



**MARIANO MARCOS STATE UNIVERSITY  
COLLEGE OF TEACHER EDUCATION**

## **DISTANCE LEARNING PROGRAM**



**COURSE GUIDE  
EDUC 112  
Facilitating Learning**

# Module I

## Understanding Learning and Knowledge



### What to Expect

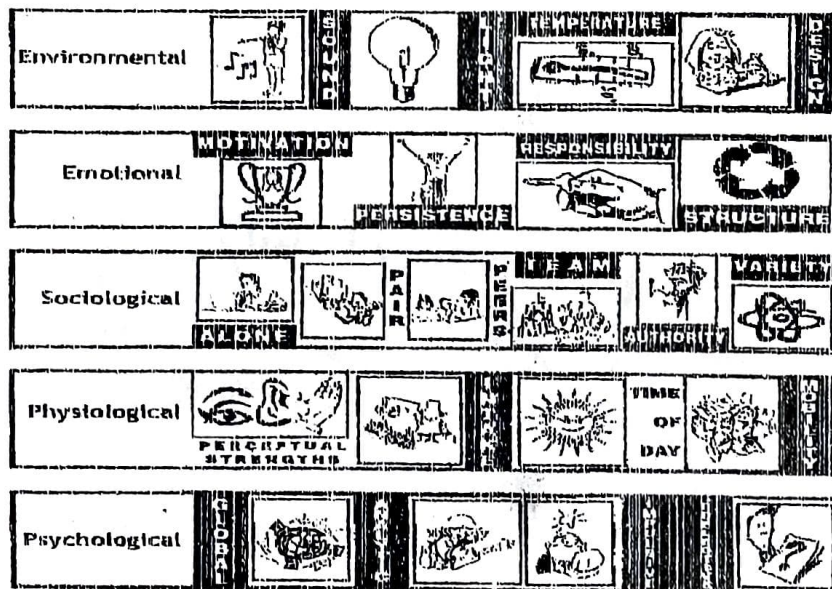
You may recall that learning has been defined as change in behavior resulting from experiences. The curriculum, materials, strategies, methods of teaching and other related variables are all geared to enhancing learning.

#### *Did You Know That...*

The main task of the teacher at all levels is to facilitate learning. Learning theories which are formulations of the conditions that lead to learning help the teacher carry on their task.

## The Dunn & Dunn Learning Styles Model

### ELEMENTS



## What I Want You to Learn

At the end of the module, you will be able to:

1. explain the uses of learning theories;
2. describe the different types of learning and qualities of knowledge acquisition;
3. identify well-articulated learning objectives in the classroom.

## What I Want You to Do

In this module, I would like you to read the following:

Omstein, A. (1992) "Cognitive Learning and Thinking". *Strategies for Effective Teaching*. pp. 33-39.

Taxonomy of Educational Objectives. Pp 235-260.

Corpuz BB and Salandanan GG (2003). "Principles of Teaching and Learning". *Principles and Strategies of Teaching*. Pp 7-20.

Lupdag, AD (2004). "Theories of Learning". *Educational Psychology*. pp. 110-125.







## SAQ 1

### ACTIVITY 1. LEARNING PRINCIPLES AND THEIR IMPLICATIONS TO CLASSROOM SITUATION

How much did you understand regarding the principles of learning? What is the implication of these learning principles to the classroom?

Learning Principles	Implication to Classroom Situation/s





## ASAQ 1

### Activity 1. Different Principles of Learning and Their Implications to Classroom Situation/s

Learning Principles	Implications to Classroom Situation/s
1. Learning by doing is more effective than just sitting and listening.	<ul style="list-style-type: none"><li>Let the students have the feel of things through the hands-on activities. (ex. To learn how to use the computer, a computer should be available for practice)</li></ul>
2. Concepts should be presented in varied/different ways.	<ul style="list-style-type: none"><li>Teaching should be very creative, resourceful and imaginative in teaching so as not to make the students as well as themselves get bored. (ex. If pictures were used in teaching on a Monday, the next day the teacher may use storytelling)</li></ul>
3. Learning is aided by formulating and asking questions.	<ul style="list-style-type: none"><li>Teaching is a two-way process. It's not only the teachers who will always do the talking and asking. Students should be given a chance to do the same thing.</li></ul>
4. Effort is put forth when tasks are challenging.	<ul style="list-style-type: none"><li>In giving tasks to students, the leader should consider that the tasks are not too difficult nor easy and simple to do. (ex. Asking students to write a reaction paper is not as challenging as when you ask the students to present or interpret the story in a creative manner.)</li></ul>
5. The principle of readiness is related to the learners' stage of development and their previous learning.	<ul style="list-style-type: none"><li>The teacher must consider the students' age in presenting certain content and in expecting certain cognitive process. (ex. A third grader can deal with concrete operations but cannot make inferences.)</li></ul>



## SAQ 2

### ACTIVITY 2. FACILITATING LEARNING AND BLOOM'S TAXONOMY OF OBJECTIVES

1. Get a copy of a story, an articles or a book chapter about a topic that you find interesting or find related to your field of specialization.
2. Assuming that you're going to teach this material to a class, prepare 10 questions you will use in teaching the material.
3. Identify to which level in Bloom's taxonomy each of your questions would fall.
4. Convert the questions to learning objectives.

