

- **Education** is the process of acquiring knowledge, habits, attitudes, interest, skills, and abilities and other human qualities through training, self-activity, and transmitting these vital elements of human civilization to posterity.
- The three TYPES OF EDUCATION are **Formal Education**, **Non-formal Education**, and **Informal Education**.
- **Formal education** refers to the hierarchically structured and chronologically graded learning, organized and provided by formal schools and where certification is required in order for the learner to progress through the grades or move on to higher levels.
- **Non-formal education** refers to any school-based educational activities undertaken by the DECS and other agencies aimed at attaining specific learning objectives for a particular learner.
- **Informal education** is a type of education that can be acquired anytime and anywhere, also known as the education for all seasons.
- The two theories concerning the exact ORIGIN OF EDUCATION are the **Theory of Divine Education** and the **Theory of Evolution**.
- The **Theory of Divine Creation** advocates that God equipped man with intellect and free will.
- The **Theory of Evolution** believes that education started when the primitive man began his quest to find ways and means to feed, clothe, shelter and protect himself, and compete with other animals for survival.
- Ancient civilizations such as the **Jewish**, **Chinese**, **Egyptian**, **Greeks**, and the **Roman Civilizations** have all CONTRIBUTED TO EDUCATION.
- The Ancient Jewish civilization contributed **religious education**.
- The Ancient Chinese civilization contributed **career oriented education**.
- The Ancient Egyptian Civilization contributed **practical and empirical education**.

- The Ancient Greek Civilization contributed **liberal and democratic education**.
- The **Sophists** in ancient Greek were the wandering scholars who went to Athens to teach Athenian boys by collecting fees from them.
- **Protagoras** was the most famous sophist who stated that man is the measure of all things.
- The **Greek Thinkers** flourished in order to counteract the influences of the Sophists who were not Athenians, among them were **Socrates**, **Plato**, and **Aristotle**.
- **Socrates** was a Greek Thinker who believed that knowledge is virtue and all virtuous actions are based on knowledge.
- **Plato** believed that the social class the person belongs to determine their education.
- **Aristotle** believed that virtue is brought by doing not by knowing and advanced the idea that man is a social animal and must use his reason to attain his ultimate end, which is **'the summum bonum'** or highest/supreme Good.
- The Ancient Roman civilization contributed **pragmatic and progressive education**.
- There are three TEACHING METHODS that Jesus Christ used and contributed, which are the **Parable**, **Conversational Method**, and **Proverbial or Gnostic Method**.
- **Christian Education** became part of the mainstream society in Rome when Emperor Constantine proclaimed Christianity as the official religion of the Roman world.
- The different MEDIEVAL MOVEMENTS in education are **Monasticism**, **Scholasticism**, **The Medieval University**, **Chivalry**, and **The Guild System**.
- **Monasticism** is where education was a religious discipline, strict, rigid, and punishment was severe.

- **Charlemagne** supported the Monastic schools and even established court schools to educate his constituents.
- **Scholasticism** is where education was an intellectual discipline and its purpose was to bring reason to faith and support theology by using logic.
- **St. Thomas of Aquinas** was one of the foremost proponents of the Scholastic movement.
- The **Medieval University** started as "*universitasmagistorumetscholarium*" or corporation of teachers and students, chartered by the pope or the kings.
- **Emperor Frederick I** chartered the first organized university, University of Bologna in 1158.
- THE MEDIEVAL UNIVERSITY was composed of a Studiumgenerale (student body), Nation, Councilors, Facultas, Dean, and Rector.
- **Chivalry** is where education was used as a social discipline, where a boy of noble birth has to pass through several stages to be fully accepted as a member of his social class.
- Under CHIVALRY, a boy of noble birth has to go through as a page, squire, and knight to be fully accepted as a member of his social class.
- A **page** is an attendant to the noble courts at the age of 7 years old.
- A **squire** is an attendant to a knight at the age of 14 years old.
- A **knight** is a full-pledged warrior who has vowed to protect the women and the poor, defend the church and the state, attack the wicked, and shed blood for the sake of his country and his fellow countrymen.
- **The Guild System** provided education for the middle class that acquired their fortune from the profits in commercial and industrial endeavors brought by the "Crusades".

- **Renaissance** is considered as the revival of ancient learning brought by the discovery of the “New World” by Christopher Columbus, the fascinating stories of Marco Polo about the wealth and technology of the East, the invention of the printing press and other events.
- **Humanism** is a philosophy that believes that education aims to liberate man from the oppressive and demanding medieval institutions like the church and the state to enable him to fully develop his potentials.
- **Italian or Individual humanism** stressed that individual freedom is a prerequisite to the achievement of a rich and fulfilled life.
- **Northern or Social Humanism** advocated that education is an avenue for societal regeneration.
- **Reformation** highlighted the protests of the people who were dissatisfied by the policies of the Roman Catholic Church caused by the massive corruption and indulgences of the church.
- **Martin Luther**, considered as the father of Reformation, wrote the 95 theses that denounces the Catholic Church and posted it in the doorpost of his Cathedral on October 31, 1517.
- **Catholic Counter – Reformation** was the response of the Roman Catholic Church to the protests of the “Reformers” led by Rev. Martin Luther.
- **Realism** was an educational philosophy that advocates that education should be concerned with the actualities of life and prepare for its concrete duties.
- The proponents of REALISTIC EDUCATION were John Milton, Francois Rubelais, Michael de Montaigne, John Amos Comenius, Francis Bacon, Richard Mulcaster, and WolfgangRatke.
- **John Milton** believed that boys should study formal grammar and formal education must be emphasized.
- **Francois Rubelais** suggested that education should be made attractive and pleasant rather than compulsive.

- **Michael de Montaigne** emphasized the use of field trips/educational tours in the teaching – learning process and introduced the concept of finishing schools.
- **John Amos Comenius** wrote “*Orbis Pictus Sensualism*” or the World of Sensible Things Pictured, which is considered as the first textbook on using of visual aids in classroom teaching.
- **Francis Bacon** suggested the used of inductive method of teaching and believed that all **scientific** progress must be based on nature.
- **Richard Mulcaster** argued that education should be in accordance with the nature of the child and its aim is to secure the expression and development of childish tendencies and not to suppress them.
- **Wolfgang Ratke** advocated that everything should constantly be repeated to ensure mastery.
- **Disciplinism** is a philosophy, which believes that education is based on discipline.
- **John Locke** is an advocate of Disciplinism and believed that when the child is born his mind can be compared to a “**tabula rasa**”, or a blank tablet and experiences will be the ones to write on that tablet.
- **Naturalism** is an educational philosophy, which adheres to the belief that education should be in accordance with the nature of the child.
- **Jean Jacques Rousseau** believed that man at birth is naturally good and societal influences make man evil, and that the stronger the body, the more it obeys and the weaker the body the more it commands.
- **The Psychological Movement** in Education calls for the application of basic psychological principles like individual differences, transfer of learning and other to the educative process.
- Among the educators who belong to the PSYCHOLOGICAL MOVEMENT were Johan Heinrich Pestalozzi, Johan Friedrich Herbart, Friedrich Wilhelm August Froebel and Maria Montessori.

- **Johan Heinrich Pestalozzi** advocated that learning is through observation and experience and education is basically a “**contact of souls**” and the teacher must feel respect and sympathy for the children he teaches.
- **Johan Friedrich Herbart** was known for the Herbartian Method of Teaching, which is composed of Preparation, Presentation, Association, Generalization, and Application.
- **Friedrich Wilhelm August Froebel** established a child-centered school in 1840, which came to be known as “**Kindergarten**”.
- **Maria Montessori** developed a child-centered curriculum and emphasized manipulation and experimentation to promote independence and creativity.
- **The Sociological Movement** in Education is where education is looked upon as the process geared toward the propagation, perpetuation, and improvement of the society and the total development of an individual.
- **John Dewey**, a proponent of the sociological movement, believed that education must be democratic and considered as life and not just the preparation for life.
- John Dewey postulated the famous “**Learning by Doing Dictum**”, which states that the learner learns best if he is an active participant in the teaching learning process.
- A teacher has a **right and duty** to determine the academic marks and the promotions of learners in the subject or grades he handles, provided that such determination shall be in accordance with generally accepted procedures of **evaluation and measurement**.
- To manage an **off-task behavior**, a teacher should always consider not only the goodness of one but of the entire class.
- It is a **responsibility of teachers** to seek correctives for what may appear to be an unprofessional and unethical conduct of any associate.

- Asking what a student wants to be when he/she grows up is an indication of **Idealism**, where ideas that exist in the mind are the only reality.
- Pursuing a degree in Education to fulfill a dream of becoming a teacher shows **Realism**, where it stresses that reality is not in the mind but in the external world.
- In accordance with the **Code of Ethics for Professional Teachers**, every teacher shall participate in the Continuing Professional Education (CPE).
- In a situation where **mutual attraction** and **subsequent love** develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.
- In accordance to **RA 7836**, every teacher shall be physically, mentally and morally fit.
- The **Education Act of 1982** provided for the establishment and maintenance of an integrated system of education
- In the **Education Act of 1982, Section 2** this act shall apply to and govern both formal and non-formal system in public and private schools in all levels of the entire educational system.
- **Act No. 2706**, also known as "**Private School Law**", enacted on **March 10, 1917** made the recognition and inspection of private schools and colleges by the Secretary of Public Instruction obligatory so as to maintain a standard of efficiency on all private schools and colleges in the country.
- **Commonwealth Act No. 578** enacted on **June 8, 1940**, conferred the status of "**persons in authority**" upon the teachers, professors, and person charged with the supervision of public or duly recognized private schools, colleges, universities.
- **EO No. 27** issued on **July 4, 1986** seeks to include courses or subjects on human rights in the school curricula, in textbooks, and other reading materials and in the qualifying examinations on government service.

- **EO No. 189** issued on **June 10, 1987**, placed all public secondary school teachers under the administrative supervision and control of the Department of Education, Culture and Sports.
- **RA1079** approved on **June 15, 1959** provided that Civil Service eligibility shall have no time limit.
- **RA No. 1425** approved on **June 12, 1956** prescribed the inclusion in the curricula of all schools, both public and private, from elementary schools to the universities, the life, works and writings of Jose Rizal especially the Noli Me Tangere and El Filibusterismo.
- **RA No. 4670** known as the “**Magna Carta for Public School Teacher**” approved on **June 18, 1966** to promote and improve the social and economic status of public school teachers, their living and working conditions, their employment and career prospects.
- **RA 6655** known as the “**Free Public Secondary Education Act of 1988**” approved on **May 26, 1988** provided for free public secondary education to all qualified citizens and promote quality education to all levels.
- **RA6728** known as the “**Act Providing Government Assistance to Students and Teachers in Private Education**” was approved on **June 10, 1989** and provided for tuition fee supplement for students in private high schools, vocational and technical courses whose schools charge less than 1,500 pesos tuition fee.
- **RA 7079** known as the “**Campus Journalism Act of 1991**” was signed into law on **July 5, 1991** to provide for the promotion and protection of press freedom in the campus by providing for the establishment and maintenance of a student publication in all levels of education in both public and private schools.
- **RA 7610** enacted on **June 17, 1992** otherwise known as the **Special Protection of Children Against Abuse, Exploitation and Discrimination Act, or the Anti-Child Abuse Law** further amended by **RA 9231** in order to strengthen the law for the protection of the Filipino Children from abuse exploitation and for the elimination of the worst forms of child labor.

- **RA 7731** passed on **June 2, 1994** stated that those who failed the NCEE shall no longer be denied or refused enrolment by any School, College, or University to any post-secondary program necessitating a minimum of four (4) years.
- **RA 7743** approved on **June 17, 1994** provided for the establishment of Public Libraries and Reading Centers in all Barangays all over the country to be undertaken by the National Library in coordination with the Department of Interior and Local Government (DILG).
- **RA 7784** known as an “**Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence**” approved on **August 4, 1994** provided that there shall be identified, designated, established, and developed in strategic places in each of the regions in the country, one or more centers of excellence for teacher education based on a set of criteria provided.
- **RA 7796** known as the Technical Education Skills Development Act of 1994 or the “**TESDA Act of 1994**” approved on **August 25, 1994** provided for the creation of the Technical Education Skills Development Authority or TESDA.
- **RA 7797** was passed on **August 18, 1994**, and provided for the lengthening of the school calendar from two hundred (200) days but not more than two hundred twenty (220) days beginning in the school year 1995-1996.
- **RA 7877**, known as the “**Anti Sexual Harrasment Act of 1995**” was signed into law on **February 14, 1995**, provided that all forms of sexual harassment in the employment, education or training environment are unlawful.
- **RA 7880** known as the “**Fair and Equitable Access to Education Act**”, which states that the “State shall provide for the development of its citizenry as represented by all legislative districts ensuring then fair and equitable access to the infrastructure and tools necessary for quality education.”

- **RA 8047** known as the “**Book Publishing Industry Development Act**”, recognized that the book publishing industry has a significant role in national development, considering that books which are its products are instrumental in the citizenry’s intellectual, technical and cultural development – the basic social foundation for the economic and social growth of the country.
- **RA 8941** known as the “**Flag and Heraldic Code of the Philippines**” approved on **February 12, 1998** proved the design of the National Flag, hoisting and display of the National Flag, conduct of flag raising ceremony, Pledge to the Flag, the National Anthem, and the National Motto.
- **RA 8545** amended **RA 6728** to establish a fund for the purpose of subsidizing salaries of private school teachers.
- **RA 9155** known as “**An Act Instituting A Frame of Work Of Governance For Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports As The Department of Education**” was approved on **August 11, 2001**.
- **Progressivism** connotes growth and development and is described by engaging students in problem solving activities that is a reflection of the personal and social experiences that can help them in solving their own real-life problem.
- **Progressivism** is where there is an environment that stimulates or invites participation, involvement and the democratic process.
- **Existentialism** is defined as the philosophy of subjectivity of self-hood whose fundamental doctrine proclaims man’s freedom in the accomplishment of his destiny.
- **Reconstructivism** covers the underlying factors that constitute reality or society and where students are encouraged to become involved in the problems whether political, social or economical that confronts the society and is able to arrive at solutions in order to reconstruct society.
- **Perennialism** maintains that education involves confronting the problems and questions that have challenged people over the centuries.

