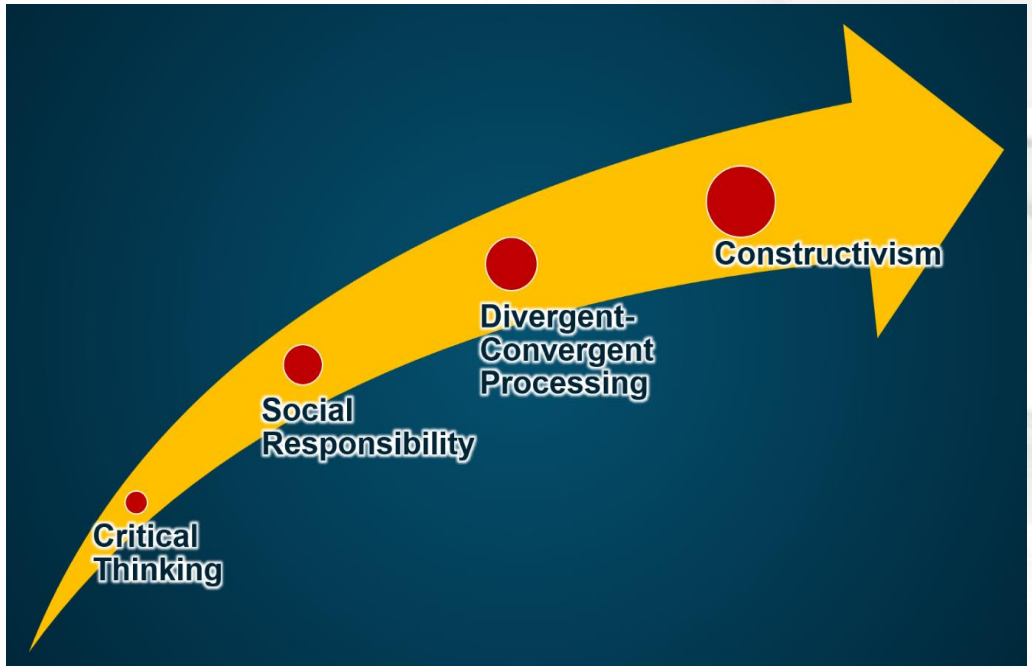
UNIVERSITY OF THE ASSUMPTION | School of Education | Educ 3A

C-EDUC10: Building & Enhancing New Literacies Across the Curriculum

Spring Semester AY 2022-2023



Session 13

Lesson Planning Involving the New Literacies

Integrating the New Literacies into the New-Normal and Post-Pandemic Curriculum

The new-normal and post-pandemic 21st-century educational curriculum envisions sustainable societies. Integrating new literacies into the curriculum can significantly enrich the K to 12 teaching-learning processes toward preparing future leaders to be globally competent agents of economic sustainability.

Let's assess your background ideas about LESSON PLANNING

Let's assess your background ideas...

30 sec per item

1. What is the most essential outcome in engaging students in class, such as using media-based approach?
    a. creating new ideas
    b. developing attitudes
    c. performing very well
    d. studying really hard

Let's assess your background ideas...

30 sec per item

2. When students learn to analytically and critically identify their own learning needs, what stage of learning have they done?

   a. adaptive

   b. conceptual

   c. discovery

   d. generative

Let's assess your background ideas...

30 sec per item

3. What competency should be performed by students for them to explore things and form meanings?

   a. collaboration

   b. investigation

   c. remembering

   d. selecting

Let's assess your background ideas...

30 sec per item

4. Which do you think is an indicator of "generative learning" among students?
   a. analyzing cases
   b. proving conclusions
   c. integrating concepts
   d. experimenting issues

Let's assess your background ideas...

30 sec per item

5. What teaching skill should the teacher develop <u>the most</u> in order to encourage students to think analytically and critically?

   a. art of questioning
   b. use of multimedia
   c. lesson planning skills
   d. classroom management

Let's assess your background ideas...

30 sec per item

6. What do students learn when they are able to translate knowledge into functions used in daily practical situations?

    a. decision-making skills

    b. analytical skills

    c. creative skills

    d. life skills

Let's assess your background ideas...

