TOPIC TITLE: THE HUMAN PERSON FLOURISHING IN TERMS OF SCIENCE AND TECHNOLOGY

LEARNING OBJECTIVES:

At the end of the topic session, the students should be able to:

LO9:   Analyze the human condition in order to deeply reflect and express philosophical ramifications that are meaningful to the student as a part of society; and

LO10:   Evaluate human flourishing vis-à-vis the progress of science and technology so that the student can define for himself/herself the meaning of the good life.

MATERIALS/EQUIPMENT:

- o Computer with speakers
- o LCD projector
- o Files (04 The Human Person Flourishing in Terms of Science and Technology)
  - • 04 LCD Slides 1.ppsx
  - • 04 Skills Checklist 1.pdf
  - • 04 Activity 1.pdf
  - • 04 Readings 1.pdf
  - • 04 Readings 2.pdf
  - • 04 Readings 3.pdf
  - • 04 Task Performance 1.pdf
  - • 04 Teaching Materials 1.pdf
  - • 04 Teaching Materials 2.pdf
  - • 04 Video 1.mp4
  - • 04 Video 2.mp4
  - • 04 Worksheet 1.pdf
  - • 04 Worksheet 2.pdf
  - • AnswerGarden.pdf
- o Software requirements
  - • MS PowerPoint
  - • Windows/VLC Media Player

TOPIC PREPARATION:

- o The instructor is encouraged to research for materials that will help supplement the topics in this session.
- o Ask the students to download the required readings and handouts for the module prior to the first session.
- o For the module **vocabulary**, the instructor **MUST** instruct the students to highlight the unfamiliar/difficult terms/phrases in the readings and look for their meaning in their dictionaries or from the Web.
- o For the mini-forum, seek speakers that can talk about technology and human flourishing ahead of time. It is best to

tap local personalities or alumni that can engage the students about the topic.
o Ensure that the Skills Checklist for the period is accomplished and submitted by the students before the Midterm Exam.

PRESENTATION OVERVIEW:

|		
A.	Introduction	20 min
B.	Instructional Input	
	Technology as a Way of Revealing	30 min
	Analyze and reflect on how technology brings to light our complex humanity	
	Human Flourishing	60 min
	Relate human flourishing with the advancement of science and technology	
C.	Generalization	20 min
D.	Application	45 min
E.	Learning Management System	5 min
	Total duration	180 min

TOPIC PRESENTATION:

A. Introduction

1. Present **04 Video 1** to the class. After the presentation, ask the students the following questions:

   a. Do you have body parts that currently require a visit to the doctor or perhaps surgery?

   b. What could have affected the functioning of these body parts?

   c. How would you feel about the possibility of regenerating these defective body parts?

Slide 1
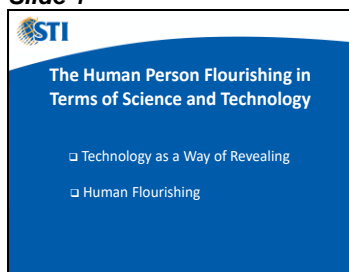
2. Present *Slide 1* of **04 LCD Slides 1** to give them an overview of the topics for this session. Tell them that with centuries of human flourishing, science and technology progresses at the same time.

Slide 2

3. Present *Slide 2* and let the students ponder on the comparison of the two (2) images.

4. Let them compare the two (2) images by asking the following questions:

   a. What did you notice in the two (2) images?

b. What is the most striking difference between them?

c. What could have affected the development of the storage size of computers? How has this particular development affected society in return?

5. Let them analyze how computer technology has changed for the past decades. Tell them that as societies develop, so will technology, and the latter only reveals our humanity.

B. Instructional Input

1. The first session of Week 6 will be spent in the following manner: *Technology as a way of Revealing*
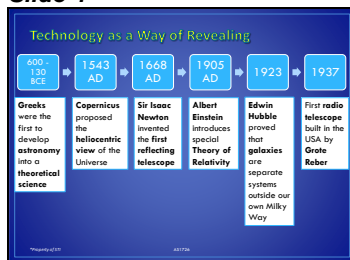
Slide 3

a. Show *Slide 3* to present Newton's original reflecting telescope and the James Webb telescope.

The James Webb telescope is the world's largest space telescope and is expected to capture views of the dimmest and oldest galaxies in the universe and gaze into cloudy nebulas where stars and planetary systems are formed (Wray, 2017).