Questions	Bloom's Taxonomy	Objectives



## ASAQ 2

### Activity 2. FACILITATING LEARNING AND BLOOM'S TAXONOMY OF OBJECTIVES

Questions	Bloom's Taxonomy	Objectives
1. Who are the characters in the story?	Knowledge	To identify the characters in a story read.





## SAQ 3

### ACTIVITY 3. LESSON OBJECTIVES

Use the following verbs in a lesson objective:

1. Illustrate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Select \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Reproduce \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Modify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Discriminate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Revise \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Create \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Estimate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Reproduce \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Discover \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**ASAQ 3**

**Activity 3. Lesson Objectives**

## **Summary**

Learning is the acquisition and development of memories and behaviors, including skills, knowledge, understanding, values and wisdom. It is the goal of education and the product of experiences. It is therefore a relatively permanent change in behavior.

## **Assignment**

Surf the internet for a graphic presentation of the learning objectives in the psychomotor and affective domains.



## Module 2

### Cognitive and Metacognitive Factors in Learning



#### What to Expect

Learning is an active process. Learners initiate experiences, search for information to solve problems and reorganize what they already know to come up with new insights.

Teaching involves giving new opportunities for learners to explore and discover. Learners construct their own meaning. Learners generate insights and are “enlightened”.

#### *Did You Know That...*

The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience?



## What I Want You to Learn

At the end of the module, you will be able to:

1. explain the role of constructivism in facilitating learning;
2. describe strategies to promote knowledge construction;
3. describe strategies to facilitate concept learning; and
4. apply principles of transfer in facilitating transfer of learning.

### ***Did You Know That...***

There are different types of learning processes, for example, habit formation in motor learning and learning that involves the generation of knowledge, or cognitive skills and learning strategies.

## What I Want You to Do

In this module, I would like you to read the following articles on the cognitive and metacognitive factors in learning:

Lucas, DM and Corpuz, BC (2007). Facilitating Learning: A Metacognitive Process. Lorimar Publications. Constructivism: Knowledge Construction/Concept Learning: Adriana Printing Co., Inc. pp 145-148, 152-154.

Lupaz AD (2004). Education Psycho. . National Bookstore. Cognitive Theories.. pp 121-125.

