

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
Year/Program/Section:
Semester/Academic Year: 1ST Semester, AY 2021-2022
Course Title: PIE 11 – Curriculum Development and Evaluation

Lesson 1: Components of Curriculum and Curricular Approaches

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Lesson 1: Components of Curriculum and Curricular Approaches

Activity 1 – Curriculum Defined

In this activity, let us find out how teachers, students, educators define curriculum from their own points of view. With a classmate, interview the following persons:

1. Elementary Grade Teacher
2. School Principal
3. College Teacher
4. Student Teacher
5. Non-Education College Student

Ask each one of the question, **What is curriculum to you?**

Record their answers and present the definition in a matrix like the one below. Compare each definition. Are they similar? Different?

Persons Interviewed	Name (Optional)	Institution/School	Answer to Question: What is Curriculum to You?
Elementary Grade Teacher	Mr. Chuckie Bagaed	Dr. Jose P. Rizal Elementary School	Curriculum is our guide to modalities or program on how we implement Education for all.
School Principal	Mr. Rhayan De Castro	St. Peregrine Institute of Bacoar	Curriculum development is heart to our profession.

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College Teacher	Ms. Roacelene Cabanela	Technological University of the Philippines- Cavite	Curriculum is comprised of the subjects about/related/needed by the field of study.
Student Teacher	Mr. Paul Anthony D. Enriquez	NA	Curriculum is the main/central "study-guide" of all the lesson, activity, materials, assignments, exercises, exams etc. that within the learners must access. It is the basis of the all through learning in a particular academic year. The main word "guide" means the support or the direction of learning was focus or depends on the curriculum provided. For example, it depends on the course of the learners and the subject that they will take. All the lesson that the learner may possess was all about the subject matter or any connected topic. It will be also the educators reliable source of idea in teaching of what experience or knowledge that they can share accordance to the connected topic.
Non-Education College Student	Ms. Josephine Fitalvo	Cavite State University- Silang	Curriculum is like a syllabus composed of sequences on how school creates flow for each needed activity to be done.

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Activity 2 – Identifying the Curricula Operating in the Schools

This activity is for a group of five (5). Visit a school of your choice. Observe, and interview the appropriate persons like the classroom teacher, students, or principals. Identify the existence of the different curricula. Write the specific examples. Record your data in a matrix like the one below.

Name of Interviewee	Ms. Josephine Fitalvo
Name of School	Cavite State University- Silang
Types of Curricula Operating in School	Examples from Observations or Interviews
Recommended Curriculum	- CHED Curriculum - Under of CHED curriculum.
Written Curriculum	- Syllabus for each semester - Lesson Plans - based on syllabus that undergoes with a series of process, by date of what to be accomplished. It has set of calendars which includes [activities] to notify both teachers and students what to be discussed for the whole semester or school year.

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Taught Curriculum	<p>- Class Discussion- Now, especially in time of pandemic, by using virtual discussion. They allow students to attend classes within subject matter's set time. It is either even you are working at the same time, you need to attend indeed since it is part of compliance to attendance and required, to be said that you are truly studying.</p> <p>- Hands-on Activities- mostly in programming matters and sometimes, we are not required to do on-board or online, but we comply based on what has been posted for example including due dates given by teachers</p> <p>- Students' Participation- As practice, everyone should raise their hands on virtual such as google meet, zoom etc. Also, they also open their microphones, usually you need unmute to lessen noise background that may be disturbing</p> <p>- Class Rules- Whenever semester starts, professor would do orientation of rules and regulations for the students to be aware of before they start on.</p> <p>- Actions on Misbehaving Students- In rules and regulations, students are required not to open their microphones, should not be saying bad-words. For example, there are students who seem rude thereby disrespecting their teacher happens. They just make unnecessary noise, not listening to the discussion itself. Following rules and regulations, this signifies students should follow so, in that way, teachers can handle discipline of students.</p>
Supported Curriculum	<p>- Support Materials- We utilize e books or pdfs, as well as words and Google Classroom.</p>
Assessed Curriculum	<p>- Traditional Assessment- objective examinations</p>
Learned Curriculum	<p>- Programming Related Project Programs</p>

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Hidden Curriculum	<ul style="list-style-type: none">- Open Communication Students were required to recall and recite the mission and vision statements. However, while the moral code is not always followed, we make every effort to adhere to it and teach it to our students as mandated by the school. Particularly now that there is a pandemic, students' cooperation is necessary.- School Maintain Moral Code and Value Students were required to recall and recite the mission and vision statements. However, while the moral code is not always followed, we make every effort to adhere to it and teach it to our students as mandated by the school. Particularly now that there is a pandemic, students' cooperation is necessary.
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(see full interview on Appendix C, below)

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This activity is for a group of five (5). Visit a school of your choice. Observe, and interview the appropriate persons like the classroom teacher, students, or principals. Identify the existence of the different curricula. Write the specific examples. Record your data in a matrix like the one below.

Name of Interviewee	Ms. Roacelene Cabanela
Name of School	Technological University of the Philippines- Cavite
Types of Curricula Operating in School	Examples from Observations or Interviews
Recommended Curriculum	<ul style="list-style-type: none"> - CHED Curriculum- The curriculum comprised of technical laboratory and lectures for subjects related on the field. - Purpose of Curriculum- It is to develop the students' knowledge of the field of study they enrolled/take.
Written Curriculum	<ul style="list-style-type: none"> - Syllabus- The instructors create a syllabus for the whole semester. - Lesson Plan Preparation- I prepared my lesson plan weekly or advanced the actual time frame/schedule.

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Taught Curriculum	<ul style="list-style-type: none"> - Class Discussion- Teachers manage class discussion by planning the lesson beforehand. - Hands-on Activities - For the drafting class, I required them to make drawing plates. - Students' Participation- The students participate by raising their hands and asking questions. - Class Rules- By setting example as the teacher/instructor/guide and implementing it. - Actions on Misbehaving Students- When it comes to misbehavior, instructors give certain punishment to the misconduct/misbehavior that the students exhibit/do.
Supported Curriculum	<ul style="list-style-type: none"> - Support Materials- Textbooks and internet materials are abundant nowadays, when it comes to drafting, I have tools/equipment, in the programming we have software and online applications that can be used. - Significance of Support Materials- It helps develop student to able to learn, understand how these materials works and use it in their daily lives.
Assessed Curriculum	<ul style="list-style-type: none"> - Examination Management- Right now, since we are in the pandemic state, all exams are online. Probably when it comes to hands-on/practical, the instructors can use one by one/team instructions/exams. - Performance-based Assessment- Class standing/participation, hands-on/practical, exams - Weekly Portfolio- My weekly portfolio consists of the course unit, PowerPoint presentation of the lesson within the week, assessment/worksheet/plates, activities

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Learned Curriculum	<ul style="list-style-type: none"> - Learning Application of Students- Before we end the discussion, I usually ask them what they do learn / how can they apply the lesson / summarizing what do they learned. - Practice Activities for Learning- I let them create a video, graphics, or any creative activities that can help them enhanced their knowledge.
Hidden Curriculum	<ul style="list-style-type: none"> - Students' Participation on Class Discussion Based on their Family Background- By being respectful and thinking thoroughly before speaking. - Open Communication- By having seminars, meetings, gatherings that both students and faculty can participate.

(see full interview on Appendix C, below)

Activity 2 – Identifying the Curricula Operating in the Schools

This activity is for a group of five (5). Visit a school of your choice. Observe, and interview the appropriate persons like the classroom teacher, students, or principals. Identify the existence of the different curricula. Write the specific examples. Record your data in a matrix like the one below.

