

EDS 199 – Capstone Project
Project Logs

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Academic Term: Third Trimester
Project Locale: Lipay Elementary School, Palauig, Zambales
Student Project Main Task:

Batch of entry in UPOU: 1T, AY 2019-2020
Contact Number: 0917-119-8681
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To develop an instruction for the school's campus journalism training program. For this project, the student designed an instruction in addressing the lack of mastery in the fundamental concepts of news and news writing. The design blueprint will outline the instructional topics for the students' training prior to the schools press conference.

Project Week	Specific Date	Duration	Validated by	Highlights	Insights	Gatekeeper's Feedback
		2 hours	<i>Ruel G. Demain</i> IRENE G. ANONAS 04/17/2023	Draft a letter of proposal to the target institution for the special project. This constitutes a letter to the school administrator (principal) and supposed gatekeeper.	Need to identify the right channel to deliver the proposal letter and the appropriate person/people to discuss the details further.	I recommended an in-person follow-up meeting to thoroughly discuss the details of the proposal, particularly concerning the number of participants, logistical arrangements, and the support required. The institution responded positively to the proposal, appreciating the long-standing partnership with Ruel in this extracurricular program.
		2 hours	<i>Ruel G. Demain</i> IRENE G. ANONAS 05/05/2023	Face-to-face conversation with the gatekeeper, Mrs. Anonas, to discuss about the collaboration, objectives, and long-term plans of the project.	The gatekeeper is very happy with the collaboration and the objectives of the project. She emphasized the importance of assessing the needs accurately which has not been done in the past.	Please note the importance of aligning the program with the academic calendar, as the school administration is very strict about avoiding any disruption to students' regular classes. Conducting a thorough needs analysis will be crucial to address gaps in our current training program, particularly since we currently lack a structured

						approach to training our campus journalists.
	February 20-22, 2024	3 days	Jane H. Anon IRENE G. ANONAS 02/23/2024	I conducted an actual observation as I sat as a trainer for 3 days prior to the municipal schools press conference.	The preparation was very quick. The students have to grasp how to write for the competition without any prior knowledge about journalism (news, feature, sports writing, etc.)	Most students have little to no prior knowledge of journalism, and the district office memo was only issued a few weeks ago. This short notice, coupled with the absence of training materials and a formal program, presents a significant challenge. However, Ruel has responded proactively, not only by conducting an observation for his project but also by offering to train our students.
	May 23, 2024	1 hour	Jane H. Anon IRENE G. ANONAS 05/23/2024	Initiated the needs assessment using survey forms and 14-item diagnostic exam covering the proposed instructional objectives.	Areas of focus included the students' profile to understand their background and support needed, and a diagnostic exam to test the students' prior knowledge regarding journalism.	The survey conducted focuses on the fundamental concepts of journalism, especially news writing. Given that many of our students are new to this field, there is a clear gap in knowledge, as highlighted by the survey results. Nonetheless, I believe this information will be valuable for Ruel in identifying the key instructional supports needed for his program.
	May 31 – June 2, 2024	3 days	Jane H. Anon IRENE G. ANONAS 06/05/2024	Analyzed needs assessment data, focusing on common themes and learning gaps. I also created a preliminary report of the findings using charts to summarize the students' profile as well as the result of the diagnostic exam.	It was evident that there is a learning gap that exist even regarding the basic concept of journalism, particularly news writing. I then considered the cognitive learning theory to "improve learners"	The summary report is concise yet incorporates feedback on the findings effectively. Our students are already in the intermediate elementary years, so applying cognitivism in the training will help them gain a deeper understanding of journalism principles.

					comprehension of news subjects."	
	June 8, 2024	1 day	Jane H. Anon IRENE G. ANDAN 06/11/2024	Selected Morrison-Ross-Kemp Instructional Model and began designing the instruction.	This model emphasized the systematic approach that highlights learners' needs and their cognitive processes. It outlines the importance of clear objectives, content sequencing, and learner engagement in the process.	Ruel has clearly explained his choice of the Morrison, Ross, and Kemp (MRK) instructional design model for this project. I support his selection, as the model takes a systematic and holistic approach to planning, development, and evaluation, ensuring all components are aligned to meet instructional objectives.
	June 10-20, 2024	10 days	Jane H. Anon IRENE G. ANDAN 06/23/2024	Design the instruction – the overall goals, objectives, instructional activities, assessment, and the resources and technologies needed to implement the program.	The process was both easy and complex. The MRK model assisted me to design the instruction with direction – what to do first, next, and last. Meanwhile, to make sure that every component of the activities and assessment are aligned is the more complicated task.	The design was guided by the key learning objectives specified. The activities and assessment tasks are well-constructed. Ruel makes sure that there is a continuity from one topic to another so students can easily synthesize their learning.
	June 23-29, 2024	1 week	Jane H. Anon IRENE G. ANDAN 07/01/2024	Develop the instructional materials needed for the project implementation. It includes the power point presentations, printed handouts, and the research needed for the topics covered in the design.	The content needed for the materials should be in a level of language understandable to the target audience. I focused more on clarity and simplicity of the language so the content is more accessible to the students. The activities are also crafted to support their cognitive processes.	Materials are well-structured and they included real-life examples to illustrate key concepts (e.g., use of recent or current events). Advised that he can modify the presentation using trending news before the date of the implementation as samples used may be irrelevant by that time.