Cognitiveprocesses.com

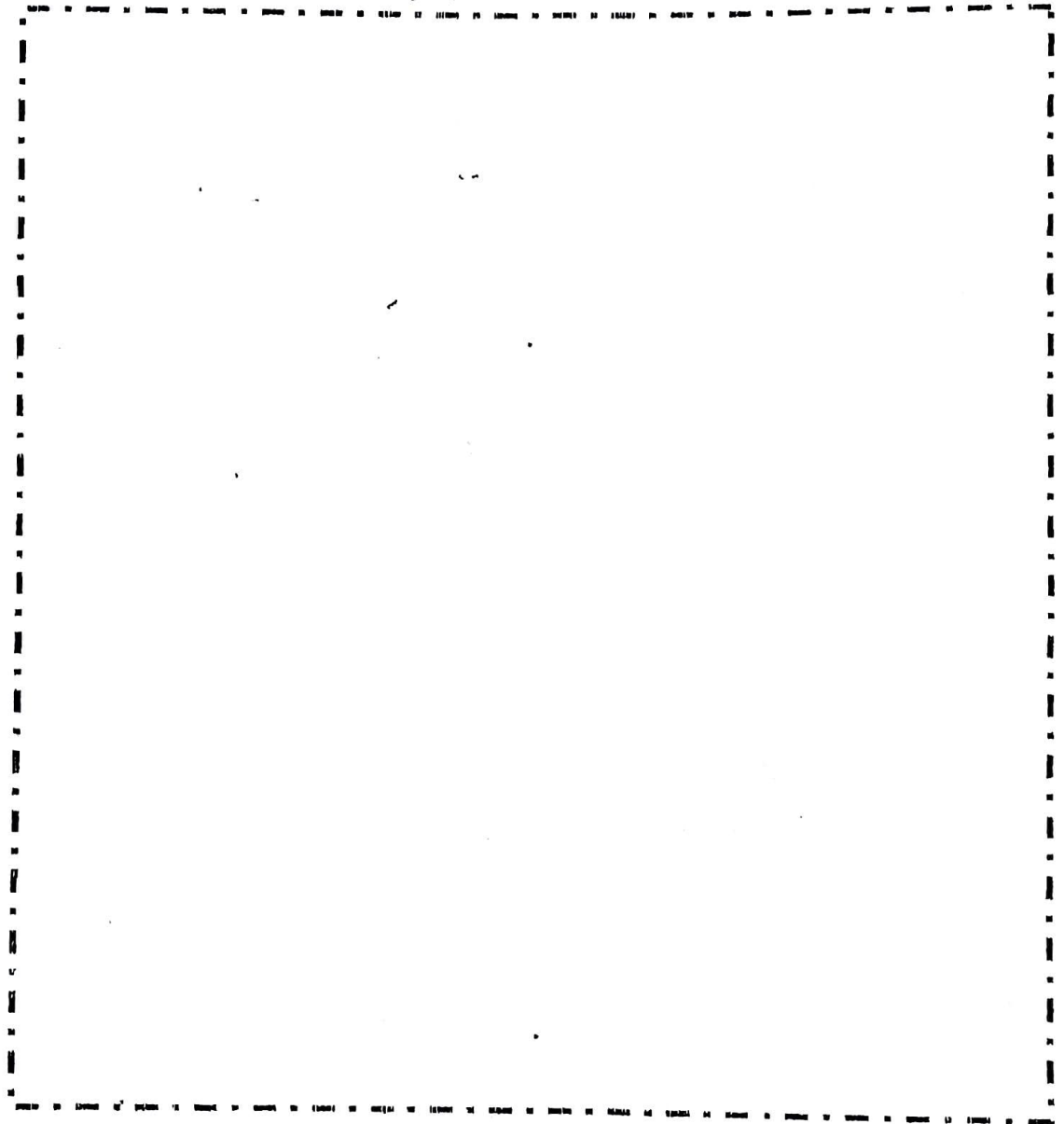
Exploration.edu

Otec.uoregon.edu

<http://learweb.harvard.edu/alps/thinking/docs/traencyn.htm>

**ACTIVITY 1. CHARACTERISTICS OF A  
CONSTRUCTIVIST TEACHER**

Having studied about constructivism and its application in teaching, give at least five characteristics of a constructivist teacher. You may express your answer by writing a poem, or a drawing or a clip art/photo essay.







ASAQ

### Activity 1. Characteristics of a Constructivist Teacher

As a hint, consider the teacher as a facilitator, catalyst, monitor and evaluator.

A large, empty rectangular box with a black border, intended for students to take notes or draw during the activity.

#### ***Did You Know That...***

Teaching is not about filling up the pail, it is about lighting a fire.

**ACTIVITY 2. APPLICATION OF  
CONSTRUCTIVISM THEORY**

Think of a topic related to your field of specialization. Indicate how you can apply constructivism for your students to construct their own understanding if the topic. If you're not a teacher you may interview an educator.

Constructivist Implications	What I will do to teach the topic?
1. Have few key concepts.	<ul style="list-style-type: none"> <li>I will emphasize the following key concepts:</li> </ul>
2. Give varied examples.	
3. Provide opportunities for experimentation.	
4. Provide lots of opportunities for quality interaction.	
5. Have lots of hands-on activities.	
6. Relate your topic and real life situations.	
7. Do not depend on the explanation method all the time.	





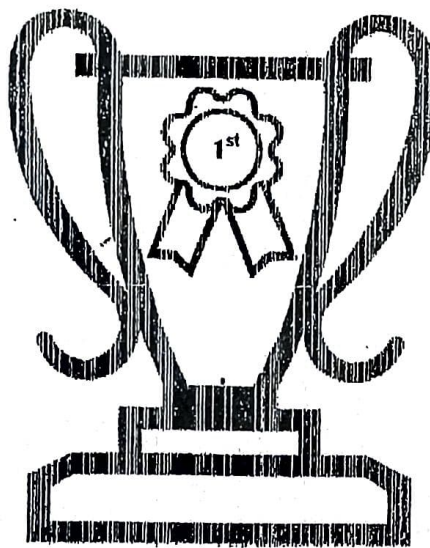
## What I Want You to Do

In this module, I would like you to read the following articles on the meaning and types of motivation:

Lucas, M. and Corpuz, B. (2007). Focus on the Classroom Processes. Lorimar Publishing. Facilitating Learning. Lorimar Pub. pp. 175-179

Lupdag, A. (2004). Motivation. National Bookstore. Educational Psychology. pp. 128-144.