Name of Interviewee	Mr. Rhayan De Castro
Name of School	St. Peregrine Institute of Bacoar
Types of Curricula Operating in School	Examples from Observations or Interviews
Recommended Curriculum	<ul style="list-style-type: none"> - DepEd K-12 Curriculum We are following the DepEd k-12 curriculum, but we specialized on technical education because prior to k12, our school is a technical-vocational school so we are having courses in cookery and entrepreneur, we also have courses in business high school so we are following the k12 curriculum. We focus more on technical-vocational.

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Written Curriculum	<p>- Curriculum Maps and Learning Plans</p> <p>In basic education, we have curriculum maps and learning plans. Syllabus is only for tertiary. But for basic education, we required teachers to create curriculum maps and learning plans. Those two important teaching materials are aligned with the k12 curriculum from the Department of</p>
Taught Curriculum	<p>- Class Discussion: Challenges on Virtual Class</p> <p>There's a big difference because before we get to go to our classroom and teach but now, they are being forced to use virtual or online like what we are doing right now. Sometimes they had to work extra time and they managed to go over and review because we are not trained to do these virtual classes. I hope your school will provide you with trainings for virtual and offline classes but during our time [kasi] we're not trained to virtual classes. So, we have some big adjustments prior to the pandemic. But now they deliver it flawlessly. I mean we are here in this pandemic for about 2 years now, so they get to deliver it flawlessly.</p> <p>- Actions on Misbehaving Students: Rules and Regulations</p> <p>During the pre-pandemic period, we normally discipline them and ensure that they remain quiet during discussions, and for students who violate school rules, all we have to do is bring it to the parents' attention and conduct a series of counseling sessions with them. Additionally, very few students are expelled for their irrational behavior within the school institution. However, as I previously mentioned, some students' attitudes are authentic, and thus they perform well in an online classroom setting. Thus, we are preparing for the upcoming face-to-face meeting because there is a possibility that students are well-behaved at home but naughty in the classroom. Thereby, we adhere to the same protocol and regulations, for example, if a student is misbehaving, we must notify the parent, but if the behavior is excessive, we must expel the student or refuse to accept them the following school year. Nonetheless, it is issue.</p>

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Supported Curriculum	<p>- Support Materials</p> <p>Occasionally, we watch the Department of Education's channel on television or even on YouTube. However, there are very few for TECH-VOC; the emphasis is primarily on math, science, English, Filipino, and Araling Panlipunan. At our school, we asked the teacher to personally search YouTube for a video corresponding to the lesson for that particular day. Besides this, TESDA provides equipment or videos for us to inspect and use with the students. Furthermore, we have a learning management system, a school portal through which all videos and activities are uploaded.</p>
	<p>- Significance of Support Materials</p> <p>It is extremely beneficial when the teacher or someone else who uses value educational materials. We strongly encourage teachers to review and conduct research to ensure that whatever reading materials they have in their hands are align with the Department of Education's curriculum standards. As such, whenever we examine a piece of material that we use, we ensure that it adheres to the DepEd's standards for curriculum development. Finally, curriculum development is heart to our profession.</p>
Assessed Curriculum	<p>- Examination Management</p> <p>We provide virtual/digital evaluations. Additionally, we use an application that requires teachers to upload learning materials that correspond to the module's content. However, there are no periodic tests or quarterly assessments in our modular. Our periodical or quarterly assessment is designated for students enrolled in online courses. On the other hand, with the modular approach, once we gave modules to them each quarter, all they have to do is answer them and submit it by the specified deadline. Which will be used to determine their attendance in a modular educational setting.</p>

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<p>Learned Curriculum</p>	<p>- Learning Application of Students</p> <p>Apparently, I guess you are all agree with me that when we talk about the learnings or the knowledge that they could get out of virtual classes is definitely unauthentic. Students are not behaving as what we are expecting them to behave because they are on the comforts of their home. Sometimes they're together with their parents so they're not so naughty. So, it's easy for us to discipline them because we cannot see them personally. How I wish by the time that the government will allow us to go to school have it face-to-face, how I wish that's the time you will experience authenticity of that. But when we talk about assessing what they have learned and assessing if they learned something. For me, we have been here for almost 2 years of that so called new normal and it's so hard to identify or even assess if they learn already or not.</p>
	<p>- Practice Activities for Learning</p> <p>We implement a lot. We used learning management system or portal wherein we put all the activities there on the portal and then we asked them to answer that without thinking or thinking. Hopefully they are the one who personally do that but then, since they are on the comfort of their houses then definitely, we all know that cheating is everywhere so we have this notion that "ah! it's their mother or the guardian who help them to do that" that is why when we talk about assessments or giving test we give it sparingly, it's not full block unlike what we have during our face-to-face. We'll never know, while they are doing tests, they might using google meet. We never know who's telling them the answer and so on. But we do give a lot of activities such as written works and the performance task. The beauty of this scenario is that we could play up with the resources that we have right now like we ask them to record their output, we ask them to do it in this way or we ask them to open a YouTube channel for the particular subject, that's the beauty of it. But when we talk about groupings, group activities, at this time it's so hard to deliver the activities but we do give them a lot of activities.</p>

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Hidden Curriculum	<p>- Students' Participation on Class Discussion Based on Family Background: Diversity of Religions</p> <p>A broad perspective should prevail both inside the classroom and throughout this new learning environment. Although we have ESP, we encounter people from various religions and cultures, ensuring that our approach is generic. Because this is a diverse classroom, no one should be dominant; instead, every student should be accepted. Regardless of their religion, culture, color, belief system, or family structure. Additionally, when it comes to non-catholic activities, we value and adhere to the diversity of religions.</p> <p>-School Maintain Moral Code and Value</p> <p>We always start with the basics, we check attendance, we see to it that the students are wearing their uniforms, we still have to check their ID. That's it, then the teacher will deliver the instruction. Although, we know for a fact that cheating will not forever be removed from the idea that there might be cheating every test. We keep on reminding them not to cheat. That is the best thing that the teacher will do come distance education. The only thing we're talking about here is online, there's no modular yet. Because now there is modular and online as well. But in our school, we followed the hybrid program, meaning to say, a student will have experience blended learning. Every MWF (Monday, Wednesday & Friday) schedule is online while TTH (Tuesday & Thursday) schedule is modular.</p> <p>- Suggestion Topic for Curriculum: Communication Skills</p> <p>Concentrate on communication skills, as Filipinos are technically skillful and impeccably, and yet we struggle with communication. As a result, we require additional communication training, and I believe science and technology should be included, as we are becoming more global and moving toward the twenty-first century, so yes, it is absolutely necessary. Additionally, because today's learners are considered digital learners and we live in an era of fewer books and digital assessments, we need to include more subjects dealing with telecommunications.</p>
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(see full interview on Appendix C, below)

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Activity 3 – Curriculum from Two Points of View: Traditional or Progressive

In the courses that you are currently taking, identify practices that can be considered as following the traditional orientation and those that are progressive in orientation. Give specific examples or illustrations.