- Teachers are not punishers but **counselors** as mandated by the law that no teacher should inflict corporal punishments to the students.
- **Essentialism** is concerned with the fundamental of education skill and knowledge without which a person can't be either individually or socially efficient.
- A **Pragmatist** teacher is one who focuses on the thinks at work and what works is not only for himself but also for the entire community.
- In line with **Reconstructivism**, emphasis in education should be on how to become economically self-reliant.
- **Partnership** between the school administrators, faculty and the community is the best attribute to bring about better programs and initiatives.
- **Respect for authority** requires the teachers to be careful with the statements he/she tells about superiors especially in front of his/her students.
- An integral part of the teaching process is **classroom management**.
- The **Fundamental Moral Principle** is "Do Good and avoid evil."
- "Moral example has greater effect on pupils' discipline than laws and codes of punishment," is an advice for teachers from **Confucius**.
- According to **Max Scheler's Hierarchy of Values**, Values of the Holy is the highest form of values.
- The **Ten Commandments** is the basic foundation of Christian morality, which guides their behavior and dealing with moral issues.
- **Epicurianism** is a philosophy that is summarized by, "Eat, drink and be merry for tomorrow you will die."
- **Plato** is an idealist that believes that the truth is universal and changeless.
- A theory of philosophy that defines views about learner, the teachers and the school is the **Philosophy of Education**.

- The ten countries that belong to the ASEAN are Philippines, Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Thailand, Vietnam, and Singapore.
- The ASEAN ECONOMIC COMMUNITY are 10 countries working together with a market of 600 million people with the goal of free trade.
- Free trade includes the flow of goods, services, investment capital, skilled labor and professional mobility.
- Professional Qualification Framework is a national policy describing the levels of educational qualifications and sets the standards for qualification outcomes.

The Philippines Qualifications Framework			
	Basic Ed	TESDA	Higher Education
Level 8			DOCTORAL AND POST DOCTORAL
Level 7			POST BACCALAUREATE
Level 6			BACCALAUREATE
Level 5		DIPLOMA	
Level 4		NC IV	
Level 3		NC III	
Level 2	Grade 12	NC II	
Level 1	Grade 10	NC I	

- **Philosophy** is defined as the quest for truth based on logical reasoning aside from the factual observation.
- The BRANCHES OF PHILOSOPHY are **Metaphysics**, **Epistemology**, **Axiology**, and **Logic**.
- **Metaphysics** deals with the nature of being and reality, essence, truth, space, time, causation, essence of God, and the origin and purpose of the universe.
- The subdivisions under **METAPHYSICS** are **Cosmology**, **Teleology**, and **Ontology**.
- **Cosmology** explains and theorized on the origin and the nature of the universe including creationism and evolutionism.
- **Teleology** explains the purpose in the universe.
- **Ontology** deals with the meaning of existence and tries to resolve the question of whether existence is identical with space, time, nature, spirit or God.
- **Epistemology** is the study of knowledge.
- The subdivisions under **EPISTEMOLOGY** are **Agnosticism**, **Skepticism**, **Posteriori**, and **Priori**.
- **Agnosticism** is the doctrine that conclusive knowledge of ultimate reality is an outright impossibility and claims that it is impossible for man to prove the existence of God.
- **Skepticism** is the doctrine that any true knowledge is impossible and everything is open to doubt.
- The advocates of **SKEPTICISM** were **Pyrrho** and **Rene Descartes**.
- **Posteriori** advanced the idea that knowledge comes from experience.
- **Priori** is the reasoning that knowledge comes from pure reason alone, and knowledge is independent and comes from experience.

- **Axiology** seeks to rationalize the questions like what is value and what are the values to be desired in living and the likes.
- The two subdivisions of AXIOLOGY are **Ethics** and **Aesthetics**.
- **Ethics** is defined as the art and science that deals with the morality of human acts.
- **Morality** means the distinction between right and wrong.
- **Aesthetics** is fundamentally concerned with beauty and standards or tests of values.
- **Logic** is the science and art of correct thinking and correct reasoning.
- The different areas of concern of LOGIC are **Induction**, **Deduction**, **Syllogism**, and **Dialect**.
- **Induction** is reasoning that is done through the process of inferring a general law or principle from the observation of particular instances to a general conclusion.
- **Deduction** is reasoning through a process that is from a general principle to specific included within the scope of that principle.
- **Syllogism** is argumentation in which a conclusion is derived from two propositions called premises.
- **Major term** is the predicate of conclusion found in major premise.
- **Minor term** is the subject of conclusion – found in minor premise.
- **Middle term** is found in two premises and not in the conclusion.
- **Dialect** is a means of discovering the truth by proceeding from an assertion or thesis to a denial or antithesis and finally reconciling the two into synthesis.
- **Human act** is an act that proceeds from the deliberate free will of man.
- **Acts of Man** is an act that does not proceed from the deliberate free will of man is sometimes instinctive.

- The three **TYPES OF HUMAN ACTS** in relation to reason are Good, Evil, and Indifferent.
- **Good** is in harmony with the dictates of right reason.
- **Evil** is in opposition to the dictates of reason.
- **Indifferent** is when it stands in no positive relation to the dictates.
- The **ELEMENTS OF HUMAN ACTS** are **Knowledge**, **Freedom**, and **Voluntariness**.
- The **MODIFIERS OF HUMAN ACTS** are Ignorance, Concupiscence, Fear, Violence, and Habit.
- **Ignorance** is the absence of intellectual knowledge in man.
- **Concupiscence** refers to the bodily appetites or tendencies like love, hatred, joy, grief, passion, daring, fear, and anger.
- **Fear** is shrinking back of the mind from danger.
- **Violence** is an external force applied by a free cause, which impairs man's free will.
- **Habit** is born of frequently repeated acts.
- **Law** is defined as an ordinance of reason promulgated for the common good by the one who is in charge of the society.
- The different **TYPES OF LAW** are **According to author**, **According to duration**, **According to manner of promulgation of physical**, **According to prescription** and **According to effect of violation**.
- **Conscience** is a practical judgment of reason upon which an individual act is considered good, which is to be performed or evil, which is to be avoided.
- The **STATES OF CONSCIENCE** are correct or true certain, erroneous, and doubtful.

- **Values** are anything that can be desired and something chosen from alternatives acted upon and enhances creative integration and development of human personality.
- The **PROPERTIES OF VALUE** are Relative, Subjective, Objective, Bipolar, and Hierarchal.
- **Relative** is the subject to change, good for what and for whom.
- **Subjective** is good for one but not for others.
- **Objective** has an absolute character.
- **Bipolar** is good and bad such as beautiful – ugly.
- **Hierarchal** is scaled graduation and according to priority.
- The ten (10) **CLASSIFICATIONS OF VALUES** according to Andres are Useful or utilitarian, Pleasurable or delectable, Befitting or becoming good, Accidental values, Natural human values, Primary values and Secondary values, Moral/Ethical, Religious, Cultural Value, and Social values.
- **Useful or utilitarian** is where other useful things are obtained from it.
- **Pleasurable or delectable** provides pleasure to the subject.
- **Befitting or becoming good** develops, completes and perfects the subject.
- **Accidental values** are temporal, impermanent, and variable.
- **Natural human values** benefit man every place at every time.
- **Primary values** are chosen, acted upon, necessary for authentic development of man and is chosen from alternatives.
- **Secondary values** are obligatory values.
- **Moral/Ethical** are obligatory in character and is the basic and urgent in life and activities of man.

- **Religious** is the ultimate Divine Value.
- **Cultural value** includes poetry, music, painting, and unique characteristics important to a culture.
- The **FOURFOLD TEST OF ROBIN WILLIAMS** to determine cultural values are **Extensiveness**, **Duration of Value**, **Intensity**, and **Prestige of value carrier**.
- **SOCIAL VALUES** are friendship, family ties, and the likes.
- The **hierarchy of values** refers to the different scales or graduation of prioritizing values.
- **PLATO'S HIERARCHY OF VALUES** is **Knowledge**, **Honor**, **Money/business**, **Pleasure**, and **Passion**.
- **MAX SCHELLER'S HIERARCHY OF VALUES** is **Pleasure values**, **Vital or welfare values**, **Spiritual or cultural**, and **Sacred**.
- **Defective norms of morality** are the different philosophical beliefs about morality, which somehow do not conform to the universally accepted standards of human morality.
- The **DEFECTIVE NORMS OF MORALITY** are **Hedonism**, **Utilitarianism**, **Moral Rationalism**, **Moral Evolution**, **Moral Positivism**, **Moral Sensism**, and **Communism**.
- **Hedonism** is the belief that morality is determined by the acquisition of pleasure.
- **Utilitarianism** refers to actions that are geared toward the total amount of happiness that one can achieve.
- The types of **UTILITARIANISM** are **individual or egoism**, and **social or altruism**, which is the greatest good for the greatest number.
- **Moral rationalism** is the belief that human reason is the **sole source of all moral laws** advocated by Immanuel Kant of Prussia.
- **Moral Evolutionism** is the idea that morality is **not absolute but keeps on changing until such time that it reaches the perfect state**, which is advocated by Friedrich Nietzsche.

- **Moral Positivism** advocates that state laws are the bases of all **moral laws**, ergo it is good if it is in accordance with the laws and anything that opposes the state laws must be rejected as advocated by Thomas Hobbes.
- **Moral Sensism** is the belief that man is endowed with special **moral sense** that can distinguish good or evil meaning that an action is moral if it is in harmony with this human sense and immoral if not in harmony with this sense.
- **Communism** is an **economic theory**, which is based on the ideals of a classless society, which denies the existence of God, views religion as opium and does not recognize human freedom and immortality of man's soul.
- The **MODERN PHILOSOPHIES OF EDUCATION** are Humanism, Realism, Disciplinism, Rationalism, Naturalism, Idealism, Pragmatism, Progressivism, Existentialism, and Essentialism.
- **Humanism** was a philosophy that rejected supernaturalism, regarded man as a natural object and asserted the essential dignity and worth of man and his capacity to achieve self-realization through the use of reason and scientific method.
- **Realism** is the type of education in which natural phenomena and social institutions rather than language and literature are made the chief subjects of study.
- **Realism** advocates that education should be concerned with the **actualities of life** and prepare for its concrete duties.
- **Disciplinism** asserted that the mind is made up of certain faculties such as memory, reason, will, judgment, etc. and each of which needs special activities for its **training and development**.
- **Rationalism** claimed that human reason was the **sole source of knowledge** and the sole determiner whether things or actions were acceptable or not.
- **Naturalism** advocated that education should be in accordance with the **nature of the child** meaning all educational practices should be focused towards the natural development of all the innate talents and abilities of the child.

- **Idealism** holds that knowledge is independent of **sense perception** or experience and lays stress on the mental idea, intrinsic or spiritual value rather than physical fact or material value.
- **Idealism** claims that education must provide for the development of the mind of every pupil, and in order to realize this, the school must concentrate on intellectual, moral judgment, and aesthetic development of the students.
- **Pragmatism** is the doctrine that claims that the **meaning of a proposition** or idea lies in its practical consequences.
- **Pragmatists** are concerned with the **total development of the child** through experiencing or through self-activity.
- **Progressivism** claims that the child's growth and development as an individual **depend on his experiences** and self-activity.
- **Existentialism** emphasizes the freedom of human beings **to make choices** in a world where there are no **absolute** values outside man himself.
- **Existentialists** believe that education should enable man **to make choices for his life**.
- **Essentialism** ascribes ultimate reality to essence embodied in a thing perceptible to the senses.
- In a highly **pluralistic society**, a teacher should implement a learning environment that is safe, secure, and gender sensitive.
- According to Confucius, Rousseau and Mencius, "**Man in nature is good**," this characteristic of man makes him easier to be taught.
- **RA 9155 or the Governance of Basic Education Act** transfers the functions, programs, and activities of the Department of Education to the Philippine Sports Commission.
- **Learning to live Together** is vital in building a genuine and lasting culture of peace in the world.

- “The principles of spontaneity as against artificiality will make you accomplish something. Leave nature to itself and you will have harmony.” is an advice from the **Taoist**.
- **Philippine Education Placement Test** allows out-of-school youth and others who did not finish school to have and equitable access to education.
- In a **multicultural education**, teachers must consider children’s cultural identities and be aware of their own biases.
- Under the **Pillar of Learning to Know**, the role of the teacher is to be facilitator, catalyst, monitor, and evaluator of learning because the process of learning to think is a lifelong one and can be enhance by everykind of human experience.
- **Doctrine of Salvation** is best described as the **highest goal of the faithful**.
- The first essential characteristic of culture is that it is **learned**.
- The most important component in educational reform is the **parent’s involvement**.
- According to **Paulo Freire**, man’s ultimate vocation and destiny is humanization, which can be achieved through the process of conscientization, a process of becoming aware of the contradictions existing within oneself and in society, and of gradually being able to bring about personal and social transformations.
- **RA 9155 or the Governance of Basic Education Act** considered the school as the “**heart of the formal education system.**”
- **Socrates** is known for his Socratic Dialogue, where a student uses the question-and-answer as a model for discussion.
- **Ethics/morality** can be summed up in doing what is right (especially if it is for the common good) and avoid what is evil.
- The pillar of learning that is concerned on the material development rather than the human development is **Learning to Do**.

- As provided by the **Code of Ethics for Teachers**, in line with RA 7836, a teacher shall at all times, be imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self-sacrifice for the common good and full cooperation with colleagues.
- As provided in **Article XIV of the 1987 Constitution** on Education, Science and Technology, Arts, Culture and Sports, Section 3, when all requirements are met, religion should be taught within the regular class hours.
- According to **Plato**, the idea of higher education helps the souls to search for truth, which illuminated it.
- **UNESCO** stands for United Nations Educational, Scientific and Cultural Organization, which **aim to promote peace and security in the world** by promoting collaboration among nations through education, science, culture, and communication.
- The medium/media of instructions in schools during the Spanish era was/were **Spanish**.
- The philosophers that were proponents of **PERENNIALISM** were Robert Hutchins and Mortimer Adler.
- **Paolo Freire** was known as a **Social Reconstructionist**.
- The **basis of partnership** between community and school are mutual trust for one another's values, perspectives and experiences.
- The philosophy of Confucius is **Humanistic**, where it occupies mainly with Human relationship and Virtues.
- **RA 9155** changed DECS to DepEd and transferred the sports to Philippines Sports Commission and culture to the National Commission for the Culture and Arts.
- **Organizational chart** is a diagram that shows the different positions in the schools structure, the different channels available and the flow of communication.

- The three types of **PRINCIPLES OF LEARNING** are starting principles, guiding principles, and ending principles.
- **Starting principles** refer to the nature of the child, psychological and physiological endowments.
- **Guiding principles** are the methods of instruction, or the combination of techniques in carrying out the educative process.
- **Ending principles** are the educational aims and objectives, which are divided into two: **psychological** (growth and development of the child) and **philosophical** (based on the culture of the people).
- **Intelligence** as defined by W. Sternis a general capacity of an individual consciously to adjust his thinking to new requirements.
- A **Goal** is a statement of the intended general outcome of an instructional unit or program whereas a **Learning Objective** is a statement of one of several specific performances, the achievement of which contributed to the attainment of the goal.
- The **INBORN TENDENCIES OF THE CHILD** are Intelligence, Emotion, Imitation, Curiosity, Gregariousness, Play, Collecting and hoarding, Competition, and Manipulation.
- Lewis Terman's defines **intelligence** as the ability to learn in terms of abstract ideas, while Colvin viewed intelligence as the ability to adjust to new environment.
- **Emotion** is the blending of sensations caused by the profound and widespread changes in the body.
- Crow & Crow defined **emotion** as an effective experience that accompanies generalized inner adjustment, and mental and physiological stirred up states in the individual and that shows itself in his overt behavior.
- **Imitation** is the tendency of the child to do according to what he sees or observes.
- **Curiosity** is the elementary form of interest where it is the starting point of interest and the desire to discover.

