

PILLARS OF LEARNING

Learning to know" HEAD" ---- Knowledge

Learning to Be "HEART" Awareness and understanding

Learning to Do "HAND"-- Skill and actions

Learning to Live "VALUES" Attitudes

Learning to Transform is which involves all Pillars,

Learning to know - To recognize the evolving nature of the concept of sustainability - To reflect the ever-growing needs of societies - To acknowledge that fulfilling local needs often has international effects and consequences - To address content, context, global issues and local priorities Learning to be - To build on the principles and values that underline sustainable development -To deal with the well-being of all three realms of sustainability environment, society, and economy - To contribute to a person complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality Learning to live together - To build capacity for community -based decision making, social tolerance, environmental stewardship, adaptable workforce and quality of life Learning to do - To contribute to a concrete reality for all our daily decisions and actions - To build a sustainable and safe world for everyone

Fathers of different Fields

★Father of Biology: Aristotle

★Father of Physics: Albert Einstein

★Father of Chemistry: Jabir Bin Hayan

★Father of Statistics: Ronald Fisher


- ★Father of Zoology: Aristotle
- ★Father of History: Herodotus
- ★Father of Microbiology: Louis Pasteur
- ★Father of Botany: Theophrastus
- ★Father of Algebra: Diophantus
- ★Father of Blood groups: Landsteiner
- ★Father of Electricity: Benjamin Franklin
- ★Father of Trigonometry: Hipparchus
- ★Father of Geometry: Euclid
- ★Father of Modern Chemistry: Antoine Lavoisier
- ★Father of Robotics: Nikola Tesla
- ★Father of Electronics: Ray Tomlinson
- ★Father of Internet: Vinton Cerf
- ★Father of Economics: Adam Smith
- ★Father of Video game: Thomas T. Goldsmith, Jr.
- ★Father of Architecture: Imhotep
- ★Father of Genetics: Gregor Johann Mendel
- ★Father of Nanotechnology: Richard Smalley
- ★Father of Robotics: Al-Jazari
- ★Father of C language: Dennis Ritchie
- ★Father of World Wide Web: Tim Berners-Lee
- ★Father of Search engine: Alan Emtage
- ★Father of Periodic table: Dmitri Mendeleev
- ★Father of Taxonomy: Carolus Linnaeus
- ★Father of Surgery (early): Sushruta

★Father of Mathematics: Archimedes

★Father of Medicine: Hippocrates

★Father of Homeopathy: Samuel Hahnemann

★Father of Law: Cicero

Did you know? 💡 

Aklan - Oldest province in the Philippines .

Cebu City- Oldest City in the Philippines .

Davao City - Largest City in the Philippines .

Iloilo - Province with most number of barangays . 💕

Negros Occidental - Province with most number of cities . 💕

Palawan - Largest Province in the Philippines . 💕

Sablayan, Occ. Mindoro - Largest Municipality in the Philippines. 💕

Miagao, Iloilo - Municipality with most number of barangays, Union Capital of Visayas . 

Nueva Ecija - Rice Granary of the Philippines .

Bongabon - Onion capital of the Philippines.

???

Gapan - Footwear capital of the North.

Pampanga - Culinary Capital of the Philippines .

Marinduque - Heart of the Philippines. ♥

Iloilo City - The First queen City of the South, City where the Past is always present .

Dumaguete - City of Gentle People.

Cagayan de Oro - City of Golden Friendship .

Quezon City - City of Stars and New Horizons. ✨

Manila - Ever Distinguished Loyal City. ♥

Roxas City - Seafood Capital of the Philippines.

Antique - Province where the mountain meets the sea. 🌅

Bacoor - Band Capital of the Philippines . 🎵 🎸

Gen. San City- Tuna Capital .

Isulan - Oil Palm Capital of the Philippines .

Pangasinan - Saltmaking Capital .

Negros Occidental - Sugar Bowl .

Romblon - Marble Capital . 💖

Rizal - Cradle of Philippine Arts .

Cavite - Cradle of Phil. Revolution .

La Union - Surfing Capital of the North .

Biliran - Shipyard of Antiquity . ❤️

Camiguin - Island Born of Fire.

Siquijor - Island of Fire.

Makati - Manhattan of the Philippines . 💖

Marikina - Shoe Capital of the Philippines .

Cebu - Gateway to a Thousand Journeys . ♥♥

Masbate - Great Wild West of Phil . ♥

Tarlac - Melting Pot of Central Luzon . 🍷

Bataan - History Hub of Central Luzon .

Bulacan - Manila's Gateway to the North .

Palawan - Philippines' Last Frontier . 🍷

Guimaras - Mango County of Visayas.

Manduluyong - Shopping Capital .

Muntinlupa - The Emerald City.

Valenzuela - The Only Divided City . ♥♥

Lanao del Sur - Cradle of Muslim Art . 🍷

South Cotabato - Conference Capital of Mindanao . ♥♥

Dinagat Island - Mystical Province of Love.♥

Surigao del Norte - Surfing Capital.

Eastern Samar - Gateway to Phil.Discovery. ♥

Cam Sur - Wakeboarding Capital .♥♥

Lanao del Norte - Land of Beauty and Bounty.

Pateros - Balut Capital.

San Juan - Tiangge Capital.

Navotas - Fishing Capital of Greater Manila .

Laguna - The Silicon Valley .♥♥

Batangas - Cradle of heroes.

Batanes - Land of True Insulars.

Paete - The carving capital of the Philippines.

Quirino - Forest Heartland of Cagayan Valley.

Zambales - Chromite Capital . ♥

Aurora - Land of Golden Sunrise .

Zamboanga del Norte - Province of South's Twin City . ♥♥

Bukidnon - Pineapple Capital .

Catanduanes - Land of the Howling Wind . ♥♥

Maguindanao - Seat of Muslim Mindanao .

Sitangkai, Tawi Tawi - Venice of the South . ♥♥

Cotabato - Land of Mightiest Mountain.

Neg. Oriental - Whale and Dolphin Haven.

Paranaque - Fashion Capital . ♥♥

Pasay - Travel Capital.

Lucena, Quezon - Biofuel & Biopalm City. ♥

Samar - Spelunking Capital.

Davao del Norte - Durian and Banana Capital.

Baguio City - Summer Capital/City of Pines.

San Fernando, Pampanga - Lantern Capital.

Misamis Occ - Christmas Capital of Mindanao.

Benguet - Salad Bowl of the Philippines.

Kalinga - White Rafting Capital of the North . 💕

Isabela - Rice Granary of the North.

Nueva Vizcaya - Watershed Haven of Cagayan Valley . 💕💕

Ilocos Sur - Heritage Haven of the Far North.

Oriental Mindoro - Harbor Gateway to the South . 💕💕

Agusan del Norte - Land of Antiquated Finds.

Tacloban City - City of Hope. 😊

Tagbilaran - City of Peace and Friendship .

Juguegarao - Premier Ybanag City.

Butuan - Timber City of the South .

Gingoog - City of Good Luck . 🍀

Davao - Fruit Basket and King City of the South . 🍀

Dapitan - Shrine and Historic City of the South. 🍀

Pagadian - Little Hong Kong of the South . 🍀

Zamboanga City - Asias Latin City, Sardines Capital, City of Flowers .

Mati - Coconut City of the South.

Catbalogan - City of Captivating Contrast . 🍀

Tagum - Music Capital of the South . 🎵

Sulu - Land of Exotic Fruits .

Bacolod - City of Smiles. 😊😊😊

Passi - Sweet City at the Heart of Panay. ❤️

Antipolo - City in the Sky.

Calbayog - City of Waterfalls. 🌊🌊

Las Pinas - Salt Center of Metro Manila.

Taguig - The ProviSyudad. 🏡

Valenzuela - Vibrant City of Discipline. ❤️

Maasin City, S. Leyte - The Religious City. 🏛️

Lingayen - The Most Romantic Place.

Alimodian, Iloilo - Banana Capital of Panay.

Dagupan - Bangus Capital.

La Trinidad, Benguet - Strawberry Capital.

Cauayan, Isabela - Mushroom City of the North.

Donsol, Sorsogon - World's Whale Shark Capital.

Legazpi - City of Fun and Adventure, ATV capital .🇵🇭🇵🇭🇵🇭🇵🇭🇵🇭

Naga - Bicol's Queen City.

Mandaue, Cebu - Furniture Capital .

Borongan - King City of the East.

Dipolog - The Phil. Orchid City .

Gutalac, Zamb. Norte - Pebble Capital .💖💖

El Salvador, Mis Or. -City of Divine Mercy .

Iligan - industrial City of the South .

Pototan, Iloilo - Christmas Capital of Visayas.

Lantapan, Bukidnon - Vegetable Basket of Mindanao.

Malaybalay, Bukidnon - Summer Capital of the South .

Oroquieta - City of Good Life .

Digos - Clay Capital of Mindanao . ♥♥

Malita - Banana Capital of Davao.

Samal - Phil. Island Garden City.

Kidapawan - City at the foot of Mt Apo.

Koronadal - Ilonggo City of the South . ♥♥

El Nido - Heaven on Earth. ♥

Puerto Galera - Poors man Boracay.

Puerto Princesa - EcoTourism Capital . 🍷

Cainta, Rizal - Bibingka Capital .

Calamba - Hot Spring Capital . ♥

Imus - The Philippine Flag Capital. 🇵🇭

Lipa, Batangas - City of Pride . ♥♥

Molo, Iloilo - Athens of the Philippines .

#ElleDelv 😊

36. Vygotsky = sociocultural theory/ ZPD

A. The Non Verbal Intervention

1. PLANNED IGNORING--- is based on reinforcement theory that if you ignore a behavior, it lessens and eventually disappears
2. SIGNAL INTERFERENCE--- is any type of non-verbal behaviour that communicates to the student without disturbing others, that his behavior is not appropriate. Signal behaviors must be clearly directed at the off-task student. There should be no doubt in the student mind that the teacher is aware of what is going and that the student is responsible for the behaviour.
3. PROXIMITY CONTROL--- is any movement towards or taking up a position in the vicinity of the disruptive student. Proximity control combined with signal interference results in a very effective non verbal control technique
4. TOUCH CONTROL--- is a light non aggressive physical contact with the student that the teacher disapproves of the disruptive behaviour.

B. The Verbal Intervention

1. ADJACENT REINFORCEMENT--- it is placed first in the hierarchy because it gives the student chance to control his own behaviour without any intervention on the part of the teacher that call attention

to the student on his behaviour.

2. CALL ON THE STUDENT NAME-DROP---when a student is behaving inappropriately, the teacher may redirect the student to appropriate behaviour by calling on the student to answer a question, if asking a question is a part of the lesson.

3. HUMOR---humor that is directed at the teacher or at the situation rather than at the student can diffuse tension in the classroom as well as redirect students to appropriate behaviour

4. QUESTION AWARENESS OF EFFECT---sometimes students who disrupt learning are genuinely not aware of the effect of their behaviour on other people. Making them aware of how their behavior affects other people is a powerful technique for getting students to control their behavior.

5. DIRECT APPEAL--- another technique that is very useful for instances in which a teacher enjoys a referent or expert power base is direct appeal. Direct appeal means requesting in a courteous way that students stop disruptive behavior

6. POSITIVE PHRASING--- many times parents and teachers fall into the trap of putting more emphasis on the negative outcomes of misbehaviour than the positive outcome of appropriate behavior.

7. "ARE NOT FORS"--- of all the verbal interventions, the "are not fors" is the most in use. It is implemented primarily when elementary or preschool children misuse property or materials and is generally effective behaviour in a very positive way.

8. REMINDERS OF THE RULES--- when the teacher has established

a clear set of classroom guidelines of rules early and has received students' commitment to the rules, misbehaviour frequently may be curbed by merely reminding disruptive students about the rules.

9. GLASSER'S TRIPLETS---Glasser proposes that teacher ask disruptive student three questions in order to direct the students to appropriate behaviors; a. What are you doing? b. Is it against the rules? c. What should you be doing?

10. EXPLICIT REDIRECTION---consist of an order to stop the misbehaviour and return to acceptable behavior. The redirection is made in the form of a teacher command and leaves no room for student rebuttal.

11. CANTER'S BROKEN RECORD--- has developed a strategy for clearly communicating to the student that the teacher will not engage in verbal bantering and intends to make sure the student resumes appropriate behaviour. Canter labelled this method "the broken record" because the teacher behaviour sounds like a broken record to the student

C.INTERVENTION FOR CHRONIC PROBLEMS

If the students continually misbehave even after all the preventive intervention techniques have been appropriately employed but they disrupt learning, interfere with the work of others, challenge teacher authority and often try to entice others to misbehave on a fairly consistent basis, these could be done.

1. BEHAVIOR CONTRACTING---a behavior contract is a written agreement between the teacher and student that commit the student

to behave more appropriately and provides a specified reward for meeting the commitment.

2. ANECDOTAL RECORD KEEPING---it can be used for remedying chronic behavioral problems. This method has been used successfully by veteran teachers to handle a variety of chronic discipline problems. Anecdotal record keeping is an interactionist approach of controlling classroom behaviors.

The above- mentioned interventions could be applicable to some but not to everyone, so it is in the discretion of the teacher to what intervention she will apply for a certain disruptive student or students.

But at the end of the day, one could realize that being an effective Classroom Manager is not a talent which some people just have or others do not but it is a set of skills and an attitude learned through patience and practice.

Pres.Manuel Roxas (1946-1948)

- Bell trade Act

- War Damage Act

Pres.Elpidio Quirino (1948-1953)

- Amnestiya sa rebeldeng huk

- paghalili sa mga inaangkat

Pres. Ramon Magsaysay (1953-1957)

- Economic Dev. Cor.(pagmamay-ari ng lupa)

- Land Reform Act

- Agricultural Tenancy Commission at Court of Agrarian Relations.

- National Resettlement and Rehabilitation Act (NARRA)

- Farmers Cooperative Marketing Association

Pres. Carlos Garcia (1957-1961)

- "Pilipino Muna"

- Austerity (pagtitupid sa mga gastusin ng pamahalaan).

- Retail Nationalization Trade Act

Pres. Diosdado Macapagal (1961-1965)

- Emergency Employment Administration

- Kodigo ng Reporma sa Lupa (Agosto 8,1963)nagbigay ng pag-asa sa maliliit na magsasaka na magmamay -ari ng sinasakang lupa.

Pres. Ferdinand Marcos (1965-1986)

- 20yrs pres.

- hydroelectric

- Pebrero 22-25 1986 (nagwakas ang panunungkulan ni pres.

marcos sa rebolusyon sa edsa)

Pres. Corazon Aquino (1986-1992)

- panumbalik ng demokrasya

- Gross National Product

- Asset Privatization Trust(kontrolado ng pamahalaan upang mapahusay ang serbisyo at paglilingkod).