Points of View of Curriculum	Illustrative Examples of Practices (5 examples)
Traditional Curricular Practices	<ol style="list-style-type: none"> 1. Historical perspective are still tackled in the introduction of every subject. Example: historical foundations of education 2. Utilizing written assessments that are far from authentic assessments. Example: formative assessments using google forms 3. Grammatical skills is still associated to one's intelligence. Example: teaching demo 4. Lecture has equal units with laboratory where practical skills are more important in progressive practice. Example: programming/electrical major 5. Teacher has the authority in every discussion. Example: theoretical principles in major subjects 6. Set school-based management is being followed. Example: vision and mission 7. Culture-based approach to practice sense of individual belongingness. Example: Students may use their local language 8. Internal and external stakeholders contribute to holistic development of the curriculum. 9. Community resources are made available such as museums, factories, and offices. 10. School-based awards such as president and dean lister every end of the semester

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<p>Progressive Curricular Practices</p>	<ol style="list-style-type: none"> 1. Students are given a chance to participate in discussions. Example: energizers, google whiteboard 2. Students are encouraged to research in depth through the topic. Example: case studies 3. In basic education students are free to choose their track. Example: STEM. HUMSS and ABM strand. 4. Giving authentic assessment especially to technical skills that are being measured. Example: hands on exam on programming major 5. Students are given a task to report a topic without a prior knowledge about the topic. Example: pie11 6. Students can expand what they have gotten in class using educational support platforms such as YouTube, free access seminars and more. 7. Teachers use trend topics in delivering topics for the students to relate to. Mostly, what generation is interested in. For example, gamers characteristics when talking to specific competency. 8. Students are encouraged to get involved with participatory activities. Example: online quiz bee, short film content and spoken poetry 9. Students are exposed on hands on activities. Example: proposed models and programs 10. Immersion is also provided for graduating students to familiarize themselves in actual work environment of their respective fields.
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APPENDIX A REQUEST LETTER



Technological University of the Philippines at Cavite Campus
Carlos Q. Trinidad Avenue, Salawag, City of Dasmariñas, Cavite

October 10, 2021

To whom it may concern:

Greetings!

We, the students of Bachelor of Technical Teacher Education (BTTE) major in Computer Programming and Electrical, will be conducting an observation and interview for the completion of our activity in PROFED 11 – Curriculum Development and Evaluation. The purpose of which is to determine significant information about the curriculum being implemented in the actual school setup.

In line with this, we are earnestly seeking your permission for us to conduct an observation in your online class and conduct an interview to further our outcomes in the activity. Rest assured that the data gathered will remain confidential and will solely be used for academic purposes. The above-mentioned task may be done via video conference, phone call, instant messaging, or in a survey form to be filled-out by our interviewer.

The guidelines below are opted to be followed before, during and after the interview:

1. the interview will be recorded, and a transcript will be produced;
2. you will be sent the transcript and will be given the opportunity to correct any factual errors;
3. the transcript of the interview will be analyzed by the designated representative of the group as research investigator;
4. access to the interview transcript will be limited to the students of BTTE major in Computer Programming and Electrical students and the instructor of the course.

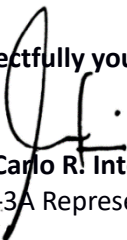
Anything that is not mentioned in the guidelines beforehand will not be executed in this activity. This is to protect the information, views and the person involved in the activity. Ethical procedures for academic research undertaken within this group require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used.

We believe that you are with us in our enthusiasm to know more about the profession we would soon pursue. Your approval to conduct this interview will be highly appreciated. For further questions, you may

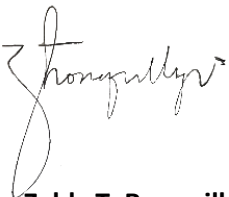
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contact us at **dancarlo.interino@gsfe.tupcavite.edu.ph** or via mobile at **09360493230**. We are hoping for your favorable response towards this request.

Respectfully yours,

Respectfully yours,

Dan Carlo R. Interino
BTTE-3A Representative

Noted by:


Mr. Zaldy T. Ronquillo, Jr.
PROFED11 Instructor

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APPENDIX B

CURRICULUM INFORMATION QUESTIONNAIRE

The purpose of which is to determine significant information about the curriculum being implemented in the actual school setup. This questionnaire asks about your PERSONAL belief as well as RELIABLE basis of how curriculum in your school being implemented.

Please use extra sheets for answering any question, if needed. Rest assured, your response will be anonymous and will never be linked to you personally. You may skip any question that you find offensive but will be surely appreciated if you respond to as many questions as you feel comfortable with.

Thank you so much.

1. What is curriculum?
2. What curriculum do you have in your school?
3. Why is there a need to implement the (answer in Question 2)? Aside from it's required.
4. Do you have a syllabus for the whole semester?
5. How do you prepare your lesson plan?
6. How do teachers manage class discussion?
7. Do you have hands-on activities? If yes, please cite examples.
8. How do students participate in class?
9. How do you practice class rules?
10. How do teachers manage student misbehavior in class?
11. How do you make sure that curriculum is effective?
12. Do you have any supporting learning materials such as textbooks, visual materials, laboratory equipment? If yes, please specify.
13. How these material support teachers to achieve set learning objective?
14. How does school manage exams?
15. What are the examples of performance-based assessment in your school?
16. Do you have a weekly portfolio? Please specify some major content if there is.
17. How do students usually perform what they have just learned in your own observation?
18. What are the practice activities to apply learning do you implement?
19. How do students apply what their respective families have taught in them in class discussion?
20. How does school maintain moral code and values?
21. How does school observe open communication for all?
22. Do you have any media such as radio broadcast, newspaper, or any? If yes, please specify.
23. How do (answer in Question 22) help share individual cultural traits?
24. What other messages do your media convey?
25. If there were topics happening in the society today that your school hasn't officially included in the curriculum yet, what would it be and why? For example, gender or sex education.

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I hereby certify that, to the best of my knowledge, the provided information is true and accurate.

NAME OF INTERVIEWER: _____

NAME OF INTERVIEWEE (Optional): _____ AGE: _____ SEX: _____

SCHOOL POSITION: _____

YEARS OF SERVICE: _____

SCHOOL NAME: _____

SCHOOL ADDRESS: _____

DATE: _____

SIGNATURE: _____

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APPENDIX C

DATA GATHERED

CURRICULUM INFORMATION QUESTIONNAIRE

The purpose of which is to determine significant information about the curriculum being implemented in the actual school setup. This questionnaire asks about your PERSONAL belief as well as RELIABLE basis of how curriculum in your school being implemented.

Please use extra sheets for answering any question, if needed. Rest assured, your response will be anonymous and will never be linked to you personally. You may skip any question that you find offensive but will be surely appreciated if you respond to as many questions as you feel comfortable with.

Thank you so much.

26. What is curriculum?
Curriculum is comprised of the subjects about/related/needed by the field of study.
27. What curriculum do you have in your school?
The curriculum comprised of technical laboratory and lectures for subjects related on the field.
28. Why is there a need to implement the (answer in Question 2)? Aside from it's required.
It is to developed the students' knowledge of the field of study they enrolled/take.
29. Do you have a syllabus for the whole semester?
Yes, the instructors create a syllabus for the whole semester.
30. How do you prepare your lesson plan?
I prepared my lesson plan weekly or advanced the actual time frame/schedule.
31. How do teachers manage class discussion?
Teachers manage class discussion by planning the lesson beforehand.
32. Do you have hands-on activities? If yes, please cite examples.
For the drafting class, I required them to make drawing plates.
33. How do students participate in class?
The students participate by raising their hands and asking questions.
34. How do you practice class rules?
By setting example as the teacher/instructor/guide and implementing it.
35. How do teachers manage student misbehavior in class?
When it comes to misbehavior, instructors give certain punishment to the misconduct/misbehavior that the students exhibit/do.
36. How do you make sure that curriculum is effective?
By giving certain assessment and exams (written/hands-on/actual).
37. Do you have any supporting learning materials such as textbooks, visual materials, laboratory equipment? If yes, please specify.
Textbooks and internet materials are abundant nowadays, when it comes to drafting, I have tools/equipment, in the programming we have software and online applications that can be used.

