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FIELD STUDY

LEARNING ASSESSMENT STRATEGIES

BSED

THE K TO 12 GRADING SYSTEM

FS 1

Observations of Teaching-Learning in an Actual School Environment



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FIELD STUDY

ON BECOMING A TEACHER

**Episode 11 Utilizing Teaching-Learning Resources and
ICT**

THE K TO 12 GRADING SYSTEM

Utilizing Teaching-Learning Resources and ICT



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ICT

THE K TO 12 GRADING SYSTEM



SPARK Your Interest

With the light speed by which technology is evolving now with 4.0, technology continues to be an ever significant part of the learning environment. This episode provides an opportunity for students to examine a Learning Resource Center or Multi-Media Center and learn about its collection, services, equipment, observe how a teacher utilies technology for instruction, and explore resources in the virtual learning environment. Students will analyse and reflect on how technology, including artificial intelligence, supports the teaching-learning process.



TARGET Your Intended Learning Outcome

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

- Identify and classify learning resource materials in the multi-media center;
- Show skills in the positive use of ICT to facilitate the teaching-learning process (PPST 1.3.1);
- Show skills in the evaluation, selection, development, and use of a variety learning resources, including ICT to address learning goals (PPST 4.5.1);
- Analyze the level of technology integration in the classroom; and
- Demonstrate motivation to utilize ICT for professional development goals based on the PPST (PPST 7.5.1).



REVISIT the Learning Essentials

UNESCO ICT Competency Framework for Teachers Version 3 (ICT CFT v3, 2018)

The Information and Communications Technology Competency Framework for Teachers CFT version 3 is a comprehensive framework guide teachers' development on the effective and appropriate use of ICT in education. It highlights what teachers should know and do cluster in six aspects, namely: 1. Understanding ICT in Education, 2. Curriculum and Assessment, 3. Pedagogy, 4. Application of Digital Skills, 5. Organization and administration, and 6. Teacher Professional Learning.



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ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

Similar to the PPST, the ICT CFT also articulated competencies in levels which guide teachers as they develop their ICT skills from Level 1, Knowledge Acquisition, to Level 2, Knowledge Deepening, and Level 3, Knowledge Creation. The Commission on Higher — Teacher Education Curricula (2017) includes the UNESCO ICT CFT so most likely you have tackled this in your Technology for Teaching and Learning classes.

It will be good to review the UNESCO ICT CFT v3 framework as you work in this episode. The activities here are meant for you to observe, analyze, and reflect about the competencies discussed in the

framework. (https://www.open.edu/openlearncreate/pluginfile.php/306820/mod_resource/content/2/UNESCO%20ICT%20Competency%20Framework%20V3.pdf)

The Learning Resource Center

1. A school usually sets up a center that will provide valuable support to the teaching-learning process. Over the years the name of this center has evolved. Some of the names are Audiovisual Center, Media and Technology Resource Center, Teaching-Learning Technology Department, or Simply Learning Resource Center.
2. With the swift development of ICT, the natural outcome was the ever-expanding interface between the traditional library and ICT both in terms of hardware and software systems and applications.
3. Schools may have different set-ups when it comes to a Learning Resource Center (LRC). Some have replaced the term library with LRC. Some have a separate library, LRC, and Audio Visual or Media Center. Some only have the LRC both for teachers and students. Still, some have combined their learning resource centers with maker spaces.
4. The common purpose among these centers is to provide print, audio-visual and ICT resources to support the teaching-learning process
5. The goals of the Center may include orienting and training teachers in the use of audiovisual and ICT resources, working with teachers and administrators in producing instructional materials, making available useful resources to the students, teachers, and the school community.
6. In order to support the philosophy and aims of the school, the Center must fulfill the following functions: center of resources, laboratory of learning, agent of teaching, service agency, coordinating agency, recreational reading center, and a link to other community resources.

Technology Integration



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THE K TO 12 GRADING SYSTEM

FIELD STUDY

The Technology Integration Matrix provides a comprehensive framework for you to define and evaluate technology integration. It will provide you direction and guide you in the process of achieving effective teaching with technology. The teacher's integration of technology in instruction can be described as progressing in 5 levels: entry, adoption, adaptation, infusion and finally transformation.

The teacher also works at creating a learning environment that encourages and enables quality technology integration. The interdependent characteristics of the learning environment are being active, collaborative, constructive, authentic, and goal-directed.

The Technology Integration Matrix connects the Levels of Technology Integration and the Characteristics of the Learning Environment. Examine the matrix below. To make you understand how integration is done in each of the levels and environment, explore the TIM website and learn from the many interesting videos showing technology integration. Go to <http://fcit.usf.edu/matrix/matrix.php>.

Observing technology integration in the classroom

Technology Integration Matrix		Levels of Technology Integration into the Curriculum				
		Entry: The teacher uses technology to deliver curriculum content to students.	Adoption: The teacher directs students in the conventional use of tool-based software. If such software is available, this level is the recommended entry point.	Adaptation: The teacher encourages adaptation of tool-based software to select a tool and modify its use to accomplish the task at hand.	Infusion: The teacher creates a learning environment that infuses the power of technology tools throughout the day and across subject areas.	Transformation : The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
C h a r a c t e r i s t i c s	ACTIVE: Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students use technology for drill and practice and computer-based training.	Students begin to utilize technology tools to create products, for example using a word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purpose, for example using colored cells on a spreadsheet to plan a garden.	Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively select and pursue topics beyond the limitations of even the best school library.
	COLLABORATIVE : Students use primarily	Students have opportunities	Students have opportunities	Students have opportunities	Throughout the day and	Technology enables students



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Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

o f T h e L e a r n i n g E n v i r o n m e n t	<p>technology tools to collaborate with others rather than working individually at all times.</p> <p>CONSTRUCTIVE: Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.</p> <p>AUTHENTIC: Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.</p> <p>GOAL-DIRECTED: Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.</p>	<p>work alone when using technology.</p> <p>Technology is used to deliver information to students.</p> <p>Students use technology to complete assigned activities that are generally unrelated to real-world problems.</p> <p>Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress,</p>	<p>to utilize collaborative tools, such as email, in conventional ways.</p> <p>Students begin to utilize constructive tools such as graphics organizers to build upon prior knowledge and construct meaning.</p> <p>Students have opportunities to apply technology tools to some content-specific activities that are based on real world problem.</p> <p>From time to time, students have opportunity to use technology to either plan, monitor, or evaluate an activity.</p>	<p>to select and modify technology tools to facilitate collaborative work.</p> <p>Students have opportunities to select and modify technology tools to assist them in the construction of understanding.</p> <p>Students have opportunities to select and modify technology tools to solve problems based on real-world issues.</p> <p>Students have opportunities to select and modify technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities.</p>	<p>across subject areas, students utilize technology tools to facilitate collaborative learning.</p> <p>Students utilize technology to make connections and construct understanding across disciplines and throughout the day.</p> <p>Students select appropriate technology tools to complete authentic tasks across disciplines.</p> <p>Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.</p>	<p>to collaborate with peers and experts irrespective of time zone or physical distances.</p> <p>Students use technology to construct, share, and publish knowledge to a worldwide audience.</p> <p>By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community.</p> <p>Students engage in ongoing metacognitive activities at a level that would be unattainable without the support of technology tools.</p>
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Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

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Evaluation of ICT Resources

The world wide web is like an endless network of information, ever-expanding and almost limitless. Electronic resources come in different forms like websites, WebQuests, blogs, social network sites, on-line courses, a wide range of tools, and so many forms of apps.

As a future teacher, one of the skills that will be most useful for you is the ability not only to search for information but to make decisions, as to which ones you will take and use and which ones you will put aside. Aim to develop your skills in evaluating internet resources. You will be able to choose the best resources that will help you attain your teaching-learning objectives.