30 sec per item

7. In constructivism in teaching, which value has to be developed the most aside from "creativity"?

   a. diligence

   b. enthusiasm

   c. independence

   d. resourcefulness

Our Vision of the 21st-Century TEACHER

To become an expert teacher who can instantly motivate students to produce new knowledge that is processed based on the principle of constructivism

TODAY'S SESSION OBJECTIVES

1. Determine how Constructivism is applied in instructional planning through the four-stage learning development framework; and,

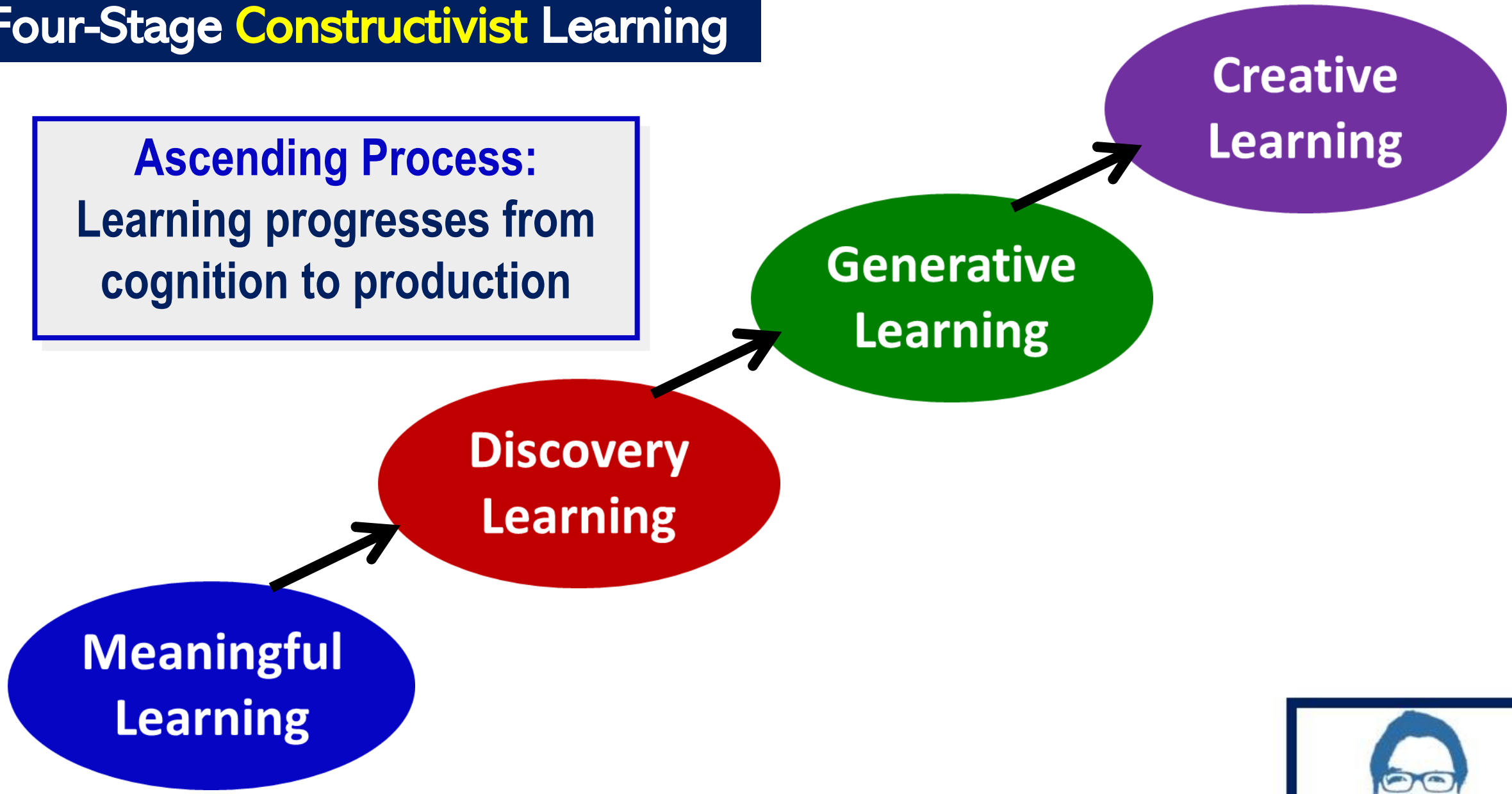
2. Design a lesson plan that explains the relationships and differences between the four stages of constructivist learning through the media-based approach.

