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**FS 1**  
FIELD STUDY

OBSERVATIONS OF TEACHING AND LEARNING IN ACTUAL SCHOOL ENVIRONMENT

**BSEd**

**FS 1**

# **Observations of Teaching-Learning in Actual School Environment**



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**Episode 9 Preparing for Teaching and Learning**

# Preparing for Teaching and Learning



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## OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

### Episode 9 Preparing for Teaching and Learning



### SPARK Your Interest

This Episode emphasizes the principles of learning which must be applied to ensure quality instruction. It also focuses on the intended learning outcomes which set the direction of the lesson. They must be (SMART) Specific, Measurable, Realistic, and Time-bound) and formulated by time-tested principles. it also determines the teaching method used by the Resource Teacher whether (inductive or deductive) which is the practical realization or application of an approach. This episode dovetails with the course on Facilitating Learner-Centered Teaching.



### TARGET Your Intended Learning Outcome

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

- Identify the teaching-learning practices that apply or violate the principles of teaching-learning;
- Determine the guiding principles on lesson objectives/learning outcomes applied in instruction;
- Judge if lesson objectives/intended learning outcomes are SMART;
- Determine whether or not the intended learning outcomes are achieved at the end of the lesson;
- Observe the teaching methods used by the Resource Teacher; and
- Differentiate the different methods of teaching.



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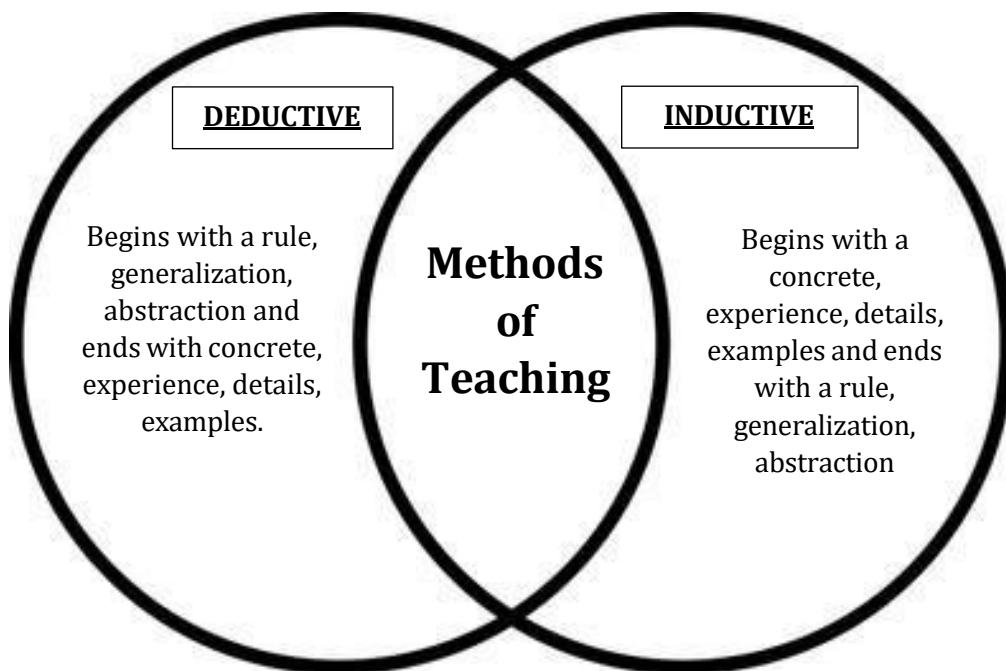


### REVISIT the Learning Essentials

These are the time-tested principles of teaching and learning:

- 1) Effective learning begins with setting clear expectations and learning outcomes.
- 2) Learning is an active process. “What I hear, I forget; what I see, I remember; what I do, I understand.”
- 3) Learning is the discovery of the personal meaning of ideas. Students are allowed to connect what they learned with other concepts to learn with real-world experiences and with their own lives.
- 4) Learning is a cooperative and collaborative process.

A teaching method consists of systematic and orderly steps in the teaching-learning process. It is a practical realization or application of an approach. All methods of teaching can be classified either as deductive (direct) or inductive (indirect).





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### Episode 9 Preparing for Teaching and Learning



#### OBSERVE, ANALYZE, REFLECT

#### Activity 9.1

#### Demonstrating an Understanding of Research-Based Knowledge Principles of 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/ 22/ 25



#### OBSERVE

Observe a class with the use of principles of learning given in Revisit the Learning Essentials. I will identify evidence of applications/violations of the principles of learning. I can cite more than one piece of evidence per principle of learning.

