

FIELD STUDY 1
OBSERVATION OF TEACHING –LEARNING IN ACTUAL
SCHOOL ENVIRONMENT

EPISODE 4
THE TEACHING AND LEARNING PROCESS

Introduction

This episode is intended to help the FS students to observe the application of principles of teaching and learning in actual classroom teaching.

Learning Outcome:

At the end of this activity, the student teachers should be able to:

1. describe lesson development following outcomes-based teaching and learning,
2. observe how the learning principles are applied in teaching,
3. identify classroom practices that apply to the principles of learning,
4. reflect on the benefits of applying learning principles in teaching and learning.

My Performance (How I Will Be Rated)

| Tasks | Excellent 5 | Very Satisfactory 4 | Satisfactory 3 | Poor 2 | Very Poor 1 |
|-------------------------------|---|--|---|---|---|
| Observation/ Documentation | All tasks done with outstanding quality; work exceeds expectation. | All or nearly all tasks done with high quality | Nearly all tasks done with acceptable quality | Fewer than half of tasks done; or most objectives meet but with poor quality | None of the task done, no objectives met and very poor quality |
| My Analysis | Analysis of questions are answered completely; in depth answers thoroughly based on theories/ exemplary | All or nearly all tasks done with high quality. Analysis of questions are answered completely. Clear in connection with theories | Analysis questions were satisfactorily answered completely. Vaguely related to the theories | Analysis of questions are not all answered. Grammar and spelling unsatisfactory | Analysis of questions are completely not answer. Grammar and spelling are very poor |

| | | | | | |
|---------------|---|---|--|---|--|
| My Reflection | Reflection statements are profound and clear, supported by experiences from the episode | Reflection statements are clear, but not clearly supported by experiences from the episode. | Reflection statements are shallowly supported by the experiences from the episode. | Reflection statements are unclear and shallow and are not supported by the experiences from the episode | Reflection statements are not totally clear, shallow and are not supported by experiences from the episode |
| My Portfolio | Portfolio is complete, clear; well-organized and all supporting documentation are located in sections clearly | Portfolio is complete, clear, well- organized and most supporting documentation are available and/or in logical and clearly marked locations. | Portfolio is incomplete; supporting documentation is organized but is lacking | Portfolio has many lacking components; is unorganized and unclear | Portfolio has completely lacking components, is unorganized and very poor |
| Submission | Two days before deadline | On the deadline | A day after the deadline | Two days after the deadline | Three or more days after the deadline |
| Total Score | | | | | |

Overall
Score

Rating
(Based on Transmutation)

Transmutation to grade/rating

| Score | Grade | |
|----------|-------|----|
| | | |
| 24-25 | 1.00 | 99 |
| 23 | 1.25 | 96 |
| 21-22 | 1.50 | 93 |
| 20 | 1.75 | 90 |
| 18-19 | 2.00 | 87 |
| 17 | 2.25 | 84 |
| 15-16 | 2.50 | 81 |
| 14 | 2.75 | 78 |
| 12-13 | 3.00 | 75 |
| 10-11 | 4.00 | |
| Below 10 | 5.00 | |

My Observation

Check the box that corresponds to what you have observed in class. You may write further remarks in the last column.

| Developmentally Appropriate Teaching Practices | Observed | Not Observed | Remarks |
|---|----------|--------------|-----------|
| 1. Uses different teaching strategies. | / | | Excellent |
| 2. Promotes positive classroom environment. | / | | Excellent |
| 3. Respects the learning styles and abilities of the learners. | / | | Excellent |
| 4. Promotes active learning. | / | | Excellent |
| 5. Uses different instructional materials. | / | | Excellent |
| 6. Use effective motivation strategy. | / | | Excellent |
| 7. Presents the lesson in meaningful way that is easy to understand. | / | | Excellent |
| 8. Provides clear examples to explain concepts. | / | | Excellent |
| 9. Provides opportunities for students to practice/apply what they learned. | / | | Excellent |
| 10. Uses learning strategies that develops creativity and critical thinking. | / | | Excellent |
| 11. Encourages students to do their best in accomplishing each learning task. | / | | Excellent |
| 12. Promotes positive learning behavior and values in the lesson. | / | | Excellent |
| 13. Shows enthusiasm and interest in every aspect of teaching. | / | | Excellent |
| 14. Uses appropriate assessment tools to measure learning outcomes. | / | | Excellent |
| 15. Observes professionalism in handling student behavior. | / | | Excellent |

My Analysis

Answer the following questions critically:

1. What developmentally appropriate learning principles and strategies are observed in the class?

In Mr. Gerald Daguplo's class, I have observed a range of developmentally appropriate learning principles and strategies that contribute to an enriching educational experience for his students. Firstly, he implements differentiated instruction, tailoring his teaching methods and materials to meet the diverse needs and abilities of each student. This ensures that all learners can access and engage with the content effectively.