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38. How these material support teachers to achieve set learning objective?
It helps develop student to able to learn, understand how these materials works and use it in their daily lives.
39. How does school manage exams?
Right now, since we are in the pandemic state, all exams are online. Probably when it comes to hands-on/practical, the instructors can use one by one/team instructions/exams.
40. What are the examples of performance-based assessment in your school?
Class standing/participation, hands-on/practical, exams
41. Do you have a weekly portfolio? Please specify some major content if there is.
My weekly portfolio consists of the course unit, PowerPoint presentation of the lesson within the week, assessment/worksheet/plates, activities
42. How do students usually perform what they have just learned in your own observation?
Before we end the discussion, I usually ask them what do they learn / how can they apply the lesson / summarizing what do they learned.
43. What are the practice activities to apply learning do you implement?
I let them create a video, graphics, or any creative activities that can help them enhanced their knowledge.
44. How do students apply what their respective families have taught in them in class discussion?
By being respectful and thinking thoroughly before speaking.
45. How does school maintain moral code and values?
By implementing rules and regulations.
46. How does school observe open communication for all?
By having seminars, meetings, gatherings that both students and faculty can participate.
47. Do you have any media such as radio broadcast, newspaper, or any? If yes, please specify.
48. How do (answer in Question 22) help share individual cultural traits?
49. What other messages do your media convey?
50. If there were topics happening in the society today that your school hasn't officially included in the curriculum yet, what would it be and why? For example, gender or sex education.

I hereby certify that, to the best of my knowledge, the provided information is true and accurate.

NAME OF INTERVIEWER: _____

NAME OF INTERVIEWEE (Optional): Roacelene Cabanela AGE: 26 SEX: female

SCHOOL POSITION: Part-time instructor

YEARS OF SERVICE: Newly hired

SCHOOL NAME: TUP- Cavite

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
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SCHOOL ADDRESS: Dasmarinas City, Cavite

DATE: October 15, 2021

SIGNATURE:  _____

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CURRICULUM INFORMATION QUESTIONNAIRE

Name of Interviewee:	Ms. Josephine Fitalvo
School Position:	Student
Mode of Interview:	Physical Interview
Date:	October 13, 2021

What is the curriculum?

Curriculum is like a syllabus composed of sequences on how school creates flow for each needed activity to be done.

What curriculum do you have in your school?

Under the CHED curriculum.

Why is there a need to implement the (input answered curriculum)? Aside from that, it's required.

The reason why is because it is good for college students and with regards to CHED, you can find the most specific intended topics to college students considering other types of curriculum like DepEd which is good for under ages. It is needed to have respective curriculum guide for each level of learners

Do you have a syllabus for the whole semester?

Yes, we do have.

How do you prepare your lesson plan?

Based on a syllabus that undergoes a series of processes, by date of what to be accomplished. It has a set of calendars which includes [activities] to notify both teachers and students what to be discussed for the whole semester or school year.

How do teachers manage class discussion?

Now, especially in times of pandemic, by using virtual discussion. They allow students to attend classes within subject matter's set time. Even if you are working at the same time, you need to attend indeed since it is part of compliance to attendance and required, to be said that you are truly studying.

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Do you have hands-on activities?

Yes, mostly in programming matters and sometimes, we are not required to do on-board or online, but we comply based on what has been posted for example including due dates given by teachers.

How do students participate in class?

As practice, everyone should raise their hands on virtual things such as google meet, zoom etc. Also, they also open their microphones, usually you need unmute to lessen noise background that may be disturbing.

How do you practice class rules?

Whenever semester starts, the professor would do orientation of rules and regulations for the students to be aware of before they start on.

How do teachers manage student misbehavior in class?

In rules and regulations, students are required not to open their microphones, and should not be saying bad-words. For example, there are students who seem rude thereby disrespecting their teacher. They just make noise, not listening to the discussion itself. Following rules and regulations, this signifies students should follow so, in that way, teachers can handle discipline of students.

How do you make sure that curriculum is effective?

Do you have any supporting learning materials such as textbooks, visual materials, laboratory equipment? If any.

We utilize ebooks or pdfs, as well as words and Google Classroom.

How does school manage exams?

We required students to open their cameras. Still, it is up to the professor to manage while students are taking exams during a specified time period.

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Do you have a weekly portfolio?

That is, participation in activities, games, and other recreational activities related to the course subject.

How does school maintain moral code and values?

Students were required to recall and recite the mission and vision statements. However, while the moral code is not always followed, we make every effort to adhere to it and teach it to our students as mandated by the school. Particularly now that there is a pandemic, students' cooperation is necessary.

How does school observe open communication for all?

Since the pandemic, we use open communication like google classrooms. Messenger, and discord. That is our way to communicate between teacher and students.

If there were topics happening in society today that your school hasn't officially included in the curriculum yet, what would it be and why? For example, gender or sex education.

I prefer LGBTQ because it is accepted in our society and is becoming more prevalent in particular at our school. However, additional research should be conducted before implementing it, as it is becoming a larger issue.

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CURRICULUM INFORMATION QUESTIONNAIRE

Name of Interviewee:	Mr. Rhayan De Castro
School Position:	Principal
Mode of Interview:	Virtual Meet
Date:	October 10, 2021

What curriculum do you have in your school?

We are following the DepEd k-12 curriculum but we specialized on technical education because prior to k12, our school is a technical-vocational school so we are having courses in cookery and entrepreneur, we also have courses in business high school so we are following the k12 curriculum. We focus more on technical-vocational.

Can you discuss the design vs. implementation? Do they meet the standards that we need? As a principal or school administrator, how do you implement the design?

When we got to compare our curriculum to the other countries such as Singapore or Japan or China, I don't think that we are way better than them because the idea of a very good curriculum is from the perception of who are the graduates that are being produced by that said curriculum. So, that's the meaning of curriculum. When we talk about globalization or getting it globally then definitely, by the resources that we have, by the full of teachers that we have, by the training that we have and the government that we have. Yes, Gio is correct. We're getting there but we're not almost there. We have to work hard. That's why we're waiting for you to graduate because you are the product of this generation. We're looking forward to work with you, considering that you're all much techy and globally competitive. So, I advise to you all to study hard so we could provide better education for the next generation.

What help could the school administrators give to improve the assessment?

I think to those technical schools like schools we have, the admin should give a leeway because there is a notion that 'when the kids or the children are very good on the skills department, they are not good in academics'. We have to invest to shop. I think the government should stand up. It cannot be a one man show, there should be a government to back up in terms of funds to enhance the skills of the Filipinos. Technically, given the opportunity, given a source of income or given with the best trainers, I think Filipinos can catch up. What is lacking and missing is the funding from the government. The curriculum is made, it is being ordered and is being delivered to school. So, its up to school to do and how will they interpret what is written in the curriculum. In that case, the interpretation is different and unchoreographed. When in fact, it must be uniform. When we talk about curriculum, there is an idea of contextualization. There are materials that can only see here in Cavite and cannot be seen in different province. From that, they

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need to contextualize. Given a chance to more **to** the teachers and more facilities to schools especially to technical-vocational schools then definitely, the curriculum will be much better.

How does school maintain moral code and values?

