



Republic of the Philippines
Department of Education
REGION I – Ilocos Region
Division of Vigan City

Reflection / Journal Entry of a Learner-Centered Philosophy in Media and Information Literacy Class

As the Senior High School MIL teacher, I have always believed in the power of a learner-centered approach to education. Across the two quarters of the first semester, I have made a concerted effort to apply my personal teaching philosophy, which prioritizes the active involvement of learners in the teaching-learning process. This approach aims to create a dynamic and engaging classroom environment that nurtures critical thinking, problem-solving, and collaboration among the students while aligning with the Media and Information Literacy (MIL) learning competencies prescribed by the Department of Education (DepEd) in the Philippines.

Quarter 1: Introducing MIL Concepts through Student-Centered Activities

In the first quarter, I focused on introducing foundational MIL concepts to my students. Instead of adopting a traditional lecture-based approach, I designed lessons that incorporated various learner-centered activities. For instance, during the media analysis unit, students were given the opportunity to critically analyze advertisements, news articles, and social media posts. In small groups, they engaged in lively discussions, sharing their perspectives, and applying MIL concepts to identify potential biases, misinformation, or propaganda.

To further involve the learners, I encouraged them to bring in real-life examples of media they encountered daily. This brought a sense of relevance and authenticity to the lessons. By empowering students to take ownership of their learning and valuing their experiences, I noticed a significant increase in their enthusiasm and motivation to participate actively.

Quarter 2: Empowering Learners through Community Projects

Moving into the second quarter, I wanted to take the learner-centered approach beyond the classroom walls and into the community. MIL education is not only about understanding media content but also about becoming responsible and ethical producers of media.

In Quarter 2, I introduced a community-based project that required students to create media materials that address relevant social issues. As a team, they identified problems within their community, researched, and gathered data on the topic, and then designed informative and persuasive media campaigns. This project allowed students to apply the MIL concepts they learned in Quarter 1 and put them into practical use.



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Throughout the process, I acted more as a facilitator and guide rather than the sole authority figure. Students were encouraged to set their own goals, collaborate, and make decisions about the content and medium of their projects. As a result, they developed essential skills in media production, critical thinking, creativity, and communication, which are integral to MIL learning competencies.

Consistent Involvement of Learners:

Across both quarters, the consistent involvement of learners was evident in various ways. First and foremost, students actively participated in classroom discussions, sharing their thoughts and ideas without hesitation. They felt comfortable asking questions and seeking clarification, fostering an open and supportive learning environment.

The use of group work and peer learning activities encouraged students to collaborate and learn from each other. This peer-to-peer interaction improved their interpersonal skills and fostered a sense of community within the class.

The community project in Quarter 2 exemplified the pinnacle of learner-centered education. It empowered students to be agents of change in their community and demonstrated their capacity to apply MIL competencies in real-world scenarios. Witnessing their enthusiasm and dedication to the project was truly gratifying as it underscored the effectiveness of the learner-centered approach.

Applying a learner-centered teaching philosophy in my MIL class across the two quarters of the first semester has proven to be successful. By involving students consistently in the teaching-learning process and allowing them to take an active role in their education, I have witnessed remarkable growth in their critical thinking, media analysis, and creative expression abilities. As a teacher, I will continue to embrace this approach, always striving to provide my students with an enriching and empowering learning experience.

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