

	School:	Dalaguete National High School	Grade Level	Grade 12
	Teacher:	Mr. George P. Lumayag	Teaching Area:	Media & Information Literacy
Lesson Plan	Teaching Dates & Time:	November , 2022 7:45-11:00 noon 1:00-4:00 P.M.	Quarter:	2
I. OBJECTIVES		WEEK 10, DAY 1		
		NOTE: Be sure that the lesson for a particular day is discussed. (non-negotiable)		
A. Content Standard		The learner demonstrates an understanding of media and information literacy (MIL) and MIL-related concepts.		
B. Performance Standard		The learner organizes a creative and interactive symposium for the community focusing on being a media and information-literate individual.		
C. Learning Competencies/Objectives		The learner describes the impact of massive open on-line.		
II. CONTENT		massive open online		
III. LEARNING RESOURCES				
A. References		https://sites.google.com/depd.gov.ph/mil/dlps		
1. Teacher's Guide pages		https://sites.google.com/depd.gov.ph/mil/dlps		
2. Learner's Materials pages		https://sites.google.com/depd.gov.ph/mil/slhts		
3. Test Book pages				
4. Learning Resources (LR) portal				
B. Other Learning References		https://docs.google.com/document/d/1sATvjxju65k8PqWUdLE3ggPliUtEmHuv/ed		
Self Learning Home Task (SLHT)		it Pages 1-10		
IV. PROCEDURES				
		A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Other:		
		Using your cellphone, search on the internet for the meanings of unfamiliar words. Vocabulary:		
DRILLS: Use game as an activity to engage, correct, and assess learner's prior knowledge to determine their readiness to the present lesson. Give analysis right after performing the said activity.		Connectivism is a theoretical framework for understanding learning in a digital age. It emphasizes how internet technologies such as web browsers, search engines, wikis, online discussion forums, and social networks contributed to new avenues of learning. Phenomenon is a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question. edX offers Engineering Courses: Mechanical Engineering Courses, Urban Planning Courses, Electronics Courses, Geology Courses, and Structural Engineering Courses Massive Open Online Course (MOOC) is a free Web-based distance learning program that is designed for the participation of large numbers of geographically dispersed students.		



REVIEW: The Teacher will ask 3 to 5 relevant questions leading to the topics to be discussed.

The teacher may ask the students to recall the previous lesson and share it before the class.

6 ways social media is changing the world

07 Apr 2016

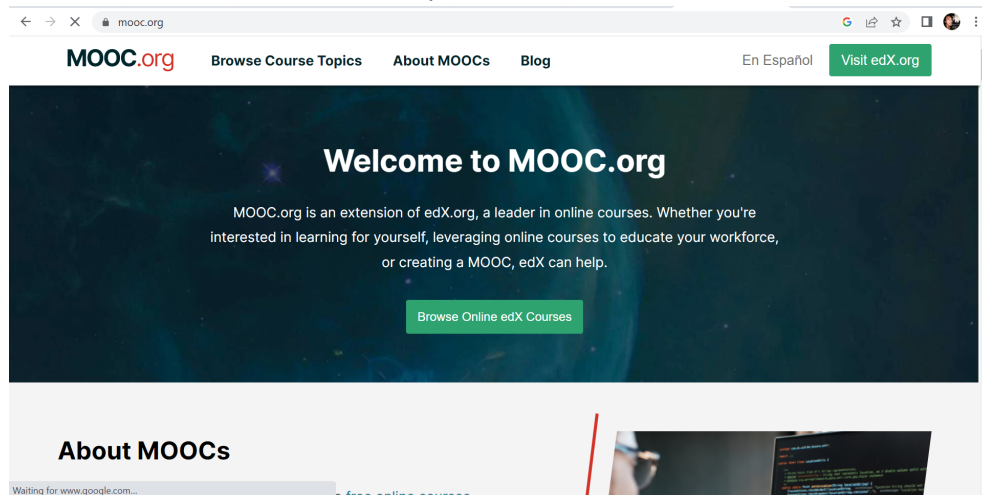
1. Social media is going from a “nice to have” to an essential component of any business strategy.
2. New financial technology companies are using social media to help people simply open a bank account.
3. Social media is shaking up healthcare and public health. The health industry is already using social media to change how it works, whether through public health campaigns or virtual doctor’s visits on Skype.
4. Social media is changing how we govern and are governed. Civic participation and engagement have been transformed with social media:
5. Social media is helping us better respond to disasters.
6. Social media is helping us tackle some of the world’s biggest challenges, from human rights violations to climate change.