Below is a set of criteria which you can use to evaluate resources:

1. Accuracy. The resource material comes from a reliable source and is accurate, free from error and is up-to-date.
2. Appropriateness. The resource is grade/level-appropriate. The 'content matches what is needed by the teacher.'
3. Clarity. The resource clearly addresses the instructional goals in mind.
4. Completeness. The content is complete. It has all the information needed to be able to use them.
5. Motivation. The resource is engaging and rewarding to learners. It will encourage the active participation of the learners.
6. Organization. The resource is logically sequenced. It clearly indicates which steps should be taken. The procedures or processes flow smoothly.

(Based on the work of Fitzgerald, Mary Ann, Lovin, Vicki, & Branch, Rober Maribe (2003). A Gateway to Educational Materials: An Evaluation of an Online Resource for Teachers and an Exploration of User Behaviors. Journal of Technology and Teacher Education. 11(1), 21-51).

Education 4.0

Shwab described the 4th wave of the industrial revolution. The unprecedented speed at which technology is evolving has disrupted many vital processes that involve how we run production, businesses and consequently how we teach and learn. **The following Technology trends have huge potential to transform the ways we teach and learn (UNESCO, 2018):**

1. **Open Educational Resources (OER).** OERs are materials that can be used for teaching and learning that do not require payment of royalties nor license fees. There is an abundance of OERs in the form of textbooks course materials, curriculum maps, streaming videos, multimedia apps, podcasts, and many others. They can have a significant impact on education as they are made available and easily accessible in the internet. Be sure to explore them to help you work on this episode.



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Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

2. Social Networks. Social networks have revolutionized the way we interact, learn about things and share information. Sites and apps such as Facebook, twitter, Instagram provide a virtual venue for teachers and learners to work together interact among themselves and with other classrooms locally and globally.

3. Mobile Technologies. Filipinos are one of the most active on the internet, and also one who sends the greatest number of text messages per day. This indicates the high number of mobile device users. These devices can also be used as a learning tool by allowing teachers and students more opportunities to learn inside and even outside the classroom.

4. The Internet of Things. IoT is a system of computing mechanisms that become built-in into many everyday things, that allow sending and receiving data through the internet. A lot of things have turned “smart.” We have smart cars that can navigate on its own. Smart houses that monitor temperature and light. Smart TVs that interface with the internet. Watches that send our vital signs to our doctors. All of these developments can influence the way we teach and learn.

5. Artificial Intelligence. Commonly, artificial intelligence is associated when computers or machine simulate thinking and behaviors of humans such as talking, learning and solving problems. Virtual assistants such as Siri, Alexa, Bixby and Google assistant are near samples of AI. Among others, uses of AI in education can be in the areas of gamification and adaptive instruction for learners with special needs.

6. Virtual Reality and Augmented Reality. VR is a simulation of an environment by a computer program that allows a person to visit and experience the environment virtually. In AR, images from computer programs interlay with the actual views of the real-word, resulting in an extended, expanded, or altered view of a real-world environment. In education, among others, VR and AR programs and apps allow more exciting ways of seeing and experiencing things that add to the motivation and engagement of learners.

7. Big Data. Through the billions of interactions and transactions are done electronically, and through the internet, an enormous amount of data is generated and stored. The challenge is how to make sense of this data, through analytics and research, possibly answer pertinent questions about how to make teaching and learning most effective.

8. Coding. Coding is a skill necessary to create computer software, apps, and websites. Today, there are learning programs that introduce coding activities as early as kindergarten. Robotics programs in the elementary and secondary programs introduce and hone the skills of young learners. Coding helps learners develop novel ways of exploring and trying out ideas, especially when done with problem or project-based learning approaches.



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

9. Ethics and privacy protection. We have repeatedly heard about how quickly technology is changing and impacting our lives. Through all this. It is crucial to ensure that human Values and principles govern or guide our use of technology. Ethical practices that protect the rights of every person need to be upheld.



Massive Open On-line Courses

Massive Open On-line Courses (MOOCs) are online courses open to a big group of people. Below is the basic information about MOOCs. Let us focus on each word:

Massive

- MOOCs are on-line courses designed for large number of participants, usually larger than the number of students that can fit a regular classroom. There can be hundreds or even be a thousand students or more.

Open

- There is mostly freedom of place, pace, and time.
- Courses can be accessed by anyone anywhere as long as they have internet connection.
- Courses are open to everyone without entry qualifications. Some courses are for free.

Online

- All aspects of the course are delivered online.

Course

The MOOC course offers a full course experience including:

- Educational content. May include video, audio, text, games, simulations, social media, and animation.
- Facilitation interaction among peers. Builds a learning community through opportunities to interact.
- Some interaction with the teacher or academic staff.



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FIELD STUDY

ON BECOMING A TEACHER

**Episode 11 Utilizing Teaching-Learning Resources and
ICT**

THE K TO 12 GRADING SYSTEM

- Activities/tasks, tests, including feedback. Participants are provided with some feedback mechanism. Can be automatically generated like quizzes, feedback from peers or the teacher.
- Some kind of (non-formal) recognition options. It includes some kind of recognition like badges or certificate of completion. A formal certificate is optional and most likely has to be paid for.
- A study guide/syllabus. This includes instructions as to how you may learn from the materials and interactions presented.

- Based on definition Massive Open Online Course v1.1 licensed under Creative Commons Attribution 4.0.

There are many MOOC providers like Edx, Coursera, Udacity, Udemy, Iversity. You will have a chance to explore them as you go through this episode.



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Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

OBSERVE, ANALYZE, REFLECT

Activity 11.1

Visiting the Learning Resource Center

Resource Teacher:	Sir Kim Paolo Armin A. Torcelino VI	Teacher's Signature:	
School:	CNSC College of Education Laboratory School	Grade/Year Level:	Grade 9
		Subject Area:	Science
		Date:	September 29, 2025

To realize the Intended Learning Outcomes, work through these steps:

1. Visit a school's Learning Resource Center. Look around and see what resources and facilities are available inside.
2. Ask the Learning Resource Center in-charge about how some equipment or facilities are used.
3. Make an inventory of its available resources and classify them according to their characteristics and functions.



As you visit and observe the Learning Resource Center, use the observation guide provided. Ask the assistance of the Center staff courteously.

An Observation Guide for a LEARNING RESOURCE CENTER

Read the following statements carefully before you observe.

1. Go around the Learning Resource Center.
2. Find out what learning resources are present.
3. Examine and describe how the materials are arranged and how they are classified. Are they free from dust and moisture? Are they arranged for easy access?
4. Read the guidelines/procedures for borrowing of materials. Are these guidelines/procedures posted are available for the users to refer to?
5. Familiarize yourself with the guidelines and procedures. Take photos of the center (if allowed).



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FIELD STUDY

ON BECOMING A TEACHER

**Episode 11 Utilizing Teaching-Learning Resources and
ICT**

THE K TO 12 GRADING SYSTEM

After you are through with your observation, classify the resources available that you believe? are most useful. Use the **activity form** provided for you.

Name of Center Observed: **Library**

Date of Observation: **September 29, 2025**

Name of Observer: **Rizza Joy A. Jane**

Program/Year/School: **BSEd Sciences 4 / CNSC College of Education Laboratory School**

List of Available Learning Resources

Available Learning Resources (Enumerate in Bullet Form)	Characteristics and Unique Capabilities	Teaching Approaches where the Resource is Most Useful
1. Print Resources <ul style="list-style-type: none">• Magazine• Newspaper• Books• Thesis• Pertinent Documents	<ul style="list-style-type: none">– Provides updated and visually engaging information on current trends and topics.– Delivers timely and factual reports about daily events and public issues.– Offers comprehensive and well-organized knowledge for deep learning and reference.– Presents original research that contributes new insights to a specific field of study.– Serves as primary sources that provide factual and first-hand information.	These are most useful for research-based and inquiry-based learning, as they provide detailed information, references and support for in-depth study and discussion.
2. Audio Resources <ul style="list-style-type: none">• Speaker• Smart TV	<ul style="list-style-type: none">– Enhances sound quality and ensures that audio materials are clearly heard by all learners.– Displays multimedia content with both visual and audio features, supporting interactive and engaging lessons.	These resources are most useful for audio-assisted and multimedia-based learning, as they enhance listening comprehension, engagement, and understanding through clear sound and interactive presentations.