Studentaffairs.com



### ***Did You Know That...***

A person who discovers personal meaning in studying becomes highly motivated to learn with minimal reinforcement?



## SAQ 1

### ACTIVITY 1. UNDERSTANDING MOTIVATION

Fill up this graphic organizer to summarize your understanding of motivation.

<b>Meaning</b>	<b>Types</b>
<b>MOTIVATION</b>	
<b>Role of Extrinsic Motivation</b>	<b>Type of Motivation Which is Beneficial</b>



## ASAQ 1

### ACTIVITY 1. UNDERSTANDING MOTIVATION

#### Meaning

- an inner drive that causes you to do something
- initiation, directing intensity and persistence of behavior
- a force that energizes a learner

#### Types

##### A. Intrinsic

- a person reads pocketbooks because it is enjoyable

##### B. Extrinsic

- a person studies because he is afraid to fail and his parents make him stop schooling

### MOTIVATION

#### Role of Extrinsic Motivation

- to develop the love for learning among poorly motivated students

#### Type of Motivation Which is Beneficial

- intrinsic motivation-one engages in an activity for its own sake without external incentive.



## SAQ 2

## ACTIVITY 2. MOTIVATION IN TEACHING AND LEARNING

**To what do you compare motivation to make its facilitating function in learning concrete?**

**Example:** "Teaching is lighting a torch..."

Motivation is \_\_\_\_\_

## Motivation is

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.





### SAQ 3

#### ACTIVITY 3. HOW MOTIVATED ARE YOU?

How motivated are you? Here is a test. Score yourself by checking the appropriate column.

Legend:

- 1 – Never
- 2 – Seldom
- 3 – Sometimes
- 4 – Often
- 5 – Always

Behavior	1	2	3	4	5
1. Study even when there is no quiz/test.					
2. I enjoy working on homework.					
3. I look forward to school days.					
4. I read for learning, not only for grades					
5. In every school's task I do, I always do my best.					
6. I give/do more than what is required.					
7. I listen intently to my teacher's lecture and instructions.					
8. I participate actively in class.					
9. I like homework.					
10. When something is not clear, I ask questions to clarify.					
11. I do not allow myself to be discouraged by my classmates' unfavorable remarks.					
12. My teacher's unfavorable remarks do not turn me off, rather they challenge					
13. I believe that success can be reached by anyone who works hard.					
14. I always feel excited about learning.					
15. I submit course requirements not only for the sake of compliance.					
16. I study not only for grades but more for learning.					
17. I believe that nothing is difficult if we spend hours learning it.					
18. I believe that how much I learn from class depends ultimately on me.					
19. I believe I can cope with my teacher's					



expectations.					
20. I am always eager to learn new things.					
21. I am very much interested to improve myself.					
22. I read outside my assignments and lessons because it helps me improve myself.					
23. I love to be in the company of people who inspire me to keep on growing.					
24. I avoid people who have no desire to improve themselves.					
25. I see the relevance of my lessons to the realization of my dream in life.					
26. I am willing to give up the satisfaction of an immediate goal for the sake of a more important remote goal. E.g. give up watching tv in order to study.					
<b>Total per column</b>					
<b>Grand Total</b>					



**ASAQ3**

### ACTIVITY 3. HOW MOTIVATED ARE YOU?

**Interpret your scores:**

- One hundred thirty (130) is the perfect score. If you got 65, that means you are midway but not highly or very motivated. The closer you are to 130, the better motivated you are.
- Share with your small group your discovery about your self. Do you agree with your score? In what items did you score comparatively lower? What message do you get from those items where you scored low?
- When can you say that a student is highly motivated to learn? What are indicators of a student's level of motivation?
- When a person is **intrinsically** motivated, his motivation comes from within him/her or from the activity or task itself. When a person is **extrinsically** motivated s/he is motivated by something or someone outside herself/himself.

Identify examples of extrinsic motivation and intrinsic motivation based on the items of the questionnaire checklist.

- Which type of motivation is more beneficial? Why?
- Should we do away with extrinsic motivation? Or is it necessary? Justify.



**SAQ 4**

**ACTIVITY 4: DIFFERENT MOTIVATION**

Choose at least one pupil who is getting high grades and one who is getting low. Find out the motivation of the two.

Lined area for writing notes or observations.



Give suggestions for motivating pupils (Intrinsically).

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# Module 4

## Developmental Dimensions of Learning



### What to Expect

As individuals develop, there are different opportunities and constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional and social domains is taken into account.

#### *Did You Know That...*

The principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done—men who are creative, inventive and discoverers.

*-Jean Piaget*



The school is focused in the development of the learners. If the school fails in this ultimate objective, the school as an institution would be a failure. Development of the learners, and consequently, of bigger society, start from a basic knowledge of the processes of human growth and development. In this module, physical, mental, social, moral development and their implications to teaching and learning will be discussed.