We always start with the basics, we check attendance, we see to it that the students are wearing their uniforms, we still have to check their ID. That's it, then the teacher will deliver the instruction. Although, we know for a fact that cheating will not forever be remove from the idea that there might be cheating every test. We keep on reminding them not to cheat. That is the best thing that the teacher will do come distance education. The only thing we're talking about here is online, there's no modular yet. Because now there is modular and online as well. But in our school, we followed the hybrid program, meaning to say, a student will have experience blended learning. Every MWF (Monday, Wednesday & Friday) schedule is online while TTH (Tuesday & Thursday) schedule is modular.

May I ask if you are in favor of K-12 curriculum and why is there a need to implement the (input answered curriculum)? Aside from it's required.

At first, no because when we talk about K-12, there is a quite expense an additional 2 years from high school unlike before when you finish 4th year then you jump to college but now after you finish 4th year in junior high school you should have another 2 years for senior high school but when we look at the data, we're the only country with ten-year basic education. Since were eyeing for the globalization, we have to add 2 years for the basic education for us to level with other countries. So now, I am in favor for k12.

Do you have syllabus for the whole semester?

- In basic education, we have curriculum maps and learning plans. Syllabus is only for tertiary. But for basic education, we required teachers to create curriculum maps and learning plans. Those two important teaching materials are aligned with the k12 curriculum from the Department of Education.

How do teachers manage class discussion?

- There's a big difference because before we get to go to our classroom and teach but now, they are being forced to use virtual or online like what we are doing right now. Sometimes they had to work extra time and they managed to go over and review because we are not trained to do these virtual classes. I hope your school will provide you with trainings for virtual and offline classes but during our time kasi we're not trained to virtual classes. So, we have some big adjustments prior to the pandemic. But now they deliver it flawlessly. I mean we are here in this pandemic for about 2 years now so they get to deliver it flawlessly.

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How do teachers manage student misbehavior in class?

During the pre-pandemic period, we normally discipline them and ensure that they remain quiet during discussions, and for students who violate school rules, all we have to do is bring it to the parents' attention and conduct a series of counseling sessions with them. Additionally, very few students are expelled for their irrational behavior within the school institution. However, as I previously mentioned, some students' attitudes are authentic, and thus they perform well in an online classroom setting. Thus, we are preparing for the upcoming face-to-face meeting because there is a possibility that students are well-behaved at home but naughty in the classroom. Thereby, we adhere to the same protocol and regulations, for example, if a student is misbehaving, we must notify the parent, but if the behavior is excessive, we must expel the student or refuse to accept them the following school year. Nonetheless, it is issue.

How do you make sure that curriculum is effective?

One, we evaluate teachers and also have the opportunity to observe their classes regularly. Additionally, we review the documents they submit, such as the lesson plan or learning plan and the curriculum map. And an effective curriculum allows students to graduate, earn their degrees, and find better jobs. Then we could say that the curriculum is effective. However, there is no such thing as a perfect curriculum, as it is ultimately up to the students. Although the teacher is skilled at teaching, the student is not as proficient at absorbing information everything is useless. Nonetheless, the curriculum is far superior to the previous one we had.

Do you have any supporting learning materials such as textbooks, visual materials, laboratory equipment? If any.

Occasionally, we watch the Department of Education's channel on television or even on YouTube. However, there are very few for TECH-VOC; the emphasis is primarily on math, science, English, Filipino, and Araling Panlipunan. At our school, we asked the teacher to personally search YouTube for a video corresponding to the lesson for that particular day. Besides this, TESDA provides equipment or videos for us to inspect and use with the students. Furthermore, we have a learning management system, a school portal through which all videos and activities are uploaded.

As you have said earlier that you used different learning materials. How these materials support teachers to achieve set learning objective?

It is extremely beneficial when the teacher or someone else who uses value educational materials. We strongly encourage teachers to review and conduct research to ensure that whatever reading materials

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they have in their hands are align with the Department of Education's curriculum standards. As such, whenever we examine a piece of material that we use, we ensure that it adheres to the DepEd's standards for curriculum development. Finally, curriculum development is heart to our profession.

How does school manage exams?

We provide virtual/digital evaluations. Additionally, we use an application that requires teachers to upload learning materials that correspond to the module's content. However, there are no periodic tests or quarterly assessments in our modular. Our periodical or quarterly assessment is designated for students enrolled in online courses. On the other hand, with the modular approach, once we gave modules to them each quarter, all they have to do is answer them and submit it by the specified deadline. Which will be used to determine their attendance in a modular educational setting.

How do students usually perform what they have just learned in your own observation?

Apparently, I guess you are all agree with me that when we talk about the learnings or the knowledge that they could get out of virtual classes is definitely unauthentic. Students are not behaving as what we are expecting them to behave because they are on the comforts of their home. Sometimes they're together with their parents so they're not so naughty. So, it's easy for us to discipline them because we cannot see them personally. How I wish by the time that the government will allow us to go to school have it face-to-face, how I wish that's the time you will experience authenticity of that. But when we talk about assessing what they have learned and assessing if they learned something. For me, we have been here for almost 2 years of that so called new normal and it's so hard to identify or even assess if they learn already or not.

What are the practice activities to apply learning do you implement?

We implement a lot. We used learning management system or portal wherein we put all the activities there on the portal and then we asked them to answer that without thinking or thinking. Hopefully they are the one who personally do that but then, since they are on the comfort of their houses then definitely, we all know that cheating is everywhere so we have this notion that "ah! it's their mother or the guardian who help them to do that" that is why when we talk about assessments or giving test we give it sparingly, it's not full block unlike what we have during our face-to-face. We'll never know, while they are doing tests, they might using google meet. We never know who's telling them the answer and so on. But we do give a lot of activities such as written works and the performance task. The beauty of this scenario is that we could play up with the resources that we have right now like we ask them to record their output, we ask them to do it in this way or we ask them to open a YouTube channel for the particular subject, that's the beauty of it. But when we talk about groupings, group activities, at this time it's so hard to deliver the activities but we do give them a lot of activities.

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How do students apply what their respective families have taught in them in class discussion?

A broad perspective should prevail both inside the classroom and throughout this new learning environment. Although we have ESP, we encounter people from various religions and cultures, ensuring that our approach is generic. Because this is a diverse classroom, no one should be dominant; instead, every student should be accepted. Regardless of their religion, culture, color, belief system, or family structure. Additionally, when it comes to no-catholic activities, we value and adhere to the diversity of religions.

How does school maintain moral code and values?

We always start with the basics, we check attendance, we see to it that the students are wearing their uniforms, we still have to check their ID. That's it, then the teacher will deliver the instruction. Although, we know for a fact that cheating will not forever be remove from the idea that there might be cheating every test. We keep on reminding them not to cheat. That is the best thing that the teacher will do come distance education. The only thing we're talking about here is online, there's no modular yet. Because now there is modular and online as well. But in our school, we followed the hybrid program, meaning to say, a student will have experience blended learning. Every MWF (Monday, Wednesday & Friday) schedule is online while TTH (Tuesday & Thursday) schedule is modular.

How does school observe open communication for all? Do you have any media such as radio broadcast, newspaper or any?

Yes, we have school organ or school paper. Aside from that then since we are virtual, we have learning management system to come up so from that. Although the communication is getting tasker, sometimes when we have teacher who are too old or teachers who are in the field for about 30 years, they're not used to those kinds of media so we have to review and they have to train themselves more. But we have some means of communication with the teachers and the parents as well.

May I ask what are the adjustments for those teachers who are not so techy?