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

3. Non-electronic Visual Resources <ul style="list-style-type: none">• Bulletin Board• Wall Display (e.g., signage)	<ul style="list-style-type: none">- Presents important information and student outputs in an organized and visually appealing way for easy classroom reference.- Enhances the learning environment by showcasing visual aids, charts, or posters that support lesson understanding.- Provides clear visual information and updates for library visitors.	Display items in the library help with visual learning and demonstration-based as they display key information, announcements, and concepts in a clear, organized, and easily visible format that supports understanding.
4. ICT Resources <ul style="list-style-type: none">• Internet/Wifi• Computers• Search engine such as STARBOOK by DOST, e-library, Gale, and IGPublishing	<ul style="list-style-type: none">- Provides quick access to online academic resources and research materials.- Allow students to search, type, and organize digital learning materials.- Serve as digital gateways to scholarly articles, e-books, and other academic resources available within the library.	These resources are most useful for research-based, inquiry-based, and multimedia learning, as they provide access to vast online databases, digital libraries, and interactive materials that support independent study and information gathering.

Impression about the LRC:

The Learning Resources Center (LRC) is a well-organized and highly functional facility that supports various learning needs. It provides a wide range of resources, including print materials like books and theses, audio-visual materials, non-electronic visual aids, and ICT resources, all of which are easily accessible and systematically arranged. The environment offers welcoming and is conducive to focused study and research, with quiet areas for individual learning and designated spaces for collaborative work. Importantly, the resources are not only comprehensive and reliable but also relevant to different teaching approaches, making it easier for students to engage in both independent and inquiry-based learning. Overall, the LRC demonstrates a strong commitment to supporting academic growth and enhancing the learning experience.

Name and Signature of Observer:

RIZZA JOY A. JANE

Name and Signature of the Learning Resource Center In-charge:

IRENE M. AREVALO, RL
College Librarian



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Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

ICT Competency Standards for Teachers (CHED Teacher Education Programs (2017)):



Are the Learning resources/materials arranged properly according to their functions and characteristics?

The learning resources and materials in the library are well-arranged according to their functions and characteristics, creating an organized and accessible environment. Print, audio, visual, and ICT resources are placed in designated areas that support their specific use, making it easier for students, faculty, and visitors to locate and utilize them. With a structured layout and a student-friendly atmosphere, the library provides a functional space that supports both independent study and collaborative learning.

Do the guidelines and procedures facilitate easy access to the materials by the teachers? Why? Why not?

Yes, the guidelines and procedures support easy access for teachers because they are clearly communicated, consistently followed, and designed to streamline the borrowing and usage process. This guarantees that everyone can access and it is convenient for both students and teachers.

What are the strengths of this Learning Resource Center?

One of the salient assets that I have noticed in the LRC is its ability to provide both teachers and students can access information conveniently and efficiently with a wide range of quality learning materials, including online resources and digital services that support academic teaching-learning. The LRC also offers a comfortable, accessible, and well-maintained environment that encourages focus and collaboration, with its quiet, air-conditioned space ideal for studying or group work. Another strong point of the LRC is its user-friendly system, which allows students to locate, borrow books, use computers, and return materials with ease. The presence of a reliable Wi-Fi connection also enhances research and digital learning, making it easier for students to gather updated information. Moreover, the library staff are approachable, knowledgeable, and always willing to guide students, which helps create a supportive and welcoming atmosphere. Overall, the LRC stands out as an essential facility that promotes academic excellence and provides a conducive environment for learning and discovery.

What are the weaknesses?



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Episode 11 Utilizing Teaching-Learning Resources and ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

The weaknesses that I observed are mostly related to the lack of accessible and updated learning resources. Some of the books and materials are already outdated, making it difficult for students to gather current information for their studies. The slow internet connection also adds to the problem, this often occurs when there are a lot of student using it simultaneously, affecting students, especially when they need to do research or do online activities. In addition, some of the books are kept or borrowed by teachers, so students cannot use them freely when they need reference, since there is no additional copy of the book. Lastly, there are also times when students are not allowed to enter during formal meetings and other event held in the LRC, which further limits student access to learning resources in time of their needs.

What suggestions can you make?

My suggestion is to regularly update the books and other learning materials in the LRC so students can access more current and reliable information. Improving the internet connection would also make online research smoother and more efficient. It would be helpful to promote awareness of the availability of resources and services so that more students can fully benefit from them.



1. Which of the materials in the Learning Resource Center caught your interest the most? Why?

The materials that caught my interest the most were the collection of magazines featuring notable alumni from our school. These magazines highlighted their experiences, memories, and academic accomplishments. Reading their stories inspired me because I could see firsthand the challenges they faced and the triumphs they achieved through perseverance and hard work. Another material that captivated me was the published work of current and past students in our school. Seeing their creativity, dedication, and unique perspectives made me appreciate the talent and effort within our own school community and motivated me to pursue my own goals with the same passion.

2. Which gadgets/materials are you already confident to use/operate?

Among the LRC resources present in the library, I am confident in using and operating both the computer and the printer since I have been familiar with these tools for a long time. I often use the computers in the library to browse the internet, conduct research, and manage files efficiently. Although I have not personally used the printer in the library, I own one at home, which has allowed me to gain experience in setting it up, printing documents, adjusting settings, and troubleshooting minor issues. I am comfortable using these tools as it allows me to work more efficiently, independently, and maximize the services offered by the LRC.



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FIELD STUDY

ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and ICT

THE K TO 12 GRADING SYSTEM

3. Which ones do you feel you need to learn more about?

Aside from operating basic ICT tools like the computer and printer, I know I still need to learn how to effectively integrate multimedia and digital platforms into my teaching. I want to explore how videos, interactive presentations, and online learning tools can enhance student engagement and support diverse learning needs. Strengthening this skill will help me create more dynamic lessons and make learning more inclusive.

OBSERVE, ANALYZE, REFLECT

Activity 11.2

Observing Technology Integration in the Classroom

Resource Teacher: Sir Kim Paolo Armin A.
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level:

Grade 9

Subject
Area:

Science

Date: September
29, 2025

To realize my Intended Learning Outcomes, I will work my way through these steps:

- Step 1. Observe a class for three meetings. Video-tape, if allowed.
- Step 2. Describe how technology was integrated in the lessons and how the students were involved.
- Step 3. Use the Technology Integration Matrix to analyze the technology integration done by the teacher.
- Step 4. Reflect on what you have learned.

OBSERVE



As you observe the class, use the observation sheets provided for you to document your observations.

Class Observation Guide

Read the following questions and instructions carefully before you observe.

1. What is the lesson about?
2. What visual aids/materials/learning resources is the teacher using?



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

3. Observe and take notes on how the teacher presents/uses the learning resources.
4. Closely observe the learners' response to the teacher's use of learning resources. Listen to their verbal responses. What do their responses indicate? Do their responses show attentiveness, eagerness, and understanding?
5. Focus on their non-verbal responses. Are they learning and are they showing their interest in the lesson and in the materials? Are they looking towards the direction of the teacher and the materials? Do their actions show attentiveness, eagerness, and understanding?

OBSERVATION SHEET NO. REPORT

Date of Observation September 29, 2025
School CNSC College of Education Laboratory School
Subject Science Topic Geological Time
Grade/Year Level Grade 9

The lesson I observed focused on the Geological Time Scale, where students learned to define and analyze geological time, understand its subdivisions, examine the sequence and duration of Earth's historical eras, and appreciate the immensity of Earth's history and the evolution of life. These objectives were clearly met by the end of the session, as students actively participated and showed understanding of the topic. The resource teacher facilitated the lesson using a variety of materials such as a PowerPoint presentation and videos. These learning resources were used effectively to explain concepts in an engaging way. I noticed that the resource teacher integrated all materials smoothly and aligned them with the instructional flow, making the discussion organized and easy to follow.