<https://www.facebook.com/LET-Review-111648883646655/>

The Philippine National Hero:

Dr. Jose Rizal

The Great Plebian: Andres Bonifacio

The Father of the Katipunan: Andres Bonifacio

Hero of the Tirad Pass Battle: Gregorio Del Pilar

President of the First Philippine Republic:

General Emilio Aguinaldo

Brains of the Philippine Revolution: Apolinario

Mabini

Martyred Priests in 1872: GOMBURZA

Brains of the Katipunan: Emilio Jacinto

Co-founder of La Independencia: General

Antonio Luna

Mother of Balintawak: Melchora Aquino

Tandang Sora: Melchora Aquino

Greatest

Filipino Orator of the Propaganda

Movement: Graciano Lopez- Jaena

First Filipino Cannon-maker: Pandar Pira

Managing Editor of La Solidaridad: Mariano

Ponce

Lakambini of Katipunan: Gregoria de Jesus

Poet of the Revolution: Fernando Ma. Guerrero

Outstanding

Diplomat of the First Philippine

Republic: Felipe Agoncillo

First University of the Philippines President:

Rafael Palma

Greatest Filipino Painter: Juan Luna

Greatest Journalist of the Propaganda

Movement: Marcelo H. del Pilar

First Filipino Poetess: Leona Florentino

Peace of the Revolution: Pedro Paterno

Founder of Philippine Socialism: Isabelo Delos

Reyes

Viborra: Artemio Ricarte

Author of the Spanish lyrics of the Philippine

National Anthem: Jose Palma

Chief of Tondo: Lakandola

The Last Rajah of Manila: Rajah Soliman

Fiancée of Jose Rizal: Leonor Rivera

Maker of the First Filipino Flag: Marcela

Agoncillo

Co-founder of Katipunan: Galicano Apacible

Leader of the Ilocano Revolt: Diego Silang

First Filipino Hero: Lapu-lapu

Leader of the Longest Revolt in Bohol: Francisco

Dagohoy

The Man of Many Talents: Epifanio Delos Santos

Prince of Tagalog Poets: Francisco Baltazar

Visayan Joan of Arc: Teresa Magbanua

Mother of Biak-na-Bato: Trinidad Tecson

Wife of Artemio Ricarte: Agueda Esteban

Leader of the Tarlac Revolt: Gen. Francisco

Makabulos

Composer of the Philippine National Anthem:

Julian Felipe

Spaniards born in the Philippines: Insulares

Leader of Magdalo: Baldomero Aguinaldo

Leader of Magdiwang: Mariano Alvarez

Founder of La Liga Filipina: Jose Rizal

Painter of the Spolarium: Juan Luna

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PRINCIPLES

HEDONISM – pleasure principle

DOUBLE EFFECT – sacrifice for the good or bad

FORMAL COOPERATION – cooperation with will

LESSER EVIL – choice of the less one from two bad things

MATERIAL COOPERATION – cooperation without will

FREUD'S PSYCHOSEXUAL/PSYCHOANALYTICAL THEORY

1. ORAL (0-1 yrs. old) – Infant

2. ANAL (1-3 yrs. old) – Toddler

3. PHALLIC – Preschool

4. LATENCY – School Age

5. GENITAL – Adolescence

OEDIPUS – son to mom ELECTRA – daughter to dad

LAWS IN EDUCATION

PRC BR 435 – Code of Ethics for Professional Teachers

PD 1006 – Decree Professionalizing Teachers

RA NO. 1425 – inclusion of the works of Jose Rizal

RA NO. 4670 – “Magna Carta for Public School Teacher”

RA 7722 – CHED

RA 7796 – “TESDA Act of 1994”

RA 7836 – Phil. Teachers Professionalization Act of 1994

RA 9155 – BEGA (Basic Educ.) or DepEd Law

RA 9293 – Teachers Professionalization Act

RA 10533 – K-12 Law

ACT NO. 2706 – “Private School Law”

COMMONWEALTH ACT NO. 578 – “persons in authority”

KAUTUSANG PANGKAGAWARAN BLG 7 - PILIPINO NatlLng

PROKLAMA BLG 12 - Linggo ng Wika (Balagtas,Mr29-Apr4)

PROKLAMA BLG. 186 – Linggo ng Wika (Quezon,Ag13-19)

PROKLAMA BLG. 1041 – Buwan ng Wika (Ramos)

PHIL. CONSTITUTION ACT 14 – ESTACS

RA 1079 – no limit of Civil Service eligibility

RA 6655 – “Free Public Secondary Educ. Act of 1988”

RA 6728 – “Act Providing Government Assistance to

Students and Teachers in Private Education

RA 7277 – Magna Carta for PWD

RA 7610 – Anti-Child Abuse Law (Amendment: RA 9231)

RA 7743 – establishment of public libraries

RA 7877 – “Anti Sexual Harassment Act of 1995”

RA 7880 – “Fair and Equitable Access to Education Act”

RA 8049 – Anti-Hazing Law

RA 8187 – Paternity Act

RA 10627 – Anti-Bullying

SB 1987 ART. 14 SEK. 6-9 – FILIPINO (National Language)

PROFESSIONAL EDUCATION

SUBCATEGORIES OF TEACHER MOVEMENT/MOVEMENT

MANAGEMENT

1. THRUST – proceeding without assessing
2. DANGLING – hanging activity by giving another
3. TRUNCATION – leaves activity
4. FLIP-FLOP – returns to a left activity while currently doing an activity
5. STIMULUS-BOUND – distracted
6. OVERDWELLING – overtime in one topic
7. OVERLAPPING – multitasking results negatively

ISM's IN EDUCATION

BEHAVIORISM – change ESSENTIALISM – basic

EXISTENTIALISM – choice HUMANISM – build

IDEALISM – enough in mind PERRENIALISM – constant

PRAGMATISM – practice (T&E) PROGRESSIVISM – improve

REALISM – enough to see UTILITARIANISM – best

SOCIAL RECONSTRUCTIVISM – benefit of all

AIMS OF ERAS

PRE-SPANISH – survival and conformity

SPANISH – Christianity

AMERICAN – democratic ideals and way of life

COMMONWEALTH – moral character, efficiency

JAPANESE – progress

PROFESSIONAL EDUCATION PROPONENTS

B.F. SKINNER – Operant Conditioning

BANDURA – Modeling

BANDURA & WALLACE – Social Learning

CARL JUNG – Psychological

CONFICIUS – Education for all, Golden Rule

EDWARD THORNDIKE – Connectionism

ERICK ERIKSON – Psychosocial

IVAN PAVLOV – Classical Conditioning

JEAN PIAGET – Cognitive FROEBEL – Father of Kndrgrtn

PEZTALLOZI – realia, Froebel's protégé

JEROME BRUNER – Instrumental Conceptualism

JOHN DEWEY – learning by doing

JOHN LOCKE – Tabula Rasa (blank sheet)

KOHLERS – Insight Learning

LAURENCE KOHLBERG – Moral Development

LEV VGOTSKY – Social Cognitivist, Scaffolding

SIGMUND FREUD – Psychosexual

WILLIAM SHELDON – Physiological

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(NATURALESA ng isang BAGAY)

✓ IDEALISM -- spiritual, values, moral, socratic method

✓ REALISM -- natural world, values are natural and absolute, reality exist undercieve

✓ PRAGMATISM/-----EXPERIMENTALISM -- practical, problem solving research, knowledge is what works, values are related, truth is warranted assertion.

✓ ESSENTIALISM -- 3r's (4r's ngayon), achievement test, certain knowledge&skills are essential for rational being.

✓ PROGRESSIVISM -- process of development, higher level of knowledge, the child's need and interest are relevant to curriculum.

✓ EXISTENTIALISM -- knowledge is subjective, man shapes his being as he lives, we are what we do, deciding precedes knowing.

✓ PERENNIALISM -- education that last for century, universalist, knowledge is eternally valid.

✓SOCIAL RECONSTRUCTIVISM -- for better society, community based learning

✓RECONSTRUCTUONALISM -- the school should help rebuild the social order thus social change.

✓BEHAVIORISM -- learning is change in behavior, S-R relationship

✓EMPIRICISM -- knowledge comes thru senses, 5 senses (observatory learning)

✓STRUCTURALISM -- complex mental exp. such as image,feeling and sensation

✓FUNCTIONALISM -- focus to motivation, thinking & learning.

✓PURPOSIVISM -- individual hormones are responsible for the motive to strive towards fulfillment of his/her objective.

✓PHILOSOPHICAL ANALYSIS -- reality is what verifiable, truth correspondes to reality, usage determines meaning

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WILLIAM SHELDON – Physiological

Stimulus bounded- distracted by outside stimuli easily.

Horizontal mobility- a teacher in brgy. School transferred in town.

Vertical mobility- teacher being promoted as supervisor

Nuclear family- father, mother and their children

Extended family- parents and other relatives

Solitary play- children play toys by themselves

Onlooker play- children watch others play but not involved

Parallel play- children watch alongside not with each other.

Associative play- parehas ang kanilang nilalaro

Baduy- awkward looking

Transmuted- changed

Carnal- bold

Aplomb- composure

Loquacious- verbose

Profanity- obscenities

Rizal was born- calamba, laguna

Penchant- fondness

Eureka- discovery

Metaphor- "the lord is my sheperd"

Hyperbole- " he is the blacksheep in the family"

Geoffrey Chaucer- morning star of English lit.

Shakespear- "Bard of avon"

Nature- heredity, IQ, character traits

Nurture- environment

Phelogenetic- development follows orderly sequence

Ontogenetic- rate of dev. Is unique

Cepalocaudal- dev. From head to foot

Proximodistal- central access

Iconic- by seeing ex. Pictures

Symbolic- by symbols ex. Words and numbers

Inactive- learning by doing physical action

Socrates- " know thyself"

Plato- " wrote the republic"

Aristotle- "father of modern sciences"

Albert bandura- social learning theory/ modelling

Kohlberg- moral dev. Theory

Pavlov- classical conditioning

Skinner- operant conditioning

John amos comenius- " orbis pictus"

NCBTS -national Competency-based teacher standards

tanaga 7777

tanka 57577

- ★ Highway 54 - the old name of EDSA during ww-II
- ★ Trisomy 21 - also known as down syndrome
- ★ Kumintang - Filipinos would sing this song in preparation for war battle
- ★ En ventre sa mere - the right of the unborn child is the same as the right of individual
- ★ Mark Twain - pen name of Samuel Clemens
- ★ Heroic Couplet - last two lines of the Sonnet
- ★ Sergio Osmeña - the first appointed head of the Department of Education during Commonwealth period
- ★ Philippine Normal University - established by the Americans for aspiring educators in 1901
- ★ Animal cells - donot produce cell walls
- ★ Bousterophedon - Ancient Greeks form of writing
- ★ Nitrogen - the most abundant gas in the atmosphere
- ★ Skin - body's largest organ
- ★ Chivalric education - also known as social discipline. The educational system which emphasized social etiquette
- ★ Socratic method - teachers ask questions to try to get students to clarify and rethink their own ideas, to come eventually to a deep and clear understanding of philosophical concepts
- ★ Saracenic education - this education is training for scientific thinking
- ★ verbatim - word for word
- ★ Social Justice - very foundation of genuine peace and reconciliation
- ★ National Treasury - provides the fund to support the Air Quality Management in the Philippines
- ★ Tomas Pinpin - kauna-unahang manlilimbag na Pilipino
- ★ Pascual Poblete - tinaguriang "Ama ng Pahayagang tagalog"
- ★ Oxygen - a by-product of Photosynthesis★ water - universal solvent
- ★ Gametes (in human) - contain 22 autosomes and 1 sex chromosome

★ Emilio Jacinto - utak ng Katipunan

★ Apolinario Mabini - utak ng rebolusyon ★ Kinkee - the gas lamp used to lighten the streets in intramuros way back in history

★ Miranda rule - right of a person under arrest

★ Epistemology - examines the nature and origin of human knowledge

★ empiricism - holds that the sensory experience is the source of knowledge

★ Agnoticism - coined by Thomas Huxley which means "not knowledge but being able to know

★ metaphysics - it seeks to find out what is ultimately real

★ Horticulture - the art of growing flowers, fruits and vegetables

★ Jus sanguinis - a child follows the nationality or citizenship of the parents regardless of the place of his birth

★ 1956 - Lupang Hinirang was sung for the first time

★ Element - the simplest substance that cannot be decomposed further by normal chemical means

★ Pedro Bucaneg - Ama ng panitikang Ilocano

★ Intellectual Appreciative Experiences - based on the premise that all the learning has emotional correlates

★ Thailand - formerly called "Siam"

★ Henry Otley Beyer - proposed the idea that the first Filipinos came through waves of migration from South to North

★ Klaster - Kambal katinig

★ Trinidad Tecson - Ina ng Biak-na-Bato at Ina ng Kruss na Pula (Red cross)

★ Truman Doctrine - was an american foreign policy created to counter Soviet geopolitical expansion during the cold war

★ Manila - was named "Distinguished and ever loyal city" by Legaspi

★ Mariano Trias - First Vice President of the Republic of the Philippines

★ Plebiscite - the direct vote of all the members of an electorate on an important public questions such as a change in the Constitution.

★ Monotheist religion - Christianity, Islam, Judaism

- ★ First sultinate - Sultinate of Sulu
- ★ Diwata I - first Satellite launched by the Philippines
- ★ Franchise - given the right to vote
- ★ disenfranchise - removal of the right to vote
- ★ Antarctica - Largest desert, cold desert
- ★ Bicameralism - upperhouse / Lowerhouse
- ★ Executive - implement body
- ★ Legislative - Lawmaking body
- ★ Judiciary - interpreting body
- ★ Ural Mountain - separated Europe and Asia
- ★ 5 ships of Magellan - Trinidad, Concepcion, Victoria, San Antonio, & San Tiago
- ★ Mongoloids - Known as the Yellow race

(C)JarenEV

BLUE / KEYWORD

Essentialism

- o Acquire basic knowledge, common body of knowledge
- o Excellence in education
- o Student-centered
- o 4R's (Reading, Writing, Arithmetic, Right Conduct)

Proponent: William Bagley

Existentialism

- o Freedom of choice
- o Individual Differences
- o Unique individual
- o Awareness of consequences

Proponent: Jean-Paul Sartre

Perrenialism

- o Education is changeless- Humanistic
- o Educate the rational person
- o Back to basics
- o Cultural literacy
- o Great work of civilization
- o Develops the ability to think deeply
- o Student-centered

Proponent: Robert Hutchins

Progressivism

- o Always in the process of development
- o Teaching using a real-life situation
- o Relevant curriculum, humanistic education, radical school reform
- o Growth
- o Learning by doing

Proponent: John Dewey

Idealism

- o The unified reality with God
- o Morally and mentally upright
- o Mind
- o Anything that is in your mind (absolute value)

Proponent: Plato

Realism

- o Based on natural law
- o Lecture method and memorization
- o Logical and abstract thinking
- o Objects exist independently of the mind

Proponent: Aristotle

Pragmatism

- o Always changing
- o Interaction of individual with the environment
- o The essence of the idea comes from the consequence of it's practice/test
- o Practical / Beneficial

Proponent: John Dewey, William James, Rousseau

Reconstructivism

- o Reconstruct society
- o Improvement
- o Change and social reform / social change
- o Awareness of societal needs and problems

Proponent: Pragmatism, Theodore, Brameld

Behaviorism

- o Back to basics
- o Stimulus-response to teaching
- o Modification and shaping of students behavior

Proponent: John Watson

Rationalism – to enable to think for themselves

Naturalism – nature is the aggregate of physical objects

Constructivism – creating new idea connecting (old-new)

Humanism – loving oneself

-CREDITS TO THE OWNER-

ASSESSMENT OF LEARNING 1

- TRADITIONAL ASSESSMENT – ito ay tumutukoy sa paggamit ng pen and paper sa isang objective test.
- ALTERNATIVE ASSESSMENT – bukod sa paper-and-pen objective test ay kabilang din sa method na ito ang performance tests, projects, portfolios, journals, at iba pa.
- AUTHENTIC ASSESSMENT – ito ay tumutukoy sa paggamit ng isang assessment method na may kaugnayan sa totoong sitwasyon ng buhay.

● PURPOSES OF CLASSROOM ASSESSMENT

- ASSESSMENT FOR LEARNING – isinasagawa before and during instruction.

∞ Placement Assessment – isinagawa bago ang pagtuturo

= pag-assess sa needs ng mga estudyante

= upang ilagay ang isang mag-aaral kung aling grupo siya nabibilang na ayon sa kanyang learning style.

∞ Formative Assessment – isinasagawa habang nagtuturo

= patuloy na sinusubaybayan ng guro ang antas ng kakayahan ng mga stuyante sa mga learning objectives.

= upang malaman ang lakas at kahinaan ng mga bata sa pag-aaral.

∞ Diagnostic Assessment – isinasagawa during instruction.