It is expected to be launched in space by 2019 if all tests prove successful, and will serve as NASA's "premier observatory" for the next decade.

Slide 4

Slide 6

Slide 7

b. Briefly discuss the timeline found on *Slides 4-5*, showing how the study of cosmology progressed from the time of the Greeks. Refer the students to **04 Readings 1** and use **04 Teaching Materials 1** for discussion points. Then, ask one (1) student to relate the advancement in technology and the understanding of the cosmos.

Slide 5
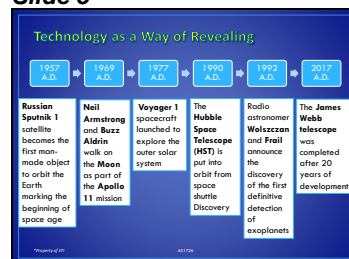
c. Then, ask them of their personal definition of the word technology. Once they have answered the question, present *Slide 6* and let the students ponder on the displayed text. Ask the students what the text meant, based on the article they read from **04 Readings 2**.

d. The students will probably give various definitions of technology but guide the discussion towards its classical definition, as seen on the first two (2) bullets on *Slide 7*. Explain that according to Martin Heidegger, the two (2)

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Slide 8

definitions belong together (show the third bullet). Ask students for examples of old and modern technology and tell them to explain how these are both means to an end and a human activity.

e. Using Slide 8, further the discussion by mentioning that according to Aristotelian philosophy, the meaning of a thing (like technology) can only be understood when we have grasped its cause. To explain these four (4) causes, give the chalice used by a priest during mass as an example.

Causa materialis - The *material* cause: "that out of which", e.g., the material out of which a silver chalice is made.
- Why must silver or wood be chosen as the primary material for the chalice?

Causa formulis - The *formal* cause: "the form", "the account of what-it-is-to-be", e.g., the shape into which the material is fashioned (shape of the chalice).
- Why must the chalice be shaped that way, in relation to the occasion being celebrated?

Causa finalis - The *final* cause/purpose: "the end, that for the sake of which a thing is done", e.g., the chalice is made for the holy rite of communion.
- The chalice is made for a particular kind of activity, and its existence (as sacrificial vessel) is determined by this context.

Causa efficiens - The *efficient* cause: "the primary source of the change or rest", e.g., the artisan, or the silversmith who crafts the chalice.
- The silversmith is not just seen as the agent that effects the production of the chalice, but also the one responsible for the "revealing" of the chalice from the original material.

Slide 9
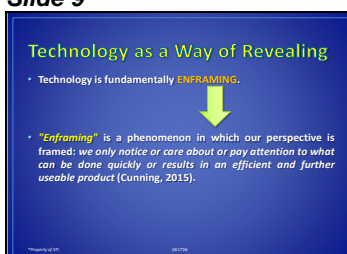
f. Ask the students again if their definition of technology has changed after learning the four (4) causes. Present **Slide 9** to show Heidegger's idea of the essence of modern technology.

Slide 10

g. You may first give the examples below (using **Slide 10**), then ask the students to give some examples of enframing in their daily lives.

You may give the river as an example for enframing. When an engineer sees a river, s/he may perceive it as a

source of hydroelectric power. S/he sees the river through the eyes of technology.

Another example would be human interest "in what others think of us, our immersion in idle talk, instead of the more philosophical thoughts of which we are capable" (Kuperus, 2016).

Slide 11

h. With the understanding that technology's essence is enframing, present the images on ***Slides 11-12*** and ask the students the meaning of the images in relation to enframing.
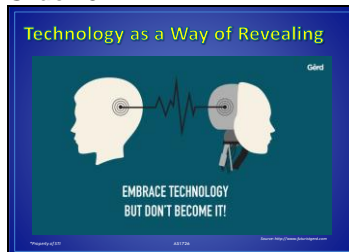
Slide 12

Slide 13

i. Using the image on ***Slide 13***, explain that technology is not the end fate of humans. We must not be enslaved by it. It must only serve to reveal our humanity, an instrument to better ourselves, the people around us and Nature.