During the Engage phase, the resource teacher divided the class into small groups and provided each with a rope, board paper, and pens to represent their life timeline. What the student did is they marked specific years and illustrated important events in their lives, then attached them to the rope in order. The resource teacher used this activity to introduce the concept of chronological order. Afterward, the teacher connected it to the lesson, explaining how scientists arrange Earth's history in a similar way. The resource teacher made use of PowerPoint slides and videos, which helped him to discuss by showing visuals of different eras, diagrams, and the evolution of life on the different periods. Further, the resource teacher's approach encouraged active learning, collaboration, and engagement throughout the lesson and students visibly showed enthusiasm and participation during the group activity and discussions. They eagerly shared their thoughts, asked questions or raise the things they find confusing, and interacted positively with their peers. I also noticed that students maintained focus throughout the lesson while focusing on the presentation closely, nodding, raising their hand to answer, and taking notes. Where as, some students leaned



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY



UTILIZATION OF TEACHING AIDS FORM

Grade or year Level of Class Observed: Grade 9

Date of Observation: September 29, 2025

Subject Matter: Geologic Time

Brief Description of Teaching Approach used by the Teacher:

Based on my observation, the resource teacher primarily used a lecture-discussion approach supported by visual aids and electronic materials. During the lecture, the resource teacher explained the lesson by writing key terms on the whiteboard while presenting guided notes and visuals through a PowerPoint presentation, helping students better understand the concepts. From what I observed, the resources teacher;s approach is that he used a socratic method as the teacher asked thought-provoking questions that encouraged students to think critically and express their ideas. In addition, the resource teacher also uses a collaborative learning approach; this is evident when students were grouped to share insights and discuss their answers with their groupmates, allowing them to learn from one another. Overall, the combination of lecture-discussion, Socratic questioning, and collaborative learning made the lesson both structured and engaging, promoting active participation and encouraging deeper understanding.

Teaching Aids used (Enumerate in Bullet Form)	Strengths	Weaknesses	Appropriateness of the Teaching Aids used



FS1

FIELD STUDY

ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

<ul style="list-style-type: none">Powerpoint presentation (PPT)Video clipsWhiteboard	<ul style="list-style-type: none">-Allows the use of images, charts, links, and videos making the lesson interactive and interesting.-Slides can be easily updated, reused, and customized for different levels.-Captures students' attention through visuals and sound.-Helps learners understand abstract or complex topics better.-Makes the lesson more engaging and relatable.-Easy to use and accessible at any time.-Allows for flexibility in presenting and emphasizing key points.-Promotes interaction through note-taking and visual focus.	<ul style="list-style-type: none">-Too much text and slides can be overwhelming and confusing to the student.-Problem with the connector or device can disrupt the presentation.-Relying heavily on slides can reduce personal connection with the students.-May cause passive learning if not followed by discussion.-Requires stable internet/Wifi.-Limited interaction during viewing.-Once played, it cannot easily be reviewed or replayed for specific parts.-Limited space for writing.-Can be less engaging without visual variety.-May be hard to see from a distance.-Some writings are not quite visible because of old	<ul style="list-style-type: none">-PPT is an appropriate teaching aid because it combines text, images, charts, videos, and animations to support both teaching and learning. It helps to present information in a clear and organized way, making complex concepts easier to understand with support of other visual elements. Using visuals alongside explanations can engage students, maintain their attention, and cater to different learning styles.Appropriate for introducing or reinforcing lessons, especially when visualizing real-life processes or historical events like the Geologic Time Scale.It is effectively using a whiteboard for step-by-step explanations, highlighting key terms, and guiding learners during discussions and exercises, while also encouraging students to take notes.
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FIELD STUDY

ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

<ul style="list-style-type: none">• Visual Aids (e.g., Cartolina)	<ul style="list-style-type: none">-Engage students through sensory experience.-Useful even without technology in the classroom.-Low-cost and affordable-Attract students' attention, making lessons more interesting through its decoration, drawings, cut-outs, or printed materials.	<ul style="list-style-type: none">marks or stains on the board.-Limited space for information.-Time-consuming to prepare and design.-Not suitable for large classes.-Lacks interactivity compared to digital tools.-Easily get damaged or torn.	Cartolina is appropriate for classroom use, especially in lessons that require visual reinforcement. It works well for group presentations and classroom discussions where visual and creativity are encouraged. It is best suited for face-to-face settings where students can easily see and interact with the material.
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Use the Technology Integration Form to analyze the class you observed. Refer to the Technology Integration matrix on P. 4, In which level of technology integration do you think the teacher you observed operated? Why?

Based on my observation, Sir Kim operated at the entry level of technology integration. He used technology, such as a laptop and video clips, mainly to support content delivery and help students visualize lessons. While students participated in discussions and collaborative tasks, technology remained teacher-directed, serving primarily as a supplemental instructional aid rather than a tool for independent exploration.

Based on the Technology Integration Matrix, what is the characteristics of the learning environment in the class you observed? Point your observations that justify your answer.

Based on the Technology Integration Matrix, the learning environment observed was at the entry level. Students participated in discussions and group work, while technology use, such as PowerPoint, was primarily teacher-directed. Students mainly observed rather than used technology themselves. In addition, according to sir kim traditional materials like manila paper or cartolina were also occasionally used particularly during class reporting, showing sir kim used a combination of digital and non-digital tools in facilitating lesson..



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ON BECOMING A TEACHER

**Episode 11 Utilizing Teaching-Learning Resources and
ICT**

THE K TO 12 GRADING SYSTEM



1. Put yourself in place if the teacher. What would you do similarly and what would you do differently if you would teach the same lesson to the same group of students? Why?

If I were in the position of my resource teacher, teaching the same lesson, I would implement certain aspects in a similar manner, but I would also make specific modifications. In particular, I would enhance the use of technological tools by allowing students to utilize digital applications and tools, especially during presentations, to further develop their engagement, creativity, and proficiency in using technology as part of their learning. Moreover, I would introduce alternative teaching approaches, such as inquiry-based and experiential learning, to provide students with opportunities to actively explore and gain a solid understanding of the lesson.



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Episode 11 Utilizing Teaching-Learning Resources and
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THE K TO 12 GRADING SYSTEM

OBSERVE, ANALYZE, REFLECT

Activity 11.3

Exploring Education 4.0

Resource Teacher: Sir Kim Paolo Armin A.
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level:

Grade 9

Subject
Area:

Science

Date:

September
30, 2025

Class Observation Guide

Read the following statements carefully before you observe.

1. What is the lesson about? What are the teacher's objectives?

The lesson was all about Geological Time. At the end of the lesson, student were expected to:

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 subdivisions of the geologic time scale
5. appreciate the immensity of the geologic time and recognize that the Earth has a very long history

2. Note the important concepts that the teacher is emphasizing.

- Chronological order as a foundational concept in studying Earth's history.
- Identification and description of the subdivisions: eons, eras, periods and epochs.
- Evolution of life forms across different eras, emphasizing how organisms developed and diversified over time. such as single-celled organisms, trilobites, early land plants, reptiles, fish, whales, dinosaurs, mammals, humans, birds and their role in the progression of life.

3. Note the skills that the teacher is developing in the learners.

- Using brace maps to classify and organize the subdivisions of the geologic time scale
- Creating pie charts to represent the proportional duration of each geologic era.



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Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY



Analyzing the information, you got from observing the class, surf the internet to select electronic resources, including OERs, social networking sites, and apps with virtual or augmented reality that will be useful in teaching the same lesson. Evaluate the resources you found, using the set of criteria discussed in the Revisit the Learning Essentials part of this Episode. Use the form below to note your analysis and evaluation.

Electronic Resources Evaluation Form

Grade/Year Level	Grade 9							
Subject Matter or Topic (Based on the class you observed)		Geologic Time						
Name and Type of Electronic Resources	Describe the electronic resource (include author/publisher/source)	Put a check if the resource satisfies the criterion.						
		A cc ur ate	A p p r o pri ate	A c cur ate	C o m p r e a r	M o t i v e t e	O r g a n i z e d	
Microsoft Powerpoint developed and published by Microsoft Corporation.	PowerPoint is a presentation software that allows you to create slides that combine text, images, charts, links, videos, and animations. It helps teachers organize lesson content in a structured and visual way, making complex concepts easier to understand. It is widely used for lectures, student	✓	✓	✓	✓	✓	✓	I would use Microsoft PowerPoint to organize my lesson visually, presenting key concepts, definitions, and examples in a clear sequence. I could include images, diagrams, games, animations, and short videos related to the lesson to help students to visualize and understand difficult concepts.