= ginagamit ito upang matukoy kung saan bang area ng aralin sila nahihirapan.

- ASSESSMENT OF LEARNING – isinasagawa pagkatapos ng instruction. Ito’y karaniwang tinutukoy bilang SUMMATIVE ASSESSMENT.

= ginagamit upang patunayan kung anu ang alam at magagawa ng mga estudyante.

- ASSESSMENT AS LEARNING – ginagawa ito para sa mga guro na maunawaan at maayos ang kanilang papel na ginagampanan sa pag-assess ng learning.

- PRINCIPLES OF HIGH QUALITY CLASSROOM ASSESSMENT

- CLARITY AND APPROPRIATENESS OF LEARNING TARGET – ang learning target ay na dapat na malinaw na nakasaad, tiyak, at sentro sa kung ano ang tunay na mahalaga.
- APPROPRIATENESS OF METHODS – ang learning target ay sinusukat sa pamamagitan ng naaangkop na assessment methods. (Mode Assessment: Traditional, Performance, and Portfolio).
- BALANCE – nagtatakda ng mga target sa lahat ng domain of learning; gumagamit ng pareho ng traditional at alternative assessments.
- VALIDITY – sinusukat kung ano ang ninanais na sukatin; Ay tumutukoy sa pagiging kapaki-pakinabang ng instrument para sa isang naibigay na layunin.
- RELIABILITY – tumutukoy sa pagkakapare-pareho ng mga marka na nakuha ng parehong tao kapag nag-retest gamit ang pareho o katumbas na instrumento.
- FAIRNESS – ay nagbibigay sa lahat ng mga mag-aaral ng isang oportunidad upang ipakita ang kanilang mga achievements.
- PRACTICALITY AND EFFECIENCY – ang impormasyon na nakuha ay dapat na nagkakahalaga ng mga mapagkukunan at oras na kinakailangan upang makuha ito.
- CONTINUITY – ang assessment ay magaganap sa lahat ng mga yugto ng pagtuturo. Maaaring gawin ito bago, habang at pagkatapos ng pagtuturo.
- AUTHENTICITY – makabuluhang Gawain sa pagganap; Malinaw na pamantayan; Mga dekalidad na produkto at pagganap; Positibong pakikipag-ugnayan sa pagitan ng assessee at assessor; Pagbibigay diin sa metacognition at self-evaluation; Pagbabahagi ng kaalaman.
- COMMUNICATION – ang assessment targets at standards ay dapat na ipaalam; Ang resulta ay dapat na ipaalam sa mga mag-aaral sa pamamagitan ng direktang pakikipag-ugnayan o regular na pagbibigay ng feedback sa kanilang progress.
- POSITIVE CONSEQUENCES
 - = Positive consequences to student: nag-uudyok sa kanila na matuto.
 - = Positive consequences to teacher: nakakatulong sa pagpapabuti ng pagiging epektibo ng kanilang pagtuturo.
- ETHICS – ang mga guro ay dapat na palayain ang mga mag-aaral mula sa kahihyan at paglabag sa karapatan ng mga estudyante o iba pang nakakapinsalang kahihinatnan; Ang mga guro ay dapat na magabayan ng mga batas at patakaran na nakakaapekto sa kanilang pagtatasa (assessment) sa silid aralan;

- **PERFORMANCE BASED ASSESSMENT** – ay isang proseso ng pagtitipon ng impormasyon tungkol sa pag-aaral ng mag-aaral sa pamamagitan ng aktwal na pagpapakita ng mga mahahalaga at kapansin-pansin na mga kasanayan at paglikha ng mga produkto na pinagbabatayan sa mga realidad na konteksto sa mundo.

- **PORTFOLIO ASSESSMENT** – ito ay purposeful, ongoing, dynamic, at collaborative na proseso ng pagtitipon ng maraming mga indicators ng growth at development ng mga estudyante.

= Working Portfolio – mga koleksyon sa araw-araw na Gawain ng mga estudyante.

= Show-case Portfolio – koleksyon ng mga pinakamagandang mga gawa o projects ng mga mag-aaral.

= Documentary Portfolio – kombinasyon ng working at show-case portfolio.

- **RUBRIC** – ay isang measuring instrument na ginagamit sa pag-rate ng isang performance-based task.

= Checklist – nagtatanghal at sinusunod ang mga katangian ng isang kanais-nais na pagganap o produkto.

= Rating scale – sinusukat ang antas ng kalidad ng gawa o pagganap.

∞ TYPES OF RUBRICS

- Holistic Rubric – inilalarawan nito ang pangkalahatang kalidad ng pagganap o produkto.

- Analytic Rubric – inilalarawan nito ang detalyadong katangian o kalidad ng isang pagganap o produkto.

#LETOOnlineReview

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PROPONENTS AND THEIR THEORIES

1. WELHELM WUNDT-father of Modern psychology

2. SIGMUND FREUD-father of psychoanalysis

3. JOHANN HEINRICH-father of education and pedagogy

4. IVAN PAVLOV-classical conditioning

5. BURRHUS F. SKINNER-operant conditioning.

- 6.DAVID AUSUBEL-meaningful learning
- 7.JEROME BRUNER-discovery learning,spiral curriculum
- 8.ALBERT BANDURA-social cognitive learning theory.
- 9.EDWARD LEE THORNDIKE-law of readiness and exercises
10. KURT LEVIN-life space content.
- 11.KOHLER-problem solving by insight, insightful learning
- 12.URIE BROFENBRENNER-ecological theory
- 13.SANDRA BEM-gender schema theory
- 14.HOWARD GARDNER-theory of multiple intelligence
- 15.ELLIOT TURRIEL-Social domain theory
- 16.LAWRENCE KOHLBERG-moral development theory
- 17.ROBERT STERNBERG-triathlon theory intelligence
- 18.ERIK ERIKSON-psychosocial development theory
- 19.MA. MONTESSORI-transfer of learning, kindergarten preparation of children.
- 20.EDWARD PAUL TORRANCE-creative problem solving
- 21.CHOMSKY-linguistic acquisition theory
- 22.JEAN PIAGET-cognitive learning theory
- 23.JOHN WATSON-behavioral theory
- 24.EDWARD TOLMAN-purpose behaviorism
- 25.BERNARD WEINER-attribution theory
- 26.DANIEL GOLEMAN-emotional intelligence.
- 27.TITCHENER- structuralism psychology
- 28.ROBERT GAGNE -sequence of instruction
- 29.ABRAHAM MASLOW - hierarchy of needs , motivation theory
- 30.BENJAMIN BLOOM - bloom's cognitive taxonomy

31.DAVID KRATHWOHL - affective domain

32.LEV VYGOTSKY - socio-cultural theory of cognitive devt , linguistic theory, Scaffolding

33.JOHN LOCKE - tabularasa , empiricism

34.CHARLES COOLEY - looking glass self-theory

35.JOHN FLAVEL - metacognition

36.ARNOLD GESELL - maturation theory

37.JOHN DEWEY - Learning by doing

38.DAVID FROEBEL - Father of kindergarten

39.AUGUSTE COMTE - Father of Sociology.

40.JOHN AMOS COMENCIUS - Fr. of modern education.

CTTO

LITERARY TERMS

♥ Abstract Language- Language describing ideas and qualities rather than observable or specific things, people, or places. The observable or "physical" is usually described in concrete language.

♥ Ad homonym—Latin for "against the man." When a writer personally attacks his or her opponents instead of their arguments

♥ Ad populum— Latin for "to the crowd." A fallacy of logic in which the widespread occurrence of something is assumed to make it true.

♥ Allegory—A narrative or description having a second meaning beneath the surface one. A story, fictional or nonfiction, in which characters, things, and events represent qualities or concepts. The interaction of these characters, things, events is meant to reveal an abstraction or a truth. These characters, etc. may be symbolic of the ideas referred to.

♥ Alliteration—The repetition at close intervals of initial identical consonant sounds. Or, vowel sounds in successive words or syllables that repeat.

♥ Allusion—An indirect reference to something (usually a literary text) with which the reader is expected to be familiar. Allusions are usually literary, historical, Biblical, or mythological.

♥ Ambiguity—An event or situation that may be interpreted in more than one way. Also, the manner of expression of such an event or situation may be ambiguous. Artful language may be ambiguous. Unintentional ambiguity is usually vagueness.

♥ Anachronism—Assignment of something to a time when it was not in existence, e.g. the watch Merlyn wore in *The Once and Future King*.

♥ Analogy—An analogy is a comparison to a directly parallel case. When a writer uses an analogy, he or she argues that a claim reasonable for one case is reasonable for the analogous case.

♥ Anaphora—Repetition of a word, phrase, or clause at the beginning of two or more sentences in a row. This device is a deliberate form of repetition and helps make the writer's point more coherent.

♥ Anecdote—A brief recounting of a relevant episode. Anecdotes are often inserted into fictional or nonfiction texts as a way of developing a point or injecting humor.

♥ Angst—A term used in existential criticism to describe both the individual and the collective anxiety-neurosis of the period following the Second World War. This feeling of anxiety, dread, or anguish is notably present in the works of writers like Jean Paul Sartre and Albert Camus.

♥ Annotation—Explanatory notes added to a text to explain, cite sources, or give bibliographic data (by the author or student).

♥ Antithesis—A balancing of two opposite or contrasting words, phrases, or clauses.

♥ Apostrophe—An address to the dead as if living; to the inanimate as if animate; to the absent as if present; to the unborn as if alive. Examples: "O Julius Caesar thou art mighty yet; thy spirit walks abroad," or "Roll on, thou deep and dark blue ocean, roll."

♥ Archetype—A term borrowed by psychologist Carl Jung who described archetypes as "primordial images" formed by repeated experiences in the lives of our ancestors, inherited in the "collective unconscious" of the human race and expressed in myths, religion, dreams, fantasies, and literature. These "images" of character, plot pattern, symbols recur in literature and evoke profound emotional responses in the reader because they resonate with an image already existing in our unconscious mind, e.g. death, rebirth.

♥ Argumentation—Exploring of a problem by investigating all sides of it; persuasion through reason. One of the four chief forms of discourse, the others being exposition, narration, and description. The purpose of argumentation is to convince by establishing the truth or falsity of a proposition.

♥ Aside—A dramatic convention by which an actor directly addresses the audience but it is not supposed to be heard by the other actors on the stage.

♥ Assonance—Repetition of a vowel sound within two or more words in close proximity. "Fake" and "lake" denote rhyme; "lake" and "fate" demonstrate assonance.

♥ Asyndeton—A series of words separated by commas (with no conjunction), e.g. "I came, I saw, I conquered." The parts of the sentence are emphasized equally; in addition, the use of commas with no intervening conjunction speeds up the flow of the sentence.

♥ Balance—Construction in which both halves of the sentence about the same length and importance, sometimes used to emphasize contrast.

♥ Bandwagon—Trying to establish that something is true because everyone believes it is true.

♥ Catharsis—The process by which an unhealthy emotional state produced by an imbalance of feelings is corrected and emotional health is restored.

♥ Causal Relationship (cause and effect)—In causal relationships, a writer asserts that one thing results from another. To show how one thing produces or brings about another is often relevant in establishing a logical argument.

♥ Characterization—The method an author uses to develop characters in a work. In direct characterization, the author straightforwardly states the character's traits. With indirect characterization, those traits are implied through what the character says, does, how the character dresses, interacts with other characters, etc.

♥ Chiasmus—Arrangement of repeated thoughts in the pattern of X Y Y X. Chiasmus is often short and summarizes a main idea, e.g., "ask not what your country can do for you; ask what you can do for your country."

♥ Chronological Ordering—Arrangement of ideas in the order in which things occur; may move from past to present or in reverse, from present to past.

Classification (as means of ordering)—Arrangement of objects according to class; e.g., media classified as print, television, radio.

♥ Comedy of Manners—Deals with the relations and intrigues of gentlemen and ladies living in a polished and sophisticated society; it evokes laughter mainly at the violations of social conventions and decorum and relies on the wit and humor of the dialogue for its effect.

♥ Comic relief—Humorous speeches and incidents in the course of the serious action of a tragedy; frequently comic relief widens and enriches the tragic significance of the work.

♥ Conceit—Unusual or surprising comparison between two very different things (a special kind of metaphor or complicated analogy).

♥ Concrete Language—Language that describes specific, observable things, people or places, rather than ideas or qualities.

♥ Connotation—Rather than the dictionary definition, the associations associated by a word. Implied meaning rather than literal meaning or denotation.

♥ Consonance—Repetition of a consonant sound within two or more words in close proximity.

♥ Conventional—Following certain conventions, or traditional techniques of writing. An over reliance on conventions may result in a lack of originality. The five-paragraph theme is considered conventional.

♥ Cumulative—Sentence which begins with the main idea and then expands on that idea with a series of details or other particulars.

♥ Deduction—A form of reasoning that begins with a generalization, then applies the generalization to a specific case or cases.

♥ Diction—Word choice, particularly as an element of style. Different types and arrangements of words have significant effects on meaning. An essay written in academic diction, for example, would be much less colorful, but perhaps more precise, than street slang.

♥ Didactic—A term used to describe fiction or nonfiction that teaches a specific lesson or moral or provides a model or correct behavior or thinking.

♥ Digression—A temporary departure from the main subject in speaking or writing.

♥ Dramatic Irony—When the reader is aware of an inconsistency between a fictional or nonfiction character's perception of a situation and the truth of that situation.

♥ Elegy—A formal sustained poem lamenting the death of a particular person.

♥ Elliptical—Sentence structure which leaves out something in the second half. Usually, there is a subject-verb-object combination in the first half of the sentence, and the second half of the sentence will repeat the structure but omit the verb and use a comma to indicate the ellipsed material.

♥ Emotional Appeal—When a writer appeals to an audience's emotions (often through "pathos") to excite and involve them in the argument.

♥ Ennui—A persistent feeling of tiredness or weariness which often afflicts existential man, often manifesting as boredom.

♥ Enthymeme—A syllogism in which one of the premises—often the major premise—is unstated, but meant to be understood, e.g. "Children should be seen and not heard. Be quiet, John." Here, the minor premise—that John is a child—is left to the ingenuity of the reader.

♥ Epigraph—A quotation or aphorism at the beginning of a literary work suggestive of a theme. One found at the beginning of John Kennedy Toole's *Confederacy of Dunces*: "When a true genius appears in the world, you may know him by this sign; that all the dunces are in a confederacy against him." — Jonathan Swift.

♥ Epiphany—A major character's moment of realization or awareness.

♥ Epithet—a term used to characterize a person or thing, such as rosy-fingered in rosy-fingered dawn or the Great in Catherine the Great. Also a term used as a descriptive substitute for the name or title of a person, such as The Great Emancipator for Abraham Lincoln.

♥ Ethical Appeal—When a writer tries to persuade the audience to respect and believe him or her based on a presentation of image of self through the text. Reputation is sometimes a factor in ethical appeals, but in all cases the aim is to gain the audience's confidence.

♥ Euphemism—The use of a word or phrase that is less direct, but is also considered less distasteful or less offensive than another. E.g. "He is at rest" instead of "He is dead." Also consider "Technicolor yawn" for "vomiting."

♥ Example—An individual instance taken to be representative of a general pattern. Arguing by example is considered reliable if examples are demonstrably true or factual as well as relevant.

♥ Explication—The act of interpreting or discovering the meaning of a text. Explication usually involves close reading and special attention to figurative language.

♥ Exposition—Background information provided by a writer to enhance a reader's understanding of the context of a fictional or nonfictional story.

♥ False Analogy—When two cases are not sufficiently parallel to lead readers to accept a claim of connection between them.

♥ Farce—A type of comedy in which one-dimensional characters are put into ludicrous situations; ordinary standards of probability and motivation are freely violated in order to evoke laughter.

♥ Fiction—A product of a writer's imagination, usually made up of characters, plot, setting, point of view, and theme.