	July 5-6, 2024	2 days	<i>Irma H. Anonas</i> IRENE G. ANONAS 07/08/2024	Consulted with subject matter expert (SME) to review and refine the content, focusing on the current trends in news and news writing that I may be unaware of.	Received valuable feedback. My SME holds an Ed.D. and is a distinguished school paper adviser in the Philippines. His critique included comments on the learning objectives, presentation designs, and learning activities since the subject contents remain congruent, relevant, and adequate to discuss the basic principles needed by campus journalism newbies.	SME feedback was constructive; appreciated his critique in enhancing the learning objectives, especially that Ruel's design is justified by the cognitive theory of learning.
	July 9-12, 2024	3 days, including feedback	<i>Irma H. Anonas</i> IRENE G. ANONAS 07/10/2024	Reached out to the teacher/implementer of the instruction. I sent him the copy of the instructional materials and instructional design, and asked him to reach out if he has any questions.	Ace is our editor-in-chief when I was still studying in Zambales. He's very insightful in discussing classroom dynamic and student engagement strategies. He mentioned about the possibility of adjusting session lengths if needed.	Sir Ace, who taught our former campus journalists before the pandemic, is highly experienced, and I am confident he will excel in teaching our current students.
	Jul 8, 2024 (communiation letter was sent) Aug 9, 2024	1 day 30 minutes	<i>Irma H. Anonas</i> IRENE G. ANONAS 07/09/2024 <i>Irma L. Anonas</i> IRENE G. ANONAS 08/09/2024	Met the new school principal to discuss the project objectives as well as commitment for long-term project implementation.	Just like to previous school heads, they are supportive of such an initiative. They know that Lipay Elementary School is one of the best performing schools in campus journalism not just in the district but in the whole division. The principal acknowledges the lack of training due	Principal appreciates the initiative and offers access to: (a) school internet connection, (b) use of classrooms for implementation, and (c) call of support to teachers if need be.

					to hectic school calendar.	
	Jul 19-21, 2024	3 days	<i>See H. Anon</i> <i>IRENE G. ANONAS</i> <i>08/01/2024</i>	Finalized instructional design and the instructional materials based on SME and implementer's feedback/advice. Adjusted session plans (duration) to improve flow and timing to effectively deliver the instruction.	Instructional design is adjusted based on the feedback from subject expert and teacher-implementer. The objectives are modified to be "create" to encourage higher order thinking skills, duration is also changed to accommodate possibilities of longer sessions than calculated, ppts were proofread and edited, and activities are tailored to achieve designed objectives.	I am satisfied with the adjustments made so far and suggest conducting a mock session with the implementer before starting the training to address any potential questions or overlooked details in the instructional design and implementation plan.
	Aug 7, 2024	30 minutes	<i>See H. Anon</i> <i>IRENE G. ANONAS</i> <i>08/07/2024</i>	Distributed consent forms to participating students. The letter contains a brief of what the training will be about. The consent letter evidences parents allowing their kids to attend the project demonstration.	I handed the consent letter to Mrs. Anonas and she explained what it is about to ensure that they communicate with the parents what the training is for.	We use a group chat on Messenger for communication between myself and the parents, which has been an effective long-standing practice to ensure the students' safety. This platform is also used for sending reminders.
	Aug 8, 2024	2 hours	<i>See H. Anon</i> <i>IRENE G. ANONAS</i> <i>08/08/2024</i>	Printed materials, activity sheets, and resources for physical copies. It is to make sure that they are ready for distribution during the actual demonstration. Pre-test and post-test testing paraphernalia are also printed.	Materials are organized based on the content sequencing.	Instructional materials are ready. Printed learning materials, particularly those that are needed during assessment, are printed ensuring smooth distribution during the training. They are checked prior to the seminar.
	Aug 9, 2024	3 hours	<i>See H. Anon</i> <i>IRENE G. ANONAS</i> <i>08/09/2024</i>	Conducted final visit to the venue to ensure that the classroom is set and the technologies to be used are functional.	The training venue is prepared with the necessary equipment, technology, and ventilation. We also	My advisory classroom will be used as the venue. I advised back up plans for unexpected changes such as substitute room, back-up Wi-Fi

					made sure that seating arrangement can accommodate the number of students attending and support interactive learning.	and laptop, and reminder on students' refreshments.
	Aug 10, 2024		<i>June H. Anonas</i> IRENE G. ANONAS 08/10/2024	Implemented the instructional project; facilitated the seminar-workshop session with preparing the materials and the equipment; assisted in students' refreshment (snacks and lunch).	There was an active engagement between the teachers and the students, and the students and the materials. Group / duo activities made sure that there is also an interaction between the students and their peers. Insights on the implementation will be on a separate report.	Positive feedback for the implementer as he really knows how to get the students attention and ensured that basic concepts are understood. The sessions are actually shorter than approximated in the ID. Although, it could have been better if the students are given more chances or time to construct their views or interpretations about the topics being offered to assist retention and information assimilation and accommodation.
	Aug 10, 2024		<i>June H. Anonas</i> IRENE G. ANONAS 08/20/2024	Administered a post-implementation review and evaluation using the rubrics from the program chair. Evaluations sheets for the Instructional Design and Instructional Materials were distributed to the gatekeeper and the implementer.	The gatekeeper and the teacher are happy with the success of the project implementation.	Evaluation confirms that the project objectives were met. I am certain that this design can be used effectively even by us teachers here in Lipay even we do not have an extensive background in journalism. I recommended documenting the process for future use, as well as modifying the materials and design based on Ruel's own assessment.