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Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

	presentations, and interactive lessons.							
Video clip (YouTube) developed and owned by Google LLC.	A short video clip from YouTube, an educational channel that explained the lesson in a simple and engaging way. The video provided clear visuals and narration, which supported both visual and auditory learners by helping them see and hear the concepts being discussed more clearly.	✓	✓	✓	✓	✓	✓	I would use the video clip to introduce the lesson and capture the students' attention while sparking their curiosity about the topic. It can also be shown during the discussion to visually demonstrate key concepts and present real-life examples that support deeper understanding. The video makes the lesson easier to follow since it serves as a supplementary learning material with clear animation and narration. After watching, students can share what they learned or connect the content to the topic.



1. Describe your experience in surfing the internet for appropriate electronic resources for the class? What made is easy? Difficult?

My experience in surfing the internet for appropriate electronic resources for the class was productive and engaging. I often used mobile device to find and access PowerPoint presentations and educational videos.. It was easy because both resources helped me understand the topic more clearly through visual and interactive elements. Using PowerPoint allowed me to access key points and organize information effectively with various features such as text, images, and animations without any lag. Meanwhile, I used YouTube to find ready-made educational video clips related to the topic, which helped me choose materials that were informative and suitable for class use. However, it became difficult when some resources were inaccessible, contained lengthy content, were unreliable, or were not directly related to the topic, and the slow internet connection sometimes delayed my work.



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

2. How did you choose which electronic resources to include here? What did you consider? Explain. Which of the new trends in Education 4.0 would you like to explore more for your work as a teacher? Why?

In choosing electronic resources to include, I considered their relevance, reliability, and accessibility. I selected resources that were directly connected to the lesson objectives, subject matter, and provided accurate, timely information. I also made sure that the materials were easy to access and user-friendly for both teachers and students. For instance, I used PowerPoint for visual presentations, YouTube videos for visual demonstrations, and Google Scholar for credible references.

Among the new trends in Education 4.0, I would like to explore and enhance my understanding in Artificial Intelligence (AI) in education. With the aid of AI it can help to create an adaptive learning environment where I can easily personalize learning experiences, assess student performance efficiently, and provide instant feedback. In addition to that, I would like to learn how to embed AI in different educational tools like Google Workspace, Microsoft, and other platforms to enrich my teaching strategies and align with the demands of 21st-century education. It also allows teachers to focus more on guiding students while technology supports their learning progress.

3. Reflect on your technology skills. What skills do you already have, and what skills would you continue to work on to be better at utilizing education 4.0 resources?

Reflecting on my technology skills, I can say that I already have a solid ability in using common digital tools that I have already applied in the past. I am confident in creating PowerPoint presentations, designing visual materials using Microsoft and Canva, and managing online tasks through Google Workspace tools like Docs, Excel, Slides, and Drive. I also know how to use video resources such as YouTube to supplement lessons and make discussions more engaging. Additionally, I'm also elevating my skills in editing videos, designing websites, and using various educational resources. These skills help me integrate technology effectively in class and improve student participation.

I would like to continue improving my skills, especially in integrating advanced technologies like AI tools, data-driven platforms, and interactive applications in my teaching to create a more engaging, personalized, and adaptive learning environment. To do so, I often attend online webinars about the integration of AI and ICT in education, and I also enhance my skills in using Microsoft in particular. Moreover, attending these webinars helps me to solidify my understanding of using tools that are beneficial to elevate my skills. By doing so, I can better adapt to the demands of Education 4.0 and provide students with innovative, meaningful, and transformative ways to learn.



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FIELD STUDY

ON BECOMING A TEACHER

**Episode 11 Utilizing Teaching-Learning Resources and
ICT**

THE K TO 12 GRADING SYSTEM

OBSERVE, ANALYZE, REFLECT

Activity 11.4

Professional Development Through MOOCs

Resource Teacher: Sir Kim Paolo Armin E.
Torcelino VI

Teacher's Signature:

School: CNSC College of
Education
Laboratory School

Grade/Year
Level: Grade 9

Subject
Area: Science

Date: September
30, 2025

OBSERVE



To realize my **Intended Learning Outcomes**, I will work my way through these steps.

Step 1: Review the seven domains of PPST and identify competencies I like to develop more.

Step 2: Visit sites of MOOC providers and explore the courses offered that are relevant - to PPST domains I want to work on.

Step 3: Reflect on how I can continue developing my skills through MOOCs.

OBSERVE



1. Get a copy of the PPST and go over the competencies.

2. On the second column, write the competencies you like to work on.

3. Search for MOOCs in the internet which are relevant to the competencies you identified. You may try these sites:

- <http://www.teachthought.com/technology/list-75-moocs-teachers-students/>
- http://www.educationworld.com/a_curr/moocs-best-teachers-free-online-courses.html
- <http://www.forbes.com/sites/skollworldforum/2013/06/10/moocs-forteachers-learners-too/>
- <https://www.mooc-list.com/categories/teacher-professional-development>



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

- <http://ww2.kqed.org/mindshift/2013/04/30/new-online-teacher-training-programjoins-mooc-madness/>

4. Indicate the MOOC provider. You might need to create an account in the different MOOC providers to explore their MOOCs.

PPST Domain	Competencies I want to work on	MOOC related to the competency/ies (Include a short description)	MOOC Provider
1. Content Knowledge and Pedagogy	Strategies for promoting literacy and numeracy	<p>Course Title: Literacy Teaching and Learning: Aims, Approaches and Pedagogies</p> <p>This course explores the evolving social context of literacy education and introduces a range of pedagogical approaches, including didactic, authentic, functional, and critical methods. Grounded in a Multiliteracies framework, the course expands the definition of literacy to include multimodal communication and cultural diversity. Learners engage in experiential, conceptual, analytical, and critical activities that challenge traditional views of literacy and promote inclusive, student-centered instruction.</p>	Coursera
2. The Learning Environment	Management of learner behavior	<p>Course Title: Managing Student Behaviour - The Essentials</p> <p>This course introduces foundational strategies for managing student behavior effectively across diverse classroom settings. It explores how classroom dynamics influence behavior and offers practical techniques to foster a positive, learning-focused environment. Educators learn to identify behavioral patterns, apply constructive discipline, and build a repertoire of strategies to handle a wide range of classroom scenarios.</p>	Udemy
3. Diversity of Learners	Learners' linguistic, cultural, socio-economic and	<p>Course Title: Negotiating Learner Differences: Towards Productive Diversity in Learning</p>	Coursera



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FIELD STUDY

ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

	religious backgrounds	This course offers a deep exploration of learner diversity across material, corporeal, and symbolic dimensions—including class, race, gender, language, and ability. It introduces socio-cultural theories of difference and examines how educational institutions and classroom practices can respond to diverse learner needs. Emphasizing the role of technology in inclusive education, the course highlights strategies such as Universal Design for Learning (UDL), differentiated instruction, and adaptive learning environments. Through reflective inquiry and practical frameworks, it equips educators to design responsive, personalized learning experiences that honor each student's identity and potential.	
4. Curriculum and Planning	Learning outcomes aligned with learning competencies	<p>Course Title: Outcome-Based Education (OBE) & Academic Quality Assurance</p> <p>This master's course equips educators with the tools and frameworks to elevate teaching quality through Outcome-Based Education (OBE) and Academic Quality Assurance. It covers key learning taxonomies such as Bloom's and SOLO, and introduces strategies for aligning curriculum, instruction, and assessment with clearly defined learning outcomes. Educators explore global standards, quality indicators, and continuous improvement models to foster excellence in student achievement. The course also emphasizes constructive alignment, student-centered learning, and effective feedback mechanisms—making it highly relevant for classroom structure, activity planning, and behavior-focused instruction.</p>	Udemy