♥ Figurative Language—A word or words that are inaccurate literally, but describe by calling to mind sensations or responses that the thing described evokes. Figurative language may be in the form of metaphors or similes, both non-literal comparison. Shakespeare's "All the world's a stage" is an example of non-literal figurative language (metaphor specifically).

♥ Figure of Speech—A form of expression in which words are used out of the usual sense in order to make the meaning more specific

♥ Flat Character—A character constructed around a single idea or quality; a flat character is immediately recognizable.

♥ Foil—A character whose traits are the opposite of another and who thus points up the strengths and weaknesses of the other character.

♥ Freight-train—Sentence consisting of three or more very short independent clauses joined by conjunctions.

♥ Generalization—When a writer bases a claim upon an isolated example or asserts that a claim is certain rather than probable. Sweeping generalizations occur when a writer asserts that a claim applies to all instances instead of one.

♥ Genre—French, a literary form or type; classification. e.g. tragedy, comedy, novel, essay, poetry.

♥ Hubris—Overwhelming pride or insolence that results in the misfortune of the protagonist of a tragedy. It is the particular form of tragic flaw that results from excessive pride, ambition, or overconfidence. The excessive pride of Macbeth is a standard example of hubris in English drama. Also spelled hybris

♥ Hyperbole—Conscious exaggeration used to heighten effect. Not intended literally, hyperbole is often humorous. Example: "And fired the shot heard round the world."

♥ Image—A word or group of words, either figurative or literal, used to describe a sensory experience or an object perceived by the senses. An image is always a concrete representation.

♥ Imagery—The use of images, especially in a pattern of related images, often figurative, to create a strong unified sensory impression.

♥ Induction—A form of reasoning which works from a body of facts to the formulation of a generalization; frequently used in science and history.

Inversion—Variation of the normal word order (subject first, then verb, then complement) which puts a modifier or the verb as first in the sentence. The element that appears first is emphasized more than the subject.

♥ Irony—When a reader is aware of a reality that differs from a character's perception of reality (dramatic irony)/ The literal meaning of a writer's words may be verbal irony. Generally speaking, a discrepancy between expectation and reality.

♥ Litotes—Opposite of hyperbole; litotes intensifies an idea understatement by stating through the opposite. E.g. saying "It wasn't my best day" instead of "It was my worst day."

♥ Logical Appeal—Relies on the audience's logical faculties; logical appeal moves from evidence to conclusion.

♥ Metaphor—A comparison of two things, often unrelated. A figurative verbal equation results where both "parts" illuminate one another. Metaphors may occur: in a single sentence —"Talent is a cistern; genius is a fountain;" as a controlling image of an entire work —"Pilgrim at Sea by Par F. Lagerkvist; as obvious ("His fist was a knotty hammer.") or implied (But O beware the middle mind that purrs and never shows a tooth.").

♥ Dead Metaphor—So overused that its original impact has been lost.

♥ Extended Metaphor—One developed at length and involves several points of comparison.

Mixed Metaphor—When two metaphors are jumbled together, often illogically.

♥ Metonymy—Designation of one thing with something closely associated with it. E.g. calling the head of a committee a CHAIR, the king the CROWN, a newspaper the PRESS, or old people the GRAY HAIRS.

♥ Mood—An atmosphere created by a writer's word choice (diction) and the details selected. Syntax is also a determiner of mood because

♥ Negative-Positive -sentence strength, length, and complexity affect pacing.

♥ Moral—The lesson drawn from a fictional or nonfictional story. A heavily didactic story.

♥ Motif—A frequently recurrent character, incident, or concept in literature.

♥ Novel—An extended piece of prose fiction. Some examples include:

♥ sociological novel —emphasizes the influence of economic and social conditions on characters and events and often embodies an implicit thesis for social reform.

♥ historical novel —takes its setting and a number of its characters and events from history.

♥ regional novel —emphasizes setting and mores of a particular locality as these affect character and action (local color); e.g. Confederacy of Dunces by John Kennedy Toole. novel of ideas

♥ epistolary novel—tells narrative through letters (beginning of Frankenstein by Mary Shelly)

♥ Onomatopoeia—The use of a word whose pronunciation suggests its meaning. "Buzz," "hiss," "slam," and "pop" are commonly used examples.

♥ Oxymoron—A rhetorical antithesis. Juxtaposing two contradictory terms, like "wise fool" or "deafening silence."

Parable—A short story from which a lesson may be drawn.

♥ Paradox—A seemingly contradictory statement or situation which is actually true. This rhetorical device is often used for emphasis or simply to attract attention.

♥ Parallelism —Sentence construction which places in close proximity two or more equal grammatical constructions. Parallel structure may be as simple as listing two or three modifiers in a row to describe the same noun or verb; it may take the form of two or more of the same type of phrases (prepositional, participial, gerund, appositive) that modify the same noun or verb; it may also take the form of two or more subordinate clauses that modify the same noun or verb. Or, parallel structure may be a complex blend of single-word, phrase, and clause parallelism all in the same sentence.

♥ Parody—An exaggerated imitation of a usually more serious work for humorous purposes. The writer of a parody uses the quirks of style of the imitated piece in extreme or ridiculous ways.

♥ Pathos—Qualities of a fictional or nonfictional work that evoke sorrow or pity. Over-emotionalism can be the result of an excess of pathos.

♥ Periodic Sentence—Sentence that places the main idea or central complete thought at the end of the sentence, after all introductory elements—e.g. "Across the stream, beyond the clearing, from behind a fallen a tree, the lion emerged."

Peripety—Reversal in the hero's fortunes.

♥ Persona—A writer often adopts a fictional voice to tell a story. Persona or voice is usually determined by a combination of subject matter and audience.

♥ Personification—Figurative Language in which inanimate objects, animals, ideas, or abstractions are endowed with human traits or human form—e.g. "When Duty whispers..."

♥ Plot—System of actions represented in a dramatic or narrative work.

Point of View—The perspective from which a fictional or nonfictional story is told. First-person, third-person, or third-person omniscient points of view are commonly used.

♥ Polysyndeton—Sentence which uses and or another conjunction, with no commas, to separate the items in a series, usually appearing in the form X and Y and Z, stressing equally each member of the series. It makes the sentence slower and the items more emphatic than in the asyndeton.

♥ Post hoc Fallacy—Latin for "after this, therefore because of this." When a writer implies that because one thing follows another, the first caused the second. Establishes an unjustified link between cause and effect.

♥ Protagonist—Chief character in a dramatic or narrative work, usually trying to accomplish some objective or working toward some goal.

♥ Pun—A play on words that are identical or similar in sound but have sharply diverse meanings.

♥ Red Herring—Device through which a writer raises an irrelevant issue to draw attention away from the real issue.

♥ Refutation—Occurs when a writer musters relevant opposing arguments.

♥ Repetition—Word or phrase used two or more times in close proximity.

♥ Rhetoric—The art of effective communication, especially persuasive discourse. Rhetoric focuses on the interrelationship of invention, arrangement, and style in order to create felicitous and appropriate discourse.

♥ Rhetorical Criticism—Emphasizes communication between the author and reader. Analyzes the elements employed in a literary work to impose on the reader the author's view of the meaning, both denotative and connotative, of the work.

♥ Rhetorical Question—A question asked for rhetorical effect to emphasize a point; no answer is expected.

♥ Round Character—A character drawn with sufficient complexity to be able to surprise the reader without losing credibility.

♥ Satire—A work that reveals a critical attitude toward some element of human behavior by portraying it in an extreme way. Satire doesn't simply abuse (as with invective) or get personal (as with sarcasm). Satire usually targets groups or large concepts rather than individuals; its purpose is customarily to inspire change.

♥ Sarcasm—A type of verbal irony in which, under the guise of praise, a caustic and bitter expression of strong and personal disapproval is given. Sarcasm is personal, jeering, and intended to hurt.

Setting—Locale and period in which the action takes place.

♥ Simile—A figurative comparison of two things, often dissimilar, using the connecting words: "like," "as," or "then." E.g. "More rapid than eagles his coursers they came."

♥ Situational Irony—Applies to works which contain elaborate expressions of the ironic spirit. Also, irony applies to both Hamlet's situation and to his famous soliloquy, "To be or nor to be."

♥ Soliloquy—When a character in a play speaks his thoughts aloud —usually by him or herself.

♥ Stock Character—Conventional character types that recur repeatedly in various literary genres. E.g. the wicked stepmother or Prince Charming or the rascal.

♥ Stream of Consciousness—Technique of writing that undertakes to reproduce the raw flow of consciousness, with the perceptions, thoughts, judgments, feelings, associations, and memories presented just as they occur without being tidied into grammatical sentences or given logical and narrative order.

♥ Style—The choices in diction, tone, and syntax that a writer makes. In combination they create a work's manner of expression. Style is thought to be conscious and unconscious and may be altered to suit specific occasions. Style is often habitual and evolves over time.

Syllogism—A form of reasoning in which two statements or premises are made and a logical conclusion is drawn from them (a form of deductive reasoning).

♥ Symbol—A thing, event, or person that represents or stands for some idea or event. Symbols also simultaneously retain their own literal meanings. A figure of speech in which a concrete object is used to stand for an abstract idea — e.g. the cross for Christianity.

♥ Synecdoche—Part of something is used to stand for the whole —e.g. "threads" for clothes; "wheels" for cars.

♥ Syntax—In grammar, the arrangement of words as elements in a sentence to show their relationship.

♥ Theme—A central idea of a work of fiction or nonfiction, revealed and developed in the course of a story or explored through argument.

♥ Tone—A writer's attitude toward his or her subject matter revealed through diction, figurative language, and organization of the sentence and global levels.

♥ Tragedy—Representations of serious actions which turn out disastrously.

♥ Tragic Flaw—Tragic error in judgment; a mistaken act which changes the fortune of the tragic hero from happiness to misery; also known as hamartia.

♥ Understatement-Deliberately representing something as much less than it really is —e.g. "Last week I saw a woman flayed, and you will hardly believe how much it altered her appearance." —Jonathan Swift

♥ Unity—A work of fiction or nonfiction is said to be unified if all the parts are related to one central idea or organizing principle. Thus, unity is dependent upon coherence.

♥ Verbal Irony—When the reader is aware of a discrepancy between the real meaning of a situation and the literal meaning of the writer's words.

♥ Zeugma—The writer uses one word to govern several successive words or clauses —e.g. She discovered New York and her world.

CTTO

PART OF QUESTIONING TECHNIQUES

(Socratic Method- Socrates)

⇒ DDBGFCRSW

1.) DISCUSSION

☑ Panel- (conversational discussion)

☑ Symposium- (un-interpreted conversation)

2.) DEBATE (negative & affirmative)

3.) BRAIN STORMING (exchanging of ideas)

☑ Round Table- (clockwise movement of talks, 7 members)

☑ Box Section- (box)

☑ Phillips 66- (6 mems., 6mins)

4.) GAMES (all about fun)

5.) FISH BOWL (use in large groups)

6.) CASE STUDY (studying case of the problem)

7.) ROLE PLAYING (stage play)

8.) SEMINAR

9.) WORKSHOP (activity)

1. CONE OF EXPERIENCE

(Edgar Dale)

1.) PURPOSEFUL EXPERIENCE

2.) CONTRIVED EXPERIENCE

(real like)

1 Model- (globe or example)

2 Realia- (real)

3 Replica- (imitation of relia)

4 Mock-up- (dis-assemble, rearrange)

5 Specimen- (sample)

6 Objects- (seen as artifacts in the museum)

7 Diorama- (scene with 3 dimensional figure)

3.) DRAMATIZATION

1 Roleplay

2 Pantomime- (body movt.)

3 Tableau- (picture like scene)

4 Puppet

5 Pageant- (local actors presenting local history)

4.) DEMONSTRATION

5.) SYMBOL

6.) FIELDTRIP

7.) MOTION PICTURE

8.) STILL PICTURE

9.) VISUAL SYMBOLS

☑ Drawings- (made up of line that create creation)

☑ Cartoons- (metaphor, hidden meaning)

☑ Strip Drawings- (comic, dialogue)

☑ Diagram- (organization of information)

☑ Chart- (organization of data)

☑ Graph- (organization of mathematical data)

➡ DIAGRAM. (organization of INFO.)

☑ Affinity- (large data, brain storming)

☑ Tree- (increasing details)

☑ Fish Bone (cause & effect)

☑ Venn- (comparison)

➡ CHART. (organization of DATA)

☑ Time- (time)

☑ Flow chart- (process)

☑ Organizational chart- (formal)

☑ Parreto- (bar graph in descending order)

☑ Gantt- (for research purposes)8

➡ GRAPH (organization of MATHEMATICAL DATA)

☑ Pie- (whole, circle)

☑ Bar- (magnitude, rectangle)

☑ Line- (progress)

☑ Picto graph- (pictures)

☑️ Histogram- (time, like bar graph)

📌 CONCRETE-ABSTRACT CONTINUUM

(Jerome Bruner)

☑️ ENACTIVE (direct experience, real)

☑️ ICONIC (pictures)

☑️ SYMBOLIC (symbols, no pictures)

-CTTO-

FUTURE TEACHERS AND ITO NAYUNG REVIEWER NIYO.. 😊😊👉👉👉

FOUNDATIONS OF EDUCATION

- John Locke 📖 was an English philosopher and physician "Father of Liberalism" ; to form character (mental, physical, and moral) ; Education as Training of the mind/Formal discipline ; Notable ideas - "Tabula rasa"

- Francis Bacon 📖 was an English philosopher, statesman, scientist, jurist, orator and author. "Father of scientific method" "Father of empiricism"

- Jean Jacques Rousseau 📖 was a Francophone Genevan philosopher, writer and composer of the 18th century."Hollistic education"(physical,moral, intellectual)

Notable ideas - moral simplicity of humanity; child centered learning; Famous novel: "Emile" or On Education; Human Development

- Edgar Dale 📖 was an American educator who developed the "Cone of Experience"

aka "Father of Modern Media in Education"

- Erik Erikson ☞ was a German-born American developmental psychologist and psychoanalyst known for his theory on "psychosocial development" of human beings.
- Johann Heinrich Pestalozzi ☞ was a Swiss pedagogue and educational reformer who exemplified Romanticism in his approach. "Social regeneration of humanity" Notable ideas: "Four-sphere concept of life" his motto was " Learning by head, hand and heart"
- Friedrich Frobel ☞ was a German pedagogue a student of Pestalozzi who laid the "foundation of modern education" based on the recognition that children have unique needs and capabilities. "Father of kindergarten"
- Johann Herbart ☞ was a German philosopher, psychologist and founder of pedagogy as an academic discipline. ;
- Edward Lee Thorndike ☞ was an American psychologist ; " Father of Modern educational psychology; connectionism; law of effect. ; "Realize the fullest satisfaction of human wants"

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

- IDEALISM ☞ Plato (own ideas) nothing exist except in the mind of a man/ what we want the world to be
- REALISM ☞ Aristotle; Herbart; Comenius; Pestalozzi; Montessori; Hobbes; Bacon; Locke
- ▶ (experience) fully mastery of knowledge
- BEHAVIORISM ☞ always guided by standards/by procedure; purpose is to modify the behavior

- EXISTENTIALISM ☞ Kierkegaard; Sartre; "Man shapes his being as he lives"

▶ Focuses on self/individual

- PRAGMATISM/EXPERIMENTALISM ☞ William James; John Dewey - learn from experiences through interaction to the environment

▶ Emphasizes the needs and interests of the children

- PERENNIALISM ☞ Robert Hutchins

▶ focuses on unchanging/universal truths

- ESSENTIALISM ☞ William Bagley - teaching the basic/essential knowledge

▶ Focuses on basic skills and knowledge

- PROGRESSIVISM ☞ Dewey/Pestalozzi (process of development)

▶ focuses on the whole child and the cultivation of individuality

- CONSTRUCTIVISM ☞ Jean Piaget

▶ Focused on how humans make meaning in relation to the interaction b/w their experiences and their ideas. Nature of knowledge w/c represents an epistemological stance.

