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EDS 199 – Special Project

Critical Reflections: Experience, Performance, and Learning

Matrix 1

SP Objective	What You Have Done	Evidence of Your Accomplishments	Conclusion	Recommendations	Critical Reflection (Experiences)	Critical Reflection (Performance)	Critical Reflection (Learning)
1. Apply knowledge of the teaching and learning process in the course planning and implementing a lesson or developing and testing an instructional technology	I was able to develop an instructional design that cater to the needs of my target learners. It is then ensured that the objectives, learning activities, and assessment tasks are designed based on the learners and needs analysis. I have also been able to incorporate various media and technology that can assist in student learning and engagement.	• Learners and Needs Assessment Instrument • Summary of the Findings from the NLA • The Design Blueprint • The Instructional Plan (Matrix) with the Incorporation of various media, technology, and resources to support teaching and learning	The instructional design will not be as effective if it is not evidence-based. The materials prepared and the assessment designed will not achieve the desired outcome if the actual needs are not gauged properly. Regardless of how good the instructor is, if the ID, IP, and IMs do not address what is really lacking, the students will have a difficult time understanding future topics or new subjects.	For future practices, it is best to identify the population of learners that are not familiar with the concepts of journalism, especially news and news writing. Many student could probably write a short story, but not all of them can write a news report. If other institution will adopt this program, it is best to identify their learners' needs and unique demographics so they are able to modify the lessons, technologies, activities, and assessment tasks needed to achieve the desired learning outcome.	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	I realized that all instructional design must be backed by evidence-based data so strategies are aligned with the goals and objectives. The principles of Backward Design can be used as reference to ensure that instructional strategies, and even the materials and assessment tasks are on the right track. Also, during the implementation, I understood that while needs analysis is a very vital tool in designing the instruction, ongoing assessment (live feedback) can also be helpful to allow adjustments and flexibility. This aligns with the iterative nature of formative assessments where there is a continuity of feedback loops that helps in refining both the teaching practices, learning outcomes, and designing processes.	This project underscores the importance of an evidence-based approach in instructional design. In fact, during the implementation, the teacher said that I can reduce the text incorporated in the slides. They might seem little during the design but we realized that it's a bigger chunk when younger students deal with them. The Cognitive Learning Theory emphasizes the impediments of an information overload. Also, this experience taught me the value of adaptability and flexibility of a design. Leaners needs, their demographics, and the context may vary so it's best that the design can be easily adopted due to its flexibility. I will focus on developing IDs and IMs that can be easily suited in different learning contexts and learning needs, to ensure that we offer a high caliber learning opportunity for all.

					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. Critically reflect on their practicum experiences and evolving philosophy of education	I was able to reflect on the advantages and disadvantages of various teaching strategies that can be used in this design, to make sure than the methods I use align with education philosophies (i.e., realism and constructivism).	• E-journals reflecting my journey in designing the instruction • Design Blueprint • Learning Activities and Assessment Tasks Designed • Video Recording of Student Engagement	The learning activities and assessment tasks are carefully designed to ensure they align with the learning goals and objectives. Furthermore, Cognitivism can evidence and predict how students can learn through knowledge building based on a more complex information received to approach a more logical perception re news and news writing (Realism) and how they can construct knowledge through assimilation and accommodation.	Continue exploring various pedagogical approaches anchored to other educational philosophies if need be. This allows reflective practices in the area of instructional design, adoptability of the design, and flexibility of the design.	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	I draw my selection and implementation of teaching strategies based on the cognovits theory of learning. I make sure that students will have sufficient scaffolded learning experiences, especially that a majority of them does not have a background with the topics being presented to them. The e-journals and the video recordings of the sessions will evidence the teacher-student engagement which can provide a valuable insight of how complex information processing can be when learners are presented with new subjects. Here is where understanding of the basic principles of design, educational philosophy, learning	This process reinforces the importance of aligning instructional strategies with learning theories (or educational philosophies) to promote effective knowledge acquisition, retention, and retrieval. Cognitivism and Constructivism, for instance, make a route to design learning activities that encourage knowledge building and, at the same time, active learning. The design I just created may seem simple for now, but I advocate to further refine my knowledge in terms of educational philosophies and learning philosophies to ensure adaptability and flexibility of my designs in different learning contexts. This will support a more inclusive pedagogical approach.

