GEARING UP RESPONSIBLE AND OUTSTANDING TEACHERS IN SOUTHEAST ASIA FOR THE 21ST CENTURY

LEARNER’S GUIDE
GURO21 Course 1: 
Facilitating 21st Century Learning

Learner’s Orientation Guide

Southeast Asian Ministers of Education Organization
Regional Center for Education Innovation and Technology
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1. Overview

Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century or GURO21 is a menu of flexible learning courses that aim to address the teachers’ needs in relation to the technological advances and changing educational trends of the 21st century. GURO21 is also expected to enhance the teachers’ knowledge, skills, attitudes, and values on teaching and learning in the new century.

This Learner’s Orientation Guide (LOG) is designed to provide you with the needed background information on the course. It outlines in detail the various components and requirements of the course. Familiarize yourself with the various parts of the Learner’s Guide to enable you to complete the course, with flying colors.

2. Course Learning Outcomes

This online course will equip you with the knowledge, skills, attitudes, and values (KSAVs) required of 21st century teachers that you can pass on to your students to help them face the challenges of the 21st century.

This course will also develop your facilitating skills to effectively play your role as teachers in the 21st century by:

- developing a personal program for acquiring mastery of your subject matter specialization;
- assessing your facilitation skills as 21st century teachers; and
- creating a plan to effectively manage your classroom activities

3. Modality

The course is primarily delivered online. It has been designed to be interactive and self-instructional. It also incorporates the Four A’s (Activity, Analysis, Abstraction, and Application) of the adult learning process.

As a learner, you will be studying the materials following the prescribed course schedule.

You will join other learners to form one class (composed of approximately 15 learners) and will meet online once every week, for a total of four weeks, for the live/synchronous (real-time) three-hour chat sessions using SEAMEO INNOTECH’s Flexible Learning Management System known as iFLEX.

An assigned Flexible Learning Tutor (FLT), from the pool of SEAMEO INNOTECH’s experts (i.e. former and current officials from partner Higher/Teacher Education Institutions or the Ministries of Education from the SEAMEO member countries), will facilitate your online sessions.

A learning package that contains the self-instructional learning materials will be given to you before the commencement of the course. Upon receipt, you are expected to study at your own pace and follow the prescribed schedule for the synchronous/asynchronous sessions and deadlines for the submission of the course requirements.
4. The INNOTECH Flexible Learning Management System (iFLEX)

The INNOTECH Flexible Learning Management System (iFLEX) is the online learning platform for this course. It is based on the open-source online platform known as Moodle.

Only registered users of the course may log-in and benefit from the online features of the iFLEX. Additional features of iFLEX include real-time chat messaging system, discussion forum, and document submission capability. In iFLEX, you just need to point at and click on the assigned links or buttons. Below is a sample GURO21 Course 1 Class Page in the iFLEX.

To access your class page in the iFLEX, you need to follow the following steps:

1. Go to http://iflex.innotech.org
2. Enter your username and your default or temporary password (to be supplied)

Is this your first time here?

Hi! For full access to courses you'll need to take a minute to create a new account for yourself on this website. Each of the individual courses may also have a one-time "enrolment key", which you won't need until later. Here are the steps:
1. Fill out the New Account form with your details.
2. An email will be immediately sent to your email address.
3. Read your email, and click on the web link it contains.
4. Your account will be confirmed, and you will be logged in.
5. Now, select the course you want to participate in.
6. If you are prompted for an "enrolment key" - use the one that your teacher has given you. This will "enrol" you in the course.
7. You can now access the full course. From now on you will only need to enter your personal username and password (in the form on this page) to log in and access any course you have enrolled in.

3. Click <My Courses> on the upper left hand of the page, specifically. GURO21 Course 1

4. Now you can use any of the interactive tools of iFLEX

- Forum
- Written Requirements
- Course Materials
- Chat
- Competency Checklist
- Online Journals
- Rating
- Course Evaluation
- Course Calendar
To exit iFLEX, simply click the down arrow beside your profile on the upper right hand side of the page, and then click Log out.

Note: you are required to change your default password to protect your user account. The course management team shall not be responsible for any issue/incident that may arise later from not changing your default password.

5. Target Learners

The target learners are classroom teachers with the following qualifications:

- Preferably under 50 years of age;
- Computer literate and have access to internet connection; and
- Willing and able to fulfill the requirements of the course

As learner, you should ideally be capable of navigating your way through the World Wide Web.

Given that the course utilizes access to the internet, a stable internet connection (in school, at home, or at the nearest internet café) and electrical power are necessary.

The Learning Management System (LMS) is best viewed using the free and open source web browser such as “Mozilla Firefox”, “Google Chrome”, “Safari” and “Internet Explorer”.

6. Flexible Learning Tutors (FLTs)

The FLTs will provide learning support and guidance to help learners to complete the course. They will be assigned for each group of 15 learners. They are also expected to:

1. Conduct online class sessions using iFLEX for a minimum of three hours per chat session, for a total of four sessions, following the agreed schedule;
2. Post discussion topics in the Forum and if any, respond to the learners’ post and as may be necessary, provide additional guidelines to facilitate learning;
3. Ensure that learners have accomplished the course requirements following the prescribed format and schedule;
4. Ensure that learners have accomplished the course documentation requirements i.e. course evaluation form, pre- and post- self-rating competency checklists and other documents as may be required;
5. Respond to learner queries related to the course;
6. Monitor the learner’s performance, evaluate and provide written feedback and ratings on all their submissions;
7. Remind learners on any announcements from SEAMEO INNOTECH as regards the course activities and other milestones; and
8. Accomplish and submit the iFLEX-based learners’ Summary of Ratings Form.
7. Course Policies and Requirements

7.1 Enrollment Procedure

You may enroll independently or request an official from your Ministry of Education to nominate you.

You are required to pay the **full course fee** prior to the conduct of the first session. Learners with incomplete payments will not be considered as enrolled. No new enrollees will be accepted after the orientation.