PRINCIPLES & THEORIES OF LEARNING & MOTIVATION

- Psychosexual Theory/Psychoanalysis - Sigmund Freud
- Psychosocial Theory - Erik Erikson's Theory of Personality
- Ecological Theory - Eric Brofenbrenner's Theory of Development
- Sociohistoric Cognitive Linguistic Theory - Lev Semanovich Vygotsky
- Cognitive Development - Jean Piaget; John Dewey; Jerome Brunner

- Phenomenology - Abraham Maslow; Carl Rogers; Louis Rath
- Behaviorism - Edward Thorndike; Ivan Pavlov; Burrhus Frederick Skinner
- Moral Development - Lawrence Kohlberg
- Ivan Pavlov - classical conditioning
- Edward Thorndike - connectionism
- B.F. Skinner - operant conditioning & reinforcement
- Albert Bandura - "bobo doll" experiment; modelling; self efficacy
- David Ausubel - Meaningful Reception Theory
- Jerome Bruner - Discovery Learning Theory/Inquiry method
- Wolfgang Kohler's - Insight Learning Problem
- Richard Atkinson & Richard Shiffrin's - Information Processing Theory
- Robert Gagne's - Cumulative Learning Theory
- Howard Gardner - Multiple Intelligence
- Kurt Lewin's - Field Theory/ his concept of life space
- * July 3, 1892 - La Liga was founded (Motto: Unus Instar Omnium or ONE LIKE ALL)
- * July 7, 1892 - KKK was founded
- * August 19, 1896 - Spanish discovered KKK through Teodoro Patiño
- * August 23, 1896 - Cry of Pugad Lawin (in the yard of Juan Ramos, son of Melchora Aquino)
- * August 30, 1896 - Gov. Gen. Ramon Blanco declared Martial Law in 8 provinces (Manila, Cavite, Pampanga, Laguna, Batangas, Bulacan, Tarlac and Nueva Ecija)
- * December 30, 1896 - Rizal was executed
- * March 22, 1897 - Tejeros Convention (Magdalo - Baldomero ; Magdiwang - Alvarez)
- * May 10, 1897 - Execution of Bonifacio brothers
- * November 1, 1897 - Establishment of Biak na Bato Republic
- * December 14, 1897 - Pact of Biak na Bato

- February 15, 1898 - Sinking of battleship Maine
- April 25, 1898 - US declared war to Spanish
- May 1, 1898 - George Dewey led a US Naval squadron in Manila and destroyed Spanish fleet
- May 19, 1898 - Aguinaldo arrived in the PH
- May 24, 1898 - Aguinaldo declared a DICTATORIAL GOVERNMENT
- June 12, 1898 - PH flag made by Marcela Agoncillo hoisted and Marcha National Filipinas composed by Julian Felipe was played
- June 23, 1898 - From dictatorial to REVOLUTIONARY
- August 13, 1898 - Mock battle; Rios transferred his headquarters to Iloilo
- August 14, 1898 - Americans established Military Government
- September 15, 1898 - Malolos Congress convened at Barasoain Church and Pedro Paterno was elected as President
- December 10, 1898 - Treaty of Paris
- December 21, 1898 - Benevolent Assimilation
- January 21, 1899 - Malolos Constitution by Felipe Calderon
- January 23, 1899 - 1st PH Republic
- February 4, 1899 - Grayson shot a PH soldier in San Juan
- March 23, 1901 - Capture of Aguinaldo
- April 1, 1901 - Aguinaldo accepted the American Authority
- April 19, 1901 - Proclamation of Formal Surrender
- July 4, 1902 - End of PH-American War

#OpenForCorrections

-CREDITS TO THE OWNER-

PARAAN NG PAGSASA-ANYO NG DISKURSO

1 ☐ Pasalaysay

- hangarin nito na mag-ulat ng mga pangyayari sa isang maayos na pagkakahanay.

2 ☐ Paglalarawan

- maipakita ang kabuuan o kaanyuan ng tao, bagay,

3 ☐ Paglalahad

- detalye na pawang pampalawak ng kaalaman sa paksang binibigyang linaw

4 ☐ Pangangatwiran

- hikayatin ang iba pa na tanggapin ang katotohanan ng isang paninindigan

TAYUTAY

1 ☐ Simile

- di tuwirang paghahambing

☞ Hal: Tulad ng ibon, ang tao ay namamatay.

2 ☐ Metaphor

- tuwirang paghahambing

☞ Hal: Ang kanyang buhay ay isang bukas na aklat.

3☐ Personipikasyon

- pagbibigay katauhan sa mga bagay na walang buhay

☐ Hal: Humahaplos ang hangin sa aking balat.

4☐ Pagmamalabis

- eksaheradong pahayag

☐ Hal: Gutom na gutom si Juan na kaya niyang kumain ng isang kalabaw

5☐ Pagtanggi

- gumagamit ng HINDI

☐ Hal: Si Lucas ay hindi sinungaling, hindi lamang niya kaya ang magsabi ng totoo.

6☐ Pagpapalit

- tawag o metonimi-pagpapalit ng ngalan sa bagay na tinutukoy.

☐ Hal: Ang palasyo ay nag anunsyo na walang pasok bukas.

7☐ Pagpapalit-saklaw o Sinekdoki

- bahagi bilang pantukoy sa kabuuan.

☐ Hal: Apat na mata ang tumititig sa kanya.

8☐ Tanong Retorikal

- tanong na hindi naman nangangailangan ng sagot

☐ Hal: Natutulog ba ang Diyos?

9☐ Pagtawag

- nakikipag-usap sa isang bagay na waring nakikipag usap sa isang tao

☞ Hal: Pag-ibig, Oh kay lupit mo!

1☐0☐. Eksklamasyon o Pagdaramdam (Exclamation)

- isang paglalabas o pagpahayag ng matinding damdamin

☞ Halimbawa:

1☐ Aking nadarama ang kapighatian sa pinapasan kong sobrang kalungkutan!

2☐ Lubos ang tuwa ko sa pagdating ninyo Mabuhay! Mabuhay! Lalaya na ako!

1☐1☐ Oksimoron o Pagtatambis (Oxymoron)

- nagtataglay ng mga salitang nagsasalungatan upang lalong mapatingkad ang bisa ng pagpapahayag.

☞ Halimbawa:

Ang buhay sa mundo ay tunay na kakatwa. May lungkot at ligaya, may dilim at liwanag, may tawa at luha, may hirap at ginhawa , may dusa at may pag-asa!

1☐2☐ Pagsalungat o Epigram

- kahawig ng pagtatambis kaya lamang maikli at matalinghaga

☞ Hal: Natalo siya upang manalo

1☐3☐ Pag uyam

- pahayag na may layuning mangutya pero itinatago sa paraang papuri

☞ Hal: Siya ay may magandang mukha na kung saan tanging ina niya lamang ang humahanga.

1☐4☐ Aliterasyon o Pag-uulit (Alliteration)

- magkakasintunog ang unang patinig o katinig ng mga kakalapit na mga salita o taludtod o saknong na nagbibigay ritmo sa pagbigkas ng tula.

☞ Hal: Magagandang maya sa puno ng mangga Makikita silang masayang-masaya.

1☐5☐ Konsonans

- pag-uulit sa mga tunog katinig sa final na bahagi ng salita.

☞ Hal: Ang aking pagmamahal kay Rosal ay lalong tumatatag habang tumatagal.

1☐6☐ Asonans

- pag-uulit ng mga tunog patinig sa alinmang bahagi ng salita.

☞ Hal: Ang aking alagang aso ay agad kong pinaliguan pagdating sa amin.

1☐7☐ Anadiplosis

- paggamit ng salita sa unahan at sa hulihan ng pahayag o sugnay

☞ Hal:

Ang mahal ko ay tanging ikaw

Ikaw na nagbibigay ng ilaw

Ilaw sa gabi na kay dilim

Dilim man o liwanag, ikaw ay mahal pa rin

1☐8☐ Anapora

- pag-uulit sa unang bahagi ng pahayag

☞ Hal:

Sa kanya pa rin babalik sigaw ng damdamin

Sa kanya pa rin sasaya bulong ng puso ko

Sa kanya lamang wala nang iba

1☐9☐. Epipora

- pag-uulit ng isang salita sa hulihan ng sunud-sunod na taludtod.

☐ Hal:

Ang konstitusyon ay para sa mamamayan

Gawa ng mamamayan

At mula sa mamamayan

2☐0☐ Paglumanay o Eupemismo

- paggamit ng mga salitang nagpapabawas sa tindi ng kahulugan ng orihinal na salita.

☐ Hal: Ang kanyang kasintahan ay isang babaing mababa ang lipad.

IDYOMA

1☐ Di mahapayang gata

- di papatalo

2☐ Bagong Mundo

– bagong kapaligiran

3☐ Binuksan ang dibdib

- nagtapat

4☐ Galit sa pera

- waldas

5☐ Maghalukipkip ng kamay

- manahimik

6☐ Hinipan ang pantog

– biglang yaman

7☐ Naghahanap ng alimuong

- tsismis

8☐ Ampaw

- mahina

9☐ Amoy pinipig

- mabango

1☐0☐ Ataduhang patas

- pantay

1☐1☐ Magmahabang dulang

- magpakasal

1☐2☐ Kinupasan ng bango

- hindi nakapag-asawa

GESTALT PSYCHOLOGY

☐ Ang Gestalt Theory ay binuo ng tatlong psychologist na sina:

1☐ Wolfgang Kohler

2☐ Max Wertheimer

3☐ Kurt Koffka

☐ Ayon sa Gestalist, ang pag-uugali ay hindi maaaring maunawaan sa mga tuntunin ng mga maliliit na bahagi nito dahil ang "buo ay mas malaki kaysa sa kabuuan ng mga bahagi nito". Ibig sabihin mas maiintindihan ng bata kapag nakikita niya muna ng buo ang isang bagay. Bago niya ma-tiyak ang mga parte nito ay kabilang Sa kabuuan ng isang bagay.

☐ Ang salitang Gestalt ay nagmula sa salitang Aleman (German) na nangangahulugang mga pattern, hugis, o anyo.

☐ Naniniwala sila na ang buong mga katangian ay hindi maaaring maunawaan sa pamamagitan ng pag-aaral ng mga bahagi nito. Nakikita nila ang kaalaman ayon sa mga batas na namamahala sa pag-unawa ng kabuuan.

☐ Ang teorya ng Gestalt ay bumubuo ng limang batas na namamahala sa pang-unawa o perception. Ang mga ito ay ang mga sumusunod:

☐ LAW OF CONTINUITY

- pagkonekta ng mga indibidwal na bahagi nang sama-sama upang bumuo sila ng tuloy-tuloy na pattern na bumubuo ng kahulugan.

☐ LAW OF CLOSURE

- Ang ating isip ay may kaugaliang punan ang mga puwang o nawawalang mga bahagi ng ilang mga figures.

☐ LAW OF SIMILARITY

- Ang batas na ito ay nakabitin sa ideya na ang mga kaugnay o katulad na mga bagay ay magkasama. Binibigyang diin ng batas na ito na ang mga bagay ay itinuturing na may kaugnayan sa isa't isa.

☐ LAW OF PROXIMITY

- Ang batas na ito ay nagtataglay ng ideya na ang mga bagay na malapit ang ugnayan sa isa't isa ay magkasama.

☐ LAW OF PRAGNANZ

- tinatawag ding Law of Good Figure at Law of Simplicity. Nangangahulugan ito na ang mga aralin na tila napakahalaga ay naalala. Naaalala natin ang pinakamahalagang bahagi ng aralin o isa na nagpapasigla sa atin na mag-isip at matuto.

★ BEHAVIOR THEORY

1☐ Pinapagana ito ng Principles of Stimulus Response.

2☐ Mas nakatuon itong pag-aralan ang aktwal o kapansin-pansin na pag-uugali.

★ CLASSICAL CONDITIONING THEORY

1☐ binuo ni IVAN PETROVICH PAVLOV

☐ Ang terminong Classical ay nangangahulugang “In the stablish manner”.

☐ Natututo ang indibidwal kapag ang naunang neutral stimulus ay paulit-ulit na ipinares sa isang unconditioned stimulus hanggang sa matamo ng neutral stimulus ang conditioned response.

☐ Unconditioned Stimulus

- agad na gumagawa ng emosyonal o physiological na tugon.

☐ Unconditioned Response

- natural na nagaganap na emosyonal o physiological na tugon.

☐ Neutral Stimuli

- ang stimuli na hindi nakakuha ng tugon.

☐ Conditioned Stimulus

- natamo ang emosyonal o physiological response pagkatapos makondisyon.

☐ Conditioned Response

- natutunang tugon sa isang naunang neutral condition.

☐ Generalization

- pagtugon sa parehong paraan sa isang similar stimuli.

☐ Discrimination

- ay nagpapahiwatig kung ang isang tiyak na tugon ay magbibigay sa kanya ng sigla/lakas o di kaya'y parusa/takot.

☐ Extinction

- isang proseso na kung saan nawawala ang isang nakakondisyon na tugon.

★ CONNECTIONISM THEORY

1☐ binuo ni EDWARD LEE THORNDIKE

☐ Ang terminong Connectionism ay nangangahulugang “Learning by selecting or connecting.”

☐ Naglalagay ng higit na diin sa organismo na hindi nililimitahan ang kanyang sarili sa pagsasamahan sa pagitan ng stimulus at response.

★ THORNDIKE’S THEORY OF LEARNING

☐ LAW OF READINESS

– nagsasaad na ang isang indibidwal ay matututo kapag handa na siyang gawin ito.

☐ LAW OF EXERCISE

– ito ay nagsasaad na ang isang koneksyon ay pinalakas o pinahina depende sa dami ng beses na ito ay nangyayari at ayon sa average na lakas at tagal ng koneksyon.

☐ LAW OF EFFECT

– sinasabi sa batas na ito na ang isang koneksyon ay pinalakas kung ito ay gumagawa ng kasiya-siyang epekto.

★ OPERANT CONDITIONING/REINFORCEMENT THEORY

1☐ binuo ni BURRHUS FREDERIC SKINNER

☐ Angkop sa Thorndike’s Law of Effect

☐ Para kay Skinner, ang mga kahihinatnan ay tumutukoy bilang reinforcers at punishers. Nangangahulugan ito na ang isang reinforcer ay anumang bagay na nagdaragdag (increases) ng posibilidad na gawin ang nais na pag-uugali. Sa kabilang banda, ang punisher ay isang bagay nagpapababa (decreases) sa pag-uugaling sinusunod.

❑ Operant Response

– isang emitted response; ang isang operant ay kung anumang tugon na ginawa ng isang organismo na kung saan ay gumagawa ng mga kahihinatnan sa environment.

❑ Respondent Behavior

– ay reflexively elicited sa pamamagitan ng ilang stimuli.

❑ Stimulus Consequences

– dinala sa pamamagitan ng emitted response. Ang isang kahihinatnan ay anumang bagay na nagdaragdag o nagpapababa sa posibilidad na ulitin o itigil ang pag-uugali ng operant.

❑ Discriminative Stimulus

– ay nagpapahiwatig kung ang isang tiyak na tugon ay magbibigay sa kanya ng sigla o pagkatakot.

❑ SOCIAL COGNITIVE THEORY/OBSERVATIONAL LEARNING THEORY

1❑ binuo ni ALBERT BANDURA

❑ Nakatuon sa parehong panloob at panlabas na humantong sa ideya ng Reciprocal.

❑ Determinism

– ang pakikipag-ugnayan sa mga tao, pag-uugali ng tao, at kapaligiran.

❑ Modeling

– ay tumutukoy sa pagmamasid at pag-aaral ng mga bagong kaugalian mula sa iba.

☐ Inilagay ni Bandura ang pagbibigay diin ng cognitive sa observational learning bilang sa pinakamahalagang paraan ng pagbabago ng pag-uugali ng tao.

