



2E-EDUC 3- Principles and Methods of Teaching

Term 1 – AY 2025-2026

WORKSHEET #5– My Guiding Psychological Principles for Effective Teaching

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Direction:

Below are important and useful psychological principles teachers ought to be aware of from the Coalition for Psychology for Schools and Education.

A. How Do Students Think and Learn

- #1. Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.
- #2. What students already know affects their learning
- #3. Students' cognitive development and learning are not limited by general stages of development.
- #4. Learning is based on content, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.**
- #5. Acquiring long-term knowledge and skills is largely dependent on practice.**
- #6. Clear, explanatory, and timely feedback to students is important for learning.**
- #7. Students' self-regulation assists learning, and self-regulatory skills can be taught.
- #8. Student creativity can be fostered.

B. What Motivates Students?

- #9. Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.**
- #10. Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.
- #11. Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.
- #12. Setting goals that are short term (proximal), specific, and moderately challenging enhances motivation more than establishing goals that are long term (distal), general, and overly challenging.

C. Why Are Social Context, Interpersonal Relationships and Emotional Well-being Important to Student Learning?

- #13. Learning is situated with multiple social contexts.
- #14. Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.
- #15. Emotional well-being influences educational performance, learning, and development.**

D. How Can the Classroom Best Be Managed?

- #16. Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.
- #17. Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.**

E. How to Assess Student Progress?

- #18. Formative and summative assessments are both important and useful but require different approaches and interpretations.



#19. Students' skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

#20. Making sense of assessment data depends on clear, appropriate and fair interpretation

Questions for Reflections:

- I. Which of the above principles are you practicing now or intend to practice in the future? Please copy the number and the principle and explain by citing educational settings or teaching-learning situations.**

A. How Do Students Think and Learn

#4. Learning is based on content, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.

I would say that I was able to practice this, as I tend to ***teach concepts and emphasize its real-life or practical applications of how it is used within the discipline of the subject matter.*** For example, I have become an informal private math tutor to my cousin who was a Grade 7 learner and emphasized that learning about conversion of fractions into decimal and percentages. When I first noticed how annoyed she was with the topic, *I reinforced the importance of learning this mathematical concept into her dreams of becoming a chef someday, that she will encounter recipes asking her to add a quarter cup of water to whichever dish she was supposed to cook but she only had a measuring cup with only decimal calibrations (lines) available.* If she don't have the capacity to convert fractions into decimals, then she would most likely mess up her cooking. *Instead of letting her contextualize her math lessons by herself which might be a far stretch, I facilitated it so that the learning is meaningful for her.* **Teachers should facilitate the contextualization of their learning into different practical aspects because if this wouldn't be the case, the entire learning experience would be simply frustrating to the learners and will make them unprepared of their journey into their later and advanced academic and professional careers.**

#5. Acquiring long-term knowledge and skills is largely dependent on practice.

This is a principle for me to embark as I haven't applied it to my teaching yet. I rarely have time to drill and reiterate my lessons which can serve as a practice for my students because classes only have limited amount of time. **I have always believed that repetition is essential for knowledge and skill mastery.** I have proven this on my obsession with puzzle cubes, better known as Rubik's Cubes. Back then, such puzzles were so daunting to me, but when I spent time practicing on how to solve such puzzle cubes of different sizes and shapes, I was able to solve them. There would be even times that I can still solve such puzzles despite not solving one for months, which is now a direct evidence of long-term knowledge and skill. ***By continually practicing certain knowledge and skills, the learners can retain as much as information they can on the subject matter which will benefit them on their pursuit of further levels of education and learning.*** As the saying goes, you either "**use it or lose it.**"

B. What Motivates Students?

#9. Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.

This is something I have experienced on my teaching stint. I was often teaching general education courses (minor electives) on various college programs from my previous job. *Whenever I teach Understanding the Self or Human Behavior in Organization and stick to what*



*is expected of me to teach in the course syllabus, I notice that students are generally less engaged with my discussions. But when I try to relate the discussions to their college program, I notice that they participated through recitation more actively, as they have also voluntarily shared some of the learning they had from the major subjects from their program. **I noticed that their eagerness to participate and uncover the lesson materials and the entirety of the course syllabus increased when I tried relating my lessons with their college program of their choosing.***

C. Why Are Social Context, Interpersonal Relationships, and Emotional Well-being Important to Student Learning?

#15. Emotional well-being influences educational performance, learning, and development.

I have proven and witnessed this principle firsthand from my recent employment under DepEd. One of my co-teachers has requested my assistance in handling a Grade 12 student who exhibited unexpected behaviors during one of their class. It turned out that the student was suffering from an undiagnosed mood disorder with psychotic symptoms from an unresolved childhood trauma. **This undiagnosed mental disorder did not only negatively impacted her performance at school as she had to stay at home by doctor's order, missing crucial classes, but all of her classmates are also being disturbed by her display of unexpected and deviant behaviors.** I have noticed how most of her classmates started to avoid her, gossip and speculate about her mental state behind her back, which makes the entire learning environment hostile for her as this impedes an optimal educational performance, learning and development not only for her but to the entire class.