Once the course has started, dropping may be allowed but the course fee will no longer be refunded. Should you wish to drop out from the course, you are required to fill out a **Request for Dropping Form** (see Annex “D”) and submit this to the Course Management Team. The deadline for dropping is before the 3rd chat session. Failure to secure an approved Request for Dropping will mean retention in the official list of enrolled learners, or consequently in incomplete or deficient rating.

7.2 Orientation

Prior to the start of the course, you will be required to attend an online or face-to-face orientation. You will be informed of the date and venue in advance.

During the orientation, the main features of the course will be discussed, and your questions and concerns will be responded to. In addition, the self-instructional learning materials will be given to you. Should you fail to attend, the course management team shall not be liable for any difficulties that you may encounter later.

7.3 Synchronous (Online Chat) Sessions

You are expected to participate in a three-hour chat session, once a week for a total of four weeks for the duration of the course. Participating in a live (synchronous) chat session is similar to participating in a face-to-face class, although it is more challenging because you and your facilitators do not have the benefit of eye contact, body language, and other non-verbal communication cues. The online chat can be accessed in the iFLEX under “Chat”.

Prior to the chat sessions, take note of the chat schedule and login before the specified time. On the hand, during chat sessions, you are expected to:

- Participate actively: chat entries should be no less than 30 and as many as 150 more
- Read the entries of your FLTs and co-learners, and enter your own responses to the questions and ideas posted
- Provide comprehensive and specific responses to move discussions forward. As a rule, follow-up your short responses with an explanation, description or elaboration, and provide examples when necessary.
- Never engage in private conversations with co-learners
- Be prepared by working on the assigned topics and readings
- Focus on the discussion threads during the chat sessions
- Take note of the instructions given by your FLTs
- “Beep” the technical support staff when in need of assistance and resort to private messaging or access the “Get Support” link for immediate technical assistance.
- Maximize the use of multimedia resources and links to complement the discussions with your FLT and co-learners
7.3.1 Participating in the Chat Session

To participate in the synchronous Chat discussion, click on Chat.

You will then see the link **Click here to enter the chat now**. Drag the cursor to the link and click.

Your computer will then launch a new window where you can start to chat with your co-learners and your FLT.

On the right hand side of this page, you will see a list of learners inside the chat room with their corresponding picture and the term *beep*.

You can click on the *Beep* button beside your FLT or co-learners’ name if you want to call their attention.

The phrase “*(Your Name) has just beeped you!*” will appear on the person’s screen but other participants in the chat will not be able to read it. Your FLT and/or co-learners can also beep you during the chat session. However, frequent use of *beep* can also be distracting to you and the recipient. Thus, it is expected that you will use the *beep* button judiciously or only when extremely necessary.
To start participating in the chat session, drag your cursor to the rectangular box or message pane at the bottom of the chat window, click it and start typing your message. As soon as you finish typing your message, hit the **Enter** key on your keyboard.

Your message is immediately posted in the chat session. You will see your picture followed by your name and the time the message was sent at the dialogue box where all chat messages are posted.
7.3.2 Immediate response when unintentionally logged-off

During a chat session it is possible to be logged off due to problems associated with internet connection or power outage. If this happens, just re-enter the ongoing chat session, click on the Chat link on the iFLEX class page, then hit Click here to enter the chat now. You may now continue exchanging messages with your FLT and co-learners.

If you want to see the discussion while you where logged off, just click on the button View past chat sessions. You can also use this feature of the iFLEX to review the transcript of the previously scheduled chat session if you were absent.

Choose the date and time of the previously scheduled chat session that you would like to read based on the date and time of the chat session by clicking on link See this session.

Chat: Chat sessions

Saturday, 21 November 2015, 9:04 AM --> Saturday, 21 November 2015, 12:26 PM

Dorothy Joann Let Labrador (101)
Narciso Ocazas (87)
Cynthia Lauronil (78)
Jocelyn Galiposo (73)
Ma. Romelia Torino (68)
Jayson Sangario (67)
Rosemarie Lofranco (64)
Angel Jaigo (36)
Manuel Alambatang (50)
VAna Mae Visto (44)
Henry Jr. Nerezon (41)
Noel Ryan Tobip (36)
Rene Matatandona (34)
Marilisa Heberc (20)
Lucia Tiber (20)
Merlisa Gomogas (14)
Cristita Toramio (7)

7.4 Asynchronous (Forum) Discussion

You may also participate in asynchronous online discussion. This can be accessed in iFLEX under the heading “Forum”. The discussion is considered asynchronous because you have the option to post your responses to the topics within a day or two before or after the chat sessions. The Forum discussions are intended to capture inputs beyond the chat sessions. The FLT is expected to initiate the Forum discussions. You are then expected to respond to the topic posted by your FLT at the soonest time you can. When directed, you can also create your own discussion topics.
Here are some of the ways in which Forum can be used in the course:

- **Asking you to introduce yourself.** This is usually done before the start of the class. Your FLT normally prepares the discussion forum topic with some guidelines on what you need to include when introducing yourself.

- **Asking you to reflect on the chat sessions.** After each chat session, your FLT may ask you to post your reflections. In providing your reflection, please take note of the guidelines.

- **Discussion of key points and issues related to the learning materials.** Since the three-hour chat sessions every week may not be enough to cover everything that needs to be discussed. Your FLT may post a topic on a weekly or on a per lesson basis. Ask your FLT for details and guidelines regarding this matter.

- **FLT may want to extend a topic after a Chat session or give a preview of a topic prior to a Chat session.** Topics can be posted either prior to or after your chat session. Your FLT will announce if there are such postings in the Forum. Extended discussions on related topics, lessons, and required readings may also be made using the Forum.