☐ Ayon kay Alber Bandura, ang Observational Learning ay may apat na proseso. At ang mga ito ay:

1☐ Attention

– ang tagamasid/observer ay dapat na dumalo upang malaman at makita ang natatanging katangian ng tugon ng modelo.

2☐ Retention

– ang reproduction ng nais na pag-uugali ay nagpapahiwatig na ang mag-aaral ay may simbolo na mananatili ang naobserbahang pag-uugali.

3☐ Production

– Pagkatapos ng pagmamasid, kailangan ng mga pisikal na kasanayan at koordinasyon para sa reproduction ng behavior na natutunan.

4☐ Reinforcement and Motivation

– bagaman nakakuha ang observer at nagpapanatili ng kakayahang gawin ang na-modelo na pag-uugali, walang magiging pagganap maliban na lang kung ang mga kondisyon ay kanais-nais.

★ COGNITIVE THEORIES AND METACOGNITION

☐ Ang pangunahing pokus ay nasa memorya – ang imbakan at pinagkukunan ng impormasyon.

☐ Mas binibigyang pansin ang pag-aaral ng proseso ng pag-iisip.

☐ Naniniwala sa di kapansin-pansin na pag-uugali.

★ MEANINGFUL RECEPTION THEORY

1☐ binuo ni DAVID AUSUBEL

☐ Ang makabuluhang pag-aaral ay nangyayari kapag ang mga bagong karanasan ay may kaugnayan sa kung anung alam na ng mag-aaral. Maaaring mangyari ito sa pamamagitan ng:

1☐ reception

2☐ rote learning, at

3☐ discovery learning

★ DISCOVERY LEARNING THEORY/INQUIRY METHOD OR THEORY OF INSTRUCTIONS

1☐ binuo ni JEROME BRUNER

☐ Ang pag-aaral ay mas makabuluhan sa mga nag-aaral kapag mayroon silang pagkakataon na matuklasan ito ayon sa kanilang sariling paraan, ukol sa relasyon ng mga konsepto o aktibong paghahanap ng solusyon sa isang problema.

☐ Isang approach sa pagtuturo kung saan nakikipag-ugnayan ang mga estudyante sa kanilang kapaligiran sa pamamagitan ng paggalugad at pagmamanipla ng mga bagay, pakikipagbuno sa mga tanong at kontrobersya o paggawa ng mga eksperimento. Ang ideya na ang mga mag-aaral ay mas madaling matandaan ang mga konsepto sa pagdiskobre nito sa kanilang sariling paraan.

☐ Enactive Representation

– nakapukos sa development ng motor capacities o sa pag-alam kung paano gumawa/gawin ang isang bagay.

☐ Iconic Representation

– isang proseso ng paglikha ng mga imahe ng kaisipan na account para sa ilang mga bagay o mga kaganapan. Nakapukos ito sa development ng ating sensory capacities.

☐ Symbolic Representation

– ang pinakamataas na anyo ng representasyon, dahil binibigyang diin nito ang pagpapaunlad ng kakayahang intelektwal.

★ INSIGHT LEARNING/PROBLEM SOLVING THEORY

1☐ binuo ni WOLFGANG KOHLER

☐ Problem Solving

– ang kakayahan upang makilala ang tunay na nature ng sitwasyon; isang imaginative power upang makita at maunawaan kaagad.

☐ Ang pagkakaroon ng pananaw ay isang unti-unti na proseso ng pag-explore, pag-aaral, at pagbubuo ng pang-unawa/perception hanggang sa dumating ang isang solusyon.

★ INFORMATION PROCESSING THEORY

1☐ binuo nina RICHARD ATKINSON at

2☐ RICHARD SHIFFRIN

☐ Natuto ang indibidwal kapag ang impormasyon ay tumatagal sa isip ng tao (encoding), gumaganap at nag-iimbak ng impormasyon (store), at kinukuha ito kapag kinakailangan (retrieval).

★ STAGES OF HUMAN MEMORY

☐ Sensory Memory

– ang imbakan ng impormasyon na may eksaktong kopya ng stimuli para sa isang maikling panahon.

☐ Short-Term Memory (STM)

– ito ay may dalawang functions: (1) Nagsasagawa ito ng impormasyon sa pamamagitan ng pagsasama ng bagong impormasyon sa umiiral na impormasyon, (2) Pansamantalang iniimbak ang impormasyon para sa paggamit ng mga nag-aaral. Ito ay may mas maliit na kapasidad, ngunit ang mga impormasyon ay nawawala, kung wala tayong gagawin ng anumang konkretong paraan upang manatili ang impormasyon sa ating utak.

☐ Long-Term Memory (LTM)

– ay isang warehouse of knowledge or data bank of knowledge. Ito ay ang repository ng naka-imbak na impormasyon; ito din ay isang permanenteng imbakan ng impormasyon.

★ CAUSES OF FORGETTING

☐ Retrieval Failure

– dahil sa kawalan ng kakayahan na isipin ang impormasyon.

☐ Decay Theory

– ang impormasyong nakaimbak sa LTM ay unit-unting maglalaho kapag hindi ito ginagamit.

☐ Interference Theory

– pagkalimot sa LTM dahil sa impluwensya ng iba pang pag-aaral.

★ TRANSFER OF LEARNING and COMMULATIVE LEARNING

1☐ binuo ni ROBERT GAGNE

☐ TRANSFER OF LEARNING – “TRANSFER”

– kapag ang isang bagay na naunang natutunan ay nakakaimpluwensya sa bagong material.

✓ TYPES OF TRANSFER:

1☐ Lateral Transfer

– nangyayari kapag ang indibidwal ay makakagawa ng isang bagong gawain tungkol sa parehong antas.

2☐ Vertical Transfer

– nangyayari kapag ang mga indibidwal ay maaaring matuto nang mas advance o kumplikadong mga kasanayan/skills.

3☐ Specific Transfer

– kkapag ang isang tiyak na kasanayan, katotohanan o panuntunan ay inilalapat sa isang katulad na sitwasyon.

4☐ General Transfer

– paglalapat ng mga prinsipyo na dati nang natutunan sa mga hindi magkatulad na sitwasyon.

★ HIERARCHY OF LEARNING

☐ Signal Learning

– pagtugon sa isang signal; ang tugon ay nakakondisyon.

☐ Stimulus Reponse Learning

– voluntary niyang natutunan ang tugon.

☐ Chaining or Motor

– dalawa o higit pang mga hiwalay na motor o verbal responses ang maaaring pinagsama on naka-chained upang bumuo ng isang mas kumplikadong tugon.

☐ Discrimination Learning

– pinipili o tinutukoy ng mga mag-aaral ang tugon na naaangkop sa stimuli.

☐ Concept Learning

– nagbibigay ng karaniwang tugon sa buong klase ng stimuli.

☐ Principle Learning (Rule Learning)

– involve nito ang pagsasama at pag-uugnay ng mga konsepto.

☐ Problem Solving

– itinuturing na ang pinaka-kumplikadong kondisyon na humahantong sa pagtuklas ng higher order rules.

★ MULTIPLE INTELLIGENCES

1☐ binuo ni HOWARD GARDNER

☐ LINGUISTIC

– sinasalita at sinusulat; kakayahang matuto ng wika o iba pa;

☐ LOGICAL/MATHEMATICAL

– pinag-aaralan ang mga problema sa lohikal na paraan, nagsagawa ng mga mathematical operations, at siyasatin ang mga isyu gamit ang siyensya.

☐ MUSICAL

– mga kasanayan sa pagganap, komposisyon at pagpapahalaga ng mga pattern ng musika.

☐ BODILY KINESTHETIC

– gamit ang buong katawan o mga bahagi ng katawan upang malutas at ihatid ang mga ideya.

☐ SPATIAL

– pagkilala at paggamit ng mga patterns sa malawak na espasyo at mas confined na area.

☐ INTERPERSONAL

– may kasanayang makisama sa ibang tao. Kakayahan upang maunawaan ang intensyon, motibo, at hangarin ng ibang tao.

☐ INTRAPERSONAL

– kapasidad upang maunawaan ang sarili, pinahahalagahan ang damdamin, takot at motibo.

☐ NATURALIST

– pagpapahalaga sa kapaligiran o kalikasan.

★ FIELD THEORY

1☐ binuo ni KURT LEWINS

☐ View

– nakatuon sa sikolohikal na larangan ng espasyo ng buhay ng isang indibidwal.

☐ Life Space Concept

– gumawa ng tumpak ng konklusyon sa pamamagitan ng pagmamasid sa parehong lantad at 'di lantad napag-uugali.

☐ Ang isang indibidwal ay dapat na makita ang mga bagay mula sa pananaw ng paksa sa isang naibigay na sandal.

★ ECOLOGICAL SYSTEMS THEORY/ENVIRONMENTAL CONTEXTS

1☐ binuo ni URIE BROFENBRENNER

☐ Ang pag-katuto ay lubhang apektado sa environment na meron tayo.

☐ Ang mga bata ay naiintindihan sa konteksto ng kanilang kapaligiran. Ang mga konteksto sa kapaligiran ay magkakaugnay.

GENERAL EDUCATION

1☐ He established the tobacco monopoly during the Spanish era.

Jose Basco ✓

2☐ Technology _____ dramatically in the twenty-first century.

Has improved ✓

3☐ A bread – and butter sandwich _____ my favorite morning snack.

Is ✓

4 ☐ This is a segmented worm that can be used to facilitate anticoagulation.

Leeches ✓

5 ☐ The _____ of the story is that friendship is sacred.

Moral ✓

6 ☐ What are the prime factors of 273?

3x7x13 ✓

7 ☐ This is the surface of the earth between the Tropic Cancer and Arctic Circle.

Zone ✓

8 ☐ Political idealists advocate ideals in politics such as justice, and fairness. Political realist have a more realist viewpoint of politics, aptly stated by “Might is right”. Who among the following is more of a political realist rather than political idealist?

Julius Caesar ✓

9 ☐ Even when her friends betray her, Becky bears no rancor in her heart because she is not _____.

Bitter ✓

100 If I _____ known you before, we could have become partners for a project.

Had ✓

101 These are the thin structures of cytokinesis amoeboid movement changes in the cell shape.

Pseudofilaments ✓

102 All important factors must be considered to arrive at a sound _____.

Decision ✓

103 The cause of power outage was a _____ connection.

Lost ✓

104 Virtual face-to-face communication is made possible by this software.

Skype ✓

105 "My head is bloody, but unbowed"

Hyperbole ✓

106 The shakespearean classic saw the predicament of two lovers from warring families.

Romeo and Juliet ✓

107 If the opposite sides of a quadrilateral are equal, the figure is a _____.

Parallelogram ✓

108 The proposed equipment _____ within the budget of the school.

Is ✓

109 The Philippine Legislature has two houses: senate and House of Representatives. What term best describes this setup?

Bicameralism ✓

200 How do you call the tax imposed on all employed and practicing professionals?

Income Tax ✓

201 This field with the study of how human beings behave.

Psychology ✓

202 Which of the following is considered the lowest form of learning?

Teaching ✓

23 Reason must be used in understanding the existence of God. Who advocated this philosophy?

St. Thomas Aquinas ✓

24 If the principles and theories of human behavior were to be applied to teaching and learning. The field will be called _____.

Educational Psychology ✓

25 In July 1901, Isabelo delos Reyes founded the first labor union in the country. What was its name?

Union Obrera Democratica ✓

PROFESSIONAL EDUCATION BULLETS

1. The most reliable measure of central tendency when there are extreme scores

● Median

.

2. Ian's score from her LET are the following: 92, 88, 91. What is the median?

● 91

3. What can be inferred from a low standard deviation? ● Scores are homogenous

4. A high negative discrimination index means that: ● More from the bottom group answered the test question correctly

5. When a student scored P80 on a single test, that means: ●He scored higher than 80 percent of the class

6. Which of the following is an accurate depiction of an authentic assessment? ●Performing first-aid measures to scald burns

7. Which of the following is a characteristics of a norm-referenced testing? ●The performance depends on the scores of his batch mates

8. Which of the following is a correct statement about validity and reliability? ●A valid test is always reliable

9. Which of the following is a characteristics of a norm-referenced testing? ●The performance depends on the scores of his batch mates

10. A difficulty index of .92 means that the item is: ●Very easy

11. Which of the following is an accurate depiction of an authentic assessment? ●Performing first-aid measures to scald burns

12. Which of the following is an example of a formative test? ●Quiz

13. Which of the following types of tests is most vulnerable to biases? ●Essays

14. A leptokurtic distribution signifies that: ●All scores are average

15. If a distribution is skewed to the right, this implies that: ●The scores are very low

16. Which of the following is the best method to increase the reliability of a test material? ●Increase the number of items

17. This thinking strategy refers to narrowing down ideas from big concept to smaller ones? ●Convergent Thinking

18. This refers to the collection of works, artifacts, and pieces of a student and may serve as a basis for assessment: ●Portfolio

19. Which of the following does Not describe a holistic rubric in scoring ●It uses at least 3 or more basis

20. Which of the following types of tests is most vulnerable to biases? ●Essays

21. Withitness means: ●That the teacher knows everything that happens around the four corner of the classroom

22. When a teacher jumps from one topic to another without assessing if the students are ready to absorb the instructions, this practice depicts: ●Thrust

23. What can be inferred from a low standard deviation? ●Scores are homogenous

24. If a distribution is skewed to the right, this implies that: ●The scores are very low

25. When a teacher is able to perform multiple, different activities at the same, this shows: ●Overlapping

26. Which is an incorrect practice in test construction? ●When using numbers as options, arrange them in a descending order

27. Under the new version of Bloom's Taxonomy of cognitive processes, which of the following belongs to the top level? ●Generating

28. Which is the basic form of cognitive process according to Bloom's? ●Knowledge

29. Which of the following forms of punishment is least likely to affect students negatively? ●Surprise quiz

30. The following are examples of extrinsic motivation, except? ●Community service

31. This is also known as the Enhanced Basic Education Act of 2013 ●K-12

32. Subject matter, Activities, Evaluation, Assignment, Sequence of a lesson plan ●Determine the objectives

33. A student makes the teachers and his classmates busy and asks everyone to give him special attention. What is the student's hidden message? ●The student wants to feel connected

34. Which of the following serves as a pre-requisite to employment and will ensure that only competent teachers will be granted privilege to teach in schools? ●Licensure and registration

35. Which of the following correctly describes inductive reasoning? ●Arriving to a main idea from smaller topics

36. Which of the following laws prescribed licensure examination for teachers and will strengthen the regulation of the practice of teaching in the Philippines? ●RA 7836

37. Which of the following will disqualify a teacher to become a member of the board of professional teachers? ●A naturalized Filipino citizen that has 15 years of continuous teaching experience

38. Which of the following shall receive the highest budgetary allocation according to the Philippine Constitution? ●Education

39. According to the law, she can be referred to as a para-teacher. Which of the following is not correct about para-teachers? ●These teacher failed to reach the minimum GWA of 75 but have grades below 75

Kylie scored 74.80 from the recent LET.