- **Gregariousness** refers to the desire of the individual to be with other people because man is a social being.
- **Play** is the natural impulse possessed by men and animals where it is an activity, which the individual engages in for the satisfaction of his desires.
- **Collecting and hoarding** means the interest in keeping the objects, which a child is interested to possess.
- **Competition** implies a struggle between two or more persons for the same object or purpose to equal or surpass others, whereas rivalry suggests a personal contest for selfish ends, resulting in envy and jealousy.
- **Manipulation** is the natural impulse of the child, which involves a skillful or dexterous management or **control of actions** by means of intellect.
- The features of **COOPERATIVE LEARNING** are face-to-face interaction, positive interdependence, and group accountability for learning.
- The **theory of Multiple Intelligence** by Dr. Howard Gardner, proposes eight different intelligences to account for a broader range of human potential in children and adults because he suggested that the traditional notion of intelligence based on IQ testing is too limited.
- The eight INTELLIGENCES ACCORDING TO GARDNER are **linguistic, logicalmathematical, spatial, bodilykinesthetic, musical, interpersonal, intrapersonal, naturalist and existential intelligence.**
- The **CHARACTERISTICS OF THE FILIPINO LEARNERS** according to Gregorio are **shyness, sensitiveness, lack of perseverance, lack of resourcefulness, and lack of industry.**
- According to **Jean Jacques Rousseau**, men in nature are basically good and that the **influences of society are what makes man evil.**
- To develop **POSITIVE BEHAVIOR** in children, contribution, responsibility, and cooperation must be emphasized.

- **Albert Bandura** proposed a theory known as **Social Learning Theory**, which states that modeling is essential in pedagogy.
- **Operant Conditioning** focuses on giving of **reward** to students to increase the occurrence of repeating a desired behavior.
- **“Porma (Form) over substance”** is a **negative trait** where a student focuses more on the outside appearance of the report rather than the content.
- “Tangible performance changes when learners undergo the learning process” serves as the basis of the utilization of **Performance Objectives**.
- **Individual Differences** is a concept that expects teachers to provide varied learning activities to suit the needs of the various learning style of the students.
- **Coherence** is a characteristic of the instructional plan that shows “interconnectedness” and smoothness from beginning to the end.
- **Evaluation** serves as the piece de resistance (finale) of **Goal-Oriented Instruction**.
- According to **Krathwohls’ Affective Domain**, the lowest level of affective behavior is **Responding** followed by Valuing, Organization, and Characterization.
- A teacher manifests **Expert Power** when he shows his students his vast knowledge of a subject matter.
- **Referent Power** is shown when teacher makes his students feel important, accepted, and appreciated all the time.
- **Signal Interference** is an influence technique illustrated when a teacher would a look in a student’s eye to tell them that he disapproves of their mischievous behavior.
- **Reward power** of a teacher is his/her authority to give the students the grade they deserve.
- When teachers encourage **active class participation** through individual and group activities, it allows the student to feel important in a group.

- Applying **rules and regulations** on a case-to-case basis does not promote sound classroom management.
- Practices that promote **SOUND CLASSROOM MANAGEMENT** are enforcing firm and fair discipline in the classroom, developing a system of coming in and going out of the room and **establishing rules, regulations, and routines starting on the first day of school.**
- An example of a **“low-profile” classroom management** is when a teacher raises the pitch of his/her voice.
- An **effective classroom management** teaches the student to **develop self-control** rather than dependence on others to control their behavior.
- **“In Loco Parentis”** or “instead of parent”, it is a legitimate authority exercised by teachers in the classroom where they take on some of the functions and responsibilities of a parent.
- **“With-it-ness,”** according to Kounin, is one of the characteristics of an effective manager where he/she is **aware of all the things happening around** him/her.
- The best way to manage an **off-task behavior** is to **not over-react**, such as by making simple eye contact.
- A teacher’s **Referent Power** means that she accepts the student the way they are, illustrated by being firm yet fair, compassionate, and approachable.
- A teacher that does **follow-up questioning** in order to elicit more from his students and to make them think more critically is using the **Probing type of questioning.**
- Teachers providing activities for the **whole-brain thinking** and not just on one particular learning dimension is encouraging learning facilitation.
- The **HIERARCHIES OF QUESTIONS** that the teachers usually ask regardless of the subjects being taught are **Knowledge (Memory) Questions, Comprehension Questions, Application Questions, Analysis Questions, Synthesis Questions, and Evaluation Questions.**

- **Knowledge (Memory) Questions** trains the ability to **recall**, bring to mind appropriate materials learned previously such as specific names, facts, places, figures, events, concepts, principles, and others.
- **Comprehension Questions** train the students to **understand oral and written communications** and make use of them.
- **Application Questions** require the students to **transfer what they have learned to new situations** with little or no supervision.
- **Analysis Questions** require the students to **breakdown an idea into its parts**, to distinguish these parts and know their relationships to one another.
- **Synthesis Questions** is where the student **puts together or integrates a number of ideas** or facts into new arrangement.
- **Evaluation Questions** is where the students **appraise, criticize or judge the worth of an idea**, a statement or a plan on the basis of a set of criteria provided to them or which they themselves have developed.
- **BLOOM'S COGNITIVE TAXONOMY** is as follows, **Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation**, where Evaluation is the highest.
- **Lesson Plan** is the term applied to the statement of objectives to be realized and the methods to be used in the attainment of such objectives within the specified time.
- The **COMPONENTS OF A LESSON PLAN** are **Objective, Subject Matter, Learning Activities, Evaluation, and Assignment**.
- A **Time line** is a type of teaching tool appropriate for graphically representing a lesson in **chronological form**.
- The **ultimate test of a good classroom management** is if it can be applied in the student's daily lives.
- A **Sequence Chain** can be used as a **graphic organizer** to present the Water Cycle.

- A **Critiquing session** allows the evaluation of member's work by the group and encourages the giving of constructive comments on how to improve the work of others.
- **Coherence** is the local organization and comprehensibility of lesson plan from start to finish.
- The primary concern of using a **teaching aid** is that it should be suited to the objective of the lesson.
- **Simulation** operates on the principle "I am what I should be," and is when the teacher allows the student to put what they learned into practice.
- In order to develop **logical-Mathematical skills** in students, teachers can use Problem Solving Activities.
- According to **Thorndike**, punishment does not guarantee the removal of negative behavior from the child.
- Mastering concepts in class through repetition is utilizing the **Drill method**.
- **Projective Technique** allows the innermost thoughts of the students to come out such as when a teacher would show an ambiguous picture to students and ask them to respond to some questions.
- An **Anecdotal Record** contains significant/untoward incidents/reports that happens to students.
- A **well-managed and learning-productive class** is shown when students are actively involved to reach the goal.
- **Intrapersonal intelligent** pupils will learn best with activities that call for more time with the self.
- **Venn Diagram** is a graphic organizer that can be used to illustrate the similarities and differences of two subjects.
- A teacher who wants his students to work together harmoniously may incorporate **Cooperative Learning** in his/her class, which allows the student to work together promoting teamwork.

- **Fishbone Diagram** is a graphic organizer commonly used to illustrate cause and effect.
- The best classroom device is the **teacher** because the devices themselves cannot teach.
- To be able to respond to the teacher's professional development needs is the rationale behind the **teacher's professional training programs**.
- **Teachers** in the community should not make him/herself aloof because he/she can still maintain objectivity even if he/she is friendly with community members.
- As a "**trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage,**" teachers must conduct lessons on the life stories of Filipino heroes that allows the class to appreciate the country's rich cultural past.
- **Geography** is the leading factor behind the proposal by the DepEd that lead schools must manage stand-alone schools in some far-flung areas.
- The greatest contribution of **EFA (Education for All)** to the public is it gives opportunities for all kinds of learners where regular or special.
- **Realia** should only be brought inside the room if it's feasible.
- Using a globe as a teaching aid or any tangible and scaled replica of something falls under **Models**.
- To promote higher-order thinking skills, **Divergent questions** must be asked by the teacher because it allows the students to think more creatively since it is an open ended types of questions.
- **Edgar Dale's Cone of Experience** refers to watching demonstrations as an experience that is almost the same as the actual one.
- In order to ensure the **smooth transition of activities** in class, teacher should make the materials readily available and accessible.
- The best time for teachers to **set routine activities** like rules in getting materials and standing in line should be established during the first day of school.

- **Low-profile classroom control** means the teacher manages behavior of students without disrupting the lesson.
- An example of a **low-profile classroom control technique** that teachers can employ in their classroom managing behavior without disrupting the lesson.
- The teacher should primarily consider **appropriateness of the device** to the lesson.
- If teachers want to focus on **attitudinal change** among her students, they must facilitate role-playing activities to allow the child to show his/her personal emotions.
- **Gardner's Multiple Intelligences** Theory encourages teachers to present the lesson on wide variety of ways to consider the different intelligences of students.
- A classic characteristic of **Operant Conditioning** advocated by BF Skinner is the use of reinforcements.
- **Phillips 66** is a technique wherein the group is divided into 6 groups and allows them to discuss a topic for 6 minutes.
- **Closed ended questions** limit the ability of the students to think creatively and critically.
- The highest-level in Abraham Maslow's Hierarchy of Needs is **Self-Actualization**.
- Kohlberg developed the **Moral development** theory and pioneered in the use of moral dilemma technique.
- Albert Bandura developed the **Social Learning Theory** and advocated "children learns from what they see in the environment."
- **Jerome Bruner** postulated that learning is a simultaneous process of acquisition, transformation and evaluation.
- According to **Erikson**, identity and role confusion normally occur during high school.

- Modeling or learning through observation is central to the **Social Learning Theory** of Albert Bandura.
- **Criterion** is defined as an acceptable standard of performance and a statement that indicates a degree of accuracy.
- **Graphic organizers** are used to illustrate relationships among details, enables students to identify important ideas and details and information are presented in concrete form.
- **Inconsensus decision** making the teacher allows his students to arrive into one specific plan of action through gathering the majority's decision.
- The **task analysis model** of lesson organization arranged in sequence is facts, concepts, principles, and generalization.
- **IPPD (Individual Plan for Professional Development)** was developed for teachers to serve as a guide for the professional's continuous learning and development.
- **Information Processing Theory** asserts that when learners treat information as personal and as part of his/her schema then retrieving concepts contextually is a lot easier.
- According to **Lev Vygotsky**, guidance enables teachers to help learners acquire skills.
- **Portfolio** is one of the best ways to practice outcome-based education.
- **Shared values** are synonymous with vision-core values.
- The concepts of **Total Quality School Model** must be applied by all stakeholders to make a school successful.
- **Technical skill** is a general term to address the competency needs of various industries.
- **Peer review** is where one lets his/her classmate look at his/her work for evaluation.

- **Highlighting** is where when conducting research or doing readings, one uses colored writing instrument to emphasize key points.
- Teachers must be **flexible** so that their students could be creative learners.
- **Global education** allows students to be more accepting/tolerant of other cultures.
- **Stakeholders**, the key players of any system/organization/process are composed of teachers, students, parents, administrators and members of the community.
- **John Dewey's** contribution to the development of sociological foundations in learning are education as a social process, teaching of the basic R's and the role of the school as an extension of home-based education.
- **Quality Educational System** fosters coordination among basic education, technical-vocation education and higher education and has connection from level to level.
- The teacher is responsible for an **enriching environment** that allows a highly diverse class to optimize their learning.
- **Alternative Learning System (ALS)** is a type of learning that life-long and is acquired from real-life activities and interactions.
- A sign of an **underachieving student** is showing minimum effort in every task.
- **Reactive** is the opposite of proactive.
- **Guidance** involves personal help given by someone designed to assist the person where he wants to go, what he wants to do, or how we can best accomplish his physical, social, intellectual, and personal assets and liabilities as confronted by particular situations, so that he can make wise and intelligent choices and embark upon suitable courses of action.
- **Discipline** means instructing the child in the ethical principles (right from wrong), Why or Why Not, and How to decide and act according to principles.

- The four classifications of CHILD-REARING PRACTICES are authoritarian, permissive, ambivalent and role modeling.
- **Authoritarian** views the child as a mini-adult, which sets unrealistic expectations and goals for the child.
- **Permissive** allows the child to grope through situations too difficult for him to cope with, with no guidance and control.
- **Ambivalent** style occurs when opposite or conflicting values exist in the parent/teacher himself, or one set of moral values is followed in contrast with the other.
- **Role modeling** is where role is the part assumed by anyone and modeling is the art of one who acts as a standard of imitation.
- **Counseling** is defined as helping individuals towards overcoming obstacles for personal growth according to the American Psychological Association.
- The GOALS OF COUNSELING by Blackman and Silberman are problem definition, development and social history, establishing specific goals of counseling, and to determine methods to be used to bring out desired change.

- **Technology** refers to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization, and techniques.
- **Educational technology** is human invention and/or discoveries that satisfy educational needs and facilitate learning.
- The three main schools of thought or **PHILOSOPHICAL FRAMEWORK** behind educational technology are Behaviorism, Cognitivism, and Constructivism.
- **BEHAVIORISM** was the theoretical framework used by Ivan Pavlov, Edward Thorndike, Edward C. Tolman, Clark L. Hull, BF Skinner and others to describe and experiment with human learning.
- **BF Skinner's** contribution includes his extensive writing on improvements of teaching based in his functional analysis of Verbal Behavior and a system he called programmed instruction.
- **Cognitive theories** look beyond behaviors to explain brain-based learning and consider how human memory work to promote learning.
- **Constructivism** is a conceptual model of learning that refers to the role of learning to help the individual live or adapt to his personal world.
- **Constructivism** is defined as where the learner builds a personal understanding through appropriate learning activities and a good learning environment.
- **Connectivism** is a learning theory for the digital age where it combines relevant elements of many learning theories, social structures, and technology to create a powerful theoretical construct for learning in the digital age.
- **Audiovisual aids** are defined as any device used to aid in the communication of an idea.
- **Device** is any means other than the subject matter itself that is by the teacher in presenting the subject matter to the learner.