Principles of Learning	What did the Resource Teacher do to apply the principle of learning
1. Effective learning begins with the setting of clear and high expectations of learning outcomes.	At the start of the lesson, the teacher stated the objectives and aligned them with the planned tasks. Students were made aware of what they needed to achieve and perform.
2. Learning is an active process.	Instead of relying on lecture, the teacher engaged students in reporting, discussions, and hands-on tasks. Learners were encouraged to explain concepts in their own words and apply them in interactive activities.
3. the discovery of personal meaning and relevance of ideas.	The teacher related the lesson to real-world events and issues, enabling students to connect the concepts to their daily experiences and recognize the value of what they were learning.
4. Learning is a cooperative, but a collaborative process. Learning is enhanced in an atmosphere of cooperation and collaboration.	The teacher encouraged students to learn by actively engaging and collaborating with one another. By exchanging ideas and offering support, they were able to better understand the concepts. The teacher also allowed students to move around and learn from each other through interaction.



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## ANALYZE

- 1) What principles of learning were most applied? least applied?

Most applied

The most applied learning principle by the resource teacher is learning as a collaborative process. Learning becomes more interesting when students are enthusiastically participating, actively learning, and exchanging ideas and knowledge through a collaborative activity. This is evident when the student collectively share their understanding and take part in their roles in the group, building on each other's knowledge.

Least applied

The least applied learning principle by the resource teacher is the setting of clear and high expectations of learning outcomes. The teacher rarely presents the learning goal at the beginning of the lesson, which made it difficult to determine what activities and outcomes needed to be achieved by the end of the lesson. Without explicitly stating or recalling the objectives, students may lose the sense of direction and guidance that supports their task, since a specific learning goal gives students a clear motivation to strive for higher performance.

Give instances where this/these principle/s could have been applied?

The principle of learning as a collaborative process was applied when the teacher facilitated group reporting, where students worked together, discussed their assigned topics, and built on each other's ideas to explain the geological time scale. On the other hand, the principle of setting clear and high expectations of learning outcomes could have been applied if the teacher had started the lesson by stating the specific objectives, such as identifying the different eras and relating them to major events in Earth's history. This would have given students a clear guide on what they were expected to achieve by the end of the lesson.



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#### REFLECT

From among the principles of learning, which one do you think is the most important?

I think the most important principle of learning is "*Learning is an active process.*" This principle emphasizes that students learn best when they are actively involved in constructing their own understanding rather than passively receiving information. When learners engage in activities such as discussions, experiments, problem-solving, or hands-on projects, they process information more deeply and retain knowledge more effectively. Active learning encourages students to think critically, ask questions, and make connections between new information and prior knowledge, which leads to a deeper understanding of the subject.

I also believe that active learning promotes independence and responsibility in students. By participating actively, learners become more aware of their own learning progress and are able to take ownership of it. It also allows teachers to address the diverse needs and learning styles of students, as different activities can be designed to engage visual, auditory, and kinesthetic learners. In essence, when learning is active, students are not just memorizing facts—they are developing skills, applying knowledge in real-life situations, and cultivating habits that support lifelong learning. This is why I consider it the most crucial principle of learning.



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**Activity 9.2**

**Identifying Learning Outcomes that are Aligned with Learning Competencies**

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, this time focusing on how the learning outcomes were stated. Determine if the learning outcome/s was/were achieved or not. Give evidences.

1. Write the learning outcomes stated in the lesson.

Learning Outcomes	(SMART Objectives)		Achieved	
	Yes	No	Yes	No
1) Tell the definition of geologic time	✓		✓	
2) Analyze the geologic time scale	✓		✓	
3) Explain the creation of the geologic time scale	✓		✓	
4) Describe and identify the subdivision of the geologic time scale	✓		✓	
5) Appreciate the immensity of the geologic time and recognize that the Earth has a very long history	✓		✓	

2. Cite pieces of evidences that these learning outcomes were achieved.

- 1) Through a timeline activity using ropes and personal events, students grasped the idea of chronological order. In discussions and reflections, they were able to define geologic time in their own words, showing clear understanding.
- 2) In the station activities, students calculated the length of each era, created charts, and interpreted data. These tasks showed their ability to analyze the time scale and understand its divisions.