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FIELD STUDY

ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and ICT

THE K TO 12 GRADING SYSTEM

5. Assessing and Reporting	Design, selection, organization and utilization of assessment strategies	<p>Course Title: <i>Introduction to Data Wise: A Collaborative Process to Improve Learning & Teaching</i></p> <p>This course introduces educators to the Data Wise Improvement Process, an eight-step framework developed by the Harvard Graduate School of Education to help schools use assessment data effectively. It emphasizes collaborative inquiry, reflective practice, and disciplined decision-making to improve teaching and learning. Through this course, educators learn how to interpret diverse data sources—such as test scores, student work, and teaching observations—and use them to guide instructional planning and school-wide improvement.</p>	edX
6. Community Linkages and Professional Engagement	Engagement of parents and the wider school community in the educative process	<p>Course Title: <i>Foundations of Teaching for Learning: Developing Relationships</i></p> <p>This course emphasizes the foundational role of relationships in effective teaching and learning. It explores how positive teacher-student relationships enhance student engagement, ethical conduct, and classroom management. Learners examine the psychological and behavioral dynamics that shape classroom interactions, including habit formation, mindset development, and the ethical responsibilities of educators. Additionally, the course also highlights the importance of collaboration with colleagues, school leaders, families, and the wider community to support holistic student success.</p>	Cousera
7. Personal Growth and Professional Development	Professional reflection and learning to improve practice	<p>Course Title: <i>Foundations of Teaching for Learning Capstone: The Reflective Practitioner</i></p> <p>This capstone course is designed to deepen educators' understanding of reflective practice as a core professional</p>	Coursera



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FIELD STUDY

ON BECOMING A TEACHER

**Episode 11 Utilizing Teaching-Learning Resources and
ICT**

THE K TO 12 GRADING SYSTEM

		<p>responsibility. It revisits key pedagogical concepts and challenges learners to critically evaluate their teaching decisions, classroom interactions, and instructional strategies. Through four structured modules—Introduction and Review, Practical Task Creation, Evaluation, and Reflection-on-Action—participants engage in self-assessment, peer review, and lesson planning tasks that foster growth-mindedness and instructional refinement. It supports educators in articulating their teaching philosophy, analyzing the impact of their practice, and setting actionable goals for professional development.</p>	
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From among the MOOCs you explored, pick at least three which you believe are the most appropriate for you. Describe the MOOCs below.

1. MOOC Title: [Negotiating Learner Differences: Towards Productive Diversity in Learning](#)

Provider: University of Glasgow | Coursera

Objective of the MOOC:

- Investigate material, corporeal, and symbolic dimensions of learner diversity
- Explore how educational technologies can support inclusive and customized learning
- Understand the role of universal design and differentiated instruction in diverse classrooms
- Apply inclusive strategies to promote productive diversity in learning environments

Content Outline:

Module 1: Diversity in US Education and Differences in Theory

Module 2: Should Education be a Right?

Module 3: Postcolonial Theory and Education + The Inclusive School

Module 4: Application of inclusive strategies and technologies

Why did you Pick this MOOC:

I choose this course or MOOC because it offers necessary things that enrich my understanding on how to respond and operate diverse learners with appropriate resources. With this course in mind, this course equips me with inclusive teaching strategies that align with the Philippine Professional Standards for Teachers (PPST), especially in designing adaptive, differentiated, and promoting



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

student-centered learning environments. It also enhances my ability to support SPED learners and promote equity in the classroom. Through integrating global perspectives on diversity and inclusion, this MOOC strengthens my teaching philosophy and supports my documentation for DepEd credentialing.

2. MOOC Title: **Foundations of Teaching for Learning: Developing Relationships**

Provider: Commonwealth Education Trust | Coursera

Objective of the MOOC:

- Strengthen teaching skills across diverse educational contexts
- Foster positive teacher-student relationships to support learning
- Build collaborative relationships with colleagues and school leaders
- Engage families and communities in the educational process
- Recognize and respond to social, cultural, and values-based diversity in schools

Content Outline:

Module 1: The importance of relationships for educational settings

Module 2: Developing positive teacher-student relationships

Module 3: Working with your colleagues and school leaders

Module 4: The importance of parent involvement for student success

Module 5: It takes a whole village to educate a child: Working with your community

Module 6: Recognising diversity: Social, Cultural and Values differences in the schoolStrengthen teaching skills across diverse educational contexts

Why did you Pick this MOOC:

Selecting this course because I deeply resonate with the idea of partnership and building meaningful relationships within the school and the wider community. As an aspiring educator, I believe that learning thrives when teachers, families, and communities work together toward a shared goal and betterment of education. This course affirms my belief in the old proverb, "It takes a whole village to raise a child," which I embed in my teaching philosophy and core values.. It equips me with strategies to foster trust, collaboration, and empathy, not only with students, but also with colleagues, parents, and local stakeholders. By strengthening my relational skills, I am better prepared to create inclusive, culturally responsive learning environments that reflect the values and needs of the community I serve.

3. MOOC Title: **Foundations of Teaching for Learning Capstone: The Reflective Practitioner**

Provider: Commonwealth Education Trust | Coursera

Objective of the MOOC:



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ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

FIELD STUDY

- Deepen and broaden professional teaching expertise through reflective practice
- Revisit and apply knowledge from previous eight courses in the specialization
- Engage in practical tasks and assessments to consolidate learning
- Cultivate growth-mindedness and awareness of continuous professional development
- Strengthen capacity for constructive feedback, lesson planning, and curriculum design

Content Outline:

Module 1: Introduction and Review phase

Module 2: Practical Task Creation

Module 3: Evaluation phase

Module 4: Reflection-on-action phase

Why did you Pick this MOOC:

Reflection is an important part of becoming a better and more responsive educator. It helped me bring and exhaust everything I've learned from my previous courses and encouraged me to think more deeply about my teaching choices and philosophy. I've realized that true growth happens when we take time to reflect on our experiences, allowing us to recognize the areas that need to be strengthened and improved. This course not only deepened my understanding of reflective practice but also guided me in aligning my teaching approaches with DepEd standards. It helped me develop greater self-awareness, refine my professional skills, and strengthen my confidence to become a more effective and future-ready educator.



1. How can MOOCs help you in your future career as a professional teacher and as a lifelong learner?

MOOCs can really help me grow as a future teacher and as a lifelong learner. They give me the chance to learn from experts and professionals all around the world, explore new teaching pedagogy, and discover different strategies that I can apply in the classroom. What I like about the course offered is they are variety of topics to choose from, yet not at a charge. Importantly, I can study at my own pace and choose topics that truly resonate with me or that I know will help me improve and elevate my mastery in my field and skills. Through MOOCs, I can keep updating my knowledge, stay connected with global trends in education, and continue learning even beyond formal schooling. I believe this will help me become a more flexible, creative, and effective teacher in the future.

2. What did you learn from the way the providers use technology to teach in the MOOCs?



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FIELD STUDY

ON BECOMING A TEACHER

Episode 11 Utilizing Teaching-Learning Resources and
ICT

THE K TO 12 GRADING SYSTEM

I've learned how powerful and transformative education is nowadays. The MOOC offers a flexible and innovative way of meaningful learning through digital tools, allowing me access and enroll with ease and learn anytime and anywhere. They offer massive and open courses providing lecture videos, interactive activities, discussion forums, feedback, and quizzes to keep everyone engaged and motivated. Importantly, it offers a valuable learning experience that equips me with the profound knowledge and skills needed to adapt to modern teaching practices. It also helps me solidify my understanding of how to effectively use technology to make lessons more engaging and accessible for students.