- There are four CLASSIFICATIONS OF DEVICES, which are extrinsic, intrinsic, material devices, and mental devices.
- **Extrinsic devices** are used to supplement a method used such as picture, graph, filmstrips, slides, etc.
- Intrinsic devices are used as a part of the method or teaching procedure such as pictures accompanying an article.
- **Material devices** are devices that have no bearing on the subject matter such as black board, chalk, books, pencils, etc.
- **Mental devices** are a kind of device that is related in form and meaning to the subject matter being presented such as questions, projects, drills, lesson plans, etc.
- **Nonprojected Audiovisual Aids** are those that do not require the use of audiovisual equipment such as a projector and screen, which includes charts, graphs, maps, illustrations, photographs, brochures, and handouts.
- **Technology integration** refers to using learning technologies to introduce, reinforce, supplement and extend skills.
- **Educational media** are channels or avenues or instruments like books, magazines, television, Internet, etc.
- **Instructional technology** are concerned with instruction as contrasted to designs and operations of educational institutions.
- **Technology in Education** refers to the application of technology in the operation of education institutions.
- **Technology of Education** deals with the active use of mass media and computer science for the individual pupils' learning process under the teacher's supervision.
- **Instructional technology** is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives.

- INTEGRATING TECHNOLOGY in the instructional process must be geared to interactive and meaningful learning, the development of creative and critical thinking, the development and nurturing of teamwork and efficient and effective teaching.
- **Constructivists** perceive technology as a partner in the learning process, for it makes the learner gather, think analyze, synthesize information and construct meaning with what technology presents.
- **Computer-mediated communication (CMC)** is a paradigm in the school system where the teacher and students interact through a computer.
- **Computer-Based Teaching/Computer-Based Learning** means individualized (self-study) learning.
- **Computer-Aided Instruction** is instructional techniques that vary both instruction and time according to learner requirements.
- The PHASES OF A SYSTEMATIC APPROACH TO TEACHING may be reduced to three, such as formulation of instructional objectives, the process of instruction itself, and the assessment of learning, which will once more lead to the formulation of instructional objectives.
- **Activities and technology** for instruction must be appropriate to the lesson objectives, the learners, and the nature of the lesson content.
- Edgar Dale's research led to the development of the **Cone of Experience**, which also became the basis of "learning-by-doing" and/or "experiential learning" or "action learning".
- **Edgar Dale's Cone of Experience** theorized that learners retain more information by what they do as opposed to what they heard, read, or observed.
- **Edgar Dale's Cone of Experience** gives primary importance on psychomotor experience and is a model that incorporates several theories related to instructional design and learning process.

- **Dale's Cone of Experience** implies to use many instructional materials to help the students conceptualize his experience, avoid teaching directly at the symbolic level of thought without adequate foundation of the concrete, and to strive to bring the students to the symbolic or abstract level to develop their higher order thinking skills.
- In Jerome Bruner's **knowledge representation**, the learners are taught through a sequence of actions, then through a series of illustrations and through a series of symbols (enactive to iconic to symbolic).
- Jerome Bruner's **knowledge representation** in teaching is applied when the learners are taught by beginning with the concrete, the uses pictures followed by symbols.
- According to the **Traditionalist's** point of view, the role of educational technology in learning is that it servers as a presenter of knowledge, just like teachers.
- The **Constructivist's** view of the role of educational technology in learning is that it engages learners in active, constructive, intentional, authentic, and cooperative learners, servers as tools to support knowledge construction, and is a social medium to support learning by conversing.
- **Constructivism** is a framework of educational technology that believes that the role of teachers is to become facilitator providing guidance so that learns can construct their own knowledge.
- When teachers represent and stimulate meaningful real-world problems, situations and context in teaching, they are using technology as context to support **learning-by-doing**.
- **Technology as tools** to support knowledge construction is used when learners produce organized, multimedia knowledge bases.
- **Technology as intellectual partner** to support learning by reflecting is used when technology help learners to articulate and represent what they know.

- **Technology as information** vehicles for exploring knowledge to support learning-by-constructing is applied when technology is used for accessing needed information.
- **Technology as a social medium** to support learning by conversing is applied when a teacher encourages her students to work on their assignments in groups using the social media network.
- **Technology** can be used as a tool for collaborating with others, and for supporting discourse among knowledge-building communities.
- The most frequent reasons given for USING TECHNOLOGY FOR TEACHING AND LEARNING are to improve access to education and training, to improve the quality of learning, to reduce the cost of education, and to improve the cost effectiveness of education.
- **Integrating technology** with teaching means the use of learning technologies to introduce, reinforce, supplement, and extend skills.
- A teacher using Power Point presentation with inserted video clips in teaching manifests **technology integration in teaching and learning**.
- The three LEVELS OF INTEGRATION are Simple/Basic Integration, Middle Level Integration, and High Level Integration.
- **Simple/Basic Integration** is employed in teaching-learning process when there is no substantial change in the teaching-learning process from previous method.
- **Middle Level Integration** is when there is purposeful use of technology to support key learning areas.
- **High Level Integration** is where technology is the central instructional tool.
- The different CONCEPTUAL MODELS OF LEARNING are Meaningful Learning, Discovery Learning, Generative Learning, and Constructivism.

- **Meaningful Learning** is a conceptual model of learning created by the application of educational technology that enables students to willingly perform class work to find educational technology that enables students to willingly perform class work to find connections between what they already known and what they can learn.
- **Discovery Learning** is where new ideas and new decisions are generated in the learning process, regardless of the need to move on and depart from organized activities.
- **Generative Learning** is where learners create a personal model or explanation to the new experiences on the context of existing knowledge.
- **Constructivism** is where learning consists of what a person can actively assemble for himself and not what can receive passively.
- According to Lucido, **the computer as a tutor** does not replace the teacher but assumes previous roles assigned to them.
- Some examples of COMPUTER-ASSISTED INSTRUCTIONS (CAI) are simulation programs, instructional games, problem solving software, and multimedia encyclopedia and electronic books.
- **Mass media** is referred to as vehicles or various ways of information and communication.
- **Drawing** may not be the real thing, but having a concrete visual aid that correctly represents the real thing is a helpful aid.
- **Diagrams** are any line drawing that shows arrangements and relation as of parts to the whole, relative values, origins and development, chronological functions, distribution, etc.
- The different TYPES OF DIAGRAMS are Affinity Diagrams, Tree Diagram, and Fishbone Diagram.
- **Affinity Diagrams** are used to cluster complex, unrelated data into natural and meaningful groups.
- **Tree Diagram** are used to chart out, in increasing detail, the various tasks that must be accomplished to complete a projects or achieve a specific objective.

- **Fishbone Diagram**, also called “cause-and-effect” diagram, is a structured form of brainstorming that graphically shows the relationship of possible cause and sub-causes directly related to and identifies effect/problems that is commonly used to analyze work-related problems.
- **Strip drawings** are commonly called comics or comic strips that can be used by teachers who wants to teach patterns of dialogues among characters in a story.
- **Charts** are a diagrammatic representation of relationships among individuals within an organization.
- The different TYPES OF CHARTS are Time chart, Tree or stream chart, Flow chart, Organizational chart, Comparison and contrast chart, Pareto chart, and Gantt chart.
- **Time chart** is a tabular time chart the present data in ordinal sequence.
- **Tree or stream chart** depicts development, growth and changes by beginning with a single course (trunk), which spreads out into many branches or by beginning with the many tributaries, which then converge into a single channel.
- A **flow chart** is a kind of chart that can be used to show and/or analyze a process from beginning to end.
- **Organizational Chart** shows how one part of the organization relates to the other parts.
- **Comparison and contrast chart** are used to show similarities and differences between two things.
- **Pareto chart** is a type of bar chart, prioritized in descending order of magnitude or importance from left to right, which shows at a glance the factors that are occurring most.
- **Gantt chart** is an activity time chart.
- The different TYPES OF GRAPHS are Circle or Pie graph, Bar graph, Pictorial graph, and Graphic Organizer.

- **Pie graph** is a symbol recommended to represent parts of a whole.
- **Bar graph** is used in comparing the magnitude of similar items at different entities or seeing relative sizes of the parts of a whole.
- **Bar graph** is a type of graph that illustrates a particular data series through rectangles.
- **Pictorial graph** makes use of picture symbols.
- **Maps** are a representation of the surface of the earth or some part of it, according to Dale.
- The different TYPES OF MAPS are Physical Map, Relief map, Commercial or economic map, and Political Map.
- **Physical map** combines in a single projection data like altitude, temperature, rainfall, precipitation, vegetation, and soil.
- **Relief map** has three-dimensional representations and shows contours of the physical data of the earth or part of the earth.
- **Commercial or economic map** also called product or industrial map since it shows land areas in relation to the economy.
- **Political map** gives detailed information about country, provinces, cities and towns, roads and highways, where oceans, rivers, and lakes are the main features.
- **Virtual field trips** are a way that can use for students to visit art museums that they may not have access to otherwise.
- **Social action projects** are a kind of Internet-based project that has kids creating solutions to local, regional, national, and international problems.
- **Telementoring** is pairing a student with a space scientist so the student can get first-hand information on recent developments.
- **Keypals projects** are a way to get kids communicating with their peers to improve communication skills and exchange information.

- **Never use copyrighted** items unless the source is credited is a rule that can help teachers make sure they are complying with copyright laws when they use materials from Internet sites.
- **WWW** stands for World Wide Web, which is an interconnected system of electronic pages containing almost everything.
- **Skype** is a face-to-face communication that is made possible through a computer.
- **E-Mail** is an electronic mail sent via the internet through a computer.
- **Google** is an internet search engine.
- **Software** is the term used to refer to a computer program.
- **Chat room** is a location in the internet set-up where a teacher and a student can converse in real time by typing their message to each other.
- A **browser** is a software package that allows one to look at information on the internet in graphic rather than just text format.
- **E-mail address** is a series of symbols or letters that act as an address for a site on the internet.
- **Avatar** is a 3-D image that a person can choose to represent himself in virtual reality.
- A three-dimensional (3D) image presentation reproduced from a pattern of interference is a **Hologram**.
- **GPS (Global Positioning System)** is an instrument that uses a satellite to pinpoint and exact location. **GUI (Graphic User Interface)** is a software that displays option to user in graphic format consisting of menus and icons.
- **Audio-visual** is a material with combined sounds and pictures or sounds and video.
- A file format that can be used by a student or a teacher if they want to store or send video sequences on a network is **MPEG (Motion Picture Experts Group)**.

- **JPEG (Joint Photographic Experts Group)** is a file format for storing and sending graphic images on a network.
- **HTML (Hypertext Markup Language)** is the primary programming language used to develop web pages.
- An **HTML** is used to either create new web pages or modify existing ones.
- To make the presentation readable, a **match image** should be selected or inserted in a slide or page.
- Content like text and images on a slide or page must be **coherent** to make them meaningful and readable.
- **PDF (Portable Document Format)** is a file format invented by Adobe systems to save documents in smaller file size and retains the original look of the original layout, fonts, and other graphic elements.
- **PDF** is usually the format of documents downloaded such as an application form, to make it easier to transfer with its original format and appearance.
- The **BMP (bitmap)** format is a commonly used graphic format for saving files.
- Students perform tasks to uncover what is to be learned in **Discovery Learning**.
- **Multimedia** is defined as an audiovisual package that includes more than one instructional media such as text, graphics, audio, animation, and video clip.
- **Hypermedia** is a multimedia packaged as educational computer software where information is presented and student activities are integrated in a virtual learning environment.

- HYPERMEDIA application is characterized as learner-controlled, and learner has a wide range of navigation routes.
- **Learner-controlled** means the learner make his own decisions on the path, flow, or events of instruction.
- **Productivity tool** is technology as evidenced by its use in word processing, database, spreadsheets, graphics design and desktop publishing.
- The DIFFERENT TECHNOLOGIES that are used in the classroom are computers, visual aids, digital cameras, video cameras, interactive whiteboard tools, and LCD projectors.
- **Computers** can be used by teachers to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.
- **Class Website** is a way where teachers can post homework, student work, famous quotes, trivia games, and so much more.
- **Class blogs** allow for students to maintain a running dialogue, like a journal, of thoughts, ideas, and assignments that also provide for student comment and reiterative reflection.
- **Wireless classroom microphones** enable students to hear their teachers clearer.
- Chalkboards, bulletin boards and other traditional learning equipment are examples of **educational technology**.
- **Mobile devices** can be used to enhance the experience in the classroom by increasing the possibility of feedback for professors.

- **Interactive whiteboards** provides touch control of computer application that enhances the experience in the classroom through visual learning and interactive activities such as drawing, writing, or manipulating images in the computer.
- **Digital video-on-demand** are replacement of hard copy videos (DVD, VHS, etc.) with digital video accessed from a central server, which allows the teachers and students to access video clips immediately.
- **Online media** are streamed video websites that enhances a classroom lesson.
- **Online study tools** are tools that motivate studying by making studying individualized for the students.
- **Digital games** are provided as tools for the classroom that provides the students with higher motivation.
- **Podcasts** enables teachers to reach a student and can help sharpen students' vocabulary, writing, editing, public speaking, and presentation skills.

- **Curriculum** is derived from the Latin word *currere*, which means, “run” or “move quickly.”
- **Curriculum**, according to traditional schools is a group of subjects arranged in a certain sequence peculiar to a specific field for the purpose of instruction.
- **Robert M. Hutchins** believes that curriculum for basic education should emphasize 3Rs, and college education should be grounded on liberal education.
- **Joseph Schwab** believes that discipline is the sole source of curriculum.
- The MAJOR FOUNDATIONS of curriculum are Philosophical, Historical, Psychological, and Social.
- The FOUR EDUCATION PHILOSOPHIES that relate to curriculum are Perennialism, Essentialism, Progressivism, and Reconstructionism.
- **Perennialism** believes that teachers help students think with reason based on the Socratic methods of oral exposition or recitation, explicit or deliberate teaching of tradition values.
- The **Aim of Education** in Perennialism is to educate the rational person, and to cultivate the intellect.
- **Essentialism** is the physical foundation related to the statement, “The teacher is the sole authority in his/her subject area or field of specialization.”
- The **Aim of Education** in Essentialism is to promote the intellectual growth of the individual and educate a competent person.
- **Progressivism** is where subjects are interdisciplinary, integrative, and interactive.
- The **Aim of Education** in Progressivism is to promote democratic and social living.
- **Reconstructionalism** is where teachers act as agents of change and reform in various educational projects including research.

- The **Aim of Education** in Reconstructionism is to improve and reconstruct society, since education is for change.
- The **GUIDELINES FOR A GOOD CURRICULUM** must encourage inquiry and creativity, be democratic with regards to procedure, accept individual differences, take into consideration scientific and scholarly findings and methods, minimize memorization and maximize discovery, take into consideration the potential for achievement through either the individual learner or the group, and must employ teacher resources in a multi-dimensional role.
- The two **SCHOOLS OF THOUGHT IN CURRICULUM DEVELOPMENT** are the Essentialist and Progressivist.
- The **Essentialist** considers the curriculum as something rigid composed of various subject areas, book-centered, and memorization method is used to master facts and skills.
- The **PROGRESSIVIST** includes the Pragmatists, Experimentalists, Reconstructionists, and Existentialists.
- The **Progressivists** conceives the curriculum as something flexible based on areas of interest, learner-centered, and is aimed toward the holistic development of the learner.
- The three **DIMENSIONS IN CURRICULUM DEVELOPMENT** are Philosophic-Theological Dimensions, Psychological Dimensions, and Social Dimensions.
- The **PHILOSOPHIC-THEOLOGICAL DIMENSIONS** includes Essentialism, Idealism, Pragmatism, Progressivism, Existentialism, Reconstructionism, and Realism.
- **Essentialism** is value centered and includes ideals that are essential to one's culture and should never be forgotten.
- **Idealism** is the preservation of one's freedom and the concentration should be on moral, intellectual, and aesthetic development of the learner.
- **Pragmatism** believes that education must be useful to the society and that the meaning of ideas lies in its consequences.