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- 3) During presentations, students explained major events like existence of life, species extinction, and environmental factors on each. The teacher clarified misconceptions, and learners demonstrated understanding through accurate explanations and visual outputs.
- 4) Students used a Brace Map to organize the Eras and Periods of the geologic time scale. They correctly matched key events to each subdivision, showing clear understanding of the topic.
- 5) Through the RAFT project, students creatively presented different eras using variety of format like songs, brochures, and skits. Their outputs showed both appreciation for the immensity of geologic time and recognition of Earth's long history.



### ANALYZE

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Do SMART objectives make a lesson more focused?

Constructing the content of the lesson must be align with the intended objectives; therefor objectives must be carefully construct with the lesson and activities. Hence, teacher used SMART objectives to create a more define and structured lesson because they serve as a roadmap for both the teacher and students. By being specific, a goal must be clear and detailed; they focus on concrete skills and knowledge need to be developed. With specific goal it helps the students to understand exactly what is expected, why it is important, and how it can be achieve. Measurable, teacher can identify whether the student achieved the outcomes through appropriate assessments. The attainable ensure that the intended goal are realistic, appropriate for the learner's level and ability while considering the resources and constraints at hand. Relevance, the objective must not solely focus on the subject matter alone but also connected to meaningful learning and student can apply it in real-life. These make the lesson purposeful and relevant. Lastly, an objective must be Time-bound; these ensure that the lesson met within the set period. Enabling teacher to monitor the progress of the student in a set timeframe.



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#### REFLECT

Reflect on the

Lessons learned in determining SMART learning outcomes.

In creating SMART learning outcomes, I realized that clearly defining what I expect students to achieve is fundamental to effective teaching. Setting objectives that are Specific, Measurable, Achievable, Relevant, and Time-bound provides a roadmap not only for my instruction but also for how students approach the lesson. When objectives are clearly stated, students are more focused and motivated to engage, and I am better able to plan activities and assessments that align with their learning needs. I also learned that understanding student' abilities, interests, and prior knowledge is crucial to making outcomes realistic and meaningful, ensuring that every learner can succeed and feel confident in their progress.

Thoughtful objectives help students see purpose in their work and guide them in achieving deeper understanding. By carefully planning SMART learning outcomes, I can structure lessons that are organized, intentional, and capable of fostering active participation, critical thinking, and collaboration. This reflection has strengthened my understanding that the way I formulate learning goals directly influences how students experience the lesson, internalize concepts, and develop skills that extend beyond the classroom. Lastly, this process made me reflect on constructing an objective as more than delivering content—it is about creating a clear and achievable experiences that help my students to connect with the material and recognize its relevance in real life.



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## OBSERVE, ANALYZE, REFLECT

### Activity 9.3

### Distinguishing Between Inductive and Deductive Methods of Teaching

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: 9/22 /25



### OBSERVE

I will observe one Resource Teacher with the use of this observation sheet. Using the guide questions, I shall reflect on my observations and analysis.

Teacher-centered	Student-centered
<p>Did the teacher lecture all the time?</p> <ul style="list-style-type: none"><li>▪ <u>The teacher does not always lecture but focus on given students collaborative group work using traditional materials and technology.</u></li></ul>	<p>Were students involved in the teaching-learning process? How? Or were they mere passive recipients of instructions?</p> <ul style="list-style-type: none"><li>▪ <u>The students were involved in teaching-learning process by creating task/performance-based activity where students can actively participate, share ideas, and engage with the discussion. This shows that they were not a mere passive recipients but an active contributor to learning.</u></li></ul>



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#### Episode 9 Preparing for Teaching and Learning

Was the emphasis on the mastery of the lesson or on the test? Prove.

- The emphasis of lesson mastery is focus on output and performance of the student. These serves as key indicator for the teacher to determine whether the student have understood the lesson and acquired the intended learning.

Was the emphasis on the students' application of the lesson in real life? Give proofs.

- The emphasis was on applying the lesson to real-life situations. This was evident when students were tasked with presentations that required them to share and exchange ideas, explain concepts in their own words, and relate their understanding to practical examples.

Was class atmosphere competitive? Why?

- The class atmosphere was not competitive. Students worked together, supported one another, and shared ideas during group activities, focusing on collaboration rather than rivalry.

Was class atmosphere collaborative? Why?

- The class atmosphere was collaborative because students actively engaged with one another, working together happily and fostering a sense of shared accomplishment and learning.

Did teacher focus only on one discipline/subject?

- Yes, the teacher focused mainly on science, specifically the geological time scale.

Did teacher connect lesson to other disciplines/subjects?

- Yes, the teacher connected the lesson to other discipline like biology, earth science, and environmental science.