3. How will you prepare yourself for MOOCs, as a learner, and as a teacher who may someday teach a MOOC?

As a learner, I will prepare for MOOCs by setting my vision board and highlighting the important lessons I want to learn from. This vision board includes my goal and managing my time wisely so I can finish lessons without feeling overwhelmed and procrastinating. I'll make it a habit to take notes, watch videos attentively, and participate in discussions and peer feedback to gain insights from others. I also plan to apply what I learn by creating simple outputs, like digital materials, that I can actually use in the classroom someday. Most importantly, I'll take time to reflect after each course so I can see how my learning connects to my growth as a future teacher. As a future teacher who may teach a MOOC someday, I'll prepare by learning how to design engaging and easy-to-follow lessons using different online tools. I want to create content that is both informative and enjoyable to learn from, with videos, activities, and real-life examples. I'll also focus on making my materials inclusive and accessible for all learners.



SHOW Your Learning Artifacts

1. Include here pictures/illustration of the materials used by the teacher. Put your comments/ annotations about what you observed.



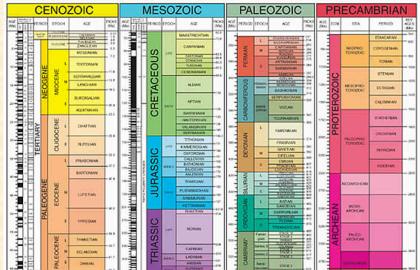
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THE K TO 12 GRADING SYSTEM

FIELD STUDY

Pictures of the Materials	Comments
 The resource teacher used PowerPoint to present the lesson in a clear and organized way. The slides included short texts, relevant pictures, and colorful diagrams that made it easier for the students to follow and understand the topic. The transitions and visuals also made the discussion more engaging and helped keep the students' attention throughout the lesson.	<p>The resource teacher used PowerPoint to present the lesson in a clear and organized way. The slides included short texts, relevant pictures, and colorful diagrams that made it easier for the students to follow and understand the topic. The transitions and visuals also made the discussion more engaging and helped keep the students' attention throughout the lesson.</p>
<p>Divisions of Geologic Time</p> <ul style="list-style-type: none">Eras are subdivided into periods...periods are subdivided into epochs. <p>Era ↓ Period ↓ Epoch $E + P = EP$</p>  The resource teacher used PowerPoint to present the lesson in a clear and organized way. The slides included short texts, relevant pictures, and colorful diagrams that made it easier for the students to follow and understand the topic. The transitions and visuals also made the discussion more engaging and helped keep the students' attention throughout the lesson.	<p>The resource teacher used PowerPoint to present the lesson in a clear and organized way. The slides included short texts, relevant pictures, and colorful diagrams that made it easier for the students to follow and understand the topic. The transitions and visuals also made the discussion more engaging and helped keep the students' attention throughout the lesson.</p>
<p>FOUR Eras...</p> <ul style="list-style-type: none">PRE-CAMBRIAN – 88% of earth's historyPaleozoic (ancient life)<ul style="list-style-type: none">– 544 million years ago...lasted 300 million yrsMesozoic (middle life)<ul style="list-style-type: none">– 245 million years ago...lasted 180 million yrsCenozoic (recent life)<ul style="list-style-type: none">– 65 million years ago...continues through present day	



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And the vast stretches of time that are covered
by the history of life can be hard for us

A Brief History of Geologic Time



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...

The resource teacher used a YouTube video to support the lesson and make the topic easier to understand. The video included clear explanations and comprehensive visuals that helped capture the students' attention. It also supported different learning styles, allowing students to see and hear the content, which made the lesson more easier to grasp and interactive.

2. Visit www.teachology.com or other teacher resource websites. Print useful instructional materials (worksheets, visual aids, flashcards, rubrics, etc.) and include them here. Indicate how they might be useful considering your major or area of specialization.

Instructional Materials

These worksheets, which I acquired from educational sources, are essential for simplifying complex scientific concepts and making them accessible to the student. These materials transform the abstract chronological timeline of different periods into a tangible learning experience, catering to different learning styles and diversity in the classroom, while developing their critical thinking, hypothesis construction, and analytical skills, which are fundamental skills that need to be developed at their grade level. This hands-on activity worksheet is aligned with the exploration phase of the instructional model, where students are actively investigating and building understanding through direct engagement. Ultimately, these worksheets not only support content mastery but also foster scientific inquiry, curiosity, and deeper comprehension, making learning both meaningful and enjoyable.



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THE K TO 12 GRADING SYSTEM

Name _____	Date _____	Class _____
LAB  2 Laboratory Activity		

Looking at the Geologic Time Scale

As you have learned, Earth's history can be divided in geologic time segments called eras, periods, and epochs. These time periods are useful for placing events such as the disappearance of the dinosaurs and the appearance of humans in perspective relative to the history of life on Earth. The Paleozoic Era, for example, is divided into eight periods. The first three periods appear to have been developing quite slowly, whereas later eras saw enormous changes over relatively short segments of geologic time. In this Laboratory Activity you will compare and contrast various segments of Earth's history by constructing a geologic time line.

Strategy

You will make a graph to compare the durations of Earth's geologic eras. You will measure and construct a time line that shows Earth's geologic eras. You will identify time relationships among events in Earth's geologic history. You will record and illustrate significant events during the Mesozoic and Cenozoic Eras on a time line.

Materials

4–4.5 m of adding machine tape
meter stick
colored pencils

Procedure

Part A

- Figure 1 shows approximately how long ago each major division of Earth's geologic time scale began. Use the information to calculate how long each of these divisions last. Refer to the information in the last column of Figure 1.
- Using that information, make a bar graph on the grid in the Data and Observations section to show how long each division lasted.

Part B

- You will use a piece of adding machine tape to make a geologic time line. Distance will represent time, with 1 cm representing 10 million years.
- Using the meter stick, draw a straight line through the middle of the tape from one end to the other.
- Starting at the left end of the tape, measure a distance that represents the length of Precambrian Time. Refer back to the time duration you calculated in Figure 1. Make a vertical line at the correct point.
- To the left of that line label the division on your time line *Precambrian Time*.
- From that vertical line, measure a distance that represents the length of the Paleozoic Era. Refer back to the time duration you calculated in Figure 1. Make a vertical line at the correct point. To the left of that line, label the division on your time line *Paleozoic Era*.
- Repeat step 6 for the Mesozoic Era and the Cenozoic Era.
- Lighten each division on your time line a different color.
- Divide the Mesozoic Era and the Cenozoic Era into the Periods and Epochs shown in Figure 2.
- Then, using information from your text (such as the mass extinction) and the additional information in Figure 2, mark in the periods and epochs on your time line for significant events that occurred during the Mesozoic and Paleozoic Eras. Illustrate each of these events with a small drawing.

Geologic Time 11

Hands-On Activities

Laboratory Activity 2 (continued)

Data and Observations

Figure 1

Major geologic time division	When time division began	Length of time division lasted
Precambrian time	4.0 billion years ago	
Paleozoic era	544 million years ago	
Mesozoic era	245 million years ago	
Cenozoic era	65 million years ago	

Figure 2

Division	Time period (millions of years ago)	Event(s)
Triassic period	248–213	breakup of Pangaea
Jurassic period	213–145	first birds
Cretaceous period	145–65	Rocky Mountains form; first flowering plants
Paleocene epoch	65–55.5	first hooved mammals
Eocene epoch	55.5–33.7	first whale
Oligocene epoch	33.7–23.8	early formation of European Alps
Miocene epoch	23.8–5.3	first dogs and bears
Pliocene epoch	5.3–1.8	first ice Age; first hominids
Pleistocene epoch	1.8–0.008	modern humans
Holocene epoch	0.0008–present	Sea levels rose as climate warmed; first civilizations

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12 Geologic Time

Hands-On Activities

Laboratory Activity 2 (continued)

Questions and Conclusions

- Based on your graph in Part A, which time division is the longest? The shortest?
- About how many times longer than the Mesozoic Era was the Paleozoic Era?
- In which era do you live today? In which epoch?
- About how many times longer than modern humans have hooved mammals lived on Earth?
- What problems did you have in constructing and illustrating your time line? Why did you have those problems?