- **Progressivism** emphasizes self-activity and believes that education must be flexible.
- Existentialism believes that education should enable man to make choices in life.
- **Reconstructionism** aims to develop inherent powers of the learner, and espouses a critical re-examination and reconstruction of the current problems and situations to modify them.
- **Realism** is education based on natural phenomena and social institutions, and should be based on the actualities of life.
- **The Psychological Dimensions** is the consideration of the Principles and Laws of Learning such as Association, Field Theories, etc.
- The SOCIAL DIMENSION includes curriculum for individual development (Individual or Italian Humanism), curriculum for social development (Social or Northern Humanism), and curriculum for individual and social development (Democratic Education, John Dewey).
- The three APPROACHES TO CURRICULUM DESIGN are Subject-Centered Curriculum, Child-Centered Curriculum, and Problem-Centered Curriculum.
- **Subject-Centered Curriculum** is organized on the basis of separate and distinct subjects, each of which embodies a body of knowledge and skills.
- **Child-Centered Curriculum** is the child is considered the center of educative process.
- **Problem-Centered Curriculum** is where the child is guided toward maturity within the context of the social group, which helps the child to solve his problems.
- **Marsh and Willis** viewed curriculum as “all experiences in the class which are planned and enacted by the teacher, and also learned by the students.”

- **Caswell and Campbell** viewed curriculum as “all experiences children have under the guidance of teachers.”
- **John Dewey** define curriculum as “the total learning experience of the individual.”
- **Traditionalists** view the curriculum as “a body of subject or subject matter prepare by the teacher for the student to learn.”
- Curriculum theorists like Bobbit, Charters, Kilpatrick, Rugg and Caswell believes that curriculum is CHILD-CENTERED.
- **Ralph Tyler** believes that curriculum is a science and an extension of a school’s philosophy.
- **Ralph Tyler** views curriculum as it is based on students’ needs and interest, it is always related to instruction, subject matter is organized in terms of knowledge, skills, and values, the process emphasizes problem solving and curriculum aims to educate generalist and not specialists.
- “Learning should be organized so that students can experience success in the process of mastering the subject matter,” s related to **Behaviorist Psychology**.
- **Cognitive theorists** believe that learning constitutes a logical method for organizing and interpreting learning.
- **Humanistic psychologists** believe that curriculum is concerned with the process not the products; personal needs not subject matter, psychological meanings and environmental situations.
- “Society as ever dynamic, is a source of very fast changes which are difficult to cope with,” is related to the **Social Foundations of Curriculum**.
- The **Philosophical foundationsof curriculum** help in answering what schools are for, what subjects are important, how students should learn and what material and methods should be used.
- The **Historical development of curriculum** shows the different changes in the purposes, principles and content of the curriculum.

- The three TYPES OF CURRICULUM PATTERNS are Traditional, Integrative, and Unified.
- Subject, Correlated, and Broad-Fields Curriculum are under the TRADITIONAL CURRICULUM PATTERN.
- **Subject Curriculum** is where the school subjects constitute the bases for organizing school experiences of the learners and various subjects are offered based on their logical relationship so as to meet the multifarious needs of the child.
- **Correlated Curriculum** articulates and establishes relationships between two or more subjects on the basis of a topic or a theme to help students gain a better understanding of the topic.
- **Broad-Fields Curriculum** combines several specific areas into larger fields.
- **Integrative Curriculum** eliminates school subject division, aims to foster integration of the learner to his socio-cultural milieu and is learner-centered and socially oriented.
- Under INTEGRATIVE CURRICULUM PATTERN are Learner-Centered, Experience Curriculum, and Core Curriculum.
- **Learner-Centered** organizes the learning experiences and content around the life of the child.
- **Experience Curriculum** places emphasis on the immediate interests and needs of the child and not on the anticipated needs.
- **Core Curriculum** also called social function or Area-of-Living Curriculum, where the learning experiences are organized on the basis of major functions of social aspects of living intended to enable the learner to study the problems that demand personal and social action.
- The **Unified Program** is a balance between the direct teachings of the subject skills and unified learning experiences based on problems, which are life centered.

- The CHARACTERISTICS OF A GOOD CURRICULUM are that it complements and cooperates with other programs of the community, it provides for the logical sequence of subject matter, is continuously evolving and is complex of detail.
- The seven TYPES OF CURRICULUM OPERATING IN SCHOOLS are Recommended Curriculum, Written Curriculum, Taught Curriculum, Supported Curriculum, Assessed Curriculum, Learned Curriculum, and Hidden Curriculum according to Glatthorn.
- A **recommended curriculum** is a curriculum proposed by scholars and professional organizations.
- The **recommended curriculum** is the curriculum that may come from a national agency like the DepEd, CHED, DOST, or any professional organization who has stake in education.
- A **written curriculum** is a curriculum that appears in school, district, or division documents.
- **Taught curriculum** are the different planned activities, which are put into action in the classroom that are carried activities that are implemented in order to arrive at the objectives or purposes of the written curriculum.
- **Supported curriculum** are resources like textbooks, computers, audio-visual materials, which support and help in the implementation of the curriculum.
- **Assessed curriculum** is that which is tested and evaluated.
- **Learned curriculum** refers to the learning outcomes of the students, which are indicated by the results of the tests and changes in behavior that can either be cognitive, affective, or psychomotor.
- A **hidden curriculum** is the unintended curriculum, which is not deliberately planned but may modify behavior or influence learning outcomes.
- Peer influence, school environment, physical condition, teacher-learner interaction, mood of the teachers and many other factors make up the **hidden curriculum**.

- **Objectives** is the element or component of the curriculum that provides the bases for the selection of learning content and learning experiences which also set the criteria against which learning outcomes will be evaluated.
- **Learning experiences** is the component of the curriculum is the instructional strategies, resources and activities that will be employed.
- **Content** of the curriculum is the subject matter that is to be included.
- **Evaluation** is the component of the curriculum that is where the methods and instruments that will be used to assess the results of the curriculum.
- **Interest** in selecting subject matters is a criterion that should be considered in developing a curriculum.
- The **CONSIDERATIONS** that should be used in the selection of learning content of a curriculum are if its frequently and commonly used in daily life, suited to the maturity levels and abilities of students, valuable in meeting the needs and the competencies of a future career.
- **Learning experiences** are the components of the curriculum that includes instructional strategies and methods that put into action the goals, and use the contents in order to produce an outcome.
- The goals, instructional strategies, the learners, the teachers, the content and all the materials needed in the curriculum are considered as the **INPUT** based on Stufflebeam's CIPP Model.
- **Hilda Taba's model of curriculum development** is called the "grassroots approach," which means that teachers who teach or implement the curriculum should participate in developing it.
- In **Ralph Tyler's Model of curriculum development**, the considerations that should be made are purpose of the school, education experiences related to the purpose, organization of the experiences and evaluation of the experiences/outcomes.
- The **Humanistic Design Model** in developing a curriculum is attributed to Abraham Maslow and Carl Rogers.

- The **Managerial Approach** in curriculum development is when the school principal is the curriculum leader and at the same time instructional leader.
- The **Planning Phase** of curriculum implementation includes decisions about the needs of the learners, the achievable goals and objectives to meet the needs, the selection of the content to be taught, the motivation to carry out the goals, the strategies most fit to carry out the goals, and the evaluation process to measure learning outcome.
- **Curriculum assessment** is the process where a teacher would gather information about what his students know and can do.
- **Curriculum Evaluation** is the process of obtaining information for judging the worth of an educational program, product, procedure, educational objectives or the potential utility of alternative approaches designed to attain specified objectives.
- **Curriculum planning** includes decisions about the needs of learners, the achievable goals and objectives to meet the needs, the selection of the content to be taught, the motivation to carry out the goals, the strategies most fit to carry out the goals and the evaluation process to measure learning outcomes.
- **Curriculum Development** is the process of selecting, organizing, executing, and evaluating the learning experiences on the basis of the needs, abilities and interests of the learners, and on the basis of the nature of the society or community for the possibilities of improving the teaching-learning situation.
- **Thematic teaching** is a mode of instructional delivery used by teachers when teaching a subject focusing on a theme.
- **Generic Competency Model** is where the subject specialist teaches his/her subject and activities will draw on processes and skills important to each discipline.
- **Content-based instruction** is the integration of content learning with language teaching.
- **BEC** was the national curricular innovation implement by virtue of **DepEd Order No. 43, s. 2002**.

- The New Teacher Education Curriculum for BEEd and BSEd is implemented by virtue of **CMO No. 30, s. 2004**.
- The **Learning Environment** is the NCBTS domain where a teacher creates an environment in her classroom that promotes fairness, safe and conducive to learning.
- **Diversity of Learners** emphasizes the ideal that teachers can facilitate the learning process even with diverse learners, by recognizing and respecting individual differences and by using knowledge about their differences to design diverse sets of learning activities to ensure that all learners can attain the desired goals.
- **Personal Growth and Professional Development** emphasizes the ideal that teachers value having a high personal regard for teaching profession, concern for professional development, and continuous improvements as teachers.
- **Social Regard for Learning** focuses on the ideal that teachers serve as positive and powerful role models of the value in the pursuit of different efforts to learn.
- A teacher that organizes the parents of his teachers into a Homeroom Parent-Teacher Association so that he will be able to establish a learning environment that responds to the needs of the children and the community is adhering to the **Community Linkages (Domain 6) NCBTS Domain**.
- UbD is anchored on three points that are INTERRELATED ACADEMIC GOALS, which are acquiring knowledge, understanding content, and transferring or applying knowledge as it is understood.
- **Teaching for Understanding**, the main tenet of UbD, is where understanding is reached through the formulation of a “big idea”, which would lead the students to an “understanding” or to answer an “essential question” beyond the lessons taught.
- **Backward Design Concept** exemplifies the concept of “teaching for understanding”, wherein curricula are based on a desired result rather than the traditional method of constructing the curricula, focusing on facts and hoping that understanding will follow.

- The three STEPS OF BACKWARD DESIGN are 1. Identifying desired results, 2. Defining acceptable evidence, and 3. Planning learning experiences and instruction.
- Defining **acceptable evidence** through the different types of assessment refers to the process by which educator will teach and gauge the level of a student.
- STAGE 3 OF THE BACKWARD DESIGN of the UbD-Based curriculum is when a teacher would prepare her lesson based on the following sequence: Explore, Firm-up, Deepen, and Transfer.
- **Medium of Instruction Rationalized** refers to the use of mother tongue as medium of instruction from pre-school to Grade III in President Aquino's 10 ways to fix Philippine Education.
- **Outcome-Based Education** is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course.
- **Brain-Based Learning's** suggests that the brain learns naturally, an approach to teaching based on research in neuroscience and allows teachers to connect learning to students' real life experience.
- **Benjamin Bloom and Robert Mager** defined educational objectives as an explicit formulation of the ways in which students are expect to change by the educative process, and intent communicated by statement describing a proposed changed in learners.
- The three BIG DOMAINS of objectives are Cognitive, Affective, and Psychomotor Domains.
- **Cognitive Domain** is the domain of thought process, which includes knowledge, comprehension, application, analysis, synthesis, and evaluation.
- **Knowledge** is the recall, remembering of prior learned materials in terms of facts, concepts, theories and principles, also known as the lowest cognitive level.
- **Comprehension** is the ability to grasp the meaning of material and indicates the lowest form of understanding.
- **Application** is the ability to use the learned material in new and concrete situation.

- **Analysis** is the ability to break down material into component parts so that its organizational structure may be understood.
- **Synthesis** is the ability to put parts together to form a new whole.
- **Evaluation** is the ability to pass judgment on something based on a given criteria.
- **Affective Domain** is the domain of valuing, attitude and appreciation, which includes receiving, responding, valuing, organization, and characterization of value or value complex.
- **Receiving** is the students' willingness to pay attention to particular events, stimuli or classroom activities.
- **Responding** is the active participation on the part of the students.
- **Valuing** is concerned with the worth or value o a student attaches to a particular phenomenon, object, or behavior.
- **Organization** is concerned with bringing together different values and building a value system.
- **Characterization of value or value complex** is the development of a lifestyle based on a value system.
- **Psychomotor Domain** is the domain of the used of psychomotor attributes, which includes perception, set, guided response, mechanism, complex overt responses, adaptation, and origination.
- **Perception** is the use of sense organs to guide motor activities.
- **Set** refers to the readiness to take a particular type of action.
- **Guided response** is concerned with the early stages in learning complex skills.
- **Mechanism** is where responses have become habitual, and performance skills are executed with ease and confidence.
- **Complex overt responses** are skillful performance and with complex movement patterns.

- **Origination** refers to creating new movements and patterns to fit the situation.
- The K-12 Basic Education Curriculum was officially implemented by virtue of **RA 10533**.
- The **K-12 Program** provides sufficient time for mastery of concepts and skills, develops lifelong learners, and prepares graduates for tertiary education, middle-level skills development, employment and entrepreneurship.
- The SALIENT FEATURES of the K-12 Program are Universal Kindergarten, Contextualization and Enhancement, Spiral Progression, Mother Tongue-Based Multilingual Education, Senior High School, College and Livelihood Readiness, 21st Century Skills.
- **Universal Kindergarten** lays the foundation for lifelong learning and for the total development of a child where the student learns the alphabet, numbers, shapes, and colors through games, songs and dances in their Mother Tongue.
- **Contextualization and Enhancements** includes examples, activities, songs, poems, stories, and illustrations, which makes the lessons relevant to the learners and easy to understand.
- **Mother tongue-based multilingual education** will allow the students to learn best through their first language.
- **Spiral progression** is where subjects are taught from the simplest concepts to more complicated concepts through grade levels in spiral progression.
- **Senior High School** is two years of specialized upper secondary education where students may choose a specialization.
- The subjects that Grades 11 and 12 will take are defined by their choice of career track, which may fall under either the **Core Curriculum** of specific **Tracks**.
- The seven LEARNING AREAS under the Core Curriculum are Language Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences.

- The three TRACKS that each Senior High School Student can choose from are Academic, Technical-Vocational-Livelihood, and Sports and Arts.
- The ACADEMIC TRACK includes three strands: Business, Accountancy, Management (BAM); Humanities, Education, Social Sciences (HESS); and Science, Technology, Engineering, Mathematics (STEM).