Four-Stage Constructivist Learning

Ideation	Engaging the mind to form concepts	Meaningful Learning
Exploration	Verifying concepts in the environment	Discovery Learning
Evaluation	Critical discussion through collaboration	Generative Learning
Innovation	Practicing the learned processes	Creative Learning

Four-Stage Constructivist Learning

Ascending Process:
Learning progresses from cognition to production



Four-Stage Constructivist Learning

Satisfying Curiosity

Meaningful Learning

Discovery Learning

Generative Learning

Creative Learning

Using what is known to unlock what is unknown

Four-Stage Constructivist Learning

Investigation

Meaningful Learning

Discovery Learning

Generative Learning

Creative Learning

Finding out what is to be learned; Identifying the needs

Four-Stage Constructivist Learning

Creating personal models and explanations

Meaningful Learning

Discovery Learning

Generative Learning

Creative Learning

Drawing inferences

Four-Stage Constructivist Learning

Learners use facts to make knowledge; knowledge into function; function into OUTPUT.

Meaningful Learning

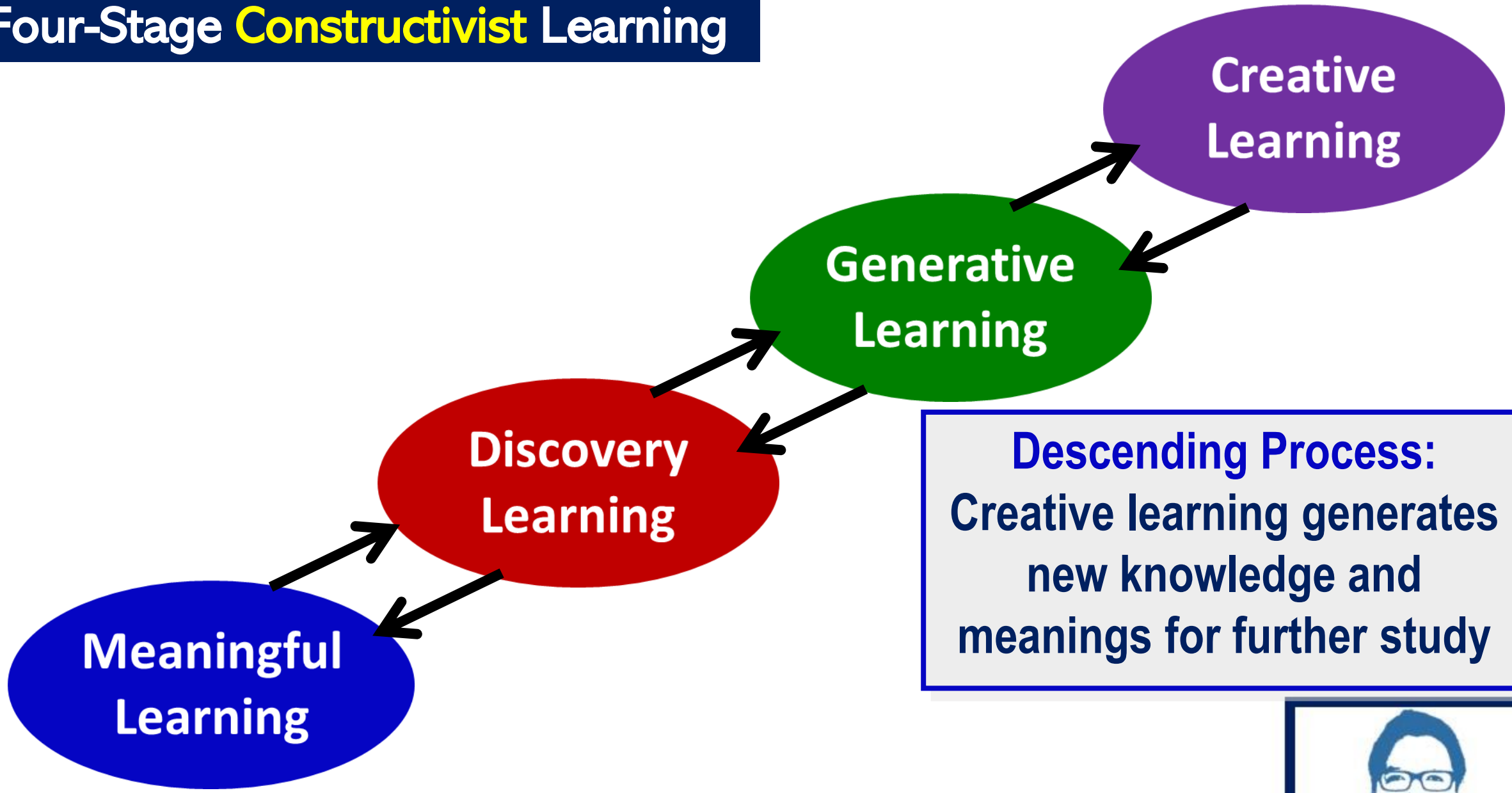
Discovery Learning

Generative Learning

Creative Learning

Independent Learning

Four-Stage Constructivist Learning



Descending Process:
Creative learning generates new knowledge and meanings for further study

CONSTRUCTIVISM

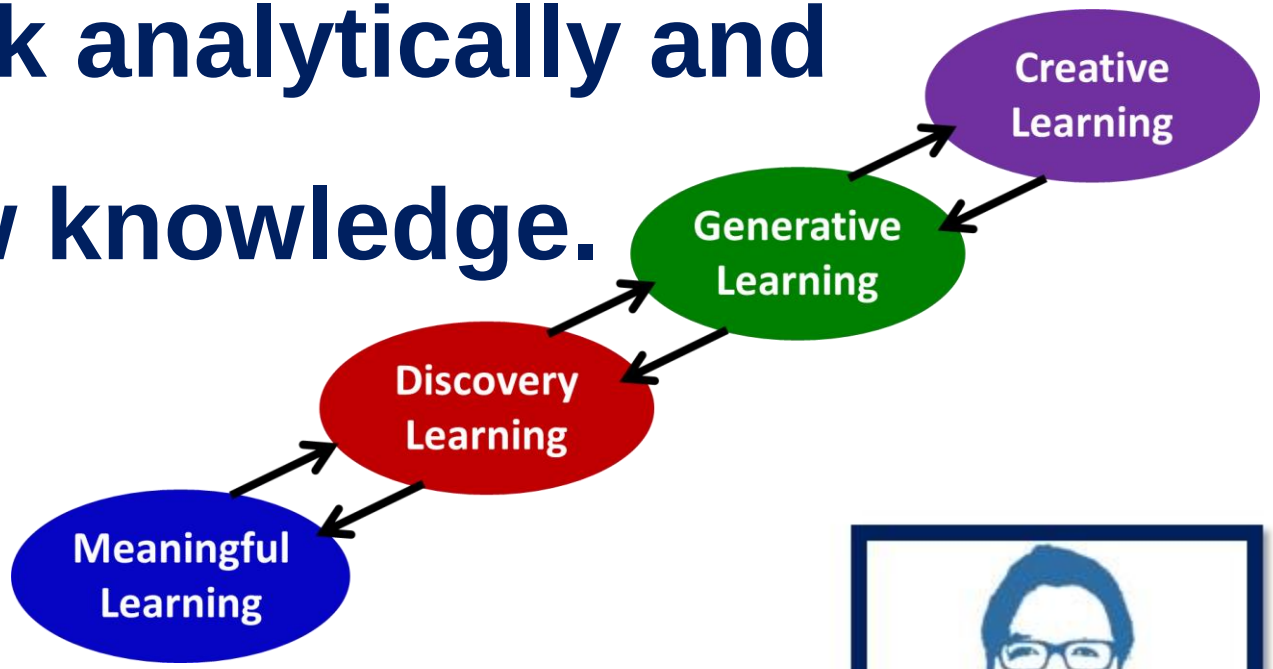
Constructing ___••w___ knowledge drawn by creating ___m•••ings___ from various experiences, ___d•••••••ing___ possibilities, and generating a wise ___c••••••ion___ done ___i••••••••••ly___.