D. How Can the Classroom Best Be Managed?

#17. Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.

I have also witnessed this principle in action during my recent employment in DepEd. I have noticed that **if I try to nurture positive relationships with my students, the students tend to mirror the attitude I exhibit to them back to me.** Some of the problematic student, while they still continue to be problematic, heed my words and requests more willingly and obediently compared to other co-teachers who really impose a professional distance between them and the students and a stricter demeanor. I tried nurturing a positive relationship with students who has been labeled problematic by other co-teachers, and it ended up to my benefit as I noticed that they became vocal with their problems to me, allowing me to help them reflect of their past wrongful behaviors, which is something that they have rarely done with any of the teachers based on their own narration. This works on the principle of “*respect begets respect*”.

E. How to Assess Student Progress?

#19. Students' skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

I have been mostly using objective tests based on a certain table of specification I made in context with the syllabus of the course. I have built the assumption that **an effective teaching is reliant both on the pedagogy of the teacher as well as adherence to a well-structured and well-intended syllabus or curriculum. *If the teacher is delivering the course materials as optimal as possible while teaching the contents prescribed by the syllabus, one can expect the skills, knowledge, and abilities to be evident to the learners which can be measured with***




objective assessment tools. I have also proven this when I noticed how in one instance of my class in Psychological Statistics had relatively low scores on a quiz I have administered to them. I have noticed that a lot of them struggled with Linear Regression, only to realize that they have said that I erroneously said conflicting explanation with some of the computations needed for that statistical tool. As soon as I corrected myself and ask them to retake the exam, their scores fared better than their earlier scores. **The results of these objective assessment tools can also serve as a feedback if my pedagogy is effective to my students or if it needs improvement.** If my students generally scored lower than the average, then I can revisit how I taught the topics involved and provide a much more down-to-earth approach in explaining the topic.

2. Over-all, what does this activity mean to you as a practicing/future teacher in relation to teaching-learning process particularly in promoting learner responsibility and achievement?

These principles serves as a guide for me in assessing myself if I am being an effective teacher or not to my students. Being a teacher, especially on a public school like myself right now, can be so overwhelming that one might be so caught up to a multitude of issues, problems, and concerns from both students as well as with one’s administrative tasks as a teacher (e.g. constructing lesson plans, advisory class duties, school affairs, etc.). These principles can serve as a reminder to the aspects of teaching that I might overlook when I become a full-pledged licensed teacher. “Am I being sensitive to the learning styles and pace of my students?” “Am I make an environment conducive for learning?” “Am I teaching the subject matter effectively?” “Am I making my class interesting, exciting, and something for my students to look forward to?” These questions can prompt me to be an effective teacher right now and in the future.

Rubric for Evaluating a Reflection								
Criteria		Levels of Performance				Ratings		
		10 <i>Outstanding</i>	7 <i>Proficient</i>	5 <i>Basic</i>	3 <i>Below Expectations</i>	Self 30%	Teacher 70%	Sub-total
Observations and Insights	50%	Thoughtful observation of details was evident. Synthesis has high degree of insightfulness and clearly connected to real-life situations or previous content.	Substantial details were noted. Insights were insightful and connected to real-life situations or previous content.	Details were noted. Insights were insightful and connected to real-life situations or previous content.	Very simple details were noted with very little or no insights, comments or analysis.	10 I was able to relate the principles to my previous teaching experiences as well as my current experiences, and I think all of my explanations are relevant with the principles I have chosen.		



Depth of Reflection	40%	Entries are evident of personal realizations and convictions to improve understanding of oneself and future performance.	Entries are evident of connections to real-life situations and possible actions to improve understanding of oneself and future performance.	Entries are evident of connections to real-life situations but very limited understanding that there are ways to improve of oneself and future performance.	Entries simply presented how the experience relate to real-life situations.	10 I have delve in-depth with my current experiences in relation to the principles I have chosen. I was able to cite instances I have encountered in each of the principles or at least have experssed desire to change my current perspectives on teaching through this activity.		
Promptness	10%	The Worksheet and Reflection were submitted before the agreed deadline.	The Worksheet and Reflection were submitted on the agreed deadline.	The Worksheet and Reflection were submitted 1 day after the agreed deadline.	The Worksheet and Reflection were submitted 2 or more days after the agreed deadline.	10 This activity was posted September 23, 2025 and I have submitted it through the LMS September 24, 2025		
						30		
TOTAL	100%							
Equivalent								
Signature of Student 								

Submitted to:
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