MOTIVATION: It is the teacher’s priming that will hook engage student’s interest to focus by giving essential and relevant, situations to activate the prior knowledge leading to the presentation of new lesson.

The teacher shall ask the following questions:

What does MOOC stand for? Have you browsed its website?



LESSON PROPER: Teacher’s input or abstraction to deliver and present the concepts of the lesson in a systematic manner. Provoke thinking of students by asking relevant questions to gauge student’s understanding of the lesson/s.

Reading. Directions. Read the selection below.

Describe the Impact of Massive Open On-line

“Education is moving towards global openness and accessibility [1] facilitated by new learning environments and tools based on technologies that have become key drivers in educational innovation [2]. This is the general setting where MOOCs (*Massive Open Online Courses*), the recent breakthrough in the field of education, are flourishing.” as cited by Sergio Martin and Manuel Castro (2013). Empowering communities online: A massive Open Online Community on App Development and Entrepreneurship. Accessed @ academia.edu on August 18, 2020. Retrieved from academia.edu.

According to researchers, even though the ideas behind the idea can be traced rather earlier, the term was coined in 2008 in the context of e-learning by Stephen Downes and George Siemens, when they were defining their course on Connectivism and Connective Knowledge - CCK08 [3]. Despite their short story, MOOCs are conceptualized as the evolution of networked learning and indeed it has become the educational buzzword of

	2012 [4], as some of the most prestigious US Universities have enthusiastically embraced and developed the concept. In fact, early examples prompted by the best American Universities, such as EdX (Harvard, MIT and Berkeley to name a few) and Coursera (Princeton, Stanford and Brown amongst others), have attracted hundreds of thousands of participants who contribute to both the materials and organization of the course. The article discusses that such phenomenon, which has been likened by the president of Stanford University to “a digital tsunami” [5], seems to sweep aside conventional university education. Whether or not the rise of MOOCs will prove to warrant such attention, there is no doubt that something very important is taking place in the educational system, raising profound issues regarding its main components, such as the role played by teacher/student, evaluation and certification, the distributive and interactive character of learning, its inclusive role given its open and free nature and so on. A recent step forward is related to the focus on the credentialing system, as the American Council of Education has recently endorsed five MOOCs for credit [6]. To be continued the next day... Disclaimer: The statements stated above are borrowed from the online sources. The Department of Education does not claim or own the presented statements. Links for the sources are found in the reference part of the Self-Learning Home Task.
PRACTICE EXERCISES: The teacher will provide practice exercises that will be answered by the students in pairs or in group or in individual performance in the new normal.	Activity: Based on the article, what are the contributions of MOOCs to education? Source: Analysis: Why do students prefer MOOCs? Note: The students shall individually answer the questions.
GENERALIZATION: The teacher will give questions to draw out or elicit from the students what is expected to generalize about concepts and or demonstrate steps in solving problems.	Abstraction: Directions. In your own words, write a concise overview of the topic or sub-topic that describes the impact of the massive open online courses. Source:



APPLICATIONS: The teacher will give questions on application to ensure that the lessons were understood and skills were being acquired. Ask real life situations if possible to develop appreciation of students.

Applications:

Directions. Browse the website of the MOOCs at <https://www.mooc.org/>, create your account with edX, and enroll in its offered free training course.



QUIZ: The teacher will give a pen paper test to verify and ensure students' mastery of the lesson.

Assessment:

Evaluate honestly the impact of the open online courses.

Source:



ASSIGNMENT: The teacher will give 1 or 2 easy, 1 or 2 average, and 1 difficult activities to be done at home to strengthen the students assessment.

Assignment is optional



REFLECTION: The teacher needs to reflect what went well and what went wrong to improve teacher's and students' performance.

GUIDE QUESTIONS FOR REFLECTIONS

How many students didn't find difficulties in answering their lesson?

How many students find the lesson interesting, engaging, and enjoyable?

What is lacking in the lesson? (Prior knowledge, skills needed, or interest to listen and pay attention).

How many students were trying to cope up despite the same difficulties encountered in the delivery of the lesson?

How many students mastered the lesson despite the limited resources facilitated the teaching and learning process?

How many students finished their work on time, and how many of them did not finish their work on time? Why?

Number of learners who earned 80% in the evaluation.

Number of learners who earned 80% above.

Number of learners who need additional activities and require for remediation.

What went well?

	(Ex. I planned well what strategy fits my students, and the lesson as well to be discussed the reason why 90% of them acquired the skills needed to use and perform.)
	What do I need to improve in my teaching performance and students' performance? (Ex. I have to employ a variety of strategies that fits to my students and sustain my energy to execute another lesson.)

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Master Teacher I