40. Which of the following is most likely be related to existentialism? ●Free choice

41. Which of the following is NOT true about periodic merot examination for teachers according to RA 7836? ●This shall encourage continuing personal growth and development

42. While teaching Mathematics, Teacher Janus noticed that his students show interests on dancing. He then decides to change the topic and teaches concept about dancing and shows to them dance performances from the internet. What philosophy of education is shown? ●Progressivism

43. If a teacher wishes to enjoy study leave, she will get how many percent of her salary while on study leave? ●60%

44. What is the focus of education during the Commonwealth Period? ●Nationalism

45. Which of the following is the focus of Spartan Education? ●Military training

46. Teacher Vanessa receives a death threat because she gave her student a failing grade. She knows that passing the student will make her less credible as a teacher but will save herself from being harmed. She then decided to pass the student to avoid danger. Which of the following is observed by Teacher Vanessa? ●Principle of Double Effect

47. Which of the following actions of a teacher violated the Code of Ethics for Professional Teachers?
●Having practice prejudice and eliminating discrimination against any learner

48. This type of conscience makes the person see that he sins but actually he/she does not. ●Scrupulous

49. K-12 curriculum is what type of subject-centered curriculum? ●Spiral

50. Which is the closest to the real thing? ●Performing real life task

51. Which of the following helps the learner to retain information best? ●Doing

52. A globe is an example of a ●Model

53. Which of the four pillars of learning focuses on the competencies of a certain individual on a particular skill? ●Learning to do

54. Which of the following involves enactive representations according to Bruner? ●Action-based

55. Which does not show acculturation? ●Learning from your American parents their traditions

56. A Venn Diagram is most likely to be used when: ●Discussing the similarities and differences of prokaryotic and eukaryotic cells

57. Teacher lah wants to show her students the percentage of Math major, science major, social science major, english major and tle major based on the whole population of BSED students in the school where she teaches. Which of the following types of graph should she use? ●Circle graph

58. Which of the following traits of Filipino can be considered both a negative and a positive trait?

●Pakikisama mentality

59. The ability of a child to realize that 1 liter of bottled water has the same quantity even if the water will be placed on a plastic pitcher or a pale is called: ●Conservation

60. Ana is a 13 year old high school student who thinks that death penalty should be implemented in her own country as she believes that there are other ways to punish oppressors and teach them to be better citizens. She should be under what stage of Piaget's theory? ●Formal operational

61. Lawrence Kohlberg focuses more on which of the following aspects of child development? ●Morality

62. Which does not show acculturation? ●Learning from your American parents their traditions

63. A toddler wishes to go to the restroom alone and wishes to care for himself if not treated properly will have develop or lead to which of the following psychosocial stages based on Erikson's model? ●Doubt

64. This is known as a girl's psychosexual competition with her mother for the possession of her father.

●Electra Complex

65. The parts of human personality in which instinct and primary processes manifest: ●Id

66. Which of the following shall receive the highest priority according to Abraham Maslow's model on

●Warmth humanistic needs?

67. In Grace Goodell's Reading Skills Ladder, which of the following takes precedence? ●Basic sight words

68. Which of the following is not true about Language Acquisition among children? ●Chomsky explains in his model that children acquired language solely through exposure.

69. This model shows reading as an active process that depends on reader characteristics, the text, and
●Interactive the reading situation

70. A child who has spatial intelligence will most likely enjoy which of the following activities? ●Solving puzzles

71. It is the average, most commonly used and is greatly affected by extreme scores ●Mean

72. Who is the proponent of respondent conditioning? ●Ivan Pavlov

73. It is the middlemost of measures of central tendency and most reliable when there are extreme scores
●Median

74. Which of the following teacher most likely demonstrates Bandura's work in teaching? ●She shows the student how a dance should be performed.

75. It is the most frequently used measures of central tendency ●Mode

76. Which of the following refers to the law of effect by Thorndike? ●If the end result will be beneficial to the student he/she will probably perform well

77. It is the highest score minus the lowest score and is the simplest of measures of variability ●Range

78. ZPD is a concept popularized by: ●Vygotsky

79. It is how spread the scores are from the mean and most reliable measures of variability ●Standard Deviation

79. It is the square of standard deviation ●Variance

80. Very easy/reject ●0.81-1.00

81. Very difficult/reject ●0-0.20

82. Easiness ●Difficulty index

83. Differentiate Upper group to lower group ●Discrimination index

84. Difficult/revise ●0.21-0.40

85. More from upper group/retain ●Positive Discrimination index

86. Moderate/retain ●0.41-0.60

87. Easy/revise ●0.61-0.80

88. More from lower group/reject ●Negative discrimination index

89. Cannot determine/reject ●Zero discrimination index

90. Measures what it intends to measure ●Validity

91. Consistency ●Reliability

92. Standard, criteria, specific target ●Criterion referenced

91. Others, class, batch mates ●Norm referenced

92. Scattered, far from the mean, heterogenous ●High standard deviation

93. Pen and paper, multiple choice, cognitive ●Traditional assessment

94. Divide by 9. Median is S5 ●Stanines

95. Clustered, near from the mean, homogenous ●Low standard deviation

96. Real-life application, holistic ●Authentic Assessment

97. Peakedness ●Kurtosis

98. Before instruction, strengths and weaknesses ●Diagnostic

99. Divide by 100. Median is P50 ●Percentile

100. Normal curve, bell-shaped, most scores-average, few scores are high and low ●Mesokurtic

101. Taller, more peaked, almost if not all scores are average ●Leptokurtic

102. Divide by 10. Median is D5 ●Decile

103. During instruction progress, gaps, quizzes ●Formative

104. Flat curve, scores are heterogenous ●Platykurtic

105. Divide by 4. Median is Q2 ●Quartile

106. After instruction, evaluative learning ●Summative

107. Not biased, multiple choice, matching type, wide level of objectives, guessing ●Objective

108. Guide for scoring ●Rubrics

109. Biased, essay, wide sampling of ideas, bluffing ●Subjective

110. Single basis ●Holistic

111. Memorization ●Knowledge

112. Multiple basis ●Analytical

113. Understanding ●Comprehension

114. Use ●Application

115. Classroom Management Model ●Kounin

116. Breaking down ●Analysis

117. Eyes at the back ●Withitness

118. Synthesis

●Putting together

119. Multi-tasking ●Overlapping

120. Jumping from previous topic to new topic and vice versa ●Flip-flop

121. Judgment ●Evaluation

122. Narrowing ●Convergent thinking

123. Not able to return ●Truncation

124. The students are not ready ●Thrust

125. Widening ●Divergent thinking

126. Increase a response ●Reinforcement

127. Weakens a response ●Punishment

128. General to specific ●Deductive reasoning

129. Outside ●Acculturation

130. Specific to general ●Inductive reasoning

131. Inside ●Enculturation

132. External, shallow, money ●Extrinsic motivation

133. Cognitive development ●Piaget

134. Internal, noble, social work ●Intrinsic motivation

135. Senses and motor (0-2) ●Sensorimotor

136. Hidden message: notice me

Requires special treatment

Keeps others busy ●Attention seeking

137. Egocentric, children tend to see only their point of view(2-7) ●Pre-operational

138. Hidden message: i am hurting

Get even

Violent ●Revenge seeking

139. (7-12) ●Concrete operational

140. 12-above

Abstract reasoning ● Formal operational

141. Hidden message: i want to help

Gets bossy ● Power seeking

142. Classical conditioning or respondent conditioning ● Pavlov

143. Hidden message: show me how

Refuses to participate ● Isolation/Withdrawal

144. Operant conditioning ● Skinner

145. Back to basics ● Essentialism

146. Social learning theory

Modelling

Imitation ● Albert Bandura

147. Traditional ● Perennialism

148. Trust vs. Mistrust ● Infant

149. Free choice ● Existentialism

150. Autonomy vs. Shame and doubt ●Toddler

151. Change ●Progressivism

152. Initiative vs. Guilt ●Preschool

153. Social change ●Social Reconstructionism

154. Industry vs. Inferiority ●School age

155. Practical use ●Pragmatism

156. Identity vs. Role confusion ●Adolescence

157. Labor/vocational training ●Japanese

158. Values, beliefs, affective, attitude ●Idealism

159. 2 options but each has both positive and negative effect ●Double effect

160. Senses ●Empiricism

161. 2 negative options but the other one is less evil ●Lesser evil

162. Intimacy vs. Isolation ●Young adult

163. With knowledge and intention ●Formal cooperation

164. Without knowledge and intention ●Material cooperation

165. Create new knowledge ●Constructivism

166.Pleasure ●Hedonism

167. Generativity vs. Stagnation ●Middle adult

168. More people will benefit ●Utilitarianism

169. Environment ●Behaviorism

170. Sure ●Certain

171. Ego integrity vs. Despair ●Late adult

172. Unsure ●Doubtful

173. Survival ●Pre-spanish

174. Hypocrite ●Pharisaical

175.Mouth ●Oral

176. Religion ●Spanish

177. Insensitive ●Callous

178. Thinks shes right but shes not ●Lax

179.Anus ●Anal

180. Thinks shes wrong but shes not ●Scrupulous

181. Nationalism ●Commonwealth

182.Sex organs ●Phallic

183. 10% ●Read

184. 20% ●Hear

185. Free basic education ●American

186. None ●Latency

187. 30% ●See

188. 50% ●Hear and see

189. Sex organs through opposite sex ●Genital

190. Reader to book ●Top down

191. 70% ●Say and write

192. Book to reader ●Bottom up

193. 90% ●Do

194. Action ●Enactive

195. Active process ●Interactive

196. Images ●Iconic

197. Language ●Symbolic

198. Trend or progress ●Line graph

199. Comparison ●Bar graph

200. Percentage ●Circle or pie graph

201. A process by which a conditioned response is lost. ●Extinction

NCBTS -National Competency based -teacher standards

History of Philippine Educational System

1.) 1987 Constitution

☞ The State shall protect and promote the right of all citizens to quality education at all levels and shall take opportunities steps to make such education accessible to all.

☞ The State shall enhance the right of teachers to professional advancement

☞ The State shall establish, maintain and support complete adequate and integrated system of education relevant to the needs of the people

2.) RA 7722 (Higher Education Act of 1994)

☞ The State shall ensure and protect academic freedom

☞ CHED is tasked by the state to identify ‘ centers of excellence’ in program areas needed for the development of world class scholarship, nation building and development.

3.) RA 9155 (Government of Basic Education Act of 2001)

☞ An act instituting a framework of governance for basic education, establishing authority and accountability, renaming the Department of Education Culture and Sports as the Department of Education

4.)RA 7796 TESDA Act of 1994

5.) EO 356 (Renaming the Bureau of Non Formal Education to Bureau of Alternative Learning System)

☞ One of the functions of the Bureau of Alternative Learning System is to address the learning needs of the marginalized group of the population including the deprived, depressed and underserved citizen

6.) Batas Pambasa 232 (Education Act of 1982)

- ☞ Students have the right receive primarily through competent instruction, relevant quality education in line with national goals and conducive to their full development as person with the human dignity
- ☞ Teachers shall be deemed persons in authority when in the discharge of lawful duties and responsibilities and shall therefore be accorded with due respect and protection.

7.) The UNESCO (United Nations Scientific and Cultural Organization)

- ☞ Learning to know
- ☞ Learning to do
- ☞ Learning to live together
- ☞ Learning to be

8.) EFA (Education For All 2015)

- ☞ Institutionalize early childhood care and development
- ☞ Provide universal quality primary education
- ☞ Eradicate illiteracy
- ☞ Launch continuing education programs for adults and out-of-school youth

9.) UN Millennium Development Goals 2015 (MGDs)

- ☞ Reducing by half the number of people, who live in extreme poverty
- ☞ Reducing death in mothers and children below five
- ☞ Making primary education accessible to all
- ☞ Reducing gender disparities
- ☞ Providing access to reproductive health services

- ☞ Pursuing national strategies for sustainable development

- ☞ Reserving environment resources losses

- ☞ Developing a global partnership for development

10. Child Friendly School System (CFSS)

Initiated by the Philippine Government and UNICEF

Characteristics of CFSS

- ☞ Gender sensitive and not discriminating

- ☞ Child centered

- ☞ Promotes good health

- ☞ Has the best interest of children in mind

- ☞ Works closely with children's families

11.) Magna Carta for Public School Teachers (RA 4680)

- ☞ Stability of employment

- ☞ Teachers shall enjoy academic freedom, particularly with regard to teaching and classroom, methods.

- ☞ Teachers salary at the very least will keep pace with the rise in the cost of living by payment of cost of living index

- ☞ Compulsory medical examination for free

12.) Presidential Decree 1006 (Decree Professionalizing Teaching)

- ☞ Enacted during the time of President Marcos

- ☞ Teachers will undergo professional test jointly given by Civil Service

- ☞ Commission and Department of Education and Culture

13.) RA7836 (Philippine Teachers Professionalization Act of 1994)

14.) RA 9293 (An Act Amending some sections of and Development Program (RA7836)

📖 Code of Ethics for Professional Teachers

CTTO

BEHAVIOR THEORY

- Pinapagana ito ng Principles of Stimulus Response
- Mas nakatuon itong pag-aralan ang aktwal o kapansin-pansin na pag-uugali.

® CLASSICAL CONDITIONING THEORY

= binuo ni IVAN PETROVICH PAVLOV

= ang terminong Classical ay nangangahulugang “In the stablish manner”

= Natututo ang indibidwal kapag ang naunang neutral stimulus ay paulit-ulit na ipinares sa isang unconditioned stimulus hanggang sa matamo ng neutral stimulus ang conditioned response.

= Unconditioned Stimulus – agad na gumagawa ng emosyonal o physiological na tugon.

= Unconditioned Response – natural na nagaganap na emosyonal o physiological na tugon.

= Neutral Stimuli – ang stimuli na hindi nakakuha ng tugon.

= Conditioned Stimulus – natamo ang emosyonal o physiological response pagkatapos makondisyon.

= Conditioned Response – Natutunang tugon sa isang naunang neutral condition.

= Generalization – pagtugon sa parehong paraan sa isang similar stimuli.

= Discrimination - ay nagpapahiwatig kung ang isang tiyak na tugon ay magbibigay sa kanya ng sigla/lakas o di kaya’y parusa/takot.

= Extinction – isang proseso na kung saan nawawala ang isang nakakondisyon na tugon.

® CONNECTIONISM THEORY

= binuo ni EDWARD LEE THORNDIKE

= ang terminong Connectionism ay nangangahulugang “Learning by selecting or connecting.”

= Naglalagay ng higit na diin sa organismo na hindi nililimitahan ang kanyang sarili sa pagsasamahan sa pagitan ng stimulus at response.

● THORNDIKE’S THEORY OF LEARNING

1. LAW OF READINESS – nagsasaad na ang isang indibidwal ay matututo kapag handa na siyang gawin ito.

2. LAW OF EXERCISE – ito ay nagsasaad na nag isang koneksyon ay pinalakas o pinahina depende sa dami ng beses na ito ay nangyayari at ayon sa average na lakas at tagal ng koneksyon.

3. LAW OF EFFECT – sinasabi sa batas na ito na ang isang koneksyon ay pinalakas kung ito ay gumagawa ng kasiya-siyang epekto.

® OPERANT CONDITIONING/REINFORCEMENT THEORY

= binuo ni BURRHUS FREDERIC SKINNER

= angkop sa Thorndike’s Law of Effect

= Para kay Skinner, ang mga kahihinatnan ay tumutukoy bilang reinforcers at punishers.

Nangangahulugan ito na ang isang reinforcer ay anumang bagay na nagdaragdag (increases) ng posibilidad na gawin ang nais na pag-uugali. Sa kabilang banda, ang punisher ay isang bagay nagpapababa (decreases) sa pag-uugaling sinusunod.

= Operant Response – isang emitted response; ang isang operant ay kung anumang tugon na ginawa ng isang organismo na kung saan ay gumagawa ng mga kahihinatnan sa environment.

= Respondent Behavior – ay reflexively elicited sa pamamagitan ng ilang stimuli.

= Stimulus Consequences – dinala sa pamamagitan ng emitted response. Ang isang kahihinatnan ay anumang bagay na nagdaragdag o nagpapababa sa posibilidad na ulitin o itigil ang pag-uugali ng operant.

= Discriminative Stimulus – ay nagpapahiwatig kung ang isang tiyak na tugon ay magbibigay sa kanya ng sigla o pagkatakot.

® SOCIAL COGNITIVE THEORY/OBSERVATIONAL LEARNING THEORY

= binuo ni ALBERT BANDURA

= Nakatuon sa parehong panloob at panlabas na humantong sa ideya ng Reciprocal Determinism – ang pakikipag-ugnayan sa mga tao, pag-uugali ng tao, at kapaligiran.