Below are the guidelines you should follow when using Forum:

1. Follow the basic guidelines for Forum behavior such as:
   - Do not use foul language
   - No personal attacks on fellow learners/FLT
   - Take note of the topic being discussed and make sure that your posting is related to it; if not, you may not be on the right forum
   - Do not turn the forum into a private discussion
   - Do not flood the forum with the same messages posted repeatedly
2. Plan your posts. Prepare a draft before encoding it in the Forum.
3. Follow the parameters set by your FLT. Take note of the questions that need to be answered, the length of the needed responses, and other specific requirements, i.e. respond promptly.
4. Check the grammar, composition and structure of your posts.
5. Take note of the appropriate Forum post where the responses should be placed. Some learners inadvertently end up creating their own post because they do not reply to the right Forum post.
6. When asked, respond and comment on the posts of other learners.
7. Provide comprehensive responses.

**7.4.1 Procedures for accessing Forum**

Forum can be accessed by clicking on the Forum icon in the class page. When you click on Forum, you will see four columns under the Add a new discussion topic: (1) Discussion, (2) Started by, (3) Replies, and (4) Last Post.

You will see the discussion topics under the Discussion column; the one who created the discussion topic in the Started By column; the number of responses to a particular topic under Replies column; and the name, date, and time the last person to posted a response under the Last Post column.
7.4.1.1 Replying to an Existing Discussion Topic

To post a response to an existing discussion topic, click on the topic or subject that you want to respond to under the Discussion heading.

The box shows the person who started the topic, its subject, the date and time that it was created and its content. Click Reply at the lower right hand corner of the discussion box to post your ideas on the topic that you have selected. Upon clicking Reply, you should be able to see an MSWord-like space below the topic where you can type your responses. Click on the Post to forum button once you finish typing your response.

After doing this, you can now see the post that you have created next to the name of your FLT or your co-learner who posted the topic.
7.4.1.2 Creating Your Own Discussion Topic

You can also create your own discussion topic in the **Forum** function of iFLEX. To do this, click the **Forum** icon on your class page. You will then be directed to a page with an **Add a new discussion topic** button. Click this and you will be able to create a new discussion topic.

You will then be directed to a page with an MSWord-like feature. Place the cursor on the **subject field** to type the title of the new discussion topic that you want to start. Click the space provided below and type your thoughts on the topic. Click on the **Post to forum** button once you are finish.
7.5 Course Requirements

Aside from participating in the synchronous and asynchronous sessions, the course has a number of written requirements that you need to submit to be able to complete the course. Using the iFLEX, you are expected to submit them following the prescribed schedule.

The following are the four (4) written requirements to be submitted.

a. Two (2) Module Assignments

Take note of the expectations on the assignments especially in terms of scope, sequence, or length. Learners are expected to upload their module assignments under the heading Written Requirements, under the Assignment section (see Annex A for a copy of the module assignments guidelines).

b. The Reflection Paper

By the end of the course, you will be asked to prepare a reflection paper (See Annex B for the Reflection Paper Template). It must highlight the following:

- Other learning needs related to facilitating 21st century skills for Southeast Asian teachers;
- Brief summary of main learning activities engaged in during the course;
- Description of major/significant learning insights (in terms of knowledge, skills, attitudes, values) gained from the course with reference to specific learning outputs (e.g., module assignments, pre- and post-test results, group discussion sessions);
- Evaluative statements regarding the relevance and applicability of course contents to your workplace/position;
- Challenges and areas of learning difficulties experienced during the course and how these were addressed and/or dealt with;
- Comments on your experience on the different modalities of learning (self-instruction, group discussions, print/Web technologies); and
- Suggestions for improving the content coverage of the course

c. The Action Plan

The Action Plan (AP) is the last requirement for the course. The AP is designed to assist you in applying the skills and knowledge that you gained in the course for your school. The AP should integrate, synthesize, and apply the core competencies that you gained from the course. This is uploaded under the heading Written Requirements, specifically in the Action Plan section of the iFLEX class page. You are advised to follow the attached Template (see Annex C).
Some FLT's may require additional requirements. When this happens, you need to consult your FLT on his/her expectations regarding the additional requirement and the deadline.

Here are some guidelines on the submission of the written course requirements:

1. Submit written requirements on time. Take note of the deadline.
2. Make sure that you have covered all aspects of the written requirement.
3. Submit only one file.
4. Submit the written requirements in the appropriate sections of iFLEX. If you fail to follow these instructions, you will be marked as “Deficient”.
5. Keep in mind that non-submission or submission of a requirement that is of poor quality will result in receiving a “C” rating. Note that two “C” ratings in any of the course requirements will automatically result to a final rating of “C.”

7.6 Procedures in the submission of the written course requirements

The written course requirements will need to be uploaded in the iFLEX, under the icon Written Requirements. Inside Written Requirements, you will see the following icons: Assignment 1, Assignment 2, Reflection Paper, and Action Plan.

7.6.1 Assignment 1 and 2

In order to submit your completed assignment, you will need to click on the button Written Requirements. You will then see in the next page: Assignment 1 and Assignment 2. Click Assignment 1 if you wish to submit your assignment for Module 1 and Assignment 2 if you want to submit your assignment for Module 2.

After clicking the Assignment 1 button, you will then see the button Add submission.
Click on the Add button at the upper-right hand side of the page to launch a new window. You will then see the different locations in your computer such as Desktop, My Documents, and My Computer. Click on the location where you saved your assignment. Click on your assignment file and then click the button Open at the lower-right hand side of the window.

Use the “Browse” button to locate where you placed your assignment.

As soon as you have submitted your assignment, you will see the name of the file that you submitted opposite File submissions.

### Assignment 1

#### Submission status

<table>
<thead>
<tr>
<th>Submission status</th>
<th>Submitted for grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading status</td>
<td>Not graded</td>
</tr>
<tr>
<td>Last modified</td>
<td>Tuesday, 19 January 2016, 5:00 PM</td>
</tr>
</tbody>
</table>

File submissions

![Module 1 Assignment_Avel Palacio.docx](image)

Submission comments

[Comments (0)](image)

In case you made a mistake or submitted a wrong file or would want to submit another file, click on the Edit Submission button and then select your submitted file. On the new window that will appear, click on the Delete button.