					when designing the instruction. The process is just smoother when you are guided with educational philosophies and observed by learning theories.	theory, and multimedia learning can be highlighted. While the activities are meticulously designed to encourage knowledge construction within self or among peers, there is still a need to create a real-time approach to monitor learning progress; hence, scaffolding. This is a reflective practice in teaching where continuous assessment of pedagogical approaches takes place to enhance learning outcomes.	
3. Acquire desirable professional work attitude and skills	I have worked with the institution several years in the past. I have crossed paths with 4 school principals when doing training sessions with their students and I have retained warm relationship with them even up to these days. Hence, collaborating with the school and 'The Bridge' is not a challenge. However, I have to maintain a professional attitude when dealing with with my gatekeeper, with the principal, the parents, and the students. This is to make the consultation and communication smoother, and that students establish regards with the system.	• Parental Consent to allow students to participate • Approved Communication Letter with the School Principal • Accomplished Project Logs	Partnership with organizations should maintain a very professional relationship when dealing with educational / learning programs. This ascertains that all parties remain focused and impartial when providing critiques and pieces of advice. Furthermore, it allows the project to respond appropriately to the needs not only of the learners, but also of the institution.	Implement a structured communication protocols and regular catch-ups with stakeholders involved. Also, develop an attitude of proactively addressing potential conflicts and communicate it with the concerned parties to foster an environment of open communication and collaboration. This is intended to achieve the desired educational outcomes.	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	I believe that my ability to maintain professionalism while navigating various relationships especially among vital stakeholders significantly contributes to the success of the program. By securing parental consent means that student guardians have a belief in the system and the goals of the program. Having the approval and continuous feedback of the principal and the gatekeeper also means that they are eager to turn the program to fruition. There is a gem in mutual respect and collaboration. This is a product of establishing a clear,	Engaging with multiple stakeholders – principal, subject matter expert, implementer, gatekeeper, parents, and students – to take a lot of thoughtful, empathetic, and respectful approaches. By maintaining a professional attitude and image, it will enable a collaborative environment that responds to the immediate needs of the program. Various perspectives can influence decision-making; hence, to treat things professionally allows constructive engagements between parties and positive project development.

					attitudes among students, motivating them to be valuable parties of this educational process.	structured communication process.	
4. Make a concrete contribution to education programs through their practicum work	I successfully developed a structured training plan for the campus journalism program at Lipay Elementary School. To my knowledge, no other school in the district has a similar structured program to train student journalists in preparation for the Schools Press Conference. Since campus journalism is supported by law and Schools Press Conferences are mandated by the Department of Education, this project has the potential for long-term use and benefits. If adopted, it could serve as a model not only for Lipay Elementary School but also for other schools in the district.	• Instructional Design / Instructional Plan • Instructional Materials • Needs Analysis Interpretation • Theory of Learning Used • Instructional Design Model Used • Conclusion and Recommendations	The developed instructional design for news and news writing fundamentals represents a significant step forward in preparing our young student journalists for schools press conferences. Given that no other school in the district has such a program, the initiative fills a critical gap in student development. The program is also aligned with the mandates of DepEd which ensures its long-term relevance and impact. If successful, this ID can be used as a model for enhancing campus journalism education outside the school.	It is recommended that the program is piloted and evaluated in Lipay Elementary School, which has been done already. The feedback and analysis gained from the evaluation will be used to improve the design. Following the revision and probably another set of review, this can be introduced in other schools in the district, partnered with workshops and training sessions for prospective educators/implementers of the program to ensure consistent implementation across all schools. Lastly, establish a network of schools using the program to facilitate the sharing of best practices and continuous program development. It will further strengthen the quality of campus journalism education or campus journalists in the district.	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.	The development of this training plan is guided largely by the instructional design principles, learning theories, multimedia education, and methods of assessment. While the initial feedback from the pilot was positive, I believe that my performance can still be improved by providing more formative assessments throughout the program. This will allow feedback and opportunities to improve teaching (Reflective Practice) and monitor learning progress more accurately.	This program has enhanced my understanding of the importance of aligning instructional design with both theoretical frameworks and practical needs, allowing for greater flexibility when adapting to different learning contexts. Moving forward, I plan to refine the program based on future feedback and broaden my knowledge of various instructional design models and learning theories. By doing so, I aim to ensure that the program is adaptable to diverse educational philosophies and pedagogical approaches, maintaining its relevance and effectiveness in the future.