Active learning is a prominent aspect of Mr. Daguplo's classroom. Students are encouraged to be active participants in their own learning, engaging in hands-on activities, discussions, and problem-solving tasks. This approach fosters critical thinking skills and allows students to construct their knowledge actively.

Mr. Daguplo emphasizes the importance of formative assessment and individualized support. Through ongoing assessments, he gathers feedback on students' understanding and progress, enabling him to provide timely feedback and address misconceptions. Additionally, he offers individualized support to students, providing resources, one-on-one instruction, and extra practice opportunities to cater to their specific needs.

By implementing these developmentally appropriate learning principles and strategies, Mr. Gerald Daguplo creates a vibrant and inclusive learning environment that promotes active engagement, personalized support, and continuous growth for his students.

2. What are the things that need to be improved by the teacher?

As I observe Mr. Gerald Daguplo's class, I can see that he is an effective teacher. However, there are a few areas where he could make some improvements to further enhance the learning experience for his students.

One area that could benefit from more attention is differentiated instruction. While Mr. Daguplo already adapts his teaching to meet the diverse needs of his students, he could gather more detailed information about each student's learning needs. This would help him tailor his instruction even more effectively, ensuring that every student receives the support they require to succeed.

Another aspect that could be improved is student engagement. Although Mr. Daguplo incorporates active learning strategies, it would be beneficial for him to explore additional ways to make the lessons even more interesting and interactive. Incorporating technologies, real-life examples, and varied instructional approaches would help to maintain high levels of student interest and involvement throughout the class.

Mr. Daguplo could consider expanding the variety of assessment methods used in the class. While formative assessments are valuable, integrating performance-based assessments, projects, and open-ended tasks would provide a more comprehensive understanding of students' knowledge

and skills. This would give a clearer picture of their progress and help tailor instruction to their specific needs.

Overall, Mr. Gerald Daguplo's commitment to his students' learning is evident. By focusing on these areas of improvement, he can further enhance his teaching effectiveness and create an even more engaging and personalized learning environment for his students. Continued professional development and seeking out new teaching approaches will also contribute to his growth as an educator.

3. How do the developmentally appropriate learning practices improve students' learning ability?

In Mr. Gerald Daguplo's class, I've noticed how the developmentally appropriate learning practices truly enhance students' learning abilities. It's amazing to see the positive impact these practices have on their academic growth. Firstly, the practices spark a genuine sense of engagement among the students. Mr. Daguplo takes the time to tailor his lessons to their interests and abilities, making the content relevant and exciting. As a result, the students actively participate, ask questions, and eagerly dive into class activities. This high level of engagement fuels their motivation and focus, leading to noticeable improvements in their learning outcomes.

I've witnessed the power of individualized support in Mr. Daguplo's class. He recognizes that each student has unique strengths and areas for growth. By providing differentiated instruction and targeted interventions, he ensures that every student receives the necessary guidance to thrive. This personalized approach builds their confidence, as they receive the specific support they need to succeed. It's heartwarming to see students blossom academically, knowing that their teacher truly cares about their individual progress.

The developmentally appropriate learning practices in Mr. Daguplo's class foster critical thinking and problem-solving skills. Through hands-on activities, collaborative projects, and open-ended tasks, students are encouraged to think critically, analyze information, and apply their knowledge. It's inspiring to witness their growth in these areas as they tackle complex challenges and develop their problem-solving abilities. These skills go beyond the classroom, equipping them with the tools they need to succeed in their academic journey and beyond.

In conclusion, the developmentally appropriate learning practices implemented by Mr. Gerald Daguplo have a remarkable impact on students' learning abilities. Their active engagement, individualized support, and development of critical thinking skills are truly transformative. It's evident that Mr. Daguplo's dedication to creating an inclusive and empowering learning environment allows his students to thrive and reach their full potential.