Once your file has been deleted follow the same steps in the submission of the assignment.
Alternatively, you can also use the shortcut “You can drag and drop files here to add them to upload your assignment.

### Assignment 1

#### File submissions

[Image of file upload interface]

You can drag and drop files here to add them.

[Buttons: Save changes, Cancel]

### 7.6.2 Reflection Paper

To submit your Reflection Paper, click on the icon **Reflection Paper** under the icon **Written Requirements**. The process is similar to the submission of assignments where you need to click **Add submission** to upload a file. Click on the **Add** button and browse your reflection paper from your file. As in the previous procedure, you will select the location or folder of your file. As soon as you have located the file, click on the file name of your Reflection Paper and then click **Open** or use the shortcut “You can drag and drop files here to add them”

### 7.6.3 Action Plan

To submit your Action Plan in iFLEX, follow the process similar to that of submitting the module assignments and reflection paper.

Note: The maximum file size that may be uploaded to iFLEX for each written requirement is **10MB**.
7.6.4 Other Requirements

Aside from the written requirements, you are also expected to accomplish the Competency Checklist and the Course Evaluation.

These are self-assessments tools. It will assist you in measuring your level of mastery of the competencies covered in the course prior to and after studying each module.

To accomplish the self-rating questionnaire, click on the Competency Checklist icon in the class page. After that, you will see two columns with two icons per column:

The Competency Checklists will enable you to compare your knowledge before and after studying the course modules.

Before reading Module 1, click on the icon for the Module 1 Pre-Test. Read and follow the given instructions. Answer by clicking on the small circles preceding the statement that you feel best represent your current knowledge, skills, attitude and values.

At the bottom of the page, you can see the Save and Submit questionnaire buttons. Click the Submit questionnaire button as soon as you are finished answering.

On the other hand, if you wish to continue working on your self-assessment test at a later time, simply click the Save button.
As soon as you finish accomplishing the questionnaire, you will be able to see the results of your responses to the Self-Rating Competency Checklist. Click on the Continue button to bring you back to the class page. Perform the same steps for answering the Post-Module Self-Rating Competency Checklist after you have completed Module 1 and again after completing Module 2, respectively.

Another assessment tool is the Course Evaluation. This is an online evaluation questionnaire that you need to accomplish in order to rate the quality of the course and to help SEAMEO INNOTECH in continuously improving its flexible learning courses. Course Evaluation should be accomplished after the submission of all your class requirements or before the scheduled Revalida.

Accomplishing Course Evaluation is similar to accomplishing the Competency Checklist. First, you have to click on the Course Evaluation icon in order to lead you to the questionnaire.

Once on the page, you will see the Dimensions and Elements of the evaluation followed by five possible ratings. You will need to choose a rating for each Element and click on the button that corresponds to your rating.

These buttons are located before each statement. There are also some items in the course evaluation where you have to type your response. Just click on the space and start typing your insights or thoughts.

Once you are finished answering all the items, click on the Submit Questionnaire button. Please be reminded that you cannot change your answers once you have clicked on Submit Questionnaire.
8. Course Milestones

As learner, you will need access to iFLEX and the learning materials that were earlier given to you. Refer to the weekly scheduled activities below.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the course</td>
<td>• One-day orientation (program and schedule to be announced)</td>
</tr>
<tr>
<td></td>
<td>• Practice logging-in and navigating through iFLEX immediately after the orientation</td>
</tr>
<tr>
<td>starts</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>• Practice logging in and navigating the iFLEX</td>
</tr>
<tr>
<td></td>
<td>• Study Module 1</td>
</tr>
<tr>
<td></td>
<td>• Read assigned Required Readings</td>
</tr>
<tr>
<td></td>
<td>• Log-in for first chat session</td>
</tr>
<tr>
<td>Week 2</td>
<td>• Continue studying Module 1</td>
</tr>
<tr>
<td></td>
<td>• Read assigned Required Readings</td>
</tr>
<tr>
<td></td>
<td>• Log-in for second chat session</td>
</tr>
<tr>
<td>Week 3</td>
<td>• Preparation/Development of Assignment 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>• Study Module 2</td>
</tr>
<tr>
<td></td>
<td>• Read assigned Required Readings</td>
</tr>
<tr>
<td></td>
<td>• Log-in for third chat session</td>
</tr>
<tr>
<td></td>
<td>• Submit Assignment 1</td>
</tr>
<tr>
<td>Week 5</td>
<td>• Continue studying Module 2</td>
</tr>
<tr>
<td></td>
<td>• Read assigned Required Readings</td>
</tr>
<tr>
<td></td>
<td>• Log-in for fourth chat session</td>
</tr>
<tr>
<td>Week 6</td>
<td>• Preparation/Development of Assignment 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>• Submit Assignment 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>• Submit Reflection Paper and Action Plan</td>
</tr>
<tr>
<td>Week 9</td>
<td>• Deadline of Submission. Grades/Final Ratings (SEAMEO INNOTECH FLTs)</td>
</tr>
<tr>
<td>Week 10</td>
<td>• Course Revalida and issuance of Certificate of Competence for the qualified Course Completers</td>
</tr>
</tbody>
</table>

The Course Calendar is an iFLEX feature that highlights the major activities during the course and their respective dates.

Click on the Course Calendar button to see the course schedule.
Below is a sample course calendar.