Matrix 2 (from Matrix 1 Column 3)

SP Accomplishments	Evidences of Your Accomplishments	BES Knowledge, Skills & Work Attitude You Employed	Reason of Using these Theories/ Principles
1. Apply knowledge of the teaching and learning process in the course planning and implementing a lesson or developing and testing an instructional technology	• Learners and Needs Assessment Instrument • Summary of the Findings from the NLA • The Design Blueprint • The Instructional Plan (Matrix) with the Incorporation of various media, technology, and resources to support teaching and learning	• Understanding and Employing the Instructional Design Principles (EDS 112) • Conducting a Learners and Needs Assessment and Analysis (EDS 113) • Conducting a Diagnostic Tests to identify learning gaps (EDS 113, EDS 112) • Integration of Media and Technology in Planning the Instruction (EDS 151, EDS 153) • Knowledge on the Design of Educational Multimedia Materials (EDS 153) • Application of Learning Theories: Cognitivism and Constructivism (EDS 100) • Application of Instructional Design Model: MRK Model (EDS 112)	The Cognitivist and Constructivist Learning Theories ensure that the instructional design is learner-centered; thus, meeting specific learning needs based on the identified learner demographics. The use of media and technology also supports the diverse learner background and learning styles, which further engages students effectively. Meanwhile, conducting a well-crafted diagnostic test will reveal onset the instructional gap.
2. Critically reflect on their practicum experiences and evolving philosophy of education	• E-journals reflecting my journey in designing the instruction • Design Blueprint • Learning Activities and Assessment Tasks Designed • Video Recording of Student Engagement	• Reflective Thinking and Self-Evaluation Skills (EDS 112) • Critical Analysis of Teaching Practices (EDS 103, EDS EDS 157, EDS 113) • Principles and Methods of Assessment (Diagnostics, Formative, and Summative) (EDS 113) • Aligning Learning Activities and Assessment Tasks with the defined Learning Objectives (EDS 112, EDS 113) • Ability to refine instructional plan based on feedback and critique from SME, Gatekeeper, and Teacher-Implementer	Reflective Practices allow for continuous improvement and refinement of pedagogical strategies. Aligning learning activities with the defined objectives, as well as utilizing various assessment methods both formative and summative ensures that the instructional design remains effective and responsive to the learning needs, and that learning is gauged real time for immediate intervention.
3. Acquire desirable professional work attitude and skills	• Parental Consent to allow students to participate • Approved Communication Letter with the School Principal • Accomplished Project Logs	• Effective Communication Skills & Communication Channels (EDS 112, Wika 1, ENG 157) • Professionalism (EDS 110) • Organizational and Project Management Skills (EDS 110, EDS 140)	Professionalism is a vital role in projects that requires collaboration. To successfully implement the program, there needs to be a foundation of trust and confidence among stakeholders. This is where effective communication plays a very important role. Meanwhile, organizational skills and project management attitudes are important attribute to make sure that the program is being handled and supervised effectively. And that any potential problems are addressed appropriately – done through communication and management abilities.
4. Make a concrete contribution to education programs through their practicum work	• Instructional Design / Instructional Plan • Instructional Materials • Needs Analysis Interpretation • Theory of Learning Used • Instructional Design Model Used • Conclusion and Recommendations	• Application of the Principles of Instructional Design (EDS 112) • Knowledge in Curriculum Development (EDUC 103) • Application of the Principles of Designing of Educational Multimedia Materials (EDS 151, EDS 153) • Conducting a Needs Assessment and Analysis (EDS 112, EDS 113)	This instructional design could not be done without the knowledge on the foundational principles of instructional design and theories of learning. Aside from identifying the learning gap, these two outlines the more important components of an instructional plan – a general framework in designing an instruction. Furthermore, understanding the basic tenets curriculum development and designing of educational multimedia materials

		• Selecting Appropriate Instructional Design Model (EDS 112) • Application of Learning Theories in Assessing Learning Tendencies and Needs (EDS 100) in designing effective learning experiences	supports the creation of engaging and relevant instructional materials, while a thorough needs assessment is where everything starts.

Matrix 3 (From Matrix 2 Column 2)

Evidences of Your Accomplishments	Final Resources and Materials (A Modified Version from the Existing Accomplishment, Materials/ Technology Developed, and other Supplementary Resources, AFTER Your Critical Reflections)
• Learners and Needs Assessment Instrument • Summary of the Findings from the NLA • The Design Blueprint • The Instructional Plan (Matrix) with the Incorporation of various media, technology, and resources to support teaching and learning	See Appendix 10.8 See Appendix 10.8 See Part 4 of the e-Portfolio See Part 5.2 of the e-Portfolio OR Appendix 10.11
• E-journals reflecting my journey in designing the instruction • Design Blueprint • Learning Activities and Assessment Tasks Designed • Video Recording of Student Engagement	See Part 6 of the e-Portfolio See Part 4 of the e-Portfolio See Part 5.2 of the e-Portfolio OR Appendix 10.11 See Appendix 10.15
• Parental Consent to allow students to participate • Approved Communication Letter with the School Principal • Accomplished Project Logs	See Appendix 10.12 See Appendix 10.4 See Appendix 10.2
• Instructional Design / Instructional Plan • Instructional Materials • Needs Analysis Interpretation • Theory of Learning