



Bacolod, Joselito CPT-42

Field Study 1 – Activity #1

Mrs. Navales

FIELD STUDY 1	
Program	Bachelor of Science in Industrial Technology
Level/Placement	Level 4, 1 st Semester
Course Title	Field Study 1
Course Code	TVE 411
No. of Units	3 Units
Pre-requisite	None
Rationale	This course involves practical learning experiences for pre-service education students that will allow them to immerse themselves in the actual learning environment. It will enable them to analyze, substantiate, and reflect from actual scenarios the concepts, methods, and strategies acquired from the various professional education subjects in their field of specialization. Field Study 1 includes Learners' Development and Environment, Experiencing the Teaching-Learning Process, and Technology in the Learning Environment.
Focus	This module is designed to provide students with the opportunities to observe the application of principles of teaching and learning in an actual classroom setting.
Outcome	This module is designed to enrich the students' experience in developing and utilizing technology to facilitate learning. It also provides hands-on opportunities in exploring, using, and evaluating technology-based materials.
Module Title	Field Study 1
Module No.	Module 1
Total Study Hours	3 Hours/Week Blended Learning
Module Writer	Analyn B. Navales
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Module Introduction.	This module is designed to enrich the students' experience in developing and utilizing technology to facilitate learning. It also provides hands-on opportunities in exploring, using, and evaluating technology-based materials.
Module Learning Outcomes	<ul style="list-style-type: none">❖ Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.❖ Demonstrate mastery of subject matter/discipline.❖ Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.❖ Develop innovative curricula, instructional plans, teaching



	approaches, and resources for diverse learners.	
	<ul style="list-style-type: none">❖ Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.❖ Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.❖ Practice professional and ethical teaching standards sensitive to the changing local, national and global realities.❖ Pursue lifelong learning for personal and professional growth through varied experiential and field study opportunities.	
Rubrics for Grading	The following will be the rubrics that will be used for assessing your weekly task and final output for this module: Criteria	Point
	Creativity – the work is done creatively. It employs many ideas that add color to the totality of the work. The concepts and ideas are presented in a creative way.	5 points
	Completeness – the elements that are being asked in the activity are complete and well presented. There are no lacking elements.	5 points
	Originality – the concept of the work is original and not a mere reproduction or duplication of any work of anyone. Ideas and thoughts are conceived by creative imagination only.	5 points
	Organization – the concepts of the work are presented logically. Concepts and ideas are cohesive and do not possess ambiguous thoughts and impressions.	5 points
	Neatness – the work is neat and clean. The format of the work also possesses the same quality as it is with its substance.	5 points
	Punctuality – the submitted work is on time or before the due date that was set for the submission.	5 points
	TOTAL	30 points
Writing Mechanics	Take note of the guidelines to follow as you complete all your written outputs. 1. Written output should be a minimum of 300 and maximum of 500 words. Total number of words should be indicated on the last page of your output. 2. For computer-generated output, use the format a. short bond paper b. font style is Century Gothic c. font size is 12 d. double spacing e. Justified. 3. Hand-written output should be readable and in print. 4. Electronic outputs may be sent to the official email address of the instructor listed above. 5. Written output may be scan/photograph and sent to the Moodle account or Messenger account of the instructor.	
Activity Sheet #1		
Research the UDM school profile, investigate the facilities and support learning areas in the campus and in the classroom. Be guided by the following as you accomplish this task: 1. Carefully examine the school premises, accomplish the checklist as you go to the		



different school premises.

2. Based on your checklist, write your observation report, and answer the guide questions.
3. Make a reflection writing on the characteristics of a school environment that promote learning by answering the given question.
4. For purposes of reliability, electronic outputs should be encoded using Century Gothic and font size is 12. Handwritten outputs should be rendered in print not in script.
5. You may add some facilities in the classroom that you think may affect the learning of the students.