### Course Calendar

<table>
<thead>
<tr>
<th>Activities</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Chat Session</td>
<td>Jan 15 - 17</td>
</tr>
<tr>
<td>Second Chat Session</td>
<td>Jan 22 - 24</td>
</tr>
<tr>
<td>Preparation of Module 1 Assignment (Break)</td>
<td>Jan 25 - Feb 4</td>
</tr>
<tr>
<td>Submission of Module 1 Assignment</td>
<td>Feb 8</td>
</tr>
<tr>
<td>Third Chat Session</td>
<td>Feb 5 - 7</td>
</tr>
<tr>
<td>Fourth Chat Session</td>
<td>Feb 12 - 14</td>
</tr>
<tr>
<td>Preparation of Module 2 Assignment (Break)</td>
<td>Feb 15 - 23</td>
</tr>
<tr>
<td>Submission of Module 2 Assignment</td>
<td>Feb 25</td>
</tr>
<tr>
<td>Submission of Reflection Paper and Action Plan</td>
<td>March 3</td>
</tr>
<tr>
<td>Revalida (Tentative)</td>
<td>March 10</td>
</tr>
</tbody>
</table>

### 9. Assessment of Learning

The course utilizes a number of authentic assessment methodologies to monitor and evaluate the progress of the learners based on graded and ungraded items. Primary among these is the use of a self-assessment checklist. As mentioned earlier, you will be asked to accomplish an online diagnostic self-assessment checklist to determine your pre-course competency level on the topics covered by the course.

You will be evaluated through your **submitted written requirements** (*module assignments, reflection paper and action plan*) and your **participation in the online chat discussions** and **forum discussion**.

The written requirements will allow your FLT to assess your higher order thinking skills and application of newly gained knowledge to real life situations.

You will be asked to keep a compilation of your written requirements throughout the duration of the course. This compilation is known as the **learning portfolio**.

Letter grades shall be used in evaluating your **submitted written requirements and participation in the online and forum discussions**. Each grade corresponds to adjectival descriptions and the FLT’s qualitative narrative feedback. You will receive either of the following ratings:
• **High quality (A) feedback** – means that the output clearly reflects the specific competency or competencies covered or even surpasses them.

• **Satisfactory quality (B) feedback** – means meeting the minimum standards of the course.

• **Low/Poor quality (C) feedback** – means the output does not reflect the specific competency or competencies covered in the course.

In case you miss a chat session due to a family emergency or other valid reasons, you are required to view the past chat session and upload your reflection or contributions to the session in the Forum.

You should immediately inform your FLT about your submission. Once the course is over, you will no longer have a chance to turn in written works.

### 9.1 Rating Rubric Guide and Criteria

This information will guide you on how your FLTs assess the quality of your submitted written requirements and participation in course discussions. The first matrix is the online discussion rubric, which your FLT will use for grading your participation in the online and weekly chat sessions and forum discussions. The following rubrics will be used in assessing your performance in the course:

**Guide For Grading Learners’ Major Written Course Requirements**

<table>
<thead>
<tr>
<th>Dimension Learning Output</th>
<th>A - Exceed Minimum Standards</th>
<th>B - Meets Minimum Standards</th>
<th>C - Does Not Meet Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments</td>
<td>• Submission of a <strong>high quality</strong> module assignment that comprehensively covers all required tasks and steps, indicating mastery of the concepts and topics discussed in the module;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perfectly follows the prescribed module assignment format and exceeds the competency standards set in the module</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Completed all the required contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>• Submission of a <strong>satisfactory</strong> reflection paper indicating an adequate grasp of lessons in a fairly readable format;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Failure to submit a reflection paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In case you miss a chat session due to a family emergency or other valid reasons, you are required to view the past chat session and upload your reflection or contributions to the session in the Forum.

You should immediately inform your FLT about your submission. Once the course is over, you will no longer have a chance to turn in written works.

### 9.1 Rating Rubric Guide and Criteria

This information will guide you on how your FLTs assess the quality of your submitted written requirements and participation in course discussions. The first matrix is the online discussion rubric, which your FLT will use for grading your participation in the online and weekly chat sessions and forum discussions. The following rubrics will be used in assessing your performance in the course:

**Guide For Grading Learners’ Major Written Course Requirements**

<table>
<thead>
<tr>
<th>Dimension Learning Output</th>
<th>A - Exceed Minimum Standards</th>
<th>B - Meets Minimum Standards</th>
<th>C - Does Not Meet Minimum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments</td>
<td>• Submission of a <strong>high quality</strong> module assignment that comprehensively covers all required tasks and steps, indicating mastery of the concepts and topics discussed in the module;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perfectly follows the prescribed module assignment format and exceeds the competency standards set in the module</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Completed all the required contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>• Submission of a <strong>satisfactory</strong> reflection paper indicating an adequate grasp of lessons in a fairly readable format;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Failure to submit a reflection paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Plan</td>
<td>Reflection paper perfectly follows the prescribed guidelines set in the orientation handbook</td>
<td>Reflection paper generally follows the prescribed guidelines set in the orientation handbook</td>
<td>No submission or poor quality action plan submitted showing low or poor grasp of competencies gained in an action plan that is poorly organized and with missing elements</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Prompt submission of a high quality action plan at the end of the course, indicating feasible/realistic plan showing application of specific competencies gained and presented in a well-organized written output;</td>
<td>Submission of an action plan demonstrating an acceptable understanding of concepts and tasks as indicated in the module;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action plan generally follows the prescribed format set in the module</td>
<td>Action plan generally follows the prescribed format set in the module</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guide For Grading Learners’ Contribution To Online Activities

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 = A</th>
<th>2 = B</th>
<th>1 = C</th>
<th>Did Not Participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and initiative in responding to Forum posts and chat session contributions</td>
<td>Responds to most posts within 24-hour period</td>
<td>Responds to most posts several days after initial discussion</td>
<td>Does not respond to most posts;</td>
<td>Learners who do not log in any of the chat sessions will be marked “No Attendance”</td>
</tr>
<tr>
<td></td>
<td>Requires occasional prompting but generally</td>
<td>Limited initiative</td>
<td>Rarely participates actively</td>
<td>A learner should attend a minimum of three online chat sessions to qualify for an “A” or “B” rating.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Two missed sessions will automatically result in a “C” Rating</td>
</tr>
</tbody>
</table>

Relevance to Forum posts and chat session contributions

<table>
<thead>
<tr>
<th></th>
<th>Frequently or consistently posts topics related to discussion;</th>
<th>Occasionally posts messages or topic</th>
<th>Posts topics that are not related to the discussion content;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prompts further discussion of the topic</td>
<td>Most posts are short in length and offers no further insight into the topic</td>
<td>Makes short or irrelevant remarks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cites additional references related to the topic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please note that the FLTs are guided by the following in rating your participation to the course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in online discussions either in Forum or Chat for Module 1</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in online discussions either in Forum or Chat for Module 2</td>
<td>15%</td>
</tr>
<tr>
<td>Module 1 Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Module 2 Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Action Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note that if you missed two of the four chat sessions under Module 1 or 2, you will automatically receive a “C” rating for the category and getting two “C” ratings any of the major course requirements will result in an overall rating of “C”.

