



2E-EDUC 3 – PRINCIPLES AND METHODS OF TEACHING

AY 2025-2026 Term 1

Worksheet 2 - Definition, Types of Curriculum, Role of Teacher as Curricularist and PPST Competency Domain 4

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A1. My ACROSTICS for Important Educational Terms. Think of an idea or an educational term for each letter that relates to your initial personal understanding of the following terms. Be creative. You may present in prose/poetry, etc.

CURRICULUM

C= Challenging

U= unfair

R= realities that

R= reinforce

I= individual

C= consciousness

U= upon

L= labor

U= union

M= mandates

Even though I find this acrostics funny (especially the last 3 letters as it felt forced), I have built the belief that curriculum can be used a tool for the ruling class to impose their interests on the working class. Coming from PUP Sta. Mesa where it has many faculty members who had Marxist upbringing, I learned to frame curriculum itself as a tool that can be manipulated to serve the interests of the bourgeois rather than the recipients of the curriculum, which are supposed to be the learners.

If a curriculum of a given program fails to provide graduates with the needed competencies for today's labor market, then education is merely a way for the state to profit from the masses. I've heard from my former Computer Science and Information Technology students that despite the high demand for their fields, they feel under-equipped with the basic competencies needed for their jobs. I have even read threads on Reddit that some universities offer an outdated curriculum on Information Technology as some of the things they learn are not used in today's field of IT. This shows that the curriculum is not sensitive to the needs of

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the economy and has displaced many of them into the BPO sector. While some are paid well, they feel they've wasted their college education. I've also seen stories on social media about people who spent a fortune on STEM degrees only to find work in unrelated fields with barely decent pay. Now, it felt like opting for a TESDA certification is now a practical way to earn a good living instead of a college degree (at least to my student's experiences).

Ultimately, a curriculum should not simply serve the selfish interests of the upper class, but should empower learners to improve their human condition and spearhead social change. The education of a country, through its curriculum, should work for the collective good (hence, labor union mandates) than individual profit (hence, individual consciousness).

TEACHING

T= Teaching

E= exposes

A= all

C= confusing and

H= hidden

I= Inadequacies into a

N= Now

G= Generally understood concepts

For this acrostic, I think I am running out of ideas. What I wanted for this acrostic to say is that for me, teaching should be really following the notions of Feynman Technique - that teaching should be about simplifying complex ideas until they can be understood by anyone, regardless of their background. Growing up, I have always struggled dealing with abstract concepts. I do not understand how Trigonometry works. I don't understand the technicalities of the science topics we learn during our Organic Chemistry class. All I have to know is that I have to add this and subtract that, memorize this and build a mnemonic for that. But when I came across a TikTok video of regarding "Para saan ba ang Calculus?" where the content creator discussed how the speed of a Jeepney driver is not as constant as it looks like in a simple Physics problem (that the jeep is not really traveling at a constant speed of 20 km/h given that he has to load and unload passenger, as well as grab ride fares and return correct changes), I started to not feel overwhelmed by the Calculus. I used to see Calculus as a gibberish elitist math discipline but now, I don't see it that way. I am not yet as knowledgeable as I want to be in Calculus as of the moment especially with its technicalities, yet it all make sense to me why there is a need for Calculus in the basic curriculum. He explained the purpose of the discipline in ways I can understand in context of daily living, and for me, that is a sign of an effective teaching.

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METHODS

M= Maybe not

E= Exactly how CHEd says

T= To do it, but it

H= Help me get through it

O= On my own terms, and my students

D= Do get it, so I

S= Suppose that's what counts.

This is much more coherent than my previous acrostics but I would say that this acrostic goes against the very reason as to why I am taking this program. I have some personal issues on the flow of topics and the actual topics in the CHEd curriculum guides of the subjects I have taught in my previous job. I was thinking that some topics are unnecessary, while other topics are prematurely explored, and so I do adjustments on my methods on delivering it. I truly believe that an effective method of teaching isn't just about following a prescribed lesson plan. It is using your experience as member of society just like anyone else to communicate certain knowledge or whichever competencies that is meant to be inculcated to your learners for their real-world benefit. My thinking is that I was given a curriculum to work on, and it would be up to me on how I will convert it into a coherent flow of topics for the rest of the semester.

2. Briefly write down your initial conceptual understanding and/or definition for the following educational terms after reading some articles and/or references:

- Curriculum** – this is the complete navigational plan of a student in his/her education. This contains every topic that he/she has to learn in a structured and progressive way that he/she can follow smoothly. The curriculum should also be sensitive to the needs of the learners, whether it is meant for helping them to broaden their knowledge about their world or for their career development in the future.
- Teaching** – this is the act of guiding learners based on what is prescribed in the curriculum to help them attain the competencies that the curriculum intended to produce or reflect on them.
- Methods** – this is the specific systematic way of doing something. In the context of teaching, we should have a certain way of performing teaching as it can help students efficiently and effectively learn what is necessary or what is intended by

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the curriculum for them to learn. Say I am delivering a Values Education class,, maybe I can start the class with a short story, then a reflection of the short story, then discuss the lesson in relation to the story, and have them give further examples, and we will end with a 5-item pop quiz.