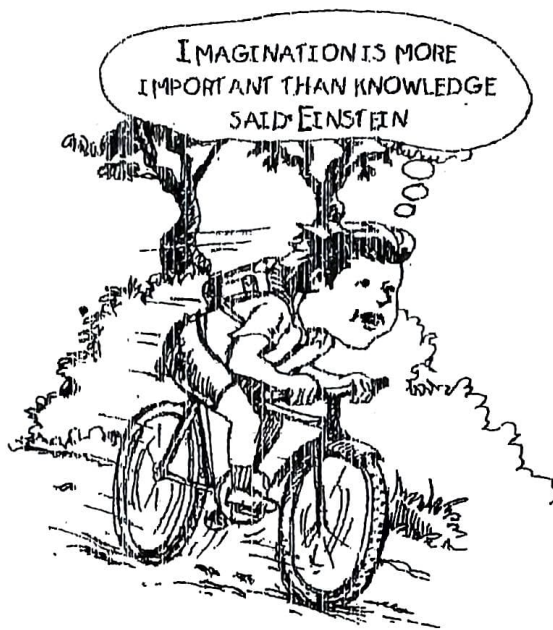


## **What I Want You to Learn**

At the end of the module, you will be able to:

1. discuss the factors associated with growth and development of Filipino children and youth;
2. explain the implication of the principles of growth and development in education; and
3. discuss the problems of research on growth and development with children and youth focusing in the educational setting.





### ***Did You Know That...***

Individuals learn best when material is appropriate to their developmental level and is presented in an enjoyable and interesting way?

## **What I Want You to Do**

In this module, I would like you to read the following articles:

Lupdag, A. (2004). Growth and Development, National Bookstore. Educational Psychology, pp.81-105.

[ed.gov/pubs/](http://www.ed.gov/pubs/)

Borgen, AW and Amundson, NE. Models of Adolescent Transition.

[Hhttp//www.yahoo.com.ph](http://www.yahoo.com.ph)



## SAQ 1

### ACTIVITY 1. RECALLING UNFORGETTABLE EXPERIENCE

1. Think of a teacher that is most unforgettable to you in elementary or high school.
2. Are there things that when you encounter at present (see, hear, touch, smell) makes you go back to the past and recall this teacher? What are these things?

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3. What kind of experiences did he/she apply in your class?

Activities	Pleasant/Unpleasant



## SAQ 2

### ACTIVITY 2. IMPLICATIONS OF PRINCIPLES OF GROWTH AND DEVELOPMENT

Discuss the implications of the different principles of growth and development in education.

Principle	Implications
1. Growth and development varies.	
2. Growth and development is unique for each individual.	
3. Growth and development is a continuous process.	
4. Growth and development is sequential.	
5. Growth and development is integrated.	
6. Growth and development is a product of heredity and the environment.	
7. Growth and development is directional.	



## ASAQ 2

### ACTIVITY 2. IMPLICATIONS OF PRINCIPLES OF GROWTH AND DEVELOPMENT

Principle	Implications





### SAQ 3

#### ACTIVITY 3. PHILIPPINE CHILD STUDIES

Give the significant findings of researches in the Philippines on the following:

a. physical growth and development

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b. nutrition and physical development

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c. mental/cognitive development

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d. creativity

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## e. language development

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# Module 5

## Socio –Cultural Dimensions of Learning



### What to Expect

Learning is influenced by social interacting interpersonal relations and communication with others.

The school plays a very crucial role in the socialization of the child, a process which could either facilitate or hinder the social growth and development of the learner. This role becomes more pronounced in a society where parents spend very little time with their time in school. For the school to enhance the social growth of the learner, the processes of social growth and development be considered by the teachers and everyone involved in the child's formal and informal education.

### *Did You Know That...*

Learning can be enhanced when the learner has an opportunity to interact and to collaborate with others in instructional tasks.

Quality personal relationships that provide stability, trust and caring can increase learner's sense of belonging, self-respect and self-acceptance and provide a positive climate for learning.

### What I Want You to Learn

At the end of the module, you will be able to:

1. explain the implication of the principles of social growth and development ;
2. explain what the zone of proximal development is; and
3. teach a simple skill using scaffolding.