In determining the final grades, your FLTs will be guided by the following:

<table>
<thead>
<tr>
<th>Letter Rating</th>
<th>Numerical Rating in iFLEX</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>Passed</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>Deficient</td>
</tr>
</tbody>
</table>

9.1.1 Checking your Rating and Written Feedback

One of the main features of iFLEX is its feedback mechanism. The process allows you to check your grades and feedback of your FLT for your submitted requirements. To check your grade for your Assignment 1, click on the Written Requirements icon.

Click on Assignment 1 icon, where you will see on the upper part of the page Submission status. This will let you know the status of your submitted requirement, grading status, date it was graded and the file that was graded.

Submission status

<table>
<thead>
<tr>
<th>Submission status</th>
<th>Submitted for grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading status</td>
<td>Graded</td>
</tr>
<tr>
<td>Last modified</td>
<td>Thursday, 21 January 2016, 9:36 AM</td>
</tr>
</tbody>
</table>

File submissions

At the lower part of the page, you will see the Feedback. It reflects your grade and the your FLT gave the feedback.
9.1.2 Checking your Final Rating

To check your final ratings, click Ratings in the class page and a matrix showing the grades that you earned for every graded requirement. A summary/compilation of your FLT's feedbacks for your entire submitted written requirement is also shown in the matrix.

User report - Jan Opinion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Dear Jan, I found your lifelong learning plan quite comprehensive. I just would like to suggest that you indicate the exact time frame in each of your activity so that you would be able to measure your achievement. Your commitment to implement your learning plan is really visible in your reflection. I really hope that you would be able to complete you plan as per time frame. Good luck! FLT</td>
</tr>
</tbody>
</table>

9.1.3 Online Resources

The next section contains instructions on how to access the resources that will help you fulfill and get excellent marks on your submitted requirements.

iFLEX also contains online resources that learners can access at your own phase in order to effectively participate in the course. These include subscriptions to international journals, videos, reading materials and references.
Once you clicked **Online Journal** you will see the following online resources: **Harvard Education Review, SEAMEO INNOTECH journals, ASCD journals and Journals of Cases in Educational Leadership (JCEL)**. This page can be readily accessed in iFLEX.

These online resources are intended to provide you with a wide array of sources of scholarly information that will enable you to thoroughly discuss topics covered in the modules with your FLT and co-learners. You will also find this information useful when you work on your Module Assignments, Action Plan, and Reflection Paper.

Once you clicked on **Course Materials** you will see the icons, **Modules, Videos and Other Materials**.

The first icon is the **Modules**, where you will find the copy of the web-version of the modules. Among other functions the learners will be able to read, complete exercises vis-à-vis key answers, and print the exercises directly from the web. The learners will also be able to save their answers online and retrieve them as they wish.

The second icon inside **Course Materials** is the **Video**. This is a collection of short videos prepared to give you tips on how to successfully complete the course and/or complete specific course requirements that were uploaded on **Youtube**.

To access the instructional videos, drag your cursor to the **Video** icon and click on it.
To view a particular video, click the Play button. To resize the video screen, click on the square box on the lower-right hand corner of the video screen. To increase the volume of the audio, click on the volume speaker icon, and then drag the volume bar up to your desired volume.

As soon as you are done watching the video, click on the “X” mark on the lowermost right hand corner of the screen to close it. To view more videos, scroll down the page and click on the video you selected and then click on Play.

The last icon is Other Materials. Once you clicked on Other Materials you will see Readings and References, which pertain to the required readings of the course that aims to supplement the two modules.

### Other Materials

![Folder icon with GURO21 Course 1 Required Readings.pdf]

#### 9.2 Revalida

The Revalida or Participant Verification Process (PVP) is the term for the final activity that will complete the course. During the verification process, all your submitted course requirements will be validated in order to find out if you personally composed and prepared them. It will also be an opportunity to determine or validate your course learnings. The verification process can either be face-to-face or online.

For the face-to-face Revalida, SEAMEO INNOTECH will determine the schedule and the venue. On the other hand, for the online revalida, the schedule and venue will be determined in coordination with the concerned official or coordinator from your Ministry of Education (MOE). Furthermore, the MOE person and the learner should be together in the same venue. Located offsite will be the SEAMEO INNOTECH representative and your FLT. The online Revalida may either use the Chat facility of iFLEX or other available VOIP technologies (e.g., Skype, Yahoo Messenger, Big Blue Button, Google Hangout etc.).
During the verification, you will also need to bring with you a copy of your Learning Portfolio. The learning portfolio is a compilation of all the printed copies or evidence of your submitted requirements and other pieces of evidence in order to prove that you are the original author of your course work submissions.

The learning portfolio is made up of the following records:

- Module 1 and 2 assignments;
- Reflection Paper and;
- Action Plan.

The contents of the learning portfolio should be shown to your FLT (or his/her representative and the other members of the panel).

Passing the revalida process would entitle the learners to join the succeeding graduation ceremonies and receive the International Certificate of Competence.

Note: Only learners who received an overall rating of “A” (Excellent) or “B” (Passed) shall be invited to the Revalida. The Course Management Team will issue the official invitation for the qualified learners.

Should you receive an overall rating of “C” (Deficient), you will not be invited to the Revalida. Instead you will be given a grace period of 10 working days (upon request) after the Revalida to complete the deficient requirements including making arrangements for your own special Revalida (done through an online meeting).

