom discussion. Write the questions raised and identify the level of questioning.

Types of Question	Examples of Questions that the Resource Teacher Asked
1. Factual/ Convergent Closed/ Low level	*"What is primate development?"* *"Who can tell me what geologic time means?"* *"What is the climate for cambrian period?"* *"What are the season that we experince in our country?"*
2. Divergent/ Higher – level/ Open – ended/ Conceptual	*"How do scientists know what life existed millions of years ago, and why is it important to organize Earth's history into a timeline?*
a. Evaluation	*"If you had to choose, which era do you think had the biggest impact on life, and what makes you say that?"*
b. Inference	*"Looking at the fossil patterns, what do you think might happen to life on Earth in the future?"*
c. Comparison	*"How does the climate in the Cenozoic Era differ from the climate in the Precambrian Period? What factors do you think caused these differences?"*

d. Application	*"If you were designing a new time travel brochure how would you apply the concept of exponential time to convince a tourist that the Paleozoic Era is the most"*
e. Problem-solving	*"Since the Precambrian is so much longer than the other eras, how could you show it on a timeline so that students can clearly see the difference?"*
3. Affective	*"After learning about past extinctions, how does it make you feel about the future of our planet? What lesson can you get from it?"*

REFLECT

1. Neil postman once said: *"Children go to school as question marks and leave school as periods!"* Does this have something to do with the type of questions that teachers ask and the questioning and reacting techniques that they employ?

Yes, Neil Postman's statement highlights the significant influence of teacher practices, particularly how the types of questions asked and reacting techniques employed shape students' learning, engagement, and curiosity. When teachers mostly rely on closed, factual questions and respond only by giving the "right" answer, students can lose their inquisitiveness and become passive learner, accepting information and listening without an absolute understanding. In contrast, when teachers ask open-ended, thought-provoking questions and respond in ways that guide thinking, encourage exploration, and acknowledge multiple perspectives and ideas, students maintain their natural curiosity and may show activeness and eagerness to learn. Teachers can also gauge students understanding, misconceptions, and thought processes beyond simple correct/incorrect answers, allowing the teacher to identify learning gaps and need for improvement. In addition, employing a variety of reacting techniques allows the teacher to respond and support learners effectively, while encouraging them to reflect, share ideas, and engage more deeply, fostering a classroom environment where curiosity, questioning, and critical thinking are actively nurtured.

REFLECT

Reflect on *"The importance of using various reacting techniques"*

Every situation in a classroom is different, and the way a teacher responds can greatly influence how students participate, think, and feel about learning. Reacting techniques are not just about giving the "right answer" or correcting mistakes—they serve as tools for effective communication, guidance, and support. They include listening attentively, giving constructive feedback, asking probing questions, showing understanding, and adapting responses to the needs of individual students or the class as a whole. Using the right technique at the right time is important because it can encourage student to think deeply, maintain a positive learning environment, and help students feel valued and supported.

For instance, when a student struggles with a concept, responding with patience and guiding questions can help them explore and understand the topic rather than just providing the solution. On the other hand, a group activity requires focus and direction, a clear and confident response from the teacher can help to maintain the structure, keep the class interested, and engage on the task. I have come to realized, that reacting techniques also shape how students interact with one another like a positive and thoughtful reactions foster collaboration, respect, and open communication among peers, which in turn encourages a supportive classroom culture. Reflecting on this, I see that as a future teacher, being mindful of how I respond and reacted in different situations is essential. Using a variety of reacting techniques allows me to address the needs of diverse learners, manage challenges effectively, and create a conducive classroom atmosphere where students feel supported, valued, and motivated. It also reinforces the idea that teaching is not only about delivering content but also about guiding students through their learning journey while contributing on personal growth of the learners.

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SHOW Your Learning Artifacts

Show proofs of learning that you were able to gain in this Episode by interviewing at least two teachers on their thought on OBTL.

The interview was conducted, but since the teacher had a busy schedule, she requested to take home the questions and answer them on paper. After reading her responses and reflecting on my own views, I noticed that we both see Outcome-Based Teaching and Learning (OBTL) as a student-centered approach that shifts the focus from what the teacher teaches to what the students are able to do and achieve. We both agree that OBTL encourages active learning, real-life application, and the development of essential skills such as critical thinking and problem solving. The teacher emphasized that she introduces learning outcomes clearly at the beginning of every lesson and makes sure her activities and assessments align with these outcomes, while in my reflection I highlighted how OBTL transforms lessons into purposeful and meaningful experiences. One difference is that she shared more about the challenges she faces, such as adjusting strategies for learners who need more support, while I focused more on how OBTL changes the traditional way of teaching from memorization to application. Overall, our answers both believe that OBTL makes learning structured, intentional, and beneficial for students, even though the teacher also pointed out that it may limit creativity sometimes.

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EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 10-**The Instructional Cycle**
Learning Outcomes: · identify the application of some guiding principles in the selection and use of teaching strategies. · determine wheter or not the lesson development was in accordance with outcome-based teaching and learning. · identify the Resource Teacher's questionaing and reacting techniques. · outline a lesson in accordance with outcome based teaching-learning.

Name of FS Student: Rizza Joy A. Jane Date Submitted: October 2, 2025
Year&Section: 4th year Block A Course: BSEd Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks completely answered/ accomplished.	One (1) or two (2) observation questions/tasks not answered/ accomplished	Three (3) observation questions/tasks not answered/ accomplished	Four (4) or more observation questions/ tasks not answered/ accomplished.
ANALYSIS	All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors.	Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical spelling errors.	Four (4) or more observation were not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.
REFLECTIONS	Profound and clear; supported by what were observed and analyzed	Clear but lacks depth; supported by what were observed and analyzed	Not so clear and shallow; somewhat supported by what were observed and analyzed	Unclear and shallow; rarely supported by what were observed and analyzed
LEARNING ARTIFACTS	Portfolio is reflected on the context of the learning outcomes; Complete, well-organized, highly relevant to the learning outcome	Portfolio is reflected on the context of the learning outcomes. Complete; well-organized, very relevant to the learning outcome	Portfolio is not reflected in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome	Portfolio is not reflected on in the context of the learning outcomes; not complete; not organized, not relevant
SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days or more after the deadline
Comment/s				

SCORE	*20*	*19-18*	*17*	*16*	*15*	*14*	*13-12*	*11*	*10*	*9-8*	*Below*
GRADE	*1.0*	*1.25*	*1.5*	*1.75*	*2.00*	*2.25*	*2.50*	*2.75*	*3.00*	*3.5*	*5.00*
	99	*96*	*93*	*90*	*87*	*84*	*81*	*78*	*75*	*72*	*71-Below*

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KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

September 27, 2025
Date