We send them to technical training, we managed to hire trainers for them and luckily, they get to adjust although not everyone but little by little they are adjusting and now most of them. I'm handling teachers who are old teachers, season teachers. Now they know how to deliver lessons via PowerPoint presentation or via Canva but before they don't have any knowledge about it but now, they got to deliver it flawlessly. It is an achievement.

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If there were topics happening in the society today that your school hasn't officially included in the curriculum yet, what would it be and why? For example, gender or sex education.

Concentrate on communication skills, as Filipinos are technically skillful and impeccably, and yet we struggle with communication. As a result, we require additional communication training, and I believe science and technology should be included, as we are becoming more global and moving toward the twenty-first century, so yes, it is absolutely necessary. Additionally, because today's learners are considered digital learners and we live in an era of fewer books and digital assessments, we need to include more subjects dealing with telecommunications.

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CURRICULUM INFORMATION QUESTIONNAIRE

Name of Interviewee:	Mr. Chuckie Bagaed
School	Dr. Jose P. Rizal Elementary School
School Position:	Teacher/Adviser
Date:	October 15, 2021

What curriculum do you have in your school?

We use K-12 curriculum nationwide.

What is curriculum to you?

For me, Curriculum is our guide to modalities or program on how we implement Education for all.

Why is there a need to implement the K-12 curriculum?

It must be adopted long years ago in our education system but then, we are the only Asian country who doesn't have this curriculum. Actually, K-12 program was a study before from Australia and was being adopted here in Philippines. We adopted that because we are ahead to other countries in terms of educational system. As you can see in every tournament, we are ahead in science and mathematical fields. We joined and won different contests but when it comes to our educational system, we are ahead of them that is why it is being adopted.

How do you prepare your lesson plan?

In lesson planning, there are differences in terms of normal setting and virtual setting. Usually in normal setting, we prepare the lesson plan ahead of time. The teachers must prepare and know the strategies as well as the approaches she/he will going to use in the next lesson. However, in this time of pandemic, we adopt vast changes in terms of lesson planning. Every teacher is assigned to different modalities. In our grade level (Grade 3), we have two modalities such as MDL (Modular Distance Learning) wherein we use self-learning materials based on most essential learnings proposed by the DepEd. Also, we have PIVOT modules from central office. Subsequently, we also have ODL (Online Distance Learning) wherein the teachers are using different platforms like here in Dasmarias we are using moodle classroom wherein student and teachers can interact. In here, we have synchronous and asynchronous type of teaching. The schedule of that was scheduled based on the availability time of children. For instance, teachers set time and then join the class in moodle classroom. Additionally, we have an optional modality which is the Blended Learning. Blended Learning has RBI (Radio Based Instruction) and it was being started last year and was being aired every day to FM station that is located to Dasmarias North High School and it was called as North Star FM. It is also one of our ways to give lessons to those students who cannot catch up to MDL, for a reason that the module was limited. Radio based instruction was aired to elementary students every morning while for the high school students is every afternoon. This year, we are working for the video lesson that is going to be posted on YouTube channel.

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APPENDIX D ACTUAL PHOTOS

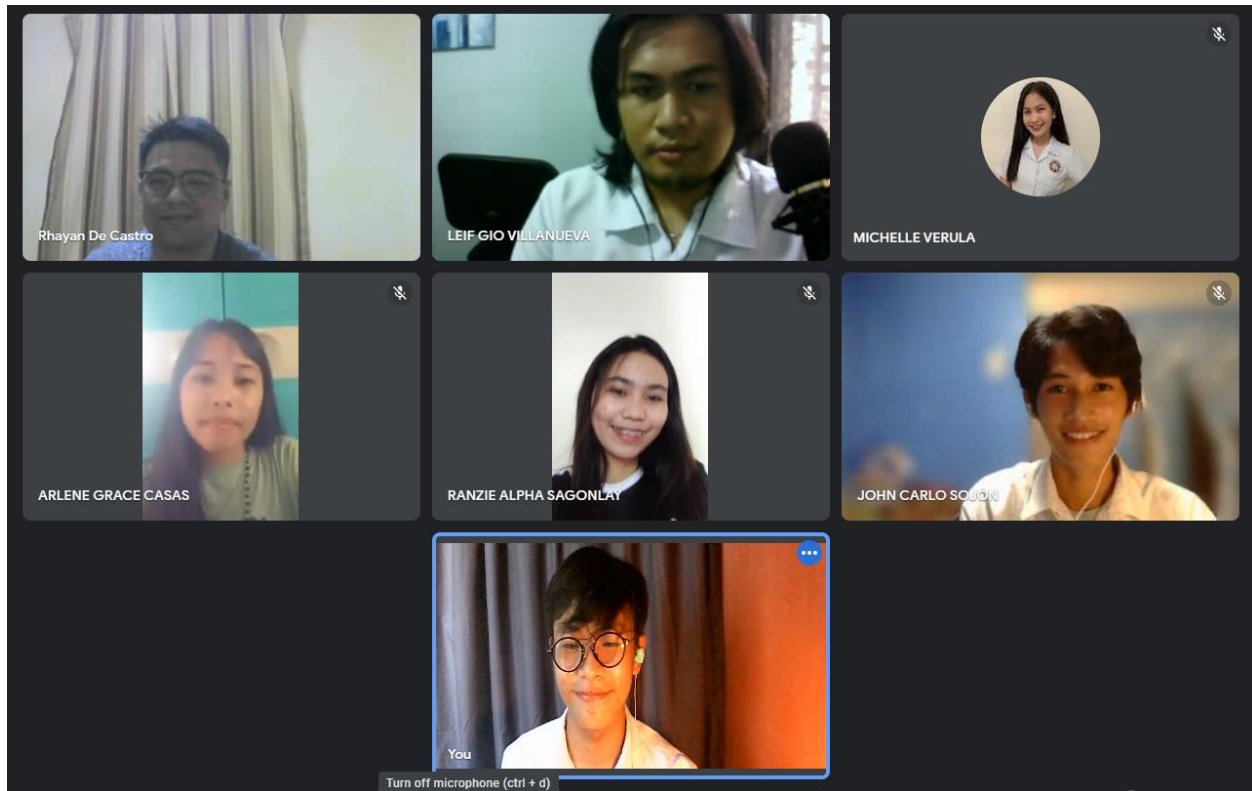


Figure 1 Virtual Interview with Mr. Rhayan De Castro- OCTOBER 10, 2021

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Figure 2 Physical Interview with Ms. Josephine Fitalvo (left) of Ms. Ranzie Sagonlay (right)- OCTOBER 13, 2021

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Figure 3 Physical Interview with MR. Chuckie Bagaed (left) of Ms. Arlene Grace Casas (right)- OCTOBER 15, 2021