A Request for Change of Rating (see Annex E) should thereafter be submitted to the course management team. If you fail to complete the requirements during the grace period, the “C” rating becomes permanent and the Certificate of Competence will no longer be given.

9.3 Course Certificate

Receiving the International Certificate of Competence will mean that you have successfully met the standards of the course and have gained the expected competency outcomes. You will also receive a rating card indicating your overall performance rating.

10. Contacts and Links

For any concerns, suggestions or feedback please feel free to contact the Course Management Team (CMT):

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:coursemanager@seameo-innotech.org">coursemanager@seameo-innotech.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>+632 9247681 to 84, loc. 182 or 150 or 188</td>
</tr>
<tr>
<td>Telefax</td>
<td>+632 9264462</td>
</tr>
<tr>
<td>Mobile No.</td>
<td>+63 9178613022</td>
</tr>
</tbody>
</table>

The CMT is available from Mondays to Fridays from 9:00am to 5:00pm. For other concerns outside of these hours, kindly call or send an SMS to the Course Manager’s mobile phone.
## Annexes

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Guide for Module 1 and 2 Assignments</td>
</tr>
<tr>
<td>B</td>
<td>Reflection Paper Guide</td>
</tr>
<tr>
<td>C</td>
<td>End-of-Course Action Plan Template</td>
</tr>
<tr>
<td>D</td>
<td>Request for Dropping Form</td>
</tr>
<tr>
<td>E</td>
<td>Request for Change of Rating Form</td>
</tr>
</tbody>
</table>
Annex A

Guide for Module 1 Assignment

1. Go back to Activity 1.8 on 21st century literacies on page 50 and identify the literacy areas where you are Strong, Good or Competent, Developing, or Weak. Then, develop a personal lifelong program to address the areas where you are still weak at, and enhance those that you are already good or strong at.

2. Write your Personal Lifelong Learning Plan PLLP) by accomplishing the template provided.

3. Discuss your lifelong learning plan with your teaching supervisor for feedback and recommendations for improvement. Use his/her feedback to further improve your action plan.

4. Also write a 300 to 400-word reflection paper on the PLLP that you have developed. In your essay, include your insights and experiences in writing your PLLP, and the challenges that you foresee in implementing it.

5. Submit your module assignment with supporting documentation to your Flexible Learning Tutor for review and feedback.

**PLLP Template: 2-5 year S.M.A.R.T. Plan**

<table>
<thead>
<tr>
<th>21st Century Literacies</th>
<th>Level of Competency (Strong, Developing, Good or Competent, Weak)</th>
<th>Activities to improve/enhance competency</th>
<th>Time Framework</th>
<th>Support/Resources Needed</th>
<th>Barriers/Challenges</th>
<th>Solution/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecoliteracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyberliteracy (Computer &amp; ICT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Emotional Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Globalization &amp; Multicultural Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PLLP Rubric

<table>
<thead>
<tr>
<th>WEAK</th>
<th>DEVELOPING</th>
<th>GOOD OR COMPETENT</th>
<th>STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot do/understand this yet Needs further improvement or struggles with understanding With basic or yet to be acquired knowledge or skill in order to aid understanding</td>
<td>I am currently learning how to do/understand this Has developed the fundamental knowledge and skill and core understanding with little guidance Strengths and need for improvement are about equal</td>
<td>I can do/understand this but I need to learn more or improve Developed the fundamental knowledge and skills and core understandings, and can transfer them independently; Shows the needed knowledge or skill but improvement still desired</td>
<td>I can do/ understand this very well Exceeds core requirements in terms of knowledge, skills and understandings, and can transfer them automatically Many strengths are present</td>
</tr>
</tbody>
</table>

*Adapted from DepED Order No. 73, s. 2012 & SEAMEO INNOTECH Competency Checklist Questionnaire*

### Example of an accomplished PLLP Template

<table>
<thead>
<tr>
<th>21st Century Literacies</th>
<th>Level of Competency</th>
<th>Activities to improve/enhance competency</th>
<th>Time Frame - work</th>
<th>Support/Resources Needed</th>
<th>Barriers/Challenges</th>
<th>Solution/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyberliteracy (Computer &amp; ICT)</td>
<td>Weak</td>
<td>Research and play with new technologies – gaming, blogging, chatting, et al Take advantage of continuing educational/training opportunities – attend seminars/conferences on new technologies, et al</td>
<td>October 2014-onwards</td>
<td>Financial support</td>
<td>Lack of personal funds to pursue the planned activities Lack of financial or other support from the school officials Absence of school policies on the adoption of the new technologies Absence of school infrastructure – PC, internet connection</td>
<td>Seek financial assistance from other sources Initiate/draft or seek school officials approval to develop policies on the use/adopter of new technologies</td>
</tr>
</tbody>
</table>

Guide for Module 2 Assignment

Part 1 – Professional Development Plan (30% of the Overall Grade for Module 2 Assignment)

1. Develop your own Professional Development Plan (PDP) focused on mastering your subject matter by accomplishing the template;

2. On a separate sheet, describe the professional development activities (300-500 words) to be undertaken by giving a rationale why each is essential for your professional development goals.

3. Submit the PDP to your Principal/Head Teacher for further improvement and approval. Based on the feedback received, think about the follow-up actions you will take to further improve your plan.

Accomplished PDP Template: 1-2 Year S.M.A.R.T. Plan

<table>
<thead>
<tr>
<th>Type of professional development (Refer to the attached suggested list)</th>
<th>Significance of the activities in enhancing mastery of subject areas</th>
<th>Anticipated impact in the professional practice/ students</th>
<th>Required resources and support measures to implement the PDP Activities</th>
<th>Potential barriers in achieving the PDP goals and how they will be addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor newly hired AP faculty members on the latest strategies on teaching AP</td>
<td>New teachers need support systems that will help them see teaching as a collegial profession</td>
<td>Mentees will feel at ease and be motivated to teach better</td>
<td>School Policies on Mentoring; Approval of immediate supervisor Willingness of identified mentee</td>
<td>No established school policies on Mentoring (refer to attached explanation for details)</td>
</tr>
</tbody>
</table>

Learner’s signature ______________________ Reviewed/Approved by: ______________________

Part 2 – Debate (40% of the Overall Grade for Module 2 Assignment)

1. Using effective questioning and reacting skills stimulate their thinking so as to generate new ideas and offer suggestions in the local context. At the end of the debate, have students individually write a critical reflection about what they learned from the lesson.