## What I Want You to Do

In this module I would like you to read the following:

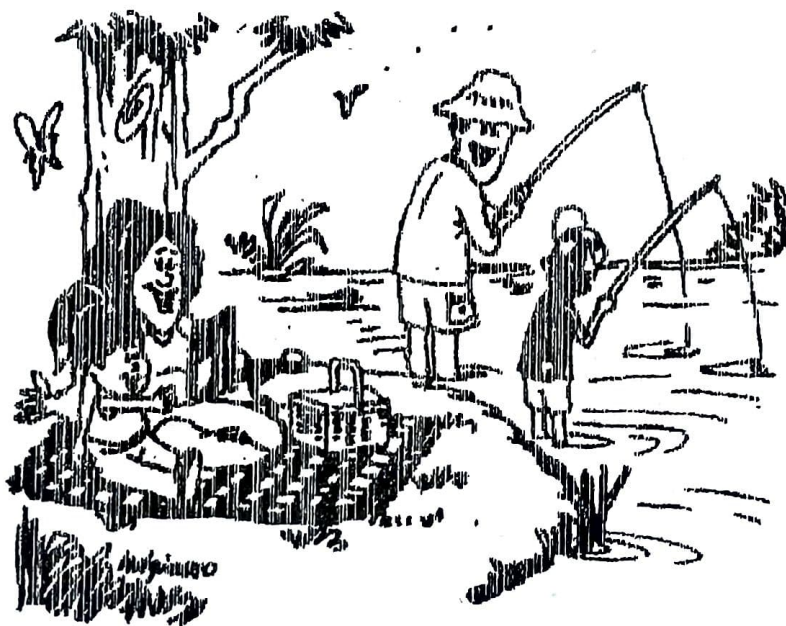
Lupadaz AD (2004) Social Growth and Development. Educational Psychological. National Bookstore. Pp 94-102.

Lucas MD and Corpuz BB (2007) Vygotsky's Socio-Cultural Theory. Pp 55-58.

editlib.org

### *Did You Know That...*

Family influences, positive interpersonal support and instruction in self-motivation strategies can offset factors that interfere with optimal learning such as negative beliefs about competence in a particular subject, high levels of test anxiety, negative sex role expectations, and undue pressure to perform well.



Other factors associated with social growth and developments are child learning practices, birth order and sex. Child-rearing practices studies in the Philippines particularly those using Freudian theory as theoretical framework interpret adult social behavior in terms of early childhood training. On birth order and sex, Reyes (1976) found that among 4-5 year old nursery children, the eldest children were rated lowest in generosity compared to the middle and youngest groups. The females were rated friendly than the males; a finding consistent with previous studies.



## SAQ 1

### ACTIVITY 1. TRANSFER OF LEARNING

1. As a child, recall a skill that you wanted to learn well, through the help of another person. (Like swimming, riding a bike, playing a piano, skating, etc.)

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2. What made you interested to learn?

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3. Who taught or assisted you?

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4. Describe how you went about learning the skill. Describe what steps or actions the person did in order to help you learn.

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## SAQ 2

### ACTIVITY 2. SKILL USING SCAFFOLDING

1. Choose a skill you are good in.

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2. Identify an individual to whom you can teach this skill. Somebody who will benefit from scaffolding.

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3. Break down the steps you will take in teaching the skill.

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4. Determine how you will use scaffolding. Describe the specific actions you will do to scaffold.

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**5. Teach the skill to the individual.**

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6. Describe how the learning activity went.

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# Module 6

## Individual Differences in Learning



### What to Expect

When learners perceive that their individual differences in abilities, backgrounds, cultures and experiences are valued, respected and accommodated in learning tasks and contexts, levels of motivation and achievement are enhanced.

#### *Did You Know That...*

Learning is most effective when differences in learners' linguistic, cultural and social background are taken into account.

The same basic principles of learning, motivation and effective instruction apply to all learners. However, language, ethnicity, race, beliefs and socioeconomic status all can influence learning. Careful attention to these factors in the instructional setting enhances the possibilities for designing and implementing appropriate learning environments.

### What I Want You to Learn

At the end of the module, you will be able to:

1. discuss physiological and physical characteristics, IQ, aptitude, interest, personality, aspirations and socioeconomic status as factors contributing to individual differences;
2. differentiate the two-factor, multiple-factor and structure of intellect theories of intelligence;
3. give practical implications of individual differences in maximizing learning;
4. identify the characteristics of exceptional children; and
5. explain the strategies that enhance the learning of exceptional children.

### ***Did You Know That...***

Siblings do not share the same learning styles. They often learn in diametrically-opposite ways. If their first child is an "angel", parents should brace themselves! The second one will "drive them up the wall".



### **What I Want You to Do**

In this module I would like you to read the following:

Lupdaz, AD (2004), *Individual Differences. Educational Psychology*. National Bookstore. Pp 47-75.

Corpuz BB and Lucas MD (2007). *Individual Differences. Facilitating Learning: A Metacognitive Process*. Lorimer Publishing, pp 20, 67.

