



**Legaspi, Edmore CPT-42**

**Mrs. Navales**

**Activity 1**

**FIELD STUDY 1**

<b>Program</b>	Bachelor of Science in Industrial Technology
<b>Level/Placement</b>	Level 4, 1 <sup>st</sup> Semester
<b>Course Title</b>	Field Study 1
<b>Course Code</b>	TVE 411
<b>No. of Units</b>	3 Units
<b>Pre-requisite</b>	None
<b>Rationale</b>	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.
<b>Focus</b>	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.
<b>Outcome</b>	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.
<b>Module Title</b>	Field Study 1
<b>Module No.</b>	Module 1
<b>Total Study Hours</b>	3 Hours/Week Blended Learning
<b>Module Writer</b>	Analyn B. Navales
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<b>Module Introduction.</b>	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.
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"><li>❖ Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.</li><li>❖ Demonstrate mastery of subject matter/discipline.</li><li>❖ Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.</li><li>❖ Develop innovative curricula, instructional plans, teaching</li></ul>



	approaches, and resources for diverse learners.	
	<ul style="list-style-type: none"><li>❖ Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.</li><li>❖ Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.</li><li>❖ Practice professional and ethical teaching standards sensitive to the changing local, national and global realities.</li><li>❖ Pursue lifelong learning for personal and professional growth through varied experiential and field study opportunities.</li></ul>	
<b>Rubrics for Grading</b>	The following will be the rubrics that will be used for assessing your weekly task and final output for this module: <b>Criteria</b>	<b>Point</b>
	<b>Creativity</b> – 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
	<b>Completeness</b> – the elements that are being asked in the activity are complete and well presented. There are no lacking elements.	5 points
	<b>Originality</b> – 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
	<b>Organization</b> – the concepts of the work are presented logically. Concepts and ideas are cohesive and do not possess ambiguous thoughts and impressions.	5 points
	<b>Neatness</b> – the work is neat and clean. The format of the work also possesses the same quality as it is with its substance.	5 points
	<b>Punctuality</b> – the submitted work is on time or before the due date that was set for the submission.	5 points
	<b>TOTAL</b>	<b>30 points</b>
<b>Writing Mechanics</b>	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 <ul style="list-style-type: none"><li>a. short bond paper</li><li>b. font style is Century Gothic</li><li>c. font size is 12</li><li>d. double spacing</li><li>e. Justified.</li></ul> 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.	
<b>Activity Sheet #1</b>		
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 discovered that a school's amenities have an influence on students' learning. When students are at ease, they can concentrate better, are more likely to show up to class, and may even be less likely to become sick. All of these characteristics are attained in classrooms with adequate lighting, ventilation, and cleaning procedures. Students who are neither uncomfortable or distracted by their surroundings are better able to pay attention and remember knowledge. Adequate facilities offer many advantages than just a better learning environment. The instructors' and pupils' physical health has significantly improved. In a room with poor air quality, a student who has asthma can find it difficult to concentrate. Some germs and diseases may be more likely to spread to students who are more sensitive to them.

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

It costs money to raise the caliber of educational facilities. The benefits of such efforts, however, far outweigh the cost of the investments when the beneficial effects of facility development on instructors and pupils are put into monetary terms. School facilities may be divided into five categories: acoustics/noise, air quality, lighting, temperature, and space. The following addresses these. Acoustics and noise - Both teacher and student performance are significantly impacted by noise levels. In actuality, both teachers and students experience stress and dissatisfaction as a result of excessive loudness. According to research, schools with quieter classroom settings are related with higher levels of student engagement and accomplishment than those with louder ones. Thus, constructing schools that isolate classrooms from outside noise might enhance student performance.

#### **Reflection/Insights:**

1. Would you like to teach in the school you just observed? Why? Why not?

Yes, I would want to teach in the setting of the school I just visited since it is quite cozy, accessible, and has tranquil surroundings. The school has a lot of resources available to it.

2. What characteristics of a school campus are conducive to learning?

Flexibility, accessibility, and openness. Students have a choice in how and when they study because to features like flexibility, openness, simple access to materials, and rooms made to be adaptive with lots of moveable partition walls.

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?
  - As soon as I can, get to know my students by name.
  - Learn a few personal details about each student.
  - Hold a conversation about a current issue or topic using a values analysis.
  - Say kind things when it's appropriate.
  - When instructing, be uplifting and passionate.
  - Demonstrate to pupils that I care about them in addition to educating them.
  - Steer clear of using threats and sanctions.
  - Avoid picking favorites.
  - Establish a positive learning atmosphere.





- Establish a setting where inquiries and responses—even incorrect ones—are welcomed and appreciated.

#### 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, Lakan Dula High School doesn't have Canteen/Cafeteria yet.
Medical Clinic	Both medical services are offered by the school clinic. It fosters, enhances, and maintains the health and general wellbeing of the students and faculty at the school. It performs yearly physical and dental examinations of pupils. Through circulars and announcements, it disseminates important health information.
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 Lakan Dula High 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, Lakan Dula High 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, Lakan Dula High 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	There are various wall exhibits throughout the classroom that are visually and intellectually stimulating. These consist of illustrations, graphs, posters, and quotes that are uplifting and energizing.	
Teachers Table	The teacher's table is placed in front of the class to provide a better view of the students and to keep an eye on them.	
Learner's Desks	The learner's desks are arranged neatly and are in good shape; there are no desks that are damaged or not in fantastic condition.	
Blackboard Whiteboard	/	Just enough blackboard is there for each student in the group to properly view what is written or presented on the board. The height of the board is sufficient for students to work at while using a board.
Learning Materials Visual Aids	/	Projectors are used in the classroom as tools. In T.L.E class, the instructor displays sample problems on the whiteboard and instructs the students to solve them in their notebooks. Printed materials are also occasionally distributed in the classroom. The teacher will check the class's work once the pupils have answered. The pupils can use this method to check if the responses of their peers are right or wrong.