CONSTRUCTIVISM

Constructing ___new___ knowledge drawn by creating ___meanings___ from various experiences, ___discovering___ possibilities, and generating a wise ___conclusions___ done ___independently___.

Media-Based Lesson Planning

Media-based teaching is a constructivist pedagogy that uses technological tools to engage students to think analytically and critically and create new knowledge.



Media-Based Lesson Planning

1. Conveying the lesson summary

2. Listing down the expected outcomes

3. Prioritizing the outcomes by levels

4. Identifying learning skills

5. Drafting learning objectives

6. Choosing objective-based media

Media-Based Lesson Planning

1. Conveying the lesson summary

- **Synthesizing the subject matter to prepare for the performance task**
- **Organizing the essential concepts for students to explore at the onset of the lesson**

2. Listing down the expected outcomes

- **Having a vision of the learning outcomes used as standards in the design of the teaching-learning process**

Media-Based Lesson Planning

3. Prioritizing the outcomes by levels

- Arranging the outcomes according to the performance scopes, skills, and requirements

Associative	Introductory Level – pre-requisite ideas or previous experiences
Adaptive	Development Level – previous ideas linked with new ones
Active	Performance Level – application of the newly formed ideas
Assumptive	Conclusion Level – generalization of the outcome theory
Creative	Output Level – evidence of the generalization

Media-Based Lesson Planning

4. Identifying learning skills

- **Identifying the more specific actions that students are expected to perform resulting from the learning outcomes**

