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Bachelor of Education Studies

EDS 199 – Capstone Project

Instructional Design on the Mastery of the Fundamental Concepts of News & New Writing **Narrative & Synthesis**

A. Departures

This project was not the initial program that I planned to implement. The original plan was to create an instructional design regarding school paper production where school paper advisers from all around Palauig District are the target audience. The district have had a low number of qualifications in the division level in terms of school publications, and there were a number of SPAs who reached out to me for consultation. However, I was told by my then prospective gatekeeper that the journalism coordinator of the district was also planning to put up a seminar for the same agenda. I believed that there will be conflict in terms of partnerships because of similar projects being plotted, and at the same time I believed that there will be redundancies of topics that may be covered.

Talking about the plan that was just implemented, there had been some departures from the original plan in terms of incorporating a narrow range of multimedia materials due to technological limitations of the school. However, upon learning that classrooms are now equipped with televisions and that the school have had access to stable internet, I was able to adapt more materials and strategies that will help in the development of the instructional content and materials. The design has shifted to a greater caliber, in a sense that there could be more flexibility in terms of applying a broader range of media tools and technological equipment.

Also, the original plan was to put greater emphasis on individual performances on summative assessments. However, due to the number of participating students, I shifted focus on collaborative assessment tasks where students are able to learn through peer interaction. I have ensured that the learning activities and assessment remain engaging and effective despite this change. These departures, while planned deliberately, underscores the importance of an iterative design – flexible and adaptive – especially when dealing with diverse learning preferences and learning setups.

B. Significant Insights

My project has provided several significant insights into instructional design and implementation in a real-world education settings.

1. My experience designing my instruction highlights the importance of aligning the instructional strategies with the identified learning gaps, as informed by learning theories like Vygotsky's Zone of Proximal Development. Through an LNA, I was able to tailor my content and instructional methods well. I have been able to incorporate various media and technology to enhance learning engagement as observed by the Multimedia Learning Theory. Students are able to learn from various representations of the learning content. However, during the actual implementation of the program, I realized the importance of balancing traditional instructional interventions and technology-based methods (such as presentations) to avoid overwhelming students with

information. I also realized that information processing is done more effectively when students are attended with the right amount of support.

2. There is an importance to align identified educational philosophies with your design, not that it will limit you on your process, but it can guide you what you need to accomplish. The tasks you design allow students to build on the knowledge you present them and you create a learning environment where their learning needs and preferences are supported. I am just mindful that I am still considerate with the learning context and objectives. In other words, there is still a need to be logical and evidence-based when designing the instruction. The process is just smoother when you are guided with educational philosophies and observed by learning theories.
3. With this experience, I put more emphasis on the importance of establishing and maintaining professional relationships in educational settings. I have already gained a foundation of trust and familiarity with the institution which facilitated smoother cooperation amongst stakeholders. This professional relationship upholds credibility as the program proponent. It fosters respectful environment conducive to learning and reinforced positive attitudes among students, motivating them to be valuable parties of this educational process.
4. It is important to address specific educational needs, even those outside the regular curriculum, that remains unmet by the institution. By identifying gaps existing in student development, I was able to tailor an instructional design to meet both the learners needs and institutional requirements. This experience highlights the importance of evidence-based approach in instructional planning and collaboration in instructional implementation. There are challenges met along the way especially in ensuring the flexibility of the program but this only emphasizes the necessity of accommodating diverse learning contexts and learner preferences to meet adaptability requirements.

C. Problems and Roadblocks During the Process

I had a concern while planning this project: Would students who participated last year find the content repetitive or boring? However, the results of the needs analysis revealed that their previous participation in school press conferences did not guarantee mastery of the basic concepts of news and news writing. In fact, I was involved in their training last year and observed firsthand how challenging it was to teach students with no prior knowledge of journalism. This concern was quickly addressed by the needs analysis, which confirmed that the foundational concepts still needed reinforcement.

Another challenge was effectively communicating with the target audience regarding their profiling and diagnosis. Fortunately, my gatekeeper was extremely helpful and accommodating in ensuring that both students and their parents were well-informed about the process and requirements of the project. Mrs. Anonas, who is deeply committed to the journalism program, believes in grassroots development and early preparation. She is dedicated to avoiding the rush of pushing students beyond their limits, especially when many of them are starting from scratch.

D. Result of the Activities

We were pleasantly surprised by the level of participation from the students during the discussion. However, there were moments in the sessions that highlighted some students' lack of understanding about the concept of news or what constitutes controversial social news. Many students focused on general events like natural calamities, food poisoning, or quarrels, rather than delving into more complex topics such as the West Philippine Sea disputes and other political controversies. Despite this, some students were able to engage

more deeply with the material by asking follow-up questions or providing additional information in response to the teacher's prompts.

Student engagement noticeably increased when they were asked to read passages or watch short video clips. They also showed great enthusiasm during group activities, and we could hear them actively collaborating to complete their tasks within the allotted time. This experience underscores the importance of using diverse instructional media resources to capture students' attention and enhance their understanding. The use of media such as images, videos, and audio aids their comprehension of new concepts and keeps them engaged with the material.

To provide an overview:

- **Session 1 Summative Assessment.** The students successfully defined the concept of news through a group activity. They were asked to contribute key concepts they had learned from the discussion and then compose their definition of news based on these contributions.
- **Session 2 Summative Assessment.** The students were actively engaged during the discussion, although this session proved more challenging due to the complexity of the topic, which included many unfamiliar terms for students with limited English proficiency (as noted by their English teacher). Therefore, the instructional material included a summary of the characteristics of news and a simplified word list to aid understanding. During the summative activity, the students took a long time to complete their papers due to the volume of concepts covered in just one session. However, most of them were able to identify the correct answers for each item.
- **Session 3 Summative Assessment.** This session involved another group activity where students worked in teams, and a group representative presented their answers on the impact of the lack of news coverage regarding significant social events. The students provided comprehensive answers, outlining potential outcomes if there were no news reports during a volcanic eruption, a dengue outbreak, a low-pressure area, or a Filipino winning gold at the Olympics.
- **Session 4 Summative Assessment.** Before this session, the teacher, who is an experienced campus journalist, anticipated that this topic would be the most confusing for the students because it involved reading, arranging, and writing a basic news article. Although the students were already tired at this point, they managed to complete the concluding activity.

E. Strengths and Weaknesses

The strengths of the instructional design are rooted in its evidence-based approach. A thorough needs analysis was conducted to identify the learning gap, ensuring that the instructional strategies, activities, and assessments are tailored to achieve the desired learning outcomes. Additionally, the use of diverse instructional materials and media resources created a more interactive and engaging teaching and learning experience.

The primary weakness of this instructional design is the limited use of formative assessments. Without sufficient formative assessments, students might not receive the necessary support to fully grasp and internalize these concepts, potentially hindering their overall understanding and retention. To address this, a revised version of the instructional design (Version 2) will be developed, incorporating additional formative tasks. These tasks will provide students with more frequent and targeted practice opportunities, helping them to better understand the fundamentals of news and news writing, and build a stronger foundation for learning more advanced material in the future.