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APPENDIX E MESSAGES

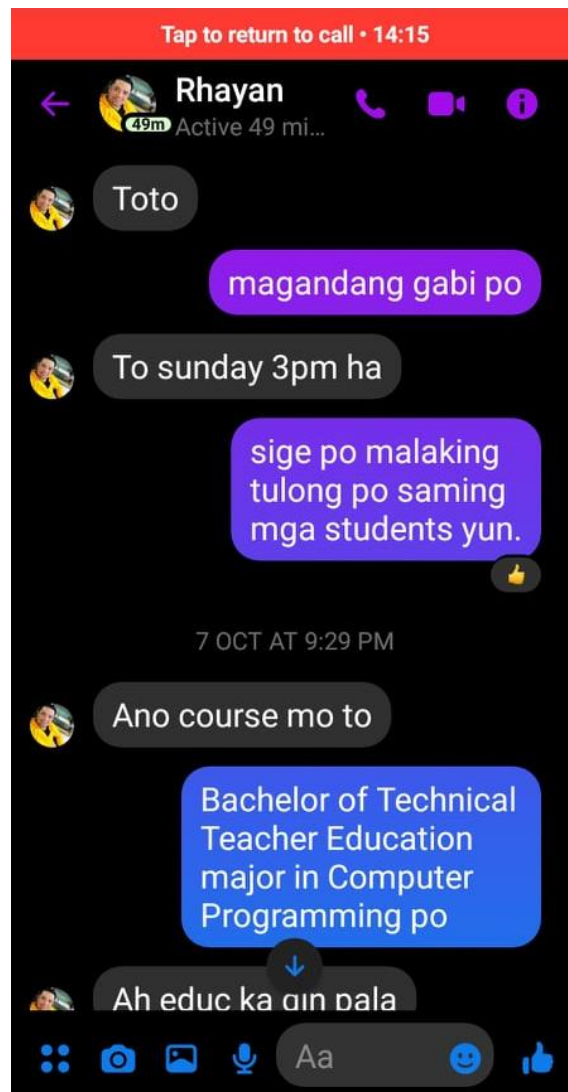


Figure 4 Actual conversation to Mr. Rhayan De Castro

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
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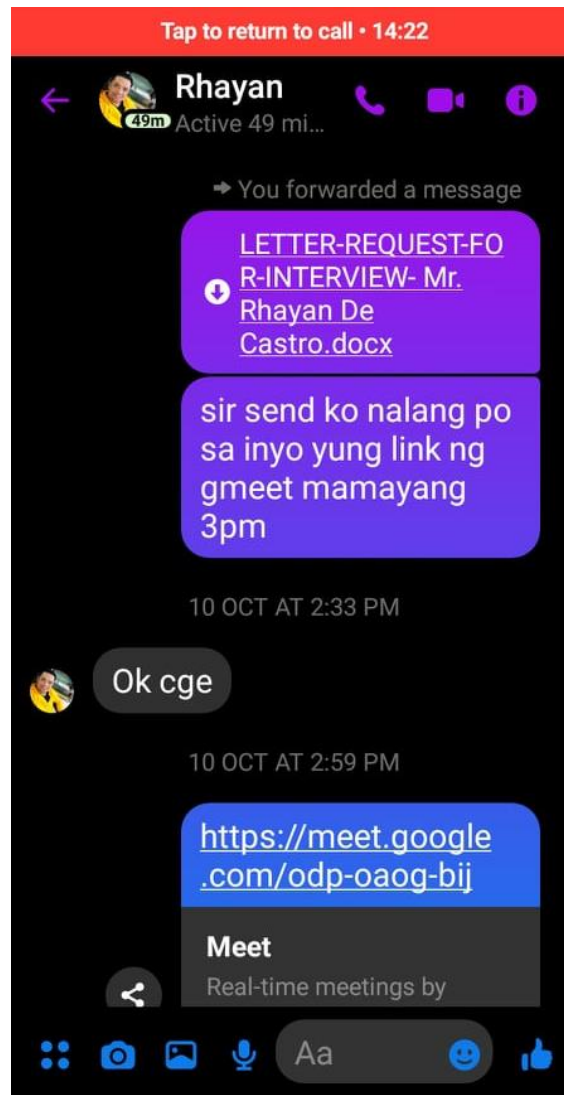


Figure 5 Actual conversation to Mr. Rhayan De Castro

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
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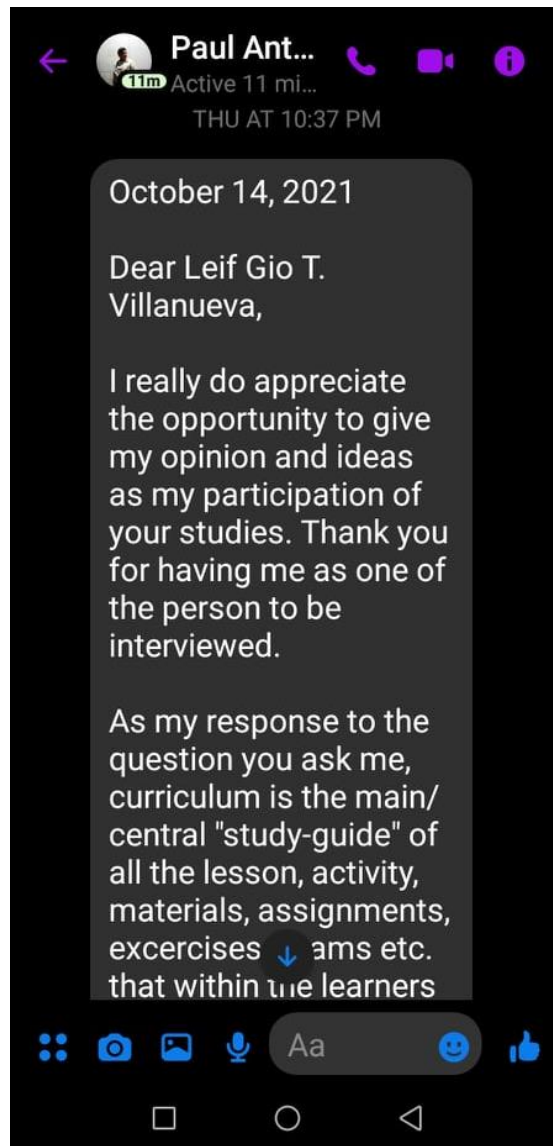


Figure 6 Actual Conversation to Mr. Paul Anthony D. Enriquez

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
Year/Program/Section:
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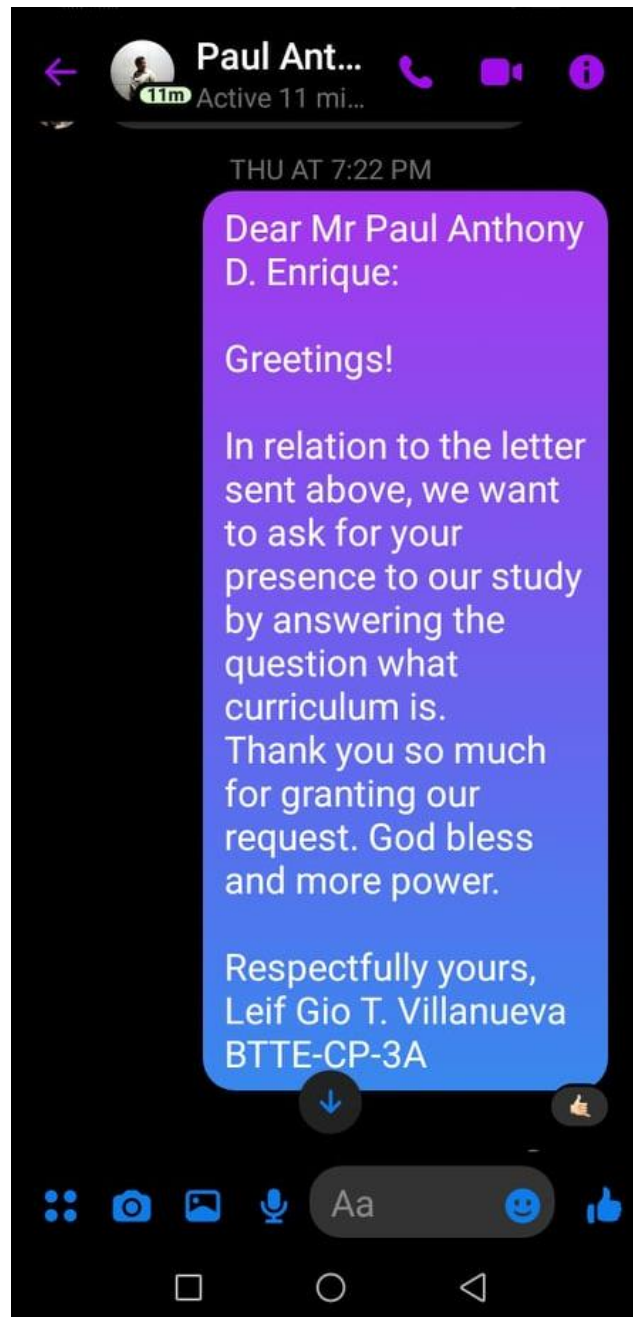