- d) **Approach** – this is the general beliefs that a teacher might have in relation to how students should learn. For example from the earlier instance of Values Education, I might think of delivering the lecture using the vernacular (Filipino Language) as I believe that communicating through the mother tongue is more intimate and impactful, while other teachers might be thinking to deliver the lecture in English as it teach an in-demand skill of English language in our job market.
- e) **Strategy** – this is the plan of the teacher of how he/she will help the learners reach their learning goals. In relation to the Values Education class, the teacher might think of always starting the lesson with a story in order to help the students learn of the values that the syllabus is expected to transmit to the learner. Learners, through short moral stories, will help them reassess their initially held beliefs on certain aspects of living that can change them into well-adjusted people.
- f) **Technique** –this are the exact things on how you deliver the methods to teaching. For example, in the Values Education class, you emphasized a certain moment in the story which contains the gist of the story that needs focusing, maybe through a high pitched voice. You centered your questions on that exact moment after the story has done, and used that as a catapult to the rationalization of the story in relation to the topic at hand..

A. Types of Curriculums

Matching Type. Match Column A. with Column B. Identify the type of curriculum in Column A described in Column B. Write the letter in the Answer column.

Answer	Column A	Column B
G	Recommended curriculum	A. The positive outcome of teaching is an indicator of learning . These are measured by tools in assessment, which can indicate the cognitive, affective and psychomotor outcomes
E	Written curriculum	B. These include print materials like books, charts, posters, worksheets, or non-print materials like PowerPoint presentation, movies, slides, models, realias, mock-ups and other electronic illustrations as well as facilities for

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		formal and informal learning.
F	Taught curriculum	C. In the process of teaching and at the end of every lesson or teaching episode, an assessment is made to ascertain learning progress.
B	Supported curriculum	D. This curriculum is not deliberately planned , but has a great impact on the behavior of the learner
C	Assessed curriculum	E. They come in the form of course of study, syllabi , modules, books or instructional /teaching guides among others.
A	Learned curriculum	F. This curriculum depends largely on the teaching style of the teacher and the learning style of the learners with the aid of instructional materials and facilities.
D	Hidden/Implicit curriculum	G. This curriculum comes in the form of memoranda or policies , standards , and guidelines from DepEd, CHED, TESDA and UNESCO.

B. Role of Teacher as Curricularist

Identify the role of the Teacher as a Curricularist (i.e. Knower, Writer, Planner, Initiator, Innovator, Implementor, Evaluator) as described in each of the statements below. Write your answer on the blank space before each statement.

Role	Cases
Writer	1. I need a poem to celebrate the World Teachers' Day. I composed one to be used in my class in Literature.
Innovator	2. I have a good idea on how to make my learners pay attention to the lesson. I will use the new idea and find out if it will work.
Initiator	3. My class is composed of learners from different home backgrounds and culture. I cannot use a "one-size-fits all strategy" in teaching so I can respond to the diverse background. In my readings, I discovered that there are ways of teaching. I tried one myself and it worked.
Planner	4. There is so much to do in one school day. I seem not able

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	to do all, but I have to accomplish something for my learners. I have made a daily activity plan to guide me.
Knower	5. Knowledge is limitless. What I learned in college is not enough. I need to know more, so I enrolled in the graduate school to advance my learning.
Evaluator	6. At the end of the year, my performance as a teacher is reflected in the school performance of my students. So I need to provide a monitoring tool to measure how they are progressing. The result will inform me how I will address my learners' weaknesses and enhance their strengths.
Implementor	7. DepEd sent the standards, competencies and guidelines in Teaching the Mother Tongue in Grade 1 in our school. I will study and use it in the coming school year.
Writer	8. My principal asked me to attend a writeshop to make the lesson exemplars in the teaching of science in Grade 8. In the writeshop, I used my experiences as a science teacher for 10 years, and my knowledge of the subject matter to produce the lesson exemplars.
Innovator	9. I am teaching in a very far away barangay with no electricity yet. Many of the instructional aides for teaching sent to our school were films and video tapes which need power. I cannot use them, but the lessons are very important. So I thought of making an alternative activity . I took my class to the river and forest instead of doing the lesson.
Planner (Since he doesn't know anything in Physics, he plans to do team teaching, so he planned to address his gaps)	10. In Grades 7 to 10 of the K-12 Enhanced Curriculum, science as a subject is presented, taught and learned in a spiral manner. I am a Biology major, and I have insufficient knowledge about the other areas of science such as Physics, Chemistry and Earth Science. Because of this dilemma, I have to request the principal that we do team teaching. Which role am I trying to do?

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C. Reflection

- From the many roles of the teacher as curricularist, which role do you think would be most challenging as you imagine it to be? Why do you say so? Please explain. (Note: You may relate also to the types of curriculums as support for your answer.)

I would struggle to become an implementor as based on how I understood it, they are to adhere to the specific ways on how to actually deliver bits-by-bits of the topic at hand. As someone teaching in the tertiary level where we get to practice copious (yet within reasonable amounts of) academic freedom, my transition to DepEd where I get to submit a detailed lesson plan within the standards of the DepEd is a tough challenge. My thinking in delivering courses in college has been tailored to my own pace and own arrangement as long as I will be discussing everything in the syllabus. I have to really learn the technicalities of DepEd standards in delivering content courses for my students.

- From the competencies indicated in the PPST Survey which you have accomplished particularly in the Domain 4 – Curriculum and Planning, which do you find challenging? Please state the competency/indicator and explain briefly.

The most challenging might be “4.4.1. Seek advice concerning strategies that can enrich teaching practice”. As I have just said, I am used to deliver courses based on my own style, arrangement, and pace as supposed to doing team teaching or adhering to a certain prescribed guidelines of teaching a given topic to my students. The only time I seek advice from my colleagues and superiors is when I really don’t know what the topic is all about. But if I already knew it, I will inevitably formulate a certain way of teaching the said topic and that I don’t want for other entities to impose me on how to teach it. I should really keep my mind open on those things.

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