Analysis:

1. What is the impact of the school campus and the classroom to the learning of the students?

Researchers have found that the quality of school facilities impact student learning. Students focus better when they're comfortable, are more likely to attend classes, and may be less likely to become ill. These qualities all come from classrooms that have proper ventilation, are well-lit, and maintain efficient cleaning schedules. Students who aren't distracted or uncomfortable due to environmental factors are students who can remain attentive and better retain information. A better learning environment isn't the only benefit of adequate facilities. The improvement in the physical health of the students and teachers is also substantial. A student with asthma may struggle to pay attention in a room with low air quality. Students who are more susceptible to certain illnesses and bacteria may be more likely to get sick in a classroom that doesn't routinely sanitize surfaces. These factors can prevent a student from showing up to class, lowering a district's attendance and performance ratings. Likewise, an unhealthy environment can lead to more sick days for teachers.

2. Relate this to your knowledge in Child and Adolescent Development and Facilitating of Learning.

Improving the quality of school facilities is an expensive undertaking. However, when the positive impacts of facility improvement on teachers and students are translated into dollar figures, the rewards of such investments far outstrip the cost of the investments. There are five primary facets of school facilities: acoustics/noise, air quality, lighting, temperature, and space. These are addressed below. Acoustics and Noise - Noise levels greatly affect teacher and student performance. In fact, excessive noise causes dis-satisfaction and stress in both teachers and students. Research has found that schools that have classrooms with less external noise are positively associated with greater student engagement and achievement compared to schools with classrooms that have noisier environments. Thus, building schools that buffer external noise from classrooms can improve student outcomes. Air Quality - Indoor air quality is also a concern because poor air quality is a major contributor to absenteeism for students with asthma. Research also indicates that many schools suffer from "sick building syndrome" which affects the absenteeism and performance of all students. Moreover, bacteria, viruses, and allergens that contribute to childhood disease are commonly found in schools with poor ventilation systems. Indoor pollutants are also emitted from office equipment, flooring materials, paints, adhesives, cleaning products, pesticides, and insects. All of these environmental hazards can negatively affect children, particularly in schools with poor ventilation systems. Lighting - Before the advent of cheap electricity, schools often relied on natural lighting. As electric power costs declined, the amount of artificial light used in schools increased. Research has shown that artificial lighting has negative impacts on those in schools while natural lighting has positive impacts. In fact, research has shown that not only does classroom lighting boost the morale of teachers and students, appropriate amounts of natural lighting also reduces off-task behavior and improves test scores. One study found that students with the most exposure to natural daylight progressed 20% faster in math and 26% faster in reading than



students who were taught in environments with the least amount of natural light. Proper Temperature and Control of Temperature - One consistent research finding across individuals of all ages is that the temperature in which a person works affects engagement levels and overall productivity—including student achievement. Anyone that has worked in a classroom or office that is too hot or too cold knows how difficult it can be when trying to work when the temperature is uncomfortable. According to the best analyses, the ideal temperature range for effective learning in reading and mathematics is between 68° and 74°. To maintain such a temperature in every classroom within a school, teachers typically need to be able to control the temperature in their own classroom. At the very least, teachers should be able to control the temperature of small blocks of classrooms that receive the same amount of sunlight and have similar exposures to outside temperatures. Classroom Size and Space - Overcrowded classrooms—and schools—have consistently been linked to increased levels of aggression in students. Overcrowded classrooms are also associated with decreased levels of student engagement and, therefore, decreased levels of learning. Alternatively, classrooms with ample space are more conducive to providing appropriate learning environments for students and associated with increased student engagement and learning. Classroom space is particularly relevant with the current emphasis on 21st century learning such as ensuring students can work in teams, problem solve, and communicate effectively. Classrooms with adequate space to reconfigure seating arrangements facilitate the use of different teaching methods that are aligned to 21st century skills. Creating private study areas as well as smaller learning centers reduces visual and auditory interruptions, and is positively related to student development and achievement. Twenty-First Century Learning - Policymakers, educators, and business people are now focused on the need to ensure that students learn 21st century skills such as teamwork, collaboration, effective communication, and other skills. As noted above, older buildings simply are not conducive to the teaching of 21st century skills. This is particularly true with the respect to reconfiguring seating arrangements to facilitate various modes of teaching and learning and the use of technology in the classroom as a mode of teaching and learning.

