


Contextualized instructional materials meaning

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It seems that contextualized instruction has been getting a lot of attention lately, especially when this topic is a basic skill training that helps adults along career paths. Let's take a closer look at this idea. The question is: So, what is a contextualized instruction? And what will it look like in an adult education class? A: In adult education, the term Contextualized Instruction describes a set of teaching, learning, and evaluation methods that are aimed directly at developing the skills and knowledge adults need to deal with specific situations or perform specific tasks, and which they have identified as important and meaningful to themselves right now in their daily lives. In addition, rather than focusing only on basic skills and knowledge, contextualized learning focuses on actively applying these skills and that knowledge in context. (And this context should be as real world as possible.) The question is: Okay, this sounds familiar - contextualized instruction is a new idea? A: No, it's not really a new idea. In the early 1990s, a report by the Commission for Skills Acquisition (SCANS) stated that acquiring work-related content and basic academic skills was not enough to prepare adults and young people to work effectively. Equally important, he said, are interpersonal, decision-making and planning skills, along with knowing when and how to apply these skills in the workplace context. The same report indicated that training in those skills would require learning approaches focused on co-education, apprenticeship models and teamwork. The 1990s also provided some research on the importance of teaching basic skills in context. This cognitive study (about how people learn and develop experiences) has shown that knowledge gained only at the level of mechanical memorization rarely shifts from one context to another.2 With the way most people's brains work, it is simply not effective to teach skills and knowledge that is separate from their context and then hope that students will eventually learn how to convey what they have learned. life outside the classroom. Instead, learning will pass more effectively when students: ... to understand not only the facts, but also the big picture - the fundamental principles, patterns and attitudes... And they have procedural knowledge, such as knowing when and how to apply what has been studied. Students can only acquire this understanding by applying their knowledge in practice. It is this potential for applying in practice that makes contextualized instruction so effective; in addition, many important casual learning can occur when students are encouraged to knowledge and skills in a social context. Context, will it look like in my class? How would I do this using a standard-based approach like EFF? A: For us, the answer is two parts: the EFF standards themselves and the EFF approach to learning and learning. Equipped for future standards are taken from what 1,500 adult learners (across the country) identified as important and meaningful things adults should know and be able to do in their daily lives. As part of an intensive four-year process and in consultation with a wide range of stakeholders, eff has developed 16 EFF content standards that define the knowledge and skills adults need to successfully perform their roles as parents and family members, citizens and community members, and employees. More on these three roles. Thus, the EFF standards themselves have a solid contextualized framework for adult education.3 In addition, the EFF approach to standard-based learning has always considered contextualized learning to be a key component of quality learning. The EFF encourages teachers to start their learning planning with a real-life context by asking their students to think about what they need to know and be able to do within and through their key life roles, such as in the family, at work, and in society. In this way, teachers and students can choose a learning task to work with and identify the knowledge and skills needed to succeed. While they are engaged in learning, students can reflect and control the cognitive and metacognitive skills they use. Once the event is complete, students may be asked to think about what they have actually learned and how what they have learned can move on to other roles they play in life. For example, for example, training activities were focused on writing short, formal letters to the manager at work. Students may be asked to brainstorm how what they have learned about this type of letter can be applied to sending notes to a child's teacher or to any volunteer work they do in the community. For a more in-depth example of the CONTEXTualized (reading) of the EFF lesson, visit the EFF Teaching/Learning Toolkit: Reading About Discipline example. B: Wait, the students decide what I teach? This is very different from how I thought based on the standards of teaching works! A: While a contextualized instruction that looks like this may not be new, it may require teachers to fundamentally change their understanding of what it means to plan curricula and learning. Instead of outlining all the knowledge and skills that need to be taught and drawing up a lesson plan before discovering the immediate needs of students, teachers begin with situations or tasks that students say they have immediately decide in their daily lives, and then return to knowledge, knowledge, and the strategies needed to accomplish these tasks. And the process of developing curricula also needs to be changed to facilitate the transfer of knowledge, skills and strategies. Instead of focusing on one skill in one discrete activity and then moving on, learning the same skills should be cyclical and reworked through