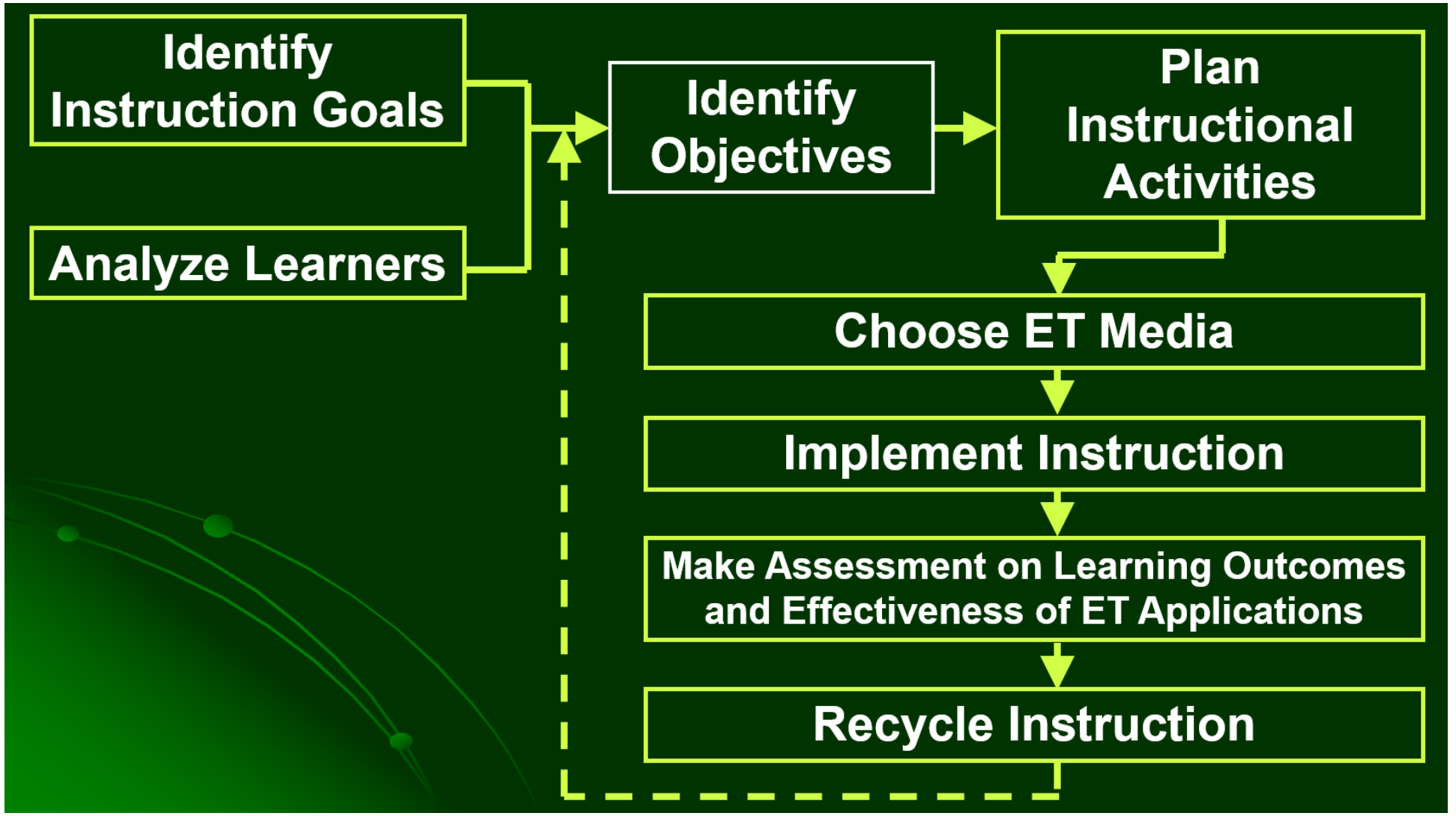
5. Drafting learning objectives

- **Stating the objectives as performance-based learning outcomes**

6. Choosing objective-based media

- **Designing instructional tools according to the requirements of the performance-based outcomes**

Media-Based Lesson Planning



Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

A summary of the learned competencies in the previous lesson

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

- Subject Area
- Subject Matter
- Grade Level
- No. of Minutes
- Reference/s

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

Main Goal –
terminal outcome

Specific Objectives –
SMART targets

Media-Based Lesson Planning

Pre-planning

1. **Rationale**
2. **Objectives**
3. **Procedure**
   a. **Motivation**
   b. **Presentation**
   c. **Integration**
   d. **Development**
   e. **Generalization**
   f. **Valuation**
4. **Evaluation**
5. **Application**

Activities and materials to stimulate eagerness to learn

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

Reflecting on the motivation, introducing the lesson by using the basic terms.

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

Linking the basic terms to the current topic by asking challenging questions

Stimulating critical thinking

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

Thorough interaction about the main topic with actual situations or experiences

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

Making students state the general rule, concept, formula, conclusion, decision, theory, etc. through constant citing of proofs

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalizati
   f. Valuation
4. Evaluation
5. Application

Reinforcing students to infer the significance of the general thought to themselves and the environment

Values integration with real-life application

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalizatio
   f. Valuation
4. Evaluation
5. Application

Assessment of learning based on the objectives of the lesson

Media-Based Lesson Planning

Pre-planning

1. Rationale
2. Objectives
3. Procedure
   a. Motivation
   b. Presentation
   c. Integration
   d. Development
   e. Generalization
   f. Valuation
4. Evaluation
5. Application

Assignment or agreement that should be done to practice what has been learned in class

Let’s assess your learning about LESSON PLANNING

Post-Lesson Assessment of Session 13

30 sec per item

1. What is the most essential outcome in engaging students in class, such as using media-based approach?

   a. creating new ideas
   b. developing attitudes
   c. performing very well
   d. studying really hard

Performance-based instruction is aimed at engaging students to be collaborative and productive; hence creative.

Post-Lesson Assessment of Session 13

30 sec per item

2. When students learn to analytically and critically identify their own learning needs, what stage of learning have they done?

a. adaptive
b. conceptual
c. discovery
d. generative

Developmental Level – Students are encouraged to realize their needs and objectives related to the lesson. They are trained to be sincerely adaptive.

Post-Lesson Assessment of Session 13

30 sec per item

3. What competency should be performed by students for them to explore things and form meanings?

a. collaboration
b. investigation
c. remembering
d. selecting

Discovery Learning – Investigating is a means to explore things to characterize them.