<http://cdl.emb.hkedcity.net/cd/id/en/home.html>



## SAQ 1

### ACTIVITY 1. CHARACTERISTICS OF DIFFERENT INDIVIDUALS

1. Differentiate interindividual from intraindividual differences.

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2. Explain the statement: "No two individuals are alike."

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4. Differentiate IQ from aptitude.

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5. Discuss the two-factor, multiple-factor and structure of intellect theories of intelligence. Point out their differences.

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6. Does IQ change? Defend your answer.

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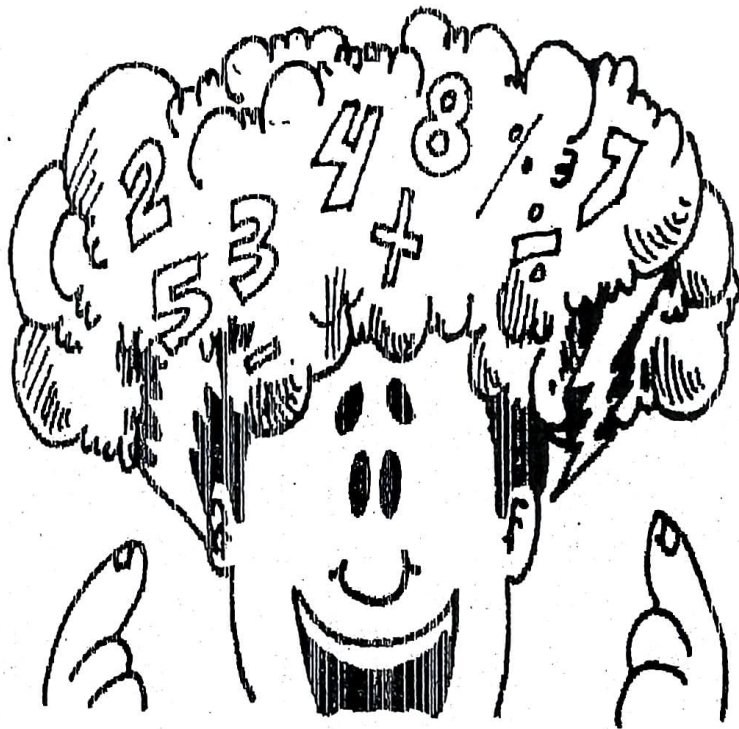
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## SAQ 2

### ACTIVITY 2. CLASSIFICATIONS OF IQ

What are the classifications of IQ? Give the implications of each in classroom instruction.