2. Invite your school head, subject panel head, and a senior teacher to witness the debate and also to act as judges. Provide them with the feedback form on how you facilitated the debate:

3. Based on the given feedback, formulate an action plan to show how you will make and implement the recommended improvements.

Note: As part of your documentation, you are required to record and upload your classroom debate in the YouTube
My 21st Century Classroom Facilitating Skills

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Observation</th>
<th>Strengths</th>
<th>Areas for Improvement</th>
<th>Action Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation styles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodation of students’ learning style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of learning environment that is conducive for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Active learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Higher order thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contextual learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning and reacting skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3: Classroom Management Plan (30% of the Overall Grade for Module 2 Assignment)

1. Develop a classroom management plan focusing on a conducive learning environment for your students. Construct a suitable grid or matrix to indicate how you intend to analyze your teaching strategies to promote student participation and collaboration in classroom activities, and evaluate your own strengths and areas for growth in communicating at your students’ level.

2. Include visual representations such as photos or art drawings of your perception of an ideal learning environment in a 21st century classroom (Note: Should you decide to adapt or copy an existing classroom, kindly make sure that you identify the source).

3. Consult with your teaching supervisor and ask him/her to review your classroom management plan. Prepare a reflection on the insights you gained from the professional consultation. Describe how you will refine this plan to make it relevant to your role as a classroom manager to your 21st century students.

4. Submit the three parts of your module assignment with supporting documentation to your FLT for review and feedback.
Annex B

Reflection Paper Guide

This Reflection Paper is about everything that you learned from the GURO21 Flexible Learning Course. Fill out the table below and submit the completed table under Reflection in iFLEX.

<table>
<thead>
<tr>
<th>Guide Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the main activities that you engaged in during the course?</td>
<td></td>
</tr>
<tr>
<td>2. How relevant and applicable are the course contents in helping you become a teacher of the 21st century?</td>
<td></td>
</tr>
<tr>
<td>3. What challenges or difficulties did you experience during the course?</td>
<td></td>
</tr>
<tr>
<td>4. What significant learning insights did you gain from the course?</td>
<td></td>
</tr>
<tr>
<td>5. What areas related to 21st century literacies do you still need to improve and why?</td>
<td></td>
</tr>
<tr>
<td>6. What can you say about your overall experience in the course (comments on chat, forum, course requirements, tutor, and online modality)?</td>
<td></td>
</tr>
<tr>
<td>7. What are your other comments and a suggestion for improving the content coverage and the way the course is delivered?</td>
<td></td>
</tr>
</tbody>
</table>
Annex C

End of Course Action Plan Template

1. The action plan is designed to assist the learners in implementing the skills and knowledge that they gained in the course.

2. The action plan should integrate, synthesize, and apply the core competencies that have been discussed in the course.

3. Below is an example of an Accomplished Action Plan Template

Accomplished End-of-Course Action Plan

Name of School: _________________________ Specialization/subjects handled: _________________________

<table>
<thead>
<tr>
<th>Concepts to be Applied/Shared</th>
<th>Activities or Projects &amp; Objectives</th>
<th>Date and Duration (Beginning &amp; Ending Dates)</th>
<th>Human Resources Needed</th>
<th>Financial Resources Needed</th>
<th>Material &amp; other Resources Needed</th>
<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating HOTS in teaching and learning</td>
<td>Training on integrating HOTS in teaching and learning; (1) Encourage co-teachers and other stakeholders to contribute to the increase in the quality of teaching and learning in the school</td>
<td>November 17-21, 2015</td>
<td>Subject Supervisors, Teachers, etc.</td>
<td>Php20,000 (refer to the attached budget)</td>
<td>Manila and bond papers, pentel pens, meta cards, etc.</td>
<td>• Program/ Policies developed with inputs from stakeholders; • At least 80% of the invited participants attended; • At least 80% of invited stakeholders expressed commitment to support the identified projects</td>
</tr>
</tbody>
</table>

Learner’s signature ______________________ Reviewed/Approved by: ______________________

Guide Questions in defining Project Goals and Success Criteria

1. What does success look like?
2. How do I know I’ve completed the project?
3. How do I know I’ve done a great job?
4. How will all this be measured?
Annex D

REQUEST FOR DROPPING

Name : 
Course : 
Class Schedule : 
Tutor : 
Reason for Dropping :

Approved By:

________________________________________
Course Manager

<table>
<thead>
<tr>
<th>To be filled out by Course Management Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation with Learner :</td>
</tr>
<tr>
<td>Technical Support</td>
</tr>
<tr>
<td>Removal of iFLEX Account :</td>
</tr>
<tr>
<td>Technical Support</td>
</tr>
</tbody>
</table>

F-FLS-05
April 21, 2014
## Annex E

### REQUEST FOR CHANGE OF RATING

<table>
<thead>
<tr>
<th>Name</th>
<th>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>:</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>:</td>
</tr>
<tr>
<td>Tutor</td>
<td>:</td>
</tr>
<tr>
<td>Date of Original Revalida</td>
<td>:</td>
</tr>
<tr>
<td>Approved By:</td>
<td></td>
</tr>
</tbody>
</table>

---

**Course Manager**

**To be filled out by Course Management Team**

<table>
<thead>
<tr>
<th>New rating provided by Tutor (Attach new rating)</th>
<th>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Revalida conducted</td>
<td>:</td>
</tr>
<tr>
<td>Certificate Issued</td>
<td>:</td>
</tr>
</tbody>
</table>

---

Technical Support

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F-FLS-06
April 21, 2014