ACADEMIC TRACK		
BAM	HESS	STEM
<ul style="list-style-type: none"> • Applied Economics, Business Ethics and Social Responsibility 	<ul style="list-style-type: none"> • Creative Writing/MalikhaingPag sulat 	<ul style="list-style-type: none"> • Pre-Calculus
<ul style="list-style-type: none"> • Fundamentals of Accountancy 	<ul style="list-style-type: none"> • Introduction to World Religions and Belief Systems 	<ul style="list-style-type: none"> • Basic Calculus
<ul style="list-style-type: none"> • Business and Management 1 	<ul style="list-style-type: none"> • Creative Nonfiction 	<ul style="list-style-type: none"> • General Biology 1
<ul style="list-style-type: none"> • Business and Management 2 	<ul style="list-style-type: none"> • Trends, Networks, and Critical Thinking in the 21st Century Culture 	<ul style="list-style-type: none"> • General Biology 2
<ul style="list-style-type: none"> • Business Math 	<ul style="list-style-type: none"> • Philippine Politics and Governance 	<ul style="list-style-type: none"> • General Physics 1
<ul style="list-style-type: none"> • Business Finance 	<ul style="list-style-type: none"> • Community Engagement, Solidarity, and Citizenship 	<ul style="list-style-type: none"> • General Physics 2
<ul style="list-style-type: none"> • Organization and Management 	<ul style="list-style-type: none"> • Disciplines and Ideas in the Social Sciences 	<ul style="list-style-type: none"> • General Chemistry 1
<ul style="list-style-type: none"> • Principles of Marketing, 	<ul style="list-style-type: none"> • Disciplines and Ideas in the Applied Social Sciences 	<ul style="list-style-type: none"> • General Chemistry 2,
<ul style="list-style-type: none"> • Work Immersion/Research/ Career Advocacy/Culminating Activity 	<ul style="list-style-type: none"> • Work Immersion/Research/ Career Advocacy/Culminating Activity 	<ul style="list-style-type: none"> • Work Immersion/Research/ Career Advocacy/Culminating Activity

- TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) AND TECHNICAL-VOCATIONAL LIVELIHOOD (TVL) TRACK include Agri-Fishery Arts, Home Economics, Information and Communications Technology (ICT), and Industrial Arts.

TLE and TVL			
Agri-Fishery Arts	Home Economics	ICT	Industrial Arts
• Animal Production (NC II)	• Attractions and Theme Parks (NC II)	• Animation (NC II)	• Automotive Servicing (NC I)
• Aquaculture (NC II)	• Beauty/Nail Care (NC II)	• Computer Hardware Servicing (NC II)	• Carpentry (NC II)
• Artificial Insemination (Ruminants) (NC II)	• Bread and Pastry Production (NC II)	• Computer Programming	• Consumer Electronics Servicing (NC II)
• Artificial Insemination (Swine) (NC II)	• Caregiving (NC II)	• (NC IV)	• Domestic Refrigeration and Airconditioning Servicing (NC II)
• Crop Production (NC I)	• Cookery (NC II)	• Contact Center Services (NC II)	• Electrical Installation and Maintenance (NC II)
• Fish Wharf Operation (NC I)	• Dressmaking (NC II)	• Illustration (NC II)	• Masonry (NC II)
• Food (Fish) Processing (NC II)	• Food and Beverage Services (NC II)	• Medical Transcription (NC II)	• Plumbing (NC I)

TLE and TVL			
Agri-Fishery Arts	Home Economics	ICT	Industrial Arts
<ul style="list-style-type: none"> • Horticulture (NC II) 	<ul style="list-style-type: none"> • Front Office Services (NC II) 	<ul style="list-style-type: none"> • Technical Drafting (NC II) 	<ul style="list-style-type: none"> • Plumbing (NC II)
<ul style="list-style-type: none"> • Landscape Installation and Maintenance (NC II) 	<ul style="list-style-type: none"> • Hairdressing (NC II) 		<ul style="list-style-type: none"> • Shielded Metal Arc Welding (NC I)
<ul style="list-style-type: none"> • Organic Agriculture (NC II) 	<ul style="list-style-type: none"> • Handicraft (Basketry, Macrame) (Non-NC) 		<ul style="list-style-type: none"> • Shielded Metal Arc Welding (NC II)
<ul style="list-style-type: none"> • Pest Management (NC II) 	<ul style="list-style-type: none"> • Handicraft (Fashion Accessories, Paper Craft) (Non-NC) 		<ul style="list-style-type: none"> • Tile Setting (NC II)
<ul style="list-style-type: none"> • Rice Machinery Operation (NC II) 	<ul style="list-style-type: none"> • Handicraft (Needlecraft) (Non-NC) 		
<ul style="list-style-type: none"> • Slaughtering Operation (NC II) 	<ul style="list-style-type: none"> • Handicraft (Woodcraft, Leathercraft) (Non-NC) 		

TLE and TVL			
Agri-Fishery Arts	Home Economics	ICT	Industrial Arts
	• Housekeeping (NC II)		
	• Local Guiding Services (NC II)		
	• Tailoring (NC II)		
	• Tourism Promotion Services (NC II)		
	• Travel Services (NC II)		
	• Wellness Massage (NC II)		

- The subjects under the SPORTS TRACK are Safety and First Aid, Human Movement, Fundamentals of Coaching, Sports Officiating and Activity Management, Fitness, Sports and Recreation Leadership, Psychosocial Aspects of Sports and Exercise, Fitness Testing and Basic Exercise Programming, Practicum (in-campus), and Work Immersion/Research/Career Advocacy/Culminating Activity (Apprenticeship).
- The **Certificates of Competency (COC) or National Certificate Level I (NC I)** may be obtain by the students under the Technical Vocational Education & Training after finishing Grade 10.
- A **National Certificate Level II (NC II)** may be obtain by a student after finishing a Technical-Vocational-Livelihood Track in Grade 12, provided that he/she passes the competency-based assessment of TESDA.
- **College and Livelihood Readiness, 21st Century Skills** are skills that every graduate will be equipped with, which will prepare them to go into different paths.
- Under the COLLEGE AND LIVELIHOOD READINESS, 21ST CENTURY SKILLS, every graduate will be equipped with Information, media and technology skills, Learning and innovation skills, Effective communication skills, and Life and career skills.

- Components of the **Educative Process** are the learner, teacher and the school.
- The factors affecting the growth and development of an individual are heredity and environmental influences.
- **Heredity** is the process by which the new organism is endowed with certain potentials (inherited from parents) for his later development.
- **Environmental influences** are the interaction between an individual's inherited traits, his surrounding and his nurture.
- **Maturation** is the process by which heredity exerts influence long after birth.
- The **Phylogenetic principle** of development states that development follows an orderly sequence, which is predictable and true to all members of a certain race.
- The two predictable trends of development are cephalocaudal trend and proximodistal trend.
- The **cephalocaudal** trend is defined as the development from head to foot where as the **proximodistal** trend is the earlier development of the body nearest the center.
- The **Ontogenetic principle** of development states that the rate of development is unique to every individual where it is brought about by one's heredity as well as environmental influences.
- **Individual differences** refers to the idea that no two individuals are exactly the same or alike.
- In Piaget's **concrete operational stage**, a teacher should provide the activities that involves a child's skills in classification and order, which requires appropriate use of logic.
- **Psychoanalytic theory** by Sigmund Freud emphasizes the importance of sensitive periods in development.
- Contrary to Freud's theory that the primary motivation of human behavior is sexual nature, Erikson asserts that it is Social in nature. (**Psychosocial Theory**)

- The **superego** is primarily concerned with the idea of right or wrong, and is often viewed as “conscience” of personality, according to Freud.
- Based on Erikson’s theory on psychological development, a child who is cold towards the people around him failed in the basic goal of “trust” in the stage “**Trust vs. Mistrust**”.
- Under Freud’s **Phallic Stage** in the Psychosexual Development theory, a boy is closer to his mother (**Oedipus Complex**) and a girl is closer to her father (**Elektra Complex**).
- Based on Piaget’s developmental stage, when a grade 1 pupil likes to play with his friends, but gets angry when defeated is under **Pre-operational Stage**, which is characterized by **egocentrism**
- According to Maslow’s Hierarchy of Needs, when one is asked to develop himself to the fullest, he is trying to satisfy his **Self-Actualization**, wherein the person strives to develop himself to his full potentials.
- According to Erikson, Piaget and Freud, **play** allows the child to learn physical skills as well as social skills.
- A child that is 3-5 years old, according to Erikson, is **Ego-centric**.
- Children who are two years of age are labeled as “**terrible two**” by Erikson because of the assertiveness and will of these children, illustrated by using the word “No!”
- The factors affecting **individual differences** are age differences and personal adjustments, sex differences, family and community background, physical conditions, emotional response and attitudes (EQ), and mental abilities and specific aptitudes (IQ).
- **Stimulus-Response (S-R) or Association Theory of Learning** states that in every stimulus there is a corresponding response.
- The three fundamental laws of learning by the **Association Theory** are the law of readiness, law of exercise and law of effect.

- **Law of Readiness** is when an individual is prepared to respond or act where allowing him to do so is satisfying, and preventing him would be annoying.
- **Law of Exercise** is where the constant repetition of a response strengthens its connection with the stimulus, while disuse of a response weakens it.
- **Law of Effects** is where learning is strengthened if it results in satisfaction, but is weakened if it leads to vexation or annoyance.
- The **Theory of Condition of Learning** states that the process of learning consists of acquisition of new ways of reacting to stimuli developed through attaching new stimuli developed through attaching new stimuli to established modes of behavior.
- There are two types of **conditioning theory**, which are classical condition and operant conditioning.
- **Classical conditioning** consists of eliciting a response by means of a previously neutral or inadequate stimulus.
- **Operant conditioning** is a theory that believes one can train an organism either by presenting him a reward or punishment as a consequence of his actions.
- **Social Learning Theory of Learning** viewed that children's learning process involves observation and imitation.
- The **Cognitive Field Theory of Learning** defines learning as a relativistic process by which a learner develops new insights and changes the old ones.
- **Insight learning** of Cognitive Field Theory postulated that the more intelligent the organism and the more experiences he has the more capable he is of gaining higher insight.
- **Vector and Topological Theory** of Cognitive Field Theory states that individuals exist on a field of forces within his environment that move, change, and give him a degree stability and substance or define his behavior.

- **Gestalt Learning** of Cognitive Field Theory states that learning involves the catching, and generalization of insights, which often are acquired first on a nonverbal level or the level of feeling and may be verbalized later or may not be verbalized at all.
- **Instrumental Conceptualism** of Cognitive Field Theory believes that learning is thinking and thinking is the process whereby one makes sense out of the various and somehow unrelated facts through a process called conceptualization or categorization.
- The **Subsumption Theory** by David Paul Ausubel considered that a primary process in learning is subsumption in which new material is related to relevant ideas in the existing cognitive structure on a substantive, non-verbatim basis.
- The theory on **Conditions of Learning** or the **Gagné Assumption** states that different types of learning exist, and that different instructional conditions are necessary for each type of learning
- The five major CATEGORIES OF LEARNING according to Gagné are verbal information, intellectual skills, cognitive strategies, motor skills and attitudes.
- **Transfer of learning** occurs when a person's learning in one situation influences his learning and performance in other situations.
- The major theories concerning TRANSFER OF LEARNING are Mental discipline, Apperception, Identical elements, Generalization, and Gestalt theory of transfer.
- **Mental discipline** asserts that education is largely a matter of training or disciplining the mind with vigorous mental exercises in the classics, grammar, logic, mathematics, and science on the assumption that such training makes a person equally effective in all areas where a given faculty is employed.
- **Identical elements** is the theory of transfer of implies that school should list the aspects of situations that are important to the child even out of the school or in later courses and teach the pupils to cope with different identical experiences or situations in real life.

- **Generalization** by Charles Judd said that there are two levels or kinds of knowledge –rote learning or memorization without any meaning and generalized knowledge with many intellectual associations.
- **Gestalt theory of transfer** is the belief that when transfer of learning occurs it is in the form of generalizations, concepts, or insights, which are developed in one learning situation and employed in other situations.
- **Motivation** is the stimulation of action toward a particular objective where previously there was little or no action toward that goal.
- The two types of motivation are intrinsic and extrinsic motivation.
- **Intrinsic motivation** refers to the inherent or internal stimulus of the individuals to learn.
- **Extrinsic motivation** is based on incentives, which are artificial devices, which are employed to evoke attitude conducive to learning.
- **Insight learning** is regarded as “serendipity” when an idea suddenly strikes the mind and a solution to a problem is arrived at.
- **Metacognition** is where a teacher is attempting to develop the student to think about their thinking, or to reason about one’s own thinking.
- **Instincts** are under the mental dimension of Id according to Freud.
- According to Piaget, a child in the **concrete operational stage** cannot imagine the steps necessary to complete an algebraic equation.
- Fear of something that was caused by a painful experience in the past is an example of **Classical Conditioning**.
- **Operant condition theory** is illustrated in a child who tries to complete all tasks given to him correctly to have a candy as a “reward.”

- Based on **Thorndike's theory** that punishment will only weaken the response and not permanently remove it, a child punished for stealing money won't steal in the near future but does not guarantee that the child won't steal anymore.
- The **association** and **cognitive theories** of learning are complementary meaning they support each other in terms of principles and practice.
- Rewarding a child for doing things correctly is a technique called **Reinforcement**, where it is a behavioral consequence that strengthens a behavior.
- A person possessing **Interpersonal Intelligence** is characterized by "people-orientedness skills" and has a capacity to make people laugh.
- Reading disability in children who is neglected and abused is related to **emotional factors**.
- The brain's ability to change from experience is known as **Plasticity**.
- John Watson's quote, "**Men are built not born**" came from his belief that environmental stimulation is directly affecting a person's development.
- **Attention Deficit Disorder** is usually characterized by impatience to wait for his/her turn during games, disregard for rules and show inability to delay gratification.
- A child who always fights with his/her classmates, who has a very short attention span, and who has frequent tantrums is believed to be suffering from **Attention Deficit Hyperactivity Disorder**.
- A child who treats his friends aggressively due to his past experiences with his father who is also aggressive is demonstrated by the **Social Cognitive theory**.
- Based on Jung's theory, a child who prefers to be alone is an "**Introvert**"

- Based on Gestalt's psychology that states, "**the whole is more than the sum of all its parts**," a piece of music may sound sad, but when each note is played, there is nothing sad about it.
- **Tabula Rasa** or the belief that the mind is a "blank sheet" will make the teacher conduct lessons that give sensory impressions because the teacher believes that by doing so, he/she imprints salient inputs in the students' mind.
- **Society** is a group of individuals with well defined limits which persists in time, thus enabling them to develop a set of common ideas, attitudes, interact and of techniques for living and fitting together.
- **Group** is a unit of interacting personalities with interdependence of roles and status existing between them.
- The seven KINDS OF GROUPS, which are the primary group, secondary group, in-group, out-group, peer group, reference group, and voluntary associations.
- **Social stratification** is the system or process of assigning men their respective ranks in a society based on income or wealth, education, occupation, and lifestyle.
- **Social mobility** is the process of moving from one social stratus to another, it ma either be horizontal, vertical, or lateral.
- **Socialization** is the process by which the individual acquires the social and cultural heritage of his society.
- The three LEVELS OF SOCIALIZATION are vegetative level, sentient level and rational level.
- The **Vegetative level** of the socialization process is the stage characterized by the preoccupation with food, where the desire is primarily for survival.
- The **Sentient level** is geared towards the satisfaction of sensual passions and desire.
- The **Rational level** is where a person has already acquired morality and a sense of justice.