= Modeling – ay tumutukoy sa pagmamasid at pag-aaral ng mga bagong kaugalian mula sa iba.

= Inilagay ni Bandura ang pagbibigay diin ng cognitive sa observational learning bilang sa pinakamahalagang paraan ng pagbabago ng pag-uugali ng tao. Ayon kay Alber Bandura, ang Observational Learning ay may apat na proseso. At ang mga ito ay:

1. Attention – ang tagamasid/observer ay dapat na dumalo upang malaman at makita ang natatanging katangian ng tugon ng modelo.
2. Retention – ang reproduction ng nais na pag-uugali ay nagpapahiwatig na ang mag-aaral ay may simbolo na mananatili ang naobserbahang pag-uugali.
3. Production – Pagkatapos ng pagmamasid, kailangan ng mga pisikal na kasanayan at koordinasyon para sa reproduction ng behavior na natutunan.
4. Reinforcement and Motivation – bagaman nakakuha ang observer at nagpapanatili ng kakayahang gawin ang na-modelo na pag-uugali, walang magiging pagganap maliban na lang kung ang mga kondisyon ay kanais-nais.

#LETMARCH2020

#BEHAVIORTHEORY

📖 CURRICULUM DEVELOPMENT

♥ SABERTOOTH CURRICULUM - responsive to the environment

♥ SPIRALLED CURRICULUM - increasing level of difficulty

♥ CURRICULUM - planning, design, development, implement, evaluation, engineering

♥ CURRICULUM PLANNING - aligned to mission, vision, goals

🌀 TYPES OF LESSON:

📖 • development lesson

📖 • review lesson

📖 • drill lesson

📖 • appreciation lesson

🌀 ENCULTURATION TYPOLOGIES

📖 • pre-figurative

☞ • post figurative

☞ • co figurative

🌀 ACCULTURATION TYPOLOGIES

☞ • adopted change

☞ • free borrowing

🌀 SOCIETAL TRENDS - Alvin Teoffer

☞ • explosion

☞ • implosion

☞ • technoplosion

☞ • dysplosion

♥ PREFIGURATIVE - learn older generation

♥ POST FIGURATIVE - learn younger generation

♥ CO FIGURATIVE - learn same age

♥ ADOPTED CHANGE - acculturation that is imposed

♥ EXPLOSION - influx of people from rural to urban

♥ INPLOSION - influx of information

♥ TECHNOPLOSION - influx of ICT tools and gadgets

♥ DYSPLOSION - deterioration of human values

♥ KNOWLEDGE FOR PRACTICE – malaman | teacher preparation

♥ KNOWLEDGE IN PRACTICE – maranasan | artistry of practice

♥ KNOWLEDGE OF PRACTICE – maunawaan | systematic inquiries about teaching

🌀 CURRICULUM DEVELOPMENT - decision making

🌀 TYPES OF KNOWLEDGE

♥ • content knowledge

♥ • pedagogical knowledge

♥ • technological knowledge

♥ • context knowledge

☯ LEE S. SHULMANS - PCK model

♥ ELEMENT OF TIMELINESS – classic | transcends through generation

♥ ELEMENT OF TIMELESSNESS - can withstand the test of time

☯ TOTAL DEVELOPMENT

♥ • beginner survival

♥ • content survival

♥ • mastery survival

☯ TYPES OF ENVIRONMENT

♥ • social

♥ • economic

♥ • cultural

♥ • political

♥ • technological

♥ • ethico moral

☯ J. ABNER PEDDWELL (1939) - sabertooth curriculum

☯ 4 DOMAINS

♥ 1. planning and preparation

♥ 2. classroom environment

♥ 3. instruction

♥ 4. professional response

☯ TRIVIUM - rhetoric (speech) | grammar (English) | logic

☯ QUADRIVIUM – arithmetic | geometry | music | astronomy

♥ ARITHMETIC - number itself

♥ GEOMETRY - number in space

♥ MUSIC - number in time

♥ ASTRONOMY - number in time and space

♥ HERACLITUS - one cannot bathe in the same river twice

☯ CURRICULUM - sum total of all the experiences provided by the school to students for optimum growth and development

📖 HARD SKILLS - what do you want the students to learn?

📖 SOFT SKILLS - why do you want them to learn it?

☯ THEORY OF APPERCEPTION - familiar to unfamiliar

☯ EDUCATIONAL DELIVERY SYSTEM

♥ • instruction

♥ • research & extension library

♥ • communication school guidance

♥ • physical facilities canteen

♥ • curriculum

♥ SERVICE LEARNING - teaching method that combines meaningful service to the community with curriculum based learning and education in action

♥ CLOZE TEST/ PROCEDURE - every 5th or 7th word is omitted

♥ ARBORESCENT - growth is vertical

♥ RHIZOMATIC - growth is horizontal

♥ PROGRESSIVE LEARNING - in order

♥ RETROGRESSIVE LEARNING - reverse order

♥ ROTE LEARNING - not progressive or retro

☯ 5 MAJOR CLUSTERS OF STRATEGIES

♥ • direct instruction

♥ • indirect instruction

♥ • experiential learning

♥ • independent study

♥ • interactive instruction

♥ DIRECT INSTRUCTION - developing skills or providing information

♥ INDIRECT INSTRUCTION - involvement

♥ EXPERIENTIAL LEARNING - process not product

♥ INDEPENDENT STUDY - student initiative

♥ INTERACTIVE INSTRUCTION - social skills

♥ PHILIPS 66 - students group by 6 | 6mins time

✳ MUSIC TYPOLOGIES

♥ • story music

♥ • program music

♥ • pure or absolute music

🗨 STORY MUSIC - tells a story

🗨 PROGRAM MUSIC - describes

🗨 PURE OR ABSOLUTE MUSIC - doesn't tell or describe

🗨 GESSELSCHAFTLICH – market | perspective of schooling | (efficiency, productivity, competition)

🗨 GEMEINSCHAFT – community | cultural relationship

🌀 TECHNOLOGICAL FORCES OF CHANGE

🗨 • acceleration- mabilis

🗨 • novelty – new

🗨 • diversity

🌀 MAX SELLER - state of valuelessness | anomie

🌀 EDUCATION TYPOLOGIES

🗨 • formal

☞ • non formal- alternative learning system

☞ • informal - hidden curriculum

☯ STRATIFICATION - divided grouping

☯ PRIMARY GROUP – family | face to face | intimate and personal

☯ SECONDARY GROUP – impersonal | business like | casual

☯ IN GROUP – solidarity | camaraderie | sympathetic attitude

☯ OUT GROUP – indifference | avoidance | hatred

☯ PEER GROUP - same age | social and economic status including interest

☯ CLIQUE - different age | same interest

☯ INDIVIDUAL BENEFITS

☞ • knowledge

☞ • skills

☞ • values

☯ SOCIETAL BENEFITS

♥ • social

♥ • economic

♥ • cultural

♥ • technological

♥ • political

♥ • ethico moral

☯ SOCIOLOGICAL FOUNDATION OF CURRICULUM - belief will determine the practice

☯ CHARACTERS OF CULTURE

♥ • diverse - environment

♥ • gratifying – needs based

♥ • learned - instruction

♥• adaptive – borrowed, imposed and invented

♥• social - contact

♥• transmitted - language

☯HOW IS CULTURE LEARNED

♥• enculturation – learning own culture

♥• acculturation – Knowing the culture of other people

♥• inculturation – adapt the culture of other people

☯CULTURAL COMPONENTS

♥1. means of living

♥2. ways of living

☯TYPOLOGIES OF CULTURE

♥1. material

♥2. non material

☯CULTURAL VIEWS

♥1. ethnocentrism – my culture is better

♥2. xenocentrism – your culture is better

☯THEORETICAL PERSPECTIVES OF CURRICULUM

♥• traditional – cultural heritage

♥• experiential – experience for the growth of individual

♥• structure of discipline – structure of discipline of knowledge

♥• behavioral -

♥• constructivist

★SCHOOL - a privileged place where cultural transmission occurs

★COLONIAL MENTALITY - preference for foreign

★CURRICULUM ENGINEERING - comprises all process and activities that are necessary to keep the school curriculum dynamic and functional

🌀 CURRICULUM PERSPECTIVES

- 📖 1. ideal – represents what scholars say and advocate
- 📖 2. formal – standards sets by the education agencies
- 📖 3. instructional – represents the course syllabus / lecture notes used by the teachers
- 📖 4. operational – represents the actual teaching learning process
- 📖 5. experiential – more powerful / what the students think about the lesson delivered by the teachers
- 📖 6. hidden – students learned experiences outside the classroom

🌀 TRIARCHIC THEORY OF INTELLIGENCE - Robert Sternberg

ASSURE MODEL

- 📖 • analyses learners
- 📖 • state objectives
- 📖 • select media and materials
- 📖 • utilize media and materials
- 📖 • require learner participation

🌀 SMITH AND NAGEL PPPF

- 📖 • prepare yourself
- 📖 • prepare your student
- 📖 • present material
- 📖 • follow up

🌀 CURRICULUM IMPLEMENTATION - process of ensuring that the curriculum that has been planned or developed is one being actually implemented or taught by the teacher

🌀 CURRICULUM EVALUATION - process of determining the EFFECTIVENESS of a curriculum and the EFFICIENCY with which it is implemented

🌀 INSTRUCTIONAL DESIGN

- ♥ • used to create curricula
- ♥ • individual learning areas

♥ • instructional materials

🌀 CURRICULUM DESIGN -determining the building blocks of curriculum

♥ • LEARNING CONTENT

♥ • LEARNING OBJECTIVES

♥ • LEARNING EXPERIENCES

🌀 • LEARNING EVALUATION

🌀 DESIGN BACKWARD and DELIVER FORWARD –

📖 • learning outcomes and course outcomes

📖 • program outcomes

• institutional outcomes

🌀 PHILOSOPHY -common belief

🌀 VISION - future

🌀 MISSION - task

🌀 STRATEGIES - core areas

🌀 SUCCESS FACTORS - metric system

🌀 STATEMENT OF PURPOSES

♥ • aim - national level

♥ • goal - school level

♥ • objectives - classroom level

♥ • target - individual

📖 RSEP - revised sec education program

📖 RBEC - restructured basic education curriculum

📖 BEHAVIORIST - correct answer | stimulus response

📖 COGNITIVIST - correct method

📖 CONSTRUCTIVIST - correct meaning thru sense making

PRINCIPLES & THEORIES OF LEARNING & MOTIVATION

- Psychosexual Theory/Psychoanalysis - Sigmund Freud
- Psychosocial Theory - Erik Erikson's Theory of Personality
- Ecological Theory - Eric Brofenbrenner's Theory of Development
- Sociohistoric Cognitive Linguistic Theory - Lev Semanovich Vygotsky
- Cognitive Development - Jean Piaget; John Dewey; Jerome Brunner
- Phenomenology - Abraham Maslow; Carl Rogers; Louis Rath
- Behaviorism - Edward Thorndike; Ivan Pavlov; Burrhus Frederick Skinner
- Moral Development - Lawrence Kohlberg
- Ivan Pavlov - classical conditioning
- Edward Thorndike - connectionism
- B.F. Skinner - operant conditioning & reinforcement
- Albert Bandura - "bobo doll" experiment; modelling; self efficacy
- David Ausubel - Meaningful Reception Theory
- Jerome Bruner - Discovery Learning Theory/Inquiry method
- Wolfgang Kohler's - Insight Learning Problem
- Richard Atkinson & Richard Shiffrin's - Information Processing Theory
- Robert Gagne's - Cumulative Learning Theory
- Howard Gardner - Multiple Intelligence
- Kurt Lewin's - Field Theory/ his concept of life space
- Brofenbrenner's - Ecological System Theory
- Lev Vygotsky - Social Constructivism; Zond of Proximal Development (ZPD) * gap b/w actual and potential development
- Hilda Taba - Grassroots Approach
- Max Wertheimer - Gestalt Psychology

❏ List of the Famous Filipino Writers and their Pen Names or Pseudonyms

💡 Jose dela Cruz - Huseng Sisiw

💡 Marcelo H. Del Pilar - Plaridel, Dolores Manapat, Piping Dilat, Siling Labuyo, Kupang, Haitalaga, Patos, Carmelo, D.A. Murgas, L.O. Crame D.M. Calero, Hilario, and M. Dati.

💡 Severino de las Alas - Di-kilala

💡 Epifanio delos Santos - G. Solon

💡 Valeriano Hernandez Peña - Ahas na Tulog, Anong, Damulag, Dating Alba, Isang Dukha, Kalampag and Kintin Kulirat

💡 Severino Reyes - Lola Basyang

💡 Pedro de Govantes de Azcarraga - Conde de Albay

💡 Francisco dela Cruz Balagtas - Francisco Baltazar

💡 Asuncion Lopez Bantug (Rizal's grand niece) - Apo ni Dimas

Jose Ma. Basa

💡 Dr. José Protasio Rizal Mercado y Alonso Realonda - José Rizal, Dimas-alang (Tagalog for Touch me not), Laong-Laan (which means Ever-prepared), Agnoand Calambeño

💡 Hugo Salazar - Ambut

💡 Moises Salvador - Araw

💡 Jose Turiano Santiago - Tiktik

💡 Lope K. Santos - Anak-Bayan and Doctor Lukas

💡 Juan Crisostomo Soto - Crissot

💡 Luis Taruc - Alipato (which means spark that spreads a fire and one of Rizal's pet dogs)

💡 Jose Ma. Sison - Amado Guerrero

💡 Dr. Pio Valenzuela - Madlang-Away

💡 Clemente Jose Zulueta - M. Kaun

💡 J. Zulueta - Juan Totoó

💡 Isaac Fernando delos Rios

💡 Bautista - Ba Basing

💡 Gen. Vito Belarmino - Blind Veteran

💡 Andres Bonifacio - Agapito Bagumbayan, while his inspiring Katipunan name was Maypagasa

💡 Felipe Calderon - Simoun and Elias (names from Rizal's novels)

💡 José Corazón de Jesús - Huseng Batute

💡 Mariano del Rosario - Tito-Tato

💡 Antonio K. Abad - Akasia

💡 Jose Abreu - Kaibigan

💡 Macario Adriatico - Amaori, C. Amabri and Felipe Malayo

💡 Faustino Aguilar - Sinag-Ina

💡 Emilio Aguinaldo - Magdalo

💡 Virgilio Almario - Rio Alma

💡 Pascual Alvarez - Bagongbuhay

💡 Aurelio Alvero - Magtanggul Asa

💡 Cecilio Apostol - Catulo, Calipso and Calypso

💡 Francisco Arcellana - Franz Arcellana

💡 Salvador Vivencio del Rosario - X and Juan Tagalo

💡 Domingo Gomez - Romero Franco

💡 Nestor Vicente Madali Gonzalez - N.V.M. Gonzalez

💡 Fernando Ma. Guerrero - Fluvio Gil

💡 Amado Hernandez - Amante Ernani, Herininia de la Riva and Julio Abril

💡 Emilio Jacinto - Dimas-ilaw and his Katipunan name was Pingkian

💡 Nick Joaquin - Quijano de Manila

💡 Jesus Lava - B. Ambrosio Rianzares

💡 Sixto Lopez - Batulaw

💡 Gen. Antonio Luna - Taga-Ilog

💡 Juan Luna - J.B. and Buan (a translation of his surname Luna which means moon)

💡Apolinario Mabini - Bini and Paralitico

💡Jose Palma - Ana-haw, Esteban Estebanes and Gan Hantik

💡Rafael Palma - Hapon and Dapit-Hapon

💡Jose Maria Panganiban - Jomapa and J.M.P.

💡Pascual H. Poblete - Anak-Bayan

💡Mariano Ponce - Naning, Tikbalang, and Kalipulako