Post-Lesson Assessment of Session 13

30 sec per item

4. Which do you think is an indicator of "generative learning" among students?

a. analyzing cases

b. proving conclusions

c. integrating concepts

d. experimenting issues

Generative Learning is the concluding part of the teaching-learning process.

Post-Lesson Assessment of Session 13

30 sec per item

5. What teaching skill should the teacher develop <u>the most</u> in order to encourage students to think analytically and critically?

a. art of questioning
b. use of multimedia
c. lesson planning skills
d. classroom management

Students need to be systematically guided by the teacher to make them think effectively through proper questioning.

Post-Lesson Assessment of Session 13

30 sec per item

6. What do students learn when they are able to translate knowledge into functions used in daily practical situations?

a. decision-making skills

b. analytical skills

c. creative skills

d. life skills

Life skills are what teachers intend for the students to develop in carrying out various pedagogies.

Post-Lesson Assessment of Session 13

30 sec per item

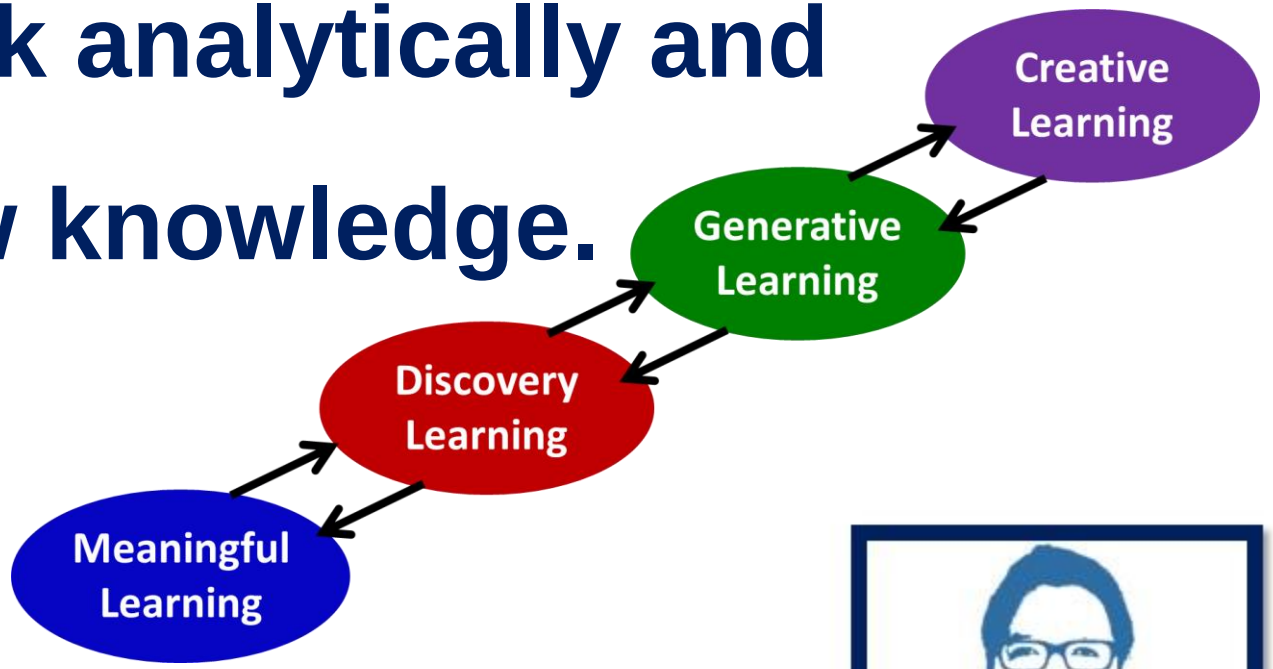
7. In constructivism in teaching, which value has to be developed the most aside from "creativity"?

a. diligence
b. enthusiasm
c. independence
d. resourcefulness

In school, learners are guided and supervised most of the time. However, independence will always be our deferred outcome for them.

CONCLUSION:

Media-based teaching is a constructivist pedagogy that uses technological tools to engage students to think analytically and critically and create new knowledge.



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