- **Status** is the position a person occupies in a society by virtue of his age, birth, sex, marriage, occupation, and achievement.
- The two TYPES OF STATUS are ascribed and achieved.
- **Ascribed status** is a position assigned to an individual without reference to his innate differences and abilities and is assigned at birth.
- **Achieved status** is not assigned to an individual at birth, but is left open for competition and individual effort.
- **Role** is the part that the individual is expected to play in his social group and is the sum of the culture patterns associated with a particular status.
- **Social Deviations** refers to the failure of the individual to play the role expected from him by the society.
- **Internalizations** is the process of making an attitude or a practice a part of one's automatic and unthinking responses.
- **Social order** is the way the individual is expected to behave in a society where he belongs in order to preserve and maintain the tranquility of his social milieu.
- **Social control** is the means by which people are led to fill their expected roles in the society even against their will just to achieve social order.
- **Anthropology** is the study of human differences, cultural and biological against the background of the nature all humans share.
- **Culture** is the complex whole, which includes knowledge, belief, art, law, morals, customs, and other capabilities and habits acquired by man as a member of society as defined by Edward B. Taylor.
- The two KINDS OF CULTURE are non-material culture and material culture.
- **Non-material culture** is intangible, which includes beliefs, morals laws, customs, traditions, folkways, mores, etc.

- **Material culture** is tangible and includes man's technologies, etc.
- The CHARACTERISTICS OF CULTURE are it is learned, all people have varied culture, it is a group product and it is transmitted.
- The **importance of culture** is that through the development of culture man can set aside certain laws of nature to conform to his needs and man can overcome his physical handicaps.
- **Folkways** are customary ways of behaving, which have become habitual and repetitive to an individual group such as caring for the elders and saying "po" and "opo".
- **Mores** occurs when folkways become compulsive for the welfare of the society and it has acquired moral significance, where failure to conform to this results to ostracism or condemnation.
- **Sub-culture** refers to the attitude of a certain group to deviate from the habitual practices of the majority.
- **Cultural relativism** refers to the practices considered immoral or taboo to a certain group of people, yet moral to other societies, including polygamy and pre-marital sex.
- **Culture shock** is the term used to denote the feeling of depression, often expressed as homesickness, caused by living in a foreign environment.
- **Cultural values** refer to the collective ethical, aesthetics and religious values of the community including artistic inclination, poetry, music, painting, literature, and such other practices, which the entire society considers as vital elements of their existence.
- **Filipino cultural values** that makes the Filipino unique and distinct from other peoples of the world includes non-rationalism, emotional closeness and security of the family, authority, economic and social improvement, utangnaoob, personalism, indolence, ningaskugon, mañana habit, hospitality, and fiesta syndrome.
- **Non-rationalism** is a Filipino cultural value that is the tendency to perceive thoughts, objects, events, and persons as sacred.

- **NON-RATIONALISM** includes animism, fatalism, social acceptance, pakikisama, euphemism, and go-between.
- **Emotional closeness** and **security of the family** is a Filipino cultural value, which means there is a mutual dependence among relatives, granting special favors or privileges among the immediate or even distant relatives.
- **Authority** refers to the emphasis on the power and importance of authority figure.
- **Economic and social improvement** is the desire to improve the standard of living of his family and his hometown.
- **Utangnaoob** means sense of gratitude.
- **Personalism** emphasizes the importance of the person with whom one has immediate face-to-face contact and connection, which includes pakiusap, lagay, areglo, and palakasan.
- **Indolence** means laziness.
- **Ningaskugon** means great enthusiasm at the beginning of a task but gradually fades.
- **Mañana** habit refers to procrastination or putting for tomorrow what can be done today.
- **Hospitality** means cordially entertaining guests and visitors even to the point of sacrificing their own welfare.
- **Fiesta syndrome** refers to the lavish spending during fiestas and other occasions.

- **Assessment of learning** focuses on the development and utilization of assessment tools to improve the teaching-learning process.
- **Measurement** refers to the quantitative aspect of evaluation where it involves the outcomes that can be quantified statistically.
- **Measurement** is also defined as the process in determining and differentiating the information about the attributes or characteristics of things.
- **Evaluation** is the qualitative aspect of determining the outcomes of learning and it involves value judgment.
- **Testing** is a method used to measure the level of achievement or performance of the learners.
- **Test** consists of questions or exercises or other devices for measuring the outcomes of learning.
- The three CLASSIFICATIONS OF TESTS are according to manner of response, according to method of preparation, and according to the nature of answer.
- **Objective tests** are tests, which have definite answers and therefore are not subject to personal bias.
- **Teacher-made tests or educational tests** are constructed by the teachers based on the contents of different subjects taught.
- **Diagnostic tests** are used to measure a student's strengths and weaknesses, usually to identify deficiencies in skills or performance.
- **Formative testing** is done to monitor students' attainment of the instructional objectives.
- **Summative testing** is done at the conclusion of instructional and measures the extent to which students have attained the desired outcomes.

- A **standardized test** is already valid, reliable and objective and is a test for which contents have been selected and for which norms or standards have been established.
- **Standards or norms** are the goals to be achieved, expressed in terms of the average performances of the population tested.
- **Criterion-referenced measure** is a measuring device with a predetermined level of success or standard on the part of the test-takers.
- **Norm-referenced measure** is a test that is scored on the basis of the norm or standard level of accomplishment by the whole group taking the tests.
- The TYPES OF ASSESSMENT are Placement Assessment, Diagnostic Assessment, Formative Assessment, and Summative Assessment.
- **Placement Assessment** is concerned with the entry performance of the student, where its purpose is to determine the prerequisite skills, degree of mastery of the course objectives and the best mode of learning.
- **Diagnostic assessment** is a type of assessment given before instruction where it aims to identify the strengths and weaknesses of the students regarding the topics to be discussed.
- **Formative assessment** is a type of assessment used to monitor the learning progress of the students during or after instruction.
- **Summative assessment** is a type of assessment usually given at the end of a course or unit.
- The MODES OF ASSESSMENT are Traditional Assessment, Performance Assessment, and Portfolio Assessment.
- **Traditional assessment** is in which student typically select an answer or recall information to complete the assessment.

- **Performance assessment** is an assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
- **Portfolio assessment** is based on the assumption that it is a dynamic assessment.
- The most reliable tool for seeing the development in a student's ability to write is a **portfolio assessment**.
- The KEY TO EFFECTIVE TESTING includes the Objectives, Instruction, Assessment, and Evaluation.
- **Objectives** is the specific statements of the aim of the instruction, where it should express what the students should be able to do or know as a result of taking the course.
- **Instruction** consists of all the elements of the curriculum designed to teach the subject, including the lesson plans, study guide, and reading and homework assignment.
- **Assessment** is the process of gathering, describing or quantifying information about the performance of the learner and testing components of the subject.
- The factors to consider when constructing GOOD TEST ITEMS are validity, reliability, administrability, scorability, appropriateness, adequacy, fairness, and objectivity.
- **Validity** refers to the degree to which a test measures what it is intended to measure.
 - To test the **validity of the test**, it is to be pretested in order to determine if it really measures what it intends to measure or what it purports to measure.
- **Reliability** refers to the consistency of scores obtained by the same person when retested using the same instrument or one that is parallel to it.

- The **test of reliability** is the consistency of the results when it is determined to different groups of individuals with similar characteristics in different places at different times.
- **Scorability** states that the test should be easy to score, directions for scoring should be clear, and the test developer should provide the answer sheet and the answer key.
- **Appropriateness** mandates that the test items that the teacher construct must assess the exact performances called for in the learning objectives.
- **Adequacy** states that the test should contain a wide sampling of items to determine the educational outcomes or abilities so that the resulting scores are representative of the total performance in the areas measured.
- **Fairness** mandates that the test should not be biased to the examinees.
- **Evaluation** is used to examine the performance of students and comparing and judging its quality.
- The TYPES OF VALIDITY are Content Validity, Criterion-related validity, and Concurrent Validity.
- **Content validity** is a validation that refers to the relationship between a test and instructional objectives and it establishes the content so that the test measures what it is supposed to measure.
- **Criterion-Related Validity** is a type of validation that refers to the extent to which scores from a test relate to theoretically similar measures.
- The two types of CRITERION-RELATED VALIDITY are Construct Validity and Predictive Validity.
- **Construct validity** is a type of validation that measures the extent to which a test measures a hypothetical and unobservable variable or quality, such as intelligence, math achievement, performance anxiety, etc.

- **Predictive validity** is a type of validation that measure the extent to which person's current test results can be used to estimate accurately what that person's performance or other criterion, such as test score, will be at a later time.
- **Concurrent validity** is a type of validation that require the correlation of the predictor or concurrent measure with the criterion measure, which can be used to determine whether a test is useful to use as a predictor or as a substitute measure.
- **Objectivity** is the degree to which personal bias is eliminated in the scoring of the answers.
- **Nominal scales** classify objects or events by assigning numbers to them, which are arbitrary and imply no quantification, but the categories must be mutually exclusive and exhaustive.
- **Ordinal scales** classify and assign rank order.
- **Interval scales** or also known as equal interval or equal unit is needed to be able to add or subtract scores.
- **Ratio scale** is where the zero is not arbitrary; a score of zero includes the absence of what is being measured.
- **Norm-referenced interpretation** is where an individual's score is interpreted by comparing it to the scores of a defined group, often called the normative group.
- **Criterion-Referenced Interpretation** means referencing an individual's performance to some criterion that is a defined performance level.
- The stages in TEST CONSTRUCTION are Planning the test, Trying Out the test, Establishing Test Validity, Establishing the Test Reliability, and Interpreting the Test Score.
- **Frequency distribution** is a technique for describing a set of test scores where the possible score values and the number of persons who achieved each score are listed.

- **Measures of central tendency** is computed to know where on the scale of measurement a distribution is located.
- **Measures of dispersion** is used to know how the scores are dispersed in the distribution.
- The three commonly used MEASURES OF CENTRAL TENDENCY are the mean, median and mode.
- The **mean** of a set of scores is the arithmetic mean and is found by summing the scores and dividing the sum by the number of scores.
- **Median** is the point that divides the distribution in half, which is half of the scores fall above the median and half of the scores fall below the median.
- **Mode** is the most frequently occurring score in the distribution.
- **Range** is the difference between the highest score and the lowest score.
- The **variance measures** how widely the scores in the distribution are spread about the mean.
- **Variance** is the average squared difference between the scores and the mean.
- The **standard deviation** indicates how spread out the scores are, but it is expressed in the same units as the original scores.
- A **graph of a distribution** of test scores is better understood than the frequency distribution or a table of numbers because the general shape of the distribution is clear from the graph.
- A teacher must use an **Essay type** of test to test the student's ability to organize ideas.
- NSAT and NEAT results are interpreted against a set mastery level, which means that the tests fall under **criterion – referenced test** because it describes the student's mastery of the objectives.

- The first step in planning an achievement test is to **define the instructional objective**.
- **Skewed score distribution** means the score are concentrated more at one end or the other end.
- **Normal distribution** means that the mean, median, and mode are equal.
- When the computed value or r for Math and Science is 0.90, it implies that the higher the scores in Math, the higher the scores in Science because $r=0.90$ means a **high positive correlation**.
- An objective that is in the highest level in **Bloom's taxonomy** is rating three different methods of controlling tree growth because it deals with evaluation.
- **Inferential** is a type of statistics that draws conclusions about the sample being studied.
- **Generosity error** is the error teachers commit when they tend to overrate the achievement of students identified by and aptitude tests as gifted because they expect achievement and giftedness to go together.
- **Portfolio assessment** measures the students' growth and development.
- **Formative testing** is the test most fit for mastery learning because it is done after or during a discussion where the feedback can be used to determine whether the students have a mastery of the subject matter.
- A characteristic of an **imperfect type of matching set** is that an item may have no answer at all.
- Determining the effectiveness of distracters is included in an **item analysis**.
- **Discrimination index** is the difference between the proportion of high-performing students who the item right and the proportion of low-students who got an item right.

- A **positive discrimination index** means that more students from the upper group got the item correctly.
- A **negative discrimination index** takes place when the proportion of the students who got an item right in the low performing group is greater than the students in the upper performing group.
- **Zero discrimination** happens when the proportion of the student who got an item right in the upper-performing group and low-performing group is equal.
- When points in the **scatter gram** are spread evenly in all directions, this means that there is no correlation between two variables.
- A **norm-referenced statement** is comparing the performance of a certain student with the performance of other student/s.
- **Content** is a type of validity that is needed for a test on course objectives and scopes.
- When there are extreme scores the mean will not be a very reliable measure of **central tendency**.
- The sum of all the scores in a distribution always equals the mean times the N because the sum of all the scores is equal to the product of the mean and the number of scores (N). **Formula: Mean = Summation of Scores/N**
- A **Z-value** can be used to compare the performance of the students, because it tells the number of standard deviations equivalent to a raw score, where the higher the value of Z score, the better the performance of a certain student is.
- **Mean** is the measure of position that is appropriate then the distribution is skewed.
- The **analysis of Variance** utilizing the F-test is the appropriate significance test to run between three or more means.

- In **standard deviation**, the higher the value of standard deviation on the average, the scores are farther from the mean value, where as the smaller the value of the standard deviation on the average, the scores are closer to the mean value.
- When the value of **standard deviation** is small, the scores are concentrated around the mean value because the smaller the value of the standard deviation the more concentrated the scores are to the mean value.
- When the distribution is skewed the most appropriate measure of central tendency is **Median**.
- In the parlance of test construction, TOS means **Table of Specifications**.
- **Range** is a measure of variation that is easily affected by the extreme scores.
- **Mode** is the measure of central tendency that can be determined by mere inspection because mode can be identified by just counting the score/s that occurred the most in a distribution.
- The description of each criteria to serve as standard, very clear descriptions of performance level, rating scale, and mastery levels of achievement are considerations that are important in developing a SCORING RUBRIC.
- A **rubric** is developmental.
- **Performance-based assessment** emphasizes process and product.
- Kohlberg and other researchers used **moral dilemma** to measure the awareness of values.
- PROJECTIVE PERSONALITY TEST includes Sentence Completion test, Word Association test, and Thematic Apperception Test.
- An **anecdotal report** is a note written by the teacher regarding incidents at the classroom that might need special attention in the future.