a series of real-world tasks. Planning teachers for contextualized learning, then, requires time, thought, flexibility and creativity. But we know that research supports the value of investment because contextualized instruction leads to better learning. And we have heard a lot of the experience of EFF teachers to confirm that the results are worth the time and effort that these teachers have taken to create a learning experience firmly rooted in the real life and needs of their students. If you have experience that you are willing to share with your colleagues about contextualized instructions - please let us know by email or commenting on this post. We'd love to hear your views! For more information on this frequently asked topic, you can read: EFF Research Principles: Contextualized Approach to Curriculum and Instruction by Marilyn K. Gillespie, EFF RESEARCH TO PRACTICE NOTE 3 (October 2002). Post Contributors: Peggy McGuire, EFF Trainer and Content Experts, Center for Literacy Studies, Duren Thompson, EFFTIPS Technical Editor, Center for Literacy Links Research. 1.Stest Research Summary - What Requires School Work: SCANS Report for America 2000, Commission Secretary for Necessary Skills, U.S. Department of Labor, June 1991. Note: A brief summary of the full document can be found here: 2.Ransford, J.D., Brown, A.L., Cocking, R.R. (ed.) (1999). How people learn: brain, mind, experience and school. Washington, D.C.: National Press Academy. 3.To learn more about how the EFF Framework and Standards were developed, try the Equipped for Future Research Framework Report, published by Juliet Merrifield in March 2000. You can start on page 13. Contextualized Learning and Learning (CTL), also known as contextualized learning, is defined as a diverse family of learning strategies aimed at more seamlessly linking learning fundamental skills and academic or professional content by focusing training and learning directly on specific applications in a specific context that is of interest to the student (Mazzeo, 2008, p. 3; see also Medrich, Calderon, Hoachlander, 2003). In other words, CTL is a process built on the recognition that some students learn more effectively when they are taught in a practical, real context rather than in Way. The main purpose of CTL is to use the content maintained by traditional scholars to engage students in active learning to help them create meaning (N. N. Badway, Personal Communication, August 1, 2010). Cross-learning integration is an important part of CTL, which connects academic and career and technical education (CTE). The main advantage of this strategy is that students experience the subject as bound and strengthening rather than separate and unrelated (Chernus s Fowler, 2009, p. 6). This paper discusses: (1) the theoretical roots and implications of CTL; (2) CTL relationship to study programs (POS) and career paths; (3) CTL implementation tasks; and (4) recommendations for the introduction of CTL. Office of Community College Research and Leadership. 51 Gerty Drive Number 129, Champaign, IL 61820. Tel: 217-244-9390; Fax: 217-244-0851; Email: occr@uiuc.edu; Website: 1. CONTEXTUALIZATION OF CURRICULUM 2. Goals 1. Identify DepEd's initiatives and its legal framework for contextualization. Explain the contextualization process 3. Refer to the importance of contextualizing Curriculum 4 Discuss department EDUCATION Assessment Policy Guidelines - REGIONAL OFFICE NO III 3. LET'S THINK ABOUT ONE. What do you know about the contextualization of the curriculum? What is localization? What is indigenization? DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO. 3 4. Initiatives before K to 12 I. 1998-2006 : Third Primary Education Project (TEP) a. Readers' development using local stories b. Integrating culture and artistic expressions in educational fields 2. 2002-2007: Basic Education Assistance for Mindanao (BEAM) a. Perspective of three-people - Muslims, Christians and Lumads 3. 2005: Strengthening the Implementation of Advanced Law on Basic Education 2013 (RA 10533), Sec. 5 DepEd should adhere to the following standards and principles in the development of an expanded basic education curriculum: h)... flexible enough to allow schools to localize, indigenize and improve the same based on them educational and social conditions. The production and development of locally produced educational materials is encouraged and the approval of these materials regional and education departments. DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 12. Key Concepts of CONTEXTUALIZATION OF THE DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 13. Key concepts of contextualization relate to the educational process, to correlate the curriculum with a specific environment, situation or scope to make competencies relevant, meaningful and useful to all students. The degree of contextualization can be described and varied by: 1. Localization 2. Department of Indigenization of EDUCATION - REGIONAL OFFICE NO VIII 14. Key concepts of contextualization can be described and varied as follows: 1. Localization relates to the process of the relationship of educational content specified in the curriculum to local information and materials in the student community. DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 15. LOCALIZATION teaching local information content to local materia ls 11; DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 16. Examples of localization 1. Examples used in the lessons begin with examples in area 2. Names, situations, settings needed to contextualize questions or problem-solving exercises are the names of the immediate community 3. Local materials are used as often as possible in the creation of educational materials 4. Local stories are used in language learning areas 5. Translation of a story written in a different language into the language of their students for use in MTB-MLE DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 17. Key concepts of contextualization can be described and varied as follows: 1. Localization relates to the process of the relationship of educational content specified in the curriculum to local information and materials in the student community. 