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What teaching-learning practice shows that teaching approach was:

- a) Constructivist – connected to past experiences of learners; learners constructed new lesson meanings
- Students created personal timelines, connecting their own experiences to the concept of chronological order. This approach allowed them to actively construct meaning about the lesson.
  
- b) Inquiry-based- actively seek knowledge by asking questions, investigating problems, and exploring ideas.
- The student explore different station labs and engaging with guiding questions encouraged curiosity and deeper investigation of the geologic time scale. The tasks promoted critical thinking and analysis.
  
- c) Developmentally appropriate – learning activities fit the developmental stage of children.
- Activities such as timeline building, pie chart creation, and role-based RAFT tasks matched learners' cognitive levels and interests, ensuring age-appropriate engagement.
  
- d) Reflective-a metacognitive learning process that involves critical analysis of one's learning experience that enhance future performance.
- Students completed individual reflections and journal entries, analyzing and imagining life in different geologic periods. This reflective writing enhance student critical thinking and increased awareness of their own learning.
  
- e) Inclusive – No learner was excluded; teacher taught everyday.
- All students participated in group tasks and RAFT roles. Each learner contributed in ways suited to their strengths, ensuring everyone was actively involved.
  
- f) Collaborative – students worked together.
- Students worked together to build timelines, rotate through stations, and combine RAFT outputs into presentations. They shared ideas, divided responsibilities, and supported each other to complete tasks.
  
- g) Integrative – lesson was multidisciplinary -e.g. In Science, Math concepts were taught.
- The subject, science concepts were applied alongside Math (calculations, charts), Language Arts (writing, lyrics), and Art (visual outputs). Learners integrated multiple skills while producing diverse outputs.



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#### ANALYZE

1. What are the possible consequences of teaching purely subject matter for mastery and for the test?

When teaching focuses solely on subject matter for mastery and test performance, it can negatively affect both academic and overall student development. With the emphasis placed only on retention and memorization, students often become passive recipients of knowledge, limiting their engagement in class and neglecting the growth of higher-order thinking skills such as analysis, problem-solving, and critical thinking. While this approach may lead to good results in traditional assessments like pencil-and-paper tests, the learning gained is often temporary and student tend to be passive receiver. As a result, students struggle to apply their knowledge in real-life situations, hindering the development of essential skills and preventing holistic growth.

2. If you were to reteach the classes you observed, would you be teacher-centered or student-centered? Why?

If I were given the opportunity to reteach the class I am currently observing, I would adopt a student-centered approach. I have witnessed firsthand the impact of student-centered learning, where students take an active role in their own learning. When students are engaged in hands-on activities and given opportunities to explore concepts independently, they become more motivated, independent, and responsible for their learning. This approach makes learning more relevant and meaningful compared to passive listening, as students are able to understand concepts more deeply and retain knowledge longer. In addition, student-centered method helps the teacher to meets diverse learning needs, promotes independence, and helps learners apply knowledge to real-life situations.



#### REFLECT



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Reflect on the

Reflect on Principles of teaching worth applying

Two teaching principles that I find particularly worth applying are learning as a collaborative process and learning as an active process. I have come to realize that collaboration encourages students to engage more deeply with the lesson. When students work together in groups, they share ideas, explain concepts to one another, and help clarify misunderstandings. This not only strengthens their understanding of the topic but also develops essential skills such as communication, teamwork, and critical thinking. Active learning, on the other hand is equally important because it moves students from being passive recipients of information to active participants in constructing their own understanding are more likely to retain information and apply it meaningfully. I have noticed that when students actively engage with the lesson, they become more confident in their abilities, perform well, and more motivated to explore. Reflecting on these principles, I realize that combining collaborative and active learning creates a dynamic learning environment where students are not just memorizing facts but are interacting, questioning, and making sense of the information themselves. It highlights the importance of designing lessons that encourage participation, promote discussion, and connect learning to real experiences, which ultimately makes teaching and learning more effective and meaningful.