Classifications of IQ	Implications

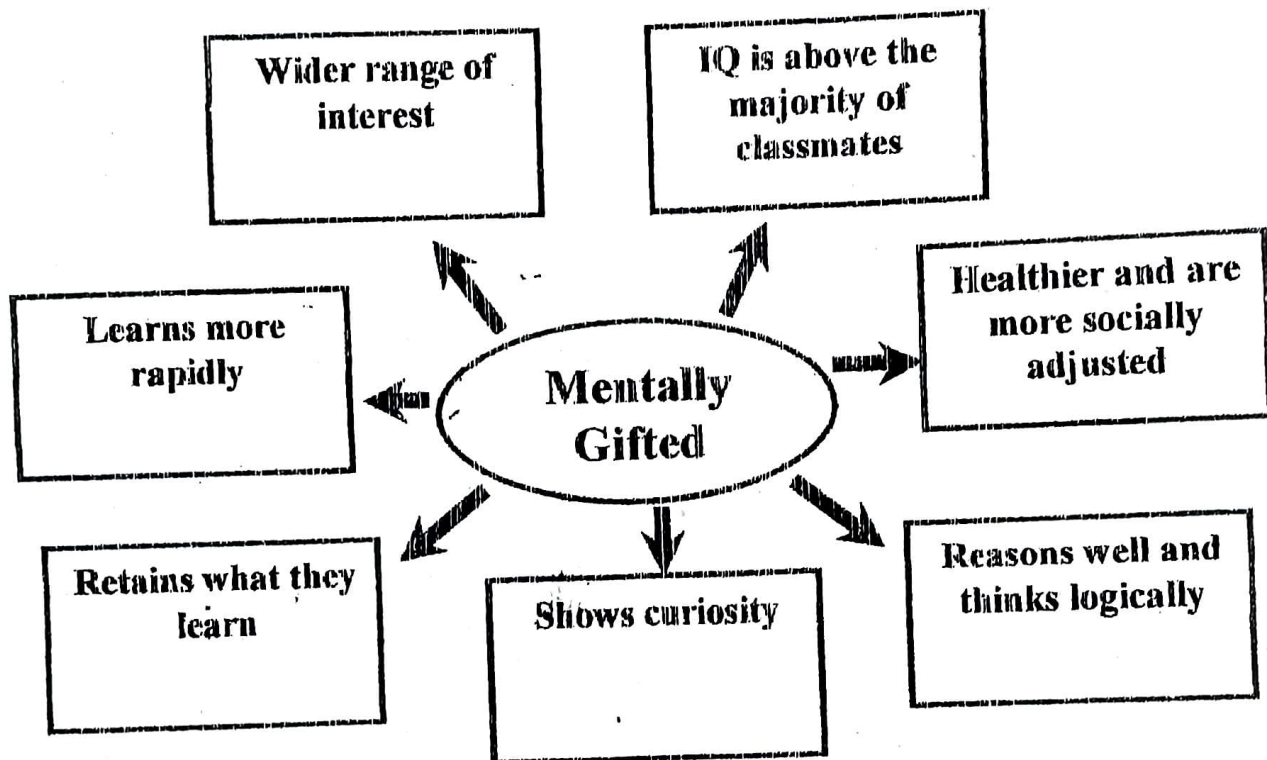




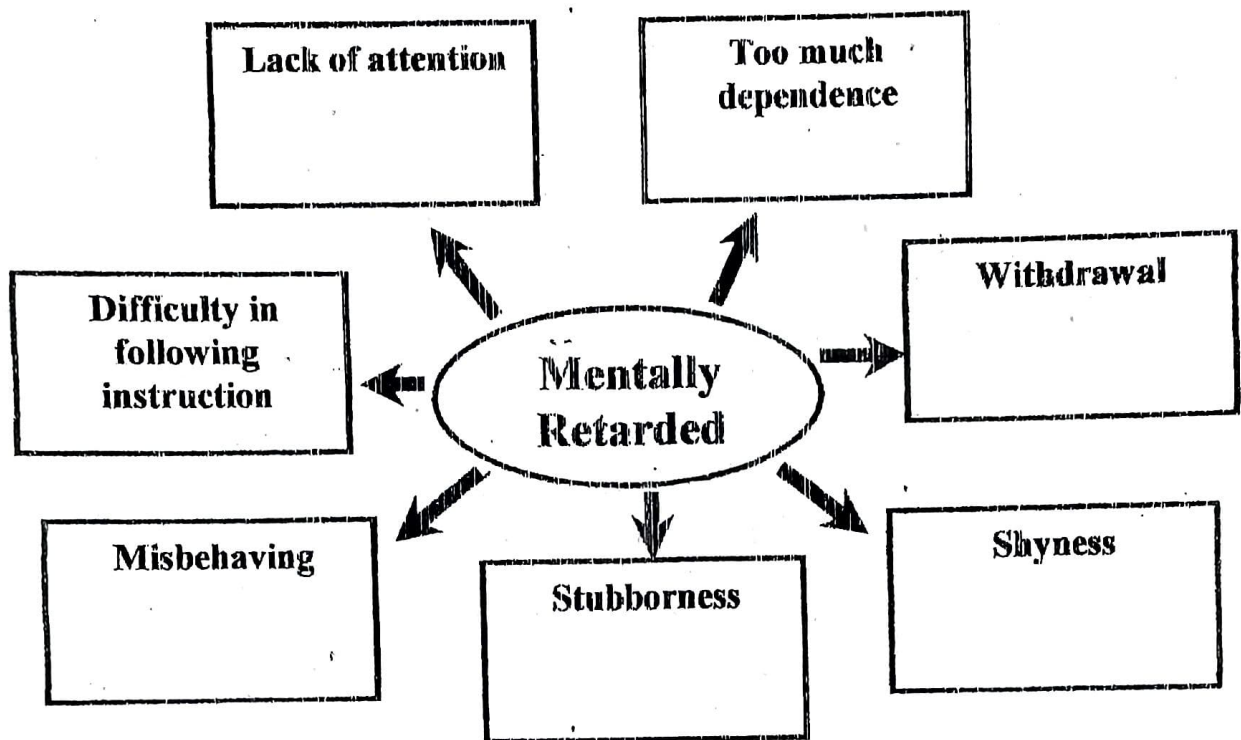
## ASAQ 4

### ACTIVITY 4. CHARACTERISTICS OF MENTALLY GIFTED AND THE MENTALLY RETARDED

*Describe the mentally gifted and the mentally retarded.*







## **Concluding Remarks**

This is the end of your modules. You went through a complete cycle of learning from accepting the challenge to reflecting and writing down what you have learned.

In this part of your course, the intention was for you to have a good grasp of learning theories to be applied in teaching and learning. The research studies served to widen your knowledge of what is going on in the classroom and particularly in the learner. The last three modules opened more possibilities on how learning and instruction can be elevated or enhanced.

I really hope you achieved what we both wanted to achieve. Good luck! Do a great job at facilitating learning!