2. Indigenization refers to the process of improving the competence of curricula, educational resources and learning and learning processes in connection with biogeocalization, the historical and socio-cultural context of the student community. Indigenization may also include improving the curriculum, developing curricula and standards for learning in subject areas, guided by the standards and principles observed by the national curriculum. DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 18. INDIGENIZATION Curriculum framework program design bio-geographic standards of learning Learning And Learning Processes Teaching Resources Of Historical Social and Cultural DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 19. Examples of localization and indigenization of curriculum development. NCGG DELUMENT - Use local information and materials while maintaining the proposed structure, themes and activities in the NCGG INDIGENOUSIZATION - expanding the themes and activities of the NCGG by reorganizing or highlighting certain aspects attitude to the context of the community (e.g. socio-economic realities, cultural practices, local knowledge) 20. Examples of localization and indigenization of curriculum competencies: Visualize the ratio of two numbers (MENS-III-22) LOCALIZATION - Use easily observed examples of community ratio - one jeep, 4 wheels; one cartone, 2 wheels, one tricycle, 3 wheels (depending on what is most common in the community) INDIGENIZATION - social activities or cultural practices that inherently use the concept of ratio - Ex. Bringing products to market entails the use of carabao carrying bags (one carabao is x bags) 21. Examples of localization and indigenization of curriculum competencies: Identify the stellar patterns that can be seen at certain times of the year (SSEF-IV-i-1) LOCALIZATION - use the community name for outstanding stars if they have, while retaining the use of Greek constellations and their background in discussing the star patterns of INDIGENIZATION - Discuss your own calendar of the star patterns of the community and its background before discussing the Greek constellations 22. DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII BANGHAY ARALIN SA EDUKASYON SA PAGPAPAKATAO 3 (Unang Markahan) National Competence: Naipapakita ang natatanging kakayahang. Hal. Talentong ibinigay ng dios. (ESP3PKP- Ia - 13) pg.166 Community Competence: Nakasasayaw ng Igal-Igal. 23. Banghay Aralin sa Edukasyon Sa Pagpapakatao 3 (Second quarter) National Competence: Nakapagpapakita Nang can kasiyahan sa pakikiisa sa mga gawain pamabata. (ESP3P-II II-17 p. 168) Community competence: Napaghihiwalay ang mga malalaki in maliit na isda. DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 24. The main focus of the K curriculum to 12: CONTEXTUALIZATION - Localization and indigenization are degrees or levels of contextualization - When we localize, we do not necessarily indigenize - When we indigen, we localize DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO VIII 25. Contextualization process 1. Establishing mechanisms for dialogue and community engagement for contextualized education. Immersion in Communities b. Collaboration with a group of elders (e.g. council, committee) c. formulation of cultural standards 26. Contextualization process 1. Establishing mechanisms for dialogue and community engagement for contextualized education 2. An analysis of the situation leading to a vision of the community, mission and educational goals a. Contextualized curriculum framework 27. Contextualization process 1. Establishing mechanisms for dialogue and community engagement for contextualized education 2. Analysis of the situation leading to a vision of the community, mission and goals in education 3. Education planning community participation (including training resources), a. LRMDs in SIP, DEDP, REDP REDP Contextualization process 1. Establishing mechanisms for dialogue and community engagement for contextualized education 2. Analysis of the situation leading to a vision of the community, mission and goals in education 3. Community-based education planning (including educational resources) 4. Research for the contextualization and development of the LR a. community led by b. DepEd under the direction of 29. Contextualization Process 5. Curriculum Contextualization a. Curriculum b. Learning and Learning Processes c. LRs Development d. Grade 30 Score. Contextualization Process 5. Curriculum Contextualization a. Curriculum b. Learning and Learning Processes c. LRs Development d. Grade 6 Score. Guarantee quality contextualized curricula, LRs (e.g. lesson plans, TGs, LMs) - 31. The LRMDs Steps 1 process. Assessment of LR needs 2. State planning LR 3. Acquisition, development and production of LRs 4. Contextualization of LRs 5. LRs 6 quality guarantee. Catalogue the quality of LRs 7. Publishing KK and catalogued LRs 8. Promoting the use of material on LR 9. Monitoring and evaluation of LRMDs 32. Support the system contextualized curriculum-level school potential development / education planning (SIP, DEDP, REDP) M and E Contextualized curriculum at the school level of the school level of the IRMDs Context-appropriate supervision Policies to guide contextualized school management 33. The Contextualization Contextualized Curriculum curriculum is learning-space and environment Teaching Methodologies and Strategies To Score Class Learning Resources 34. SCHOOL LEVEL TOR 1. Creating mechanisms