4. How does the non-application of the learning principles affect student learning?

From what I've observed in Mr. Gerald Daguplo's class, the non-application of learning principles would seriously impact student learning. Mr. Daguplo's effective implementation of developmentally appropriate practices keeps students engaged and motivated. They actively participate in discussions, hands-on activities, and problem-solving tasks, which foster critical thinking and deeper understanding. However, if these principles were neglected, students might become disinterested and detached, leading to lower learning outcomes and reduced retention of information.

One of the things I appreciate about Mr. Daguplo's class is the individualized support he provides. Through differentiated instruction and targeted interventions, he caters to the diverse needs and abilities of his students. This personalized approach ensures that each student receives the necessary support to thrive. Without the application of these learning principles, students could struggle to receive the specific assistance they need, resulting in learning gaps and frustration among those who feel left behind or unchallenged.

Mr. Daguplo's class places importance on holistic development, including students' social and emotional well-being. The positive learning environment he creates encourages positive interactions, self-regulation skills, and overall well-being. However, without the application of learning principles, there may be a lack of emphasis on students' holistic growth. This could lead to heightened stress, limited social interactions, and decreased overall well-being. Consequently, students' ability to learn effectively and their personal growth may be hindered.

In summary, based on my observations in Mr. Gerald Daguplo's class, the non-application of learning principles would result in reduced student engagement, limited individualized support, and a diminished focus on holistic development. Conversely, the application of these principles in his class creates an environment where students are actively engaged, receive personalized support, and experience overall growth and well-being.

My Reflections

1. Teaching Principles worth adopting and why?

In my observation of Mr. Gerald Daguplo's class, I was impressed by a few teaching principles that I believe are truly worth adopting. Mr. Daguplo's emphasis on developmentally appropriate learning practices stood out to me. He takes the time to tailor his instruction to match the individual needs, interests, and abilities of his students. This approach fosters a sense of relevance and engagement, making learning more meaningful for the students. By adopting this principle, teachers can create a dynamic and personalized learning environment that supports student growth and enhances their learning experiences.

I was inspired by Mr. Daguplo's dedication to providing individualized support to his students. He recognizes that each student is unique, with their own strengths and areas for improvement. By offering targeted interventions and differentiated instruction, he ensures that every student receives the necessary guidance to succeed. This personalized approach not only boosts their confidence but also helps them progress at their own pace. By adopting this principle, teachers can empower their students to reach their full potential and create a supportive learning environment where every student feels valued and supported.

In summary, the teaching principles worth adopting from Mr. Gerald Daguplo's class include the use of developmentally appropriate learning practices and the provision of individualized support. These principles promote engagement, personalization, and holistic growth among students. By incorporating these principles into our teaching practices, we can create a more student-centered and inclusive learning environment that nurtures their individual needs and facilitates their overall development.

2. It is said that learning is an active process. Explain the adage “What I hear, I forget; what I see, I remember; what I do, I understand.”

In Mr. Daguplo's class, I've witnessed the powerful truth behind the adage "What I hear, I forget; what I see, I remember; what I do, I understand." One remarkable aspect of Mr. Daguplo's teaching approach is his use of visual aids. He goes beyond traditional lectures by incorporating charts, diagrams, and multimedia presentations to complement his explanations. It's incredible to see how these visual cues capture the students' attention and enhance their memory retention. When students have visual representations to support the information, they demonstrate a deeper understanding and recall of the concepts being taught.

Mr. Daguplo is a strong advocate for active learning. He frequently integrates hands-on activities, group projects, and real-life applications into his lessons. For example, in a science class, students actively engage in planting and monitoring the growth of seeds. Through these experiential activities, students not only grasp the scientific principles better but also develop a genuine connection to the subject matter. By actively participating in their learning, students acquire a profound understanding that goes beyond mere memorization.

In summary, my observations in Mr. Daguplo's class affirm the adage that learning is an active process. His use of visual aids and emphasis on hands-on experiences empower students to remember and truly understand the material. By combining visual stimulation with active engagement, Mr. Daguplo creates an enriching learning environment where students' memories are heightened, and their understanding is deepened.

3. Based on your observation in class, how can you make your teaching-learning activity more meaningful and relevant?

Based on what I've observed in Mr. Daguplo's class, I've learned valuable ways to make teaching-learning activities more meaningful and relevant. Connecting the lessons to real-life experiences is key. Mr. Daguplo frequently relates the content to students' everyday lives, making it more relatable and engaging. By incorporating real-world examples, current events, or personal stories, teachers can create a stronger connection between the subject matter and students' experiences, deepening their understanding and interest.