Human Flourishing

j. Review students' understanding of **eLMS Videos 1** and **2** by asking the following questions:
   - Why did Carl S. Lewis say that science and magic are twins?
   - Is Lewis against science per se?
   - How is modern life portrayed in the "Village of the Mills?"
   - Will you be able to live in the Village of the Mills? Why or Why not?

Slide 14

k. Tell the students that the two (2) films somehow try to give us an idea of what human flourishing is.

l. Present ***Slide 14***, showing the definition of human flourishing. Explain that it is not just about living comfortably in the modern age with all the technological

advancements, but it also necessitates the actualization of a person's talents and potentialities.

    m. Present **04 Video 2** to the class and let them answer **04 Worksheet 1** after the film viewing.

    n. Discuss the students' answers and let them elaborate on their opinions. Clear out misconceptions and connect related concepts.

2. The second session of Week 6 will be spent in any of the following options:

    a. Option 1: "Speakers Forum"

    Invite a group of speakers to the class who will discuss about technology and human flourishing. The group consists of an IT expert, a researcher, an academician, or a person in the local community. They will share their expertise/experience about technology and human flourishing in 15-20 minutes. After all the speakers have shared their material, an open forum follows.

    b. Option 2: "Tech Talk"

    If there is only one (1) speaker available for this activity, pursue the TEDtalk™ type of presentation. The speaker discusses his/her material (with video in the background) in 20-30 minutes before students could ask questions.

    c. Option 3: "Multiple Perspectives" with Digital Learning

    The instructor will show 2-3 short films about technology development and human flourishing in the computer laboratory. Then, s/he will facilitate the Answer Garden digital learning activity. Please see **AnswerGarden.pdf** on how to go about the said online activity.

3. Divide the class into five (5) groups. You may group them according to their skills or abilities to ensure variety of presentation types.

4. Using **04 Task Performance 1**, discuss the details of the Task Performance to the students, including how their work will be graded.

5. Explain that they will present their work on the first session of Week 9 before the Midterm Examination and they will only be given 20 minutes to showcase their presentation. It may be a skit, a song or dance number, or any format that would best present their research material.

> *Steps 6-7*
> **Activity:** Homework
> **Learning Objective(s):** LO9 and LO10

6. Remind the students to bring an image representing the "good life." The image size must be half the size of a short bond paper.

7. Tell them that they will use the image for a storytelling activity next meeting.

C. Generalization

> *Steps 1-3*
> **Activity:** Three Stay, One Stray
> **Learning Objective(s):** LO9 and LO10

1. Discuss the details of the activity with the class. Tell them that they will be doing the Three Stay, One Stray activity (see **04 Teaching Materials 2** for details). Explain that knowledge discovery not just comes from the instructor but also lies within the students' own learning community, as well as themselves.

2. Group students with four (4) members each and ask them to bring out their copy of **04 Readings 3**. Give the students five (5) minutes to re-read and analyze the article in the document, then distribute **04 Activity 1** to the students. Explain how they will be graded using the rubric in the activity sheet.

3. Remind them that while the activity is a group task, each member must document the discussion as s/he may be assigned by the instructor to be the "strayer." After the activity, ask the students to submit **04 Activity 1**.

D. Application

> *Steps 1-2*
> **Assessment:** Art Analysis
> **Learning Objective(s):** LO9 and LO10

1. Distribute **04 Worksheet 2** to the students. Discuss the details of the activity thoroughly, including the rubric included in the worksheet.

Slide 15

2. Present *Slide 15* to the class and let them interpret the image flashed on the screen. Let them evaluate the artwork, its aesthetics, and message based on Heideggerian thought.

3. Their work must incorporate an understanding of technology as a way of revealing and human flourishing.

Slide 16
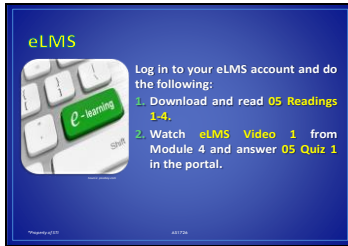
E. Learning Management System

> **Steps 1-2**
> **Tool:** eLMS (Neo - LMS)
> **Resources:** 05 Readings 1-4; 05 Quiz 1; and 05 eLMS Video 1

1. Present *Slide 16*. Instruct students to access their eLMS accounts to download the **05 Readings 1-4** and watch **eLMS Video 1** from Module 4.

2. After watching the video, ask them to answer **05 Quiz 1** in the portal.

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