for dialogue and partnership with community 2. Analyze the context of the community and identify contextualization needs (curriculum and LRs) 3. Contextualize curriculum a. Develop indigenized lesson plans b. Develop new LRs if necessary c. Evaluate existing LRs for Reconstruction 4. With the community, the quality to ensure LRs are designed for context-appropriate and content alignment 5. Make it easier for LR students and teachers to use the LR portal. Tor Division Level 1. Providing technical assistance to schools in establishing dialogue and partnership mechanisms with Community 2. Providing technical assistance to schools in the analysis of the situation, which will lead to the development of directions for the contextualization of curriculum 3. Providing technical assistance to schools in the context of curriculum contextualization and the development of LR 4. Dividing maps of possible topics for contextualization 5. The quality provides contextualized training programmes and monitors their implementation 6. The quality provided by LRs from schools 7. Evaluate LRs from donors for Reconstruction 8. Monitoring and evaluation of implementation 36. Tor 1 regional level. Providing technical assistance to Units 2. Formulate localized policies and standards to guide curriculum contextualization and LR 3. Regional mapping of topics for contextualization 4. Monitoring and evaluating the implementation of contextualized training programs and the implementation of LRMDs 5. Advocate for support for contextualized training programs and LRs 37. CO TOR level 1. Formulate national policies and standards (including indicators) to guide the contextualization of curricula and the development of LR 2. Providing technical assistance to regions 3. Monitoring and evaluation of implementation 38. CLASSROOM ASSESSMENT (DepEd Order No 8, s. 2015) POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE K TO 12 BASIC EDUCATION PROGRAM 39. Grade assessment is an integral part of the curriculum. This allows teachers to track and measure a student's progress and adjust learning accordingly. Grade assessment is continuous progress in identifying, collecting, organizing and interpreting quantitative and qualitative information about what students know and can do. Two types of Grade A assessment ● ● ● WHAT IS RATED IN THE CLASSROOM? Content standards - identify and establish basic knowledge and understanding that need to be studied. Performance Standard - Describe the abilities and skills that students must demonstrate in accordance with 21st century content and integration standards. 42. c. Competence in learning - knowledge, understanding, skills and relationships that students must demonstrate in each lesson and/or academic activity. Concept development - the standards of learning in the curriculum reflect progress in the development of the concept. 43. The old version of Benjamin BLOOM DAVID KRATHWOLLORIN 44. Adapted Cognitive Measurements of the Cognitive Measurement Process Description Student can recall information and gain relevant knowledge from long-term memory: identify, receive, recognize, duplicate, list, remember, recall, reproduce Understanding a student can build meaning from oral, written and graphic messages: interpret, illustrate, classify, generalize, draw conclusions, compare, explain, paraphrase, discuss 45. The application of the student can use the information to conduct the procedure in familiar situations or in a new way: perform, implement, demonstrate, dramatize, interpret, decide, use, illustrate, convert, detect Analysis the learner can distinguish between parts and determine how they relate to each other, and to the overall structure and purpose: differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruction 46. Assessment students can make judgments and justify decisions: coordinate, measure, detect, defend, judge, argue, evaluate, evaluate The creation a student can put elements together to form a functional whole, create a new view or point of view: generate, assume, plan, design, produce, build, articulate, assemble, design, develop 47. To align the evaluation process with curriculum K up to 12, adapted measurements of cognitive processes can be used as a guide not only in the development of lessons, but also in the development of tasks and evaluation activities. 48. SPEC TABLE 49. What is a specification table? The specification table is an exam preparation plan. It serves as a map or guide to assigning an appropriate number of items to topics included in the course or subject. The specification table is a two-track chart that describes the topics that should be covered by the test and the number of items or items that will be related to each topic. 51. ● The specification table provides the teacher with evidence that the test has content, that it covers what needs to be covered. ● The specification table helps ensure that there is a match between what is being taught and what is being tested. 52. Concepts/ Goals No Hours / Session Weight in % Skill Level / Cognition Remem bering 30% Unders tanding 30% Application 15% Analysis 15% Score 5% Creation 5% Total 1. Rectangular coordinate system 2. Linear equations in two variables 7 3. Line slope 5 4. Linear Functional Domain - Range 9 5. Line equation graphs 10 6. Line equation A Any 2 points b.Slope - c.Slope - y - intercepts 10 TOTAL 45 53. DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO. VIII The best training programs are contextualized by those who implement it. We must now ensure that this expanded curriculum truly transforms our schools and communities. With the best of our abilities, let's do what we can for Filipino learners. - Deputy Minister Dina S. Ocampo 54. DEPARTMENT OF EDUCATION - REGIONAL OFFICE NO. VIII Thank you! You!

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