Reflection/Insights:

1. Would you like to teach in the school you just observed? Why? Why not?
Yes, I would like to teach in the school environment I just observed because the school environment is very comfortable and accessible, the surrounding are very peaceful. The school is well-equipped in terms of materials.

2. What characteristics of a school campus are conducive to learning?
Flexibility, openness, access to resources. Flexibility, openness, easy access to resources, spaces designed to be adaptable with lots of movable partition walls – these characteristics give students choice in how and when they learn.

3. What characteristics of the classroom are conducive to learning?
- Clear Rules and Expectations

Classroom rules should be clear and concise, leaving no room for students to wonder what they should be doing at any given time. Involving them in developing these rules and expectations is all the better for increasing their ownership and understanding.

When designing your procedures and routines, remember that they must be:

- Reasonable and necessary
- Clear and understandable
- Consistent with instructional goals

Built using specific positive action words (e.g. about what students should do rather than



what they should not do)

Consistently and fairly enforce rules. Put behavioral management plans in place to handle behavior that is not consistent with expectations. Be sure to communicate the consequences of not following rules to students before these are enacted.

- Frequent and Successful Assessment

Students need to understand what is expected of them not only as it pertains to behavior, but also in terms of academics. Teachers in effective classrooms communicate with students about what they should be learning and track progress often. Make assessment a norm in your classroom and use it to inform your teaching.

Systems for assessing student growth include daily charts, weekly updates, monthly progress reports, and quizzes. Effective classrooms include regular formative and summative assessment. Not everything needs to be formally graded, but any grading you choose to do should be done quickly and include some form of feedback, however brief, to let students know how they did.

Students should know before you grade them exactly how you will be grading. If you are going to be using a rubric, explain its parts to your students. If you are going to be looking for anything in particular, tell them what that is. Whatever criteria you are using to define success, share it with your students so that everyone is on the same page.

- High Student Engagement and Involvement

Students do their best learning when they are engaged and involved. To design effective instruction that is likely to motivate your students, consider your delivery of material, the level of choice you offer, and the degree to which students have a say in their own learning.

- Delivery

There are many ways to make content more exciting for your students. Technology is a common one, but it is easy to misuse (check out the Triple E Framework for guidance on effective technology use). Experiment with different formats of delivery to achieve high student engagement. Students might be more engaged when working in groups,

- Choice

Students should be able to self-direct their learning as much as possible. This makes content more accessible and meaningful to them and increases their excitement. Provide students with multiple options whenever you can.

For example, if you are teaching about the Vietnam War, let students choose how to explore it. They might prefer to study the timeline, the influence of politics on the war, or even music, art, and literature on the topic. Let them present their findings with a research paper, multimedia presentation, or series of data tables.

- Student-Centered

Students should be active participants. In effective classrooms, students take part in discussions, investigations, and experiments that broaden their knowledge and skills. Whether through whole group discussion, small group work, or independent practice, the majority of learning is student-led.

Through a blend of engaging individual and collaborative practice, your students will learn to teach themselves and take on more and more of the responsibility in designing their educational experiences. Over time, they may help you create rubrics or develop inquiry projects using limited criteria. Student-centered and designed learning yields more success



all around.

- Authentic and Purposeful Learning

Students should be able to make connections between what they are learning in school and real life. These authentic connections are essential for effective teaching. You will not be able to communicate the importance of any subject if you do not help students see how it relates to them—they should never wonder why a particular subject is being taught.

Work to make learning personal for your students by giving them a purpose and an audience. Introduce topics in terms of how they relate to students. Gradually place the responsibility of finding this out on your students until they are able to do this for themselves.

When it comes time for them to demonstrate what they've learned about a subject, give them an authentic audience outside of the classroom to share their learning with. You should let them know who their audience will be as far ahead of time as possible.

- Efficient Housekeeping

There are a number of daily housekeeping tasks to be completed in every classroom. Develop systems for working together with students to complete these as efficiently as possible to maximize instructional time. Classroom organization is not just the teacher's responsibility.