Involving student interests and choices plays a significant role. Mr. Daguplo values student input and incorporates their interests into the lesson plans. This approach empowers students to take ownership of their learning, increasing their motivation and engagement. By offering choices, such as selecting project topics or assignment formats, teachers can tap into students' passions and make the learning experience more personalized and relevant.

In summary, to make teaching-learning activities more meaningful and relevant, it is crucial to connect the lessons to real-life experiences and involve student interests and choices. By incorporating these strategies, teachers can create a dynamic and engaging learning environment that fosters deeper understanding, relevance, and student ownership of their education.

4. Lessons learned

During my time observing Mr. Daguplo's class, I have learned valuable lessons that have had a lasting impact on my understanding of effective teaching. I have witnessed the power of a student-centered approach. Mr. Daguplo's teaching revolves around the individual needs and interests of his students, fostering a supportive and inclusive learning environment. This has taught me the importance of recognizing and addressing the unique needs of each learner, tailoring instruction to their strengths, and creating opportunities for their active engagement.

I have come to appreciate the significance of active learning. Mr. Daguplo's use of hands-on activities, group projects, and interactive discussions has shown me that when students are actively involved in their learning, their understanding deepens. This hands-on approach cultivates critical thinking, problem-solving, and collaboration skills, preparing students for real-world challenges.

In summary, my observation in Mr. Daguplo's class has taught me the value of a student-centered approach and the impact of active learning strategies. These lessons serve as a reminder that effective teaching involves recognizing and addressing individual student needs while promoting engagement and active participation.

My Portfolio

My Personal Illustration of the Teaching and Learning Process

In Mr. Daguplo's class, the teaching and learning process can be compared to a dance. The teacher takes on the role of the lead, guiding and directing the students through the lesson with expertise and passion. Just like in a dance, Mr. Daguplo sets the rhythm by presenting clear objectives and delivering engaging content. He uses interactive discussions, visual aids, and thought-provoking questions to capture the students' attention and keep them actively involved in the learning process.

The students, on the other hand, become the responsive partners in this educational dance. They eagerly absorb the information, ask questions, and contribute their own ideas. Like skilled dancers who follow the lead's cues, the students in Mr. Daguplo's class respond to his guidance, applying the knowledge in practical ways and participating in hands-on activities. This active engagement allows them to internalize and understand the concepts more deeply.

Together, the teacher and students create a collaborative and supportive environment. They work together, exchanging ideas, insights, and feedback, just like dancers who communicate and connect with one another. This partnership fosters a positive and inclusive learning atmosphere where students feel empowered and valued, leading to a more meaningful and effective learning experience.

In summary, the teaching and learning process in Mr. Daguplo's class can be metaphorically compared to a dance, where the teacher leads with expertise and passion, and the students actively participate and respond. This collaborative partnership creates an engaging and supportive environment where students can develop a deep understanding of the subject matter and feel a sense of ownership in their learning journey.

My Reflections

My time spent observing Mr. Daguplo's class has been truly enlightening and has made a profound impact on my understanding of effective teaching practices. It has been a reflective journey that has reinforced my belief in the transformative power of education.

Mr. Daguplo's student-centered approach has been particularly inspiring. He genuinely cares about his students and goes the extra mile to understand their individual needs, interests, and learning styles. This personalized approach creates a nurturing environment where every student feels valued and supported. It has reminded me of the importance of recognizing and celebrating the unique qualities that each student brings to the classroom.

One of the key lessons I have learned from Mr. Daguplo is the power of active learning. His use of hands-on activities, group discussions, and real-life applications has shown me how engagement and participation can enhance students' understanding and make learning more meaningful. It has reinforced the idea that education is not just about imparting knowledge but also about nurturing critical thinking, problem-solving, and collaboration skills that students can apply in their lives.

Overall, my experience in Mr. Daguplo's class has been a powerful reminder of the impact that dedicated and passionate educators can have on their students. It has ignited a renewed enthusiasm in me to strive for student-centered teaching and to continually seek innovative and effective approaches to engage and inspire my own future students. I am grateful for the opportunity to witness Mr. Daguplo's exceptional teaching methods and will carry the lessons learned with me as I embark on my own journey as an educator.