- One of the strengths of an **autobiography** as a technique for personality appraisal is it makes the presentation of intimate experiences possible.
- Carl Roger is considered the main proponent of **Non-Directive counseling**.
- Sharing the secrets of a counselee with other members of the faculty is in violation of **confidentiality**.
- Counselors can **break confidentiality** rule in cases of planned suicide or planned hurting/killing of somebody.
- **Sinforoso Padilla** is considered the father of counseling in the Philippines.
- **Portfolio** is the pre-planned collection of samples of student works, assessed results and other output produced by the students.
- **Assessment** is said to be authentic when the teacher gives students real-life tasks to accomplish.
- The main purpose of a teacher using a **standardized test** is to engage in easy scoring.
- Marking on a normative basis follows the **normal distribution curve**.
- A **scoring rubric** is important in a self-assessment to be effective.
- The main purpose of administering a **pretest and a post-test** to students is to measure gains in learning.
- An **assessment activity** that is most appropriate to measure the objective “to explain the meaning of molecular bonding” for the group with strong interpersonal intelligence is to demonstrate molecular bonding using students as atoms.
- Emphasis on grades and honors goes with the spirit of “**assessment of learning**”.

- **Split-half method** and **KuderRichardson** measure internal consistency of the test scores of the students.
- **Test-retest** measures the stability of the test scores.
- **Parallel method** measures the equivalence.
- The expression “**grading on the curve**” means the performance of a certain student compared to the performance of other students in the group.
- **Scoring rubrics** has criteria of level of achievement to serve as standard, has a clear description of performance in each level, and has a rating scheme.
- When constructing a **matching type of test** the options must be greater than the descriptions, the directions must state the basis of matching, and the descriptions must be in Column A and options in Column B.
- **Extended Essay test** can effectively measure HOTS cognitive learning objectives.
- An **objective test** can cover a large sampling of content areas, time-consuming to prepare, and there is a single or best answer.
- **Objective tests** measures low-level thinking skills, such as knowledge, comprehension, and application.

- A **reading teacher** goes through an active, purposeful, and organized cognitive process that is used to make sense of the world.
- The PROCESS that a reading teacher goes through to improve are becoming are of one's thinking process, carefully examining one's thinking process and the thinking process of others, and practicing one's abilities.
- **Critical thinking** is a total approach to understanding how one makes sense of the world that includes many parts.
- **Critical thinking** is from the Greek work 'kritikos,' or critic, meaning to question, to make sense of, or to be able to analyze.
- CRITICAL THINKERS are skeptical, fact-oriented, analytic, open-minded, questioning, creative, willing to make a stand, and those who have the ability to separate fact from opinion.
- To be **skeptical**, a reader doesn't immediately believe that what's on print is right.
- **Fact-oriented** desired the facts and to be convinced that these facts are relevant.
- **Analytic** thinkers questions how the work was organized and the strategies the writer used.
- **Open-mindedness** means to be prepared to listen to different points of views, and to not be restricted by personal biases.
- **Questioning** includes searching for others conclusions that could be supported by the evidence.
- To be **Creative**, the thinker must look at the problem or issue at an entirely different way.
- To be able to **take a stand** is to make sure that one's argument is convincing and to know what one's position is on the issue.
To THINK CRITICALLY, a reading teacher:
- Must carefully examine his/her thinking and the thinking of others, in order to clarify and improve on one's own understanding.

- Should examine and test the suggested solution, to see if they work.
- Needs to test the ideas for flaws or defects and must not be inhibited by the thought of being aggressive, destructive, retaliation, and over-evaluation.
- Should engage in critical thinking activities such as active thinking, exploring situations with questions, using different perspectives to view a situation, and an organized way to discuss ideas.

To THINKING CREATIVELY, a reading teacher must:

- Use his/her cognitive skills to develop ideas that are unique, useful, and can be elaborated further.
- Discover an improved solution to a problem, or new ideas.
- Organize ideas in a new way and make different comparisons.
- Not be inhibited by conformity, censorship, strict education, and the desire to find the solution hastily.
- **Comprehension** according to the Constructivists is the act of making sense or constructing meaning of the text.
- The FACTORS THAT AFFECT comprehension are what the reader brings to the reading situation (Developmental stages), the characteristics of the written text (Print material), the learning context that defines the task and the purpose of the reader (reading situation), and the strategies consciously applied by the reader in order to obtain the meaning.
- What the reader brings to the reading situation (DEVELOPMENTAL STAGES) includes the reader's background experience, knowledge of subject, vocabulary, purpose, and motivation.
- The characteristic of the written text (PRINT MATERIAL) includes the content, format, readability, concepts, organization, and the author's purpose.
- The learning context that defines the task and the purpose of the reader (READING SITUATION) includes the setting, task, environment, and the outcome.

- The **strategies consciously applied by the reader** to obtain meaning is where a systematic plan, consciously adapted and monitored is applied to improve one's performance in learning.
- The major COMPREHENSION STRATEGIES are the Preparational Strategies, Organizational Strategies, Elaboration Strategies, and Metacognitive Strategies.
- Under the PREPARATIONAL STRATEGIES are Previewing, Activating Prior Knowledge, Setting purpose and goals, and Predicting.
- Under the ORGANIZATIONAL STRATEGIES are Comprehending the main idea, Determining important details, Organizing details, Sequencing, Following directions, and Summarizing.
- Under the ELABORATION STRATEGIES are Making inferences, Imaging, Generating questions, and evaluating or critical reading.
- Under the METACOGNITIVE STRATEGIES are Regulating, Checking, and Repairing.
- The three main groups of READING THEORIES are Bottom-up, Top-down, and Interactive.
- **Bottom-up** also called data-driven processing, is where reading is started with the input of some graphic signals or stimulus.
- The role of the reader in the **Bottom-up theory** is to get meaning from the text based on the stimulus or the words used.
- **Top-down** also called concept-driven processing, is where reading begins with the cognitive processes occurring in the reader's mind as he/she reads.
- The role of the reader in the **Top-down theory** is to give meaning to the text based on the information already help within the reader's prior knowledge.
- **Interactive theory** depicts reading as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.

- The five STAGES OF READING DEVELOPMENT are Emergent Literacy, Early Reading, Growing Independence, Reading to Learn, and Abstract Reading.
- **Emergent literacy** starts from birth to 5 years old where the reader is characterized by rapid language growth, experiences difficulty putting experiences into words, is egocentric, likes the elements of rhyme, repetition and alliteration, and learns primarily through direct sensory contact and physical manipulation.
- **Early reading** starts from Kindergarten to First Grade and is characterized by manipulating objects and ideas mentally, can reason logically, have difficulty comprehending underlying principles, and have evolving grasp of the alphabet.
- **Growing independence** is from Grade Two to Grade Three, where the reader is characterized by evolving fluency, extensive reading of fiction and non-fiction, becoming more appreciative of stories of others, be able to judge their reading affectively and personally, and may have difficulty explaining their preference.
- **Reading to learn** are Grades Four through Six where the reader has a wide application of word-attack and comprehension skills, emphasis is placed on grasping informational text, vocabulary and conceptual load increase significantly, and an increase in words in listening vocabulary.
- **Abstract reading** starts from Grade Seven and Up where the reader can construct multiple hypotheses and becomes more elaborate in evaluation of reading and reflects an evolving set of standards for judging.
- The factors that help EMERGENT LITERACY LEARNERS' READING DEVELOPMENT are Background of Experiences, Language facility, Interest in reading, Social and emotional development, Physical development, and Intelligence.
- **Background of experiences** are exposure to various experiences, opportunities, and materials.
- **BACKGROUND OF EXPERIENCES** includes oral expression, listening and writing.

- **Language facility** are the opportunities for oral expression such as conversation, discussion, oral reports, storytelling, drama, etc.
- **Interest in reading** includes oral reading, free silent reading, recreational reading, close reading/study of literature, book clubs, paperbacks, magazines and newspapers, poetry reading, poetry collections, etc.
- **Social and emotion development** are individual and group communication and participation, where the experiences are structured so that the child feels accepted and secure, and develops desirable attitudes toward himself and others.
- Language is a catalyst in **social and emotional development**.
- **Physical development** illustrates the importance of vision and hearing acuity.
- In **Physical development**, the child's needs to make fine visual discrimination is important, suggesting early activities with forms and shapes, and letter recognition.
- **Intelligence** attests to the importance of mental age.
- Under **Intelligence**, prereading activities, socioeconomic factors, teachers, methods, and material are considered in each individual situation.
- According to Savage, **Beginning readers** are anyone who has not been taught the conventional reading.
- **Beginning readers** according to Folse is a person learning to read in the second language.
- The CHARACTERISTICS OF BEGINNING READERS are problem solvers, motivated through novelty, needing time for learning and bringing more than an empty shell to school.
- A **child** is never totally ready or unready to read.
- The **right time** to teach beginning reading is when learners have achieved unity of their capabilities and abilities with their interests.

- The appropriate approach in TEACHING BEGINNING READING is Starting with whole text, Focusing on knowledge about the parts of language that may be useful for reading and writing, and Returning to whole texts for application and practice.
- **Starting with whole texts** provides grounding instruction that provides basis for meaningful literacy activities.
- Shared reading of poems, or stories, using big books or charts are some examples of **starting with whole texts**.
- **Focusing on knowledge** about the parts of language that may be useful for reading and writing is where instruction should include a planned, systematic effort to highlight specific textual features and literary devices as a variety of materials are read, written, and discussed over time.
- In **focusing on knowledge** about the parts of language that may be useful for reading and writing, highlighting specific textual features helps the children form generalizations about language that they can apply to their own independent efforts to read and write.
- **Returning to whole texts** for application and practice are planned opportunities to apply what has been learned about the parts of language that allow students to move from simply knowing about a generalization to using that knowledge in a purposeful way.
- The **Four-Pronged Approach** is a literature-based integrated approach to teaching beginning reading.
- The GOALS OF THE FOUR-PRONGED approach is the development of a genuine love for, habit, and enjoyment of reading, critical thinking skills, oral language and correct grammatical structures, and decoding and encoding skills.
- The CHARACTERISTICS OF THE FOUR-PRONGED APPROACH are that it is literature-based, it integrates literature and skills, it is a balanced approach, and it is made up of four components.
- As a **literature-based**, the Four-Pronged approach used story or poem for developing genuine love for reading.

- As a **balanced approach**, the Four-Pronged approach uses whole language approach and explicit instruction.
- The FOUR COMPONENTS OF THE FOUR-PRONGED APPROACH are Genuine Love for Reading, Critical Thinking, Grammar and Oral Language Development, and Transfer Stage.
- The parts of the GRAMMAR AND ORAL LANGUAGE DEVELOPMENT are Presentation lesson or introduction, Teacher Modeling or Direct Instruction, Guided Practice, and Individual Practice.

Teachers can help improve comprehension by:

- Assessing prior knowledge and help relate these knowledge to new ideas in the texts.
- Teaching words in the texts that label schemata important to the writer's message.
- Helping students sharpen cognitive skills to be able to comprehend the tests
- And by showing the students the way writers organize printed texts to help them "read the blueprint."
- There are different COMPREHENSION STRATEGIES that can be applied Before Reading, While or During Reading, and After or Post Reading.
- Comprehension strategies **Before Reading** are activities that can activate the students' prior knowledge while extending, refining, and building the schemata.
- The different effective comprehension strategies BEFORE READING are Overview, Vocabulary Preview, Structural Organizer, Student-Centered Study Strategies, and Teacher-Directed Lesson Frameworks.
- **Overview** is a strategy in which teachers tell students about the selection or assignment prior to reading.
- **VocabularyPreview** is a strategy that starts from identifying and selecting words that may cause problems, then proceeds to explaining in advance there unfamiliar words to students.

- **Teaching unfamiliar words** to students provides anchors for new information, which provides opportunities to relate unfamiliar concepts to familiar ones, and is an aspect of developing the general background knowledge necessary for comprehension.
- **Structural organizer** is a strategy that teaches students to focus their attention on the way the passages are organized.
- In **Structural Organizer**, the teachers should point out the basic rhetorical frameworks underlying the discourse, call attention to specific plans of paragraph, signal words, main idea sentences, headings, and subtitles..
- The **Student-Centered Study Strategies** includes PQRS, Triple S Technique, OK5R, PQ4R, S4R, PQ5R that provides for previewing, student-centered questions, and establishment of purpose.
- **Teacher-Directed Lesson Frameworks** includes Directed Reading Activity (DRA), Directed Reading-Thinking Activity (DRTA), Guided Reading Procedure, and Reciprocal Questioning (ReQuest), which gives teachers a plan on which they can build lessons while some give students strategies for approaching the texts.
- Comprehension Strategies **While or During Reading** are activities that can guide reader-text interactions, while reading is taking place
- The techniques WHILE READING OR DURING READING are question answering, inserted questions, immediate oral feedback, timelines and charts, listing main ideas, outlining, paraphrasing, and summarizing.
- Comprehension Strategies **After or Post Reading** are activities that help students remember new ideas and information, while providing teachers with feedback on how well texts have been understood.
- Techniques AFTER OR POST READING includes Follow-up Pre and During-Reading Activities, Have the students' talk/write about what they read, make up tests on their reading and encourage the students to respond to reading "creatively. "
- Other STRATEGIES IN READING IN THE CONTENT AREAS are Clunk and Clunk, Circle-Seat-Center, Jigsaw, Partner Prediction, Reciprocal Teaching, and Think-Pair-Share/Think-Pair-Square.

- **Clink and Clunk** is used to assess what information the students have learned and what information needs to be covered in more depth.
- **Clink and Clunk** motivates students as they attempt to increase the information they understand ('clinks') and decrease what they do not understand ('clunks')
- **Circle-Seat-Center** is a strategy that allows the students to work in small peer groups and go over all the information they would like the teacher to cover.
- The **circle group** focuses on verbal learning, the **Seat group** focuses on visual learning, and the **Center group** focuses on tactile learning, which allows the students who learn through different modalities the opportunity to learn through their strength.
- **Jigsaw** allows the students to work with their peers and to learn information from one another.
- **Jigsaw** is a collaborative strategy that ensures the participation of all the students by allowing all members of the class to receive information about an entire section in a text.
- **Partner Prediction** gives students the opportunity to work with their peers and make prediction about a story or section.
- In **Partner Prediction**, being able to share their ideas with a partner encourages self-expression.
- **Reciprocal Teaching** allows the students to work together and to teach other as they take over the discussion.
- **Think-Pair-Share/Think-Pair-Square** is a partner or group activity that allows students to work together to check for comprehension.