### SHOW Your Learning Artifacts

**Post proofs of learning that you were able to gain in this Episode. You may attach the lesson plan (s) used by your Resource Teacher to show the intended learning outcomes and the method used in class.**



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Instructional Learning Outcomes (ILOs)	Topics Covered	Time Allocated	Teaching-Learning Activities (TLAs)	Vision Impression	Evaluation Tools (ETs)	Resources
for the students to know: 1. tell the definition of geologic time. 2. describe the major geological time units. 3. identify the characteristics of each geological time unit. 4. determine the approximate age of the Earth. 5. explain the concept of "biostratigraphy". 6. tell the students that in recognizing the history of the Earth, it is very important to observe the rock units in order of occurrence in time. Other igneous intrusions is used to disrupt the sequence of events in Earth's history.	<b>GRADE LEVEL: TERC</b> 1.1 Geological Time Scale Evolution 1.2 Necessities of Studying Geology	1 hour	1. Engage: Divide the class into groups with a maximum of 5 members. Based on the given time limit, ask each group a 3-4 fast facts. One member of the group per "board" and the other 4 members of the group will raise their hands if they have heard of any of the names listed on the age of your students, rise and make it P.A. (Please Answer). 2. Give handouts to each member of the group. Let the students discuss the information in the handout. Encourage them share their ideas with their group. Ask the students to put the pictures in the boxes. Afterward, ask if anyone has the concept of "biostratigraphy". 3. Tell the students that in recognizing the history of the Earth, it is very important to observe the rock units in order of occurrence in time. Other igneous intrusions is used to disrupt the sequence of events in Earth's history.	Vision question: How long ago did the first life form appear? What factors can affect the appearance of fossils? What is the difference between time and age? Critical Thinking Assessment: Draw one of the rock types in our group and explain the characteristics of the rock type. What is the difference between biostratigraphy and the grain size?	Photo print video clip worksheet board papers posters chart of paper	
						<b>Mr. Hopkins' H:</b> Divide the class into four groups. Each group will be given a mission to predict the grain size by observing the rock sample. A student assigned station left is set up and the teacher will give each group time cards. Four stations consist of different rock samples where students will observe and predict the grain size. The teacher will be the supervisor about the groups time cards. End of the station is followed by a discussion of the results using a defense learning cycle. <b>Ms. Rodriguez:</b> Allow each group to present their findings on their group activity. During this part, the teacher will be clearing up any misconceptions about geologic time scale. <b>Mr. Balagtas:</b> The students will then present their findings on how they can prove history from other students to create a
						2. Create chart to show the grouping of rock sample by grain size. 3. On a separate sheet of paper, complete the following table during the activity. Fill out the table and provide an answer on the following: How long ago?
						4. Make the following chart on your own. Write only next to the correct period. Estimated Age: 3,000 million years ago Estimated Age: 2,000 million years ago Estimated Age: 1,000 million years ago Estimated Age: 200 million years ago Estimated Age: 20 million years ago

**ELABORATE ACTIVITY**

**Objective:** To explore a period or era of geologic time

**Scenario:** You are an employee of Time Travellers, Inc., a local travel agency. You and your team have been asked to prepare a sales pitch of about 10 minutes to present to a group of potential travellers who are interested in traveling back in geologic time.

**Task:**

- Review the attached RAFT chart.
- Select a format of presentation that interests you the most.
- Sign the attached contract and return it to the teacher.
- You will then be assigned a time period and given time to discuss your project.
- Your team will then combine your individual projects to create a sales pitch, which you will then present to the class. The class is your group of potential travellers.

**Groups:**

- Group A: Cenozoic Era
- Group B: Mesozoic Era
- Group C: Paleozoic Era
- Group D: Precambrian Era

**Task 8: Lyricist**

Write the lyrics to a song, rap song or TV ad jingle describing what life would have been like in your time period. You may include facts at the end of the lyrics from historical contexts. Include lyrics and a refrains/chorus. Your lyrics should provide a good description to your potential clients of what they would experience if they were to travel to your time period. You are to perform your song/jingle during the group presentation.

**Task 9: Community Actor**

You are to perform a skit or act out an event that occurred during your time period/era. Your skit or event should star you. You can perform a monologue or have other members of your group play supporting roles. Your skit or play should be 2-7 minutes in duration and you must submit a copy of your script. Lines do not need to be numbered.

I have chosen Task \_\_\_\_\_ to complete.

Student's signature \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature \_\_\_\_\_





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### Episode 9 Preparing for Teaching and Learning



## EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 9-Preparing for Teaching and Learning

Learning Outcomes: Identify the teaching-learning practices that apply or violate the principles of teaching learning – determine the guiding principles on lesson objectives/learning outcomes applied in instruction – judge if lesson objectives/intended learning outcomes are SMART – determine whether or not intended learning outcomes are achieved at the end of the lesson – observe the teaching methods used by the Resource Teacher – differentiate the different methods of teaching.

Name of FS Student: Rizza Joy A. Jane Date Submitted: October 2, 2025  
Year&Section: 4<sup>th</sup> 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 on 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 23, 2025

*Date*