Figure 7 Actual Conversation to Mr. Paul Anthony D. Enriquez

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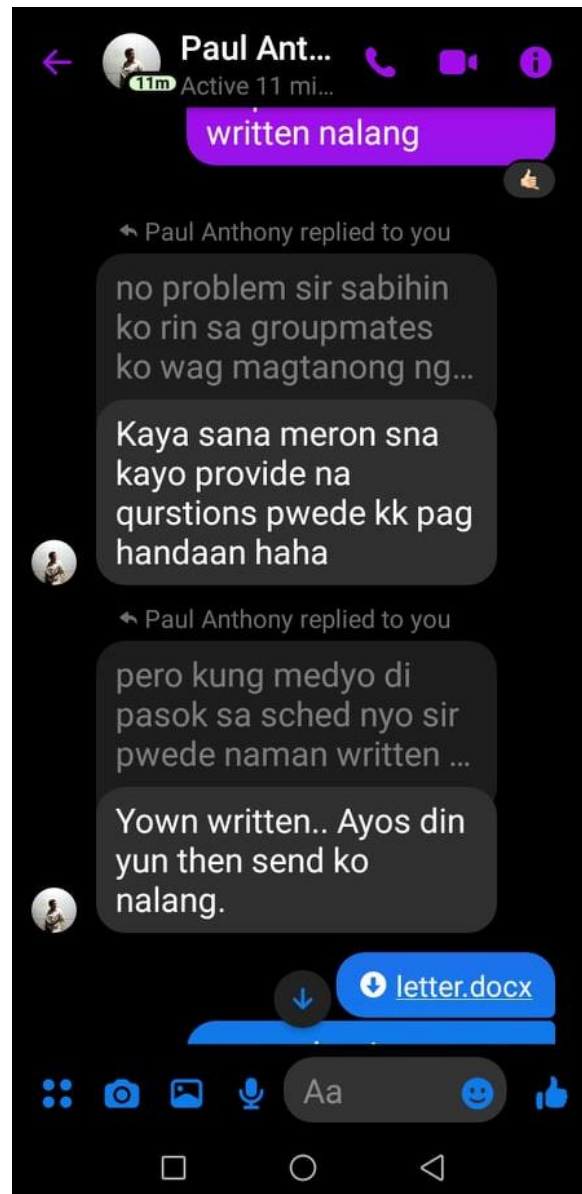


Figure 8 Actual Conversation to Mr. Paul Anthony D. Enriquez

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
Year/Program/Section:
Semester/Academic Year: 1ST Semester, AY 2021-2022
Course Title: PIE 11 – Curriculum Development and Evaluation



Figure 9 Actual Conversation to Ms. Roacelene Cabanela

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
Year/Program/Section:
Semester/Academic Year: 1ST Semester, AY 2021-2022
Course Title: PIE 11 – Curriculum Development and Evaluation

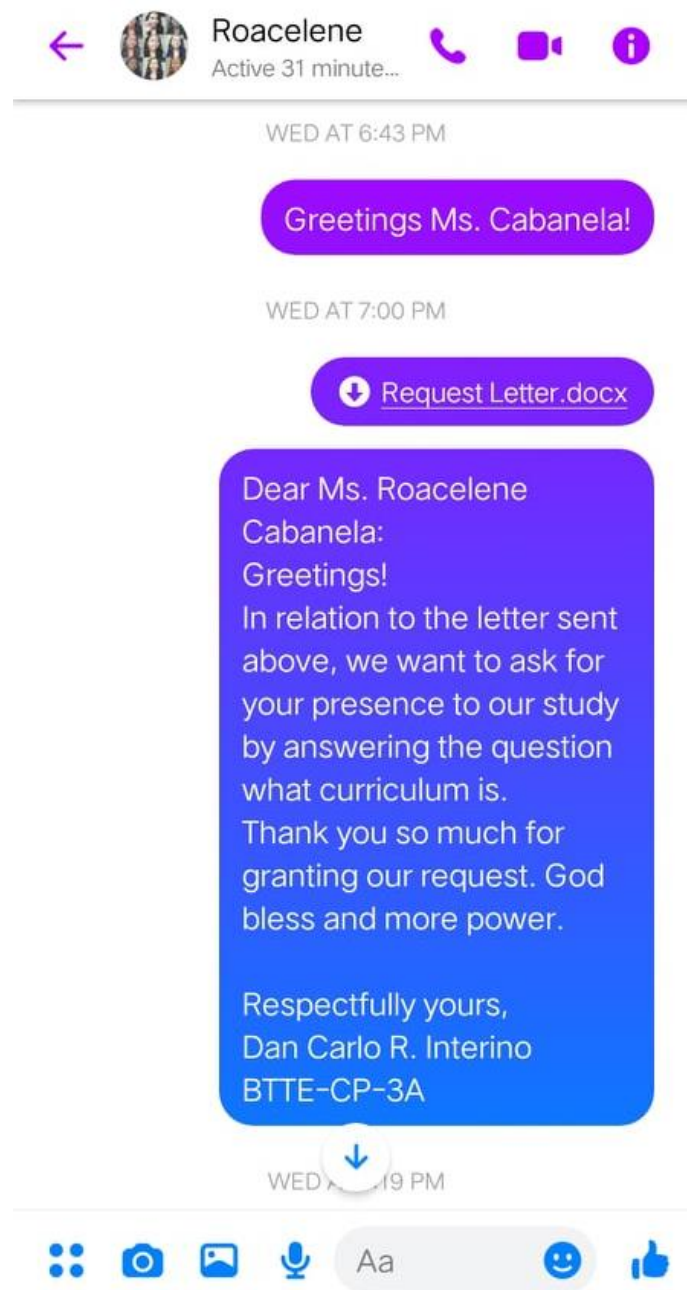



Figure 10 Actual Conversation to Ms. Roacelene Cabanela

Name/s: Dan Carlo R. Interino, John Carlo T. Sojon, Leif Gio Villanueva, Michelle Y. Verula, Arlene Grace Casas, Ranzie Alpha Sagonlay
Year/Program/Section:
Semester/Academic Year: 1ST Semester, AY 2021-2022
Course Title: PIE 11 – Curriculum Development and Evaluation

APPENDIX F

LIST OF MEMBERS

Submitted by:



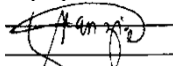
DAN CARLO R. INTERINO



ARLENE GRACE CASAS



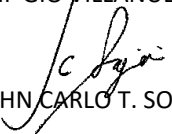
MICHELLE Y. VERULA



RANZIE ALPHA SAGONLAY



LEIF GIO VILLANUEVA



JOHN CARLO T. SOJON

Submitted to:

Mr. Zaldy T. Ronquillo, Jr.

PROFED11 Instructor