Strategy Check

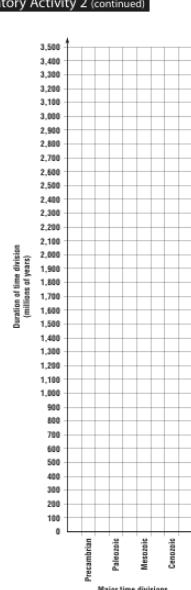
- Can you make a graph to compare the durations of Earth's geologic eras?
- Can you measure and construct a time line that shows Earth's geologic eras?
- Can you identify time relationships among events in Earth's geologic history?
- Can you record and illustrate significant events during the Mesozoic and Cenozoic Eras on a time line?

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Geologic Time 13

14 Geologic Time

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THE K TO 12 GRADING SYSTEM

3. Visit www.edudemic.com/50-educationtechnology-tools-every-teacher-should-know-about/

Explore and enjoy the fantastic education tools. Try them out. Describe what you discovered and share how these tools can be helpful to you as a teacher.

Exploring various educational technology tools, I discovered a wide range of platforms that can significantly enhance both teaching and learning. Some platforms like Google Docs, Quizlet, Quora, Prezi, and TED-Ed and more are tools I already use in my studies and have applied in my teaching practice. As a future teacher, I want to provide my students with the best support possible, and these resources are a great way to engage them, address different learning styles, and make lessons more interactive and meaningful. For example, Socrative allows me to create interactive quizzes that give instant feedback, track progress, and make assessments more engaging through gamified features. This helps me monitor student understanding in real time and adjust my instruction according to their needs. I also discovered Teachers Pay Teachers and Schoology, collaborative platforms where teachers and students can share digital space and access instructional materials. These tools provide ready-to-use, high-quality resources that I can adapt for different learners, including those who need visual, auditory, or hands-on support.

Another interesting tool is Creaza, which enables me to create and animate characters—perfect for visual and kinesthetic learners. Similarly, Funbrain and Kerpoof make learning fun and interactive, supporting critical thinking, problem-solving, and collaboration while motivating students to engage with the material. I also explored Animoto and Educreations, which allow teachers to create multimedia lessons and animations. These tools are especially helpful for SPED learners or students who struggle with traditional instruction because they present information visually and step by step, making complex concepts easier to understand. As a future teacher, these tools can help me reach all learners, plan and deliver lessons, provide immediate feedback, encourage creativity, and foster a more inclusive classroom. I'm still exploring other tools and platforms, and I know that staying open to new technologies will allow me to continually improve my teaching and create dynamic learning experiences for my students.

4. Visit edtechteacher.org. This is a treasure box for you. Explore and share what you learned.

Upon exploring the site, I learned a lot about practical ways to integrate technology and essential tools that will assist me in elevating my teaching. The platform offers workshops, courses, and articles that showed me how to apply tools like AI in the modern classroom through personalized coaching. Ultimately, EdTechTeacher has an eye opener for future teacher who aim to provide a meaningful ways of designing a lesson plan and classroom that is inclusive, conducive, and student-centered lessons that genuinely engage learners.

5. Paste an article about an example of technology gadget/material that you want to learn more about. How can this gadget/material be useful in instruction/teaching?



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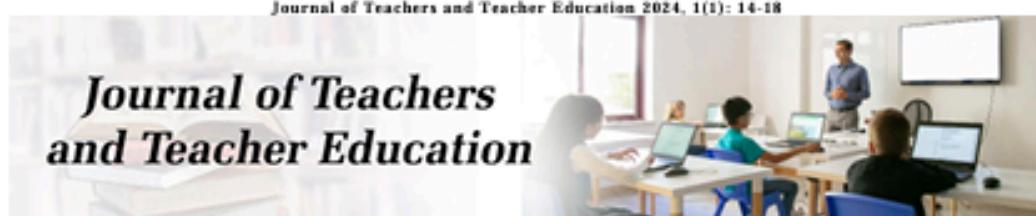
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From chalkboards to smartboards: The role of pedagogical innovation in enhancing student engagement

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Abstract

The shift from traditional chalkboard-based instruction to interactive smartboard-enhanced classrooms marks a significant transformation in educational pedagogy. This paper explores the impact of pedagogical innovation on student engagement, emphasizing the evolution from passive to active learning environments. Through a comprehensive review of current literature, case studies from primary and secondary schools, and an empirical survey involving 500 students and 100 teachers across four countries, the study evaluates how smart technologies influence attention span, participation, academic performance, and overall enthusiasm for learning. The findings indicate that smartboards, when integrated with learner-centered pedagogies, significantly enhance student engagement, particularly in STEM and language subjects. Challenges related to training, cost, and digital literacy are discussed, and recommendations for future classroom innovation are provided.

Keywords: Recommendations, training, cost, and digital literacy, student engagement

Introduction

The classroom, once defined by rows of desks facing a blackboard, has undergone a profound metamorphosis in the past two decades. The integration of digital technologies in education has shifted pedagogical paradigms, from teacher-centered instruction to student-centered learning experiences. Among the most visible symbols of this transformation is the replacement of chalkboards with smartboards: interactive whiteboards that allow dynamic presentations, multimedia integration, and real-time student interaction.

This transition aligns with the global emphasis on 21st century skills, where engagement, collaboration, critical thinking, and digital fluency are considered crucial learning outcomes. Traditional methods, while structured and predictable, often limited student interaction and failed to address diverse learning styles. In contrast, smartboards offer a multisensory platform that caters to visual, auditory, and kinesthetic learners simultaneously.

Despite the proliferation of smartboard technology in schools, there remains a gap in understanding its pedagogical implications particularly its role in fostering student engagement. Engagement is not merely about student behavior; it encompasses cognitive involvement, emotional investment, and motivational readiness. This paper explores how the adoption of smartboards and associated pedagogical innovations has impacted student engagement, analyzing both opportunities and challenges.

Main Objective

The main objective of this paper is to critically examine how pedagogical innovation, particularly the transition from traditional chalkboards to modern smartboards, influences student engagement in secondary classrooms. It aims to explore the extent to which smartboard integration enhances behavioral, emotional, and cognitive engagement among learners, while also evaluating the role of teachers in facilitating this shift. The study further seeks to assess the practical implementation of smartboard technology within the educational context of a semi-urban Bangladeshi town, identifying both the opportunities it presents and the challenges it entails for sustainable and inclusive classroom transformation.

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**Episode 11 Utilizing Teaching-Learning Resources and
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I find the use of a Smartboard very useful in enhancing and empowering 21st-century education, making learning more adaptive and transformative. What I appreciate most about it is how it allows both teachers and students to write, draw, and move elements on the screen, creating a hands-on learning experience that makes lessons easier to follow and more engaging while helping the teacher guide students more effectively, especially in explaining complex ideas. Instead of just watching the teacher write on a regular board, we get to see videos, animations, and even play educational games right on the screen, which makes learning exciting, interactive and appeals to different learning styles. Ultimately, using it in the classroom shifts education from the traditional chalkboard or blackboard approach to a more dynamic and meaningful learning environment, where technology transforms teaching into an engaging experience that encourages collaboration and keeps students actively involved throughout the learning process.



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THE K TO 12 GRADING SYSTEM



Evaluate Your Work Task Field Study 1, Episode 11 – Utilizing Teaching-Learning Resources and ICT Learning Outcome:

- Identify and classify learning resource materials in the multi-media center;
- Show skills in the positive use of ICT to facilitate the teaching-learning process (PPST 1.3.1);
- Show skills in the evaluation, selection, development, and use of a variety learning resources, including ICT to address learning goals (PPST 4.5.1);
- Analyze the level of technology integration in the classroom; and
- Demonstrate motivation to utilize ICT for professional development goals based on the PPST (PPST 7.5.1).

Name of FS Student: Rizza Joy A. Jane
Year & Section: 4th year Block A

Date Submitted: October 18, 2025
Program: 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 was 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



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SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days after the deadline
Comment/s				
SCORE	24	23-22	21 - 20	19 - 18
GRADE	1.0	1.25	1.5	1.75
	99	96	93	90
			87	84
				81
				78
				75
				72
				71-Below

KIM PAOLO ARMIN A. TORCELINO VI

Signature of FS Teacher above Printed Name

September 30, 2025

Date