Students must do their part. Maintain high standards for organization and set expectations for students to follow every day. Create methods for managing attendance and tardiness, restroom use, materials, and other aspects of daily life in the classroom. When these are streamlined, every task is made a whole lot easier.

An organized classroom promotes more effective instruction and management. Students that know their role in keeping things orderly are able to operate more independently and this means that you can focus your time and effort on designing instruction and conferencing with students.

4. As a future teacher, how can you make your classroom conducive to learning?
 - Get to know my students by name as quickly as possible.
 - Get to know their some personal things about each student.
 - Conduct a values analysis discussion about some current event or topic.
 - Provide positive comments when appropriate.
 - Be positive and enthusiastic when teaching.
 - Show students that I am not only interested in teaching, but that I also care about them.
 - Avoid the use of threats and punishment.
 - Do not play favourites.
 - Create a supportive classroom environment.
 - Create an environment where questions and answers - even wrong answers - are encouraged and valued.



SCHOOL FACILITIES CHECKLIST	
Facilities	Description
Office of the Principal	The Office of the Principal has complete facilities, tables and desks, desktop and a couch where the visitors of the Principal can lay by.
Library	The provide separate space with books of different interests, authors, and publishers. Access knowledge through different ways and principles. Develop the habit of reading and understanding things.
Counseling Room	It facilitates confidentiality in terms of both: sound (preventing anyone outside the room or in an adjacent room overhearing) vision (so that any passers-by cannot see the client sitting there, for example through an external window or a glass pane in the door)
Canteen / Cafeteria	Unfortunately, F.G. Calderon Integrated School doesn't have Canteen/Cafeteria yet.
Medical Clinic	The school clinic provides both medical services. It promotes, develops, and maintains the health and general well-being of the members the school community. It conducts annual physical and dental check-ups of students. It disseminates vital health information through circulars and announcements.
Audio Visual / Learning Resource Center	They provide a variety of learning approaches and stimuli through the use of various AV materials and equipment.
Science Laboratory	The Science Laboratory of F.G. Calderon Integrated School environment is fun, friendly and colourful, yet safe will make it an excellent learning space for curious young minds.
Gymnasium	They have good Gymnasium where they promotes physical activity, provides a safe, functional, and comfortable workout environment, and creates a pleasant and enjoyable atmosphere for recreation and socialization.
Auditorium	Unfortunately, F.G. Calderon Integrated School doesn't have Auditorium yet.
Home Room Economics	They have space requirements and equipment lists for Home Economics and they promote well-being of individuals. The H.E. Faculty teach students about cooking and safety but it also builds responsibility.
Industrial Area Workshop	They have space requirements and equipment lists for Industrial Workshop Area and they promote well-being of individuals. The T.L.E Faculty help the students to demonstrate their skills and knowledge while familiarizing with various tools and equipment that are available there.
PTA Office	Unfortunately, F.G. Calderon Integrated School doesn't have PTA Office yet.
Comfort Room for Boys	The Comfort Room for Boys is separated from the Girls. It's also very neat.
Comfort Room for Girls	The Comfort Room for Girls is maintained clean for hygienic purposes.



CLASSROOM FACILITIES CHECKLIST	
Facilities	Description
Wall Display	The classroom has numerous wall displays, which are very appealing and pleasing to the eyes and mind. These include paintings, charts, posters, and inspiring and motivating statements and sayings.
Teachers Table	For a better perspective of the students and to keep an eye on them, the teacher's table is positioned in front of the class.
Learner's Desks	There are no desks that are broken or not in excellent condition among the learner's desks, which are neatly placed and in good condition.
Blackboard / Whiteboard	There is just enough blackboard for everyone in the class to see clearly what is written or displayed on the board. When pupils perform boardwork, the board's height is enough for them.
Learning Materials / Visual Aids	projectors are utilized as teaching aids. During T.L.E class, the teacher presents sample problems on the white screen are asked to solve them on their notebook and sometimes printed materials are disbutributed in the classroom. After the students have responded, the teacher and the class will check their work. This is also a way for the students to review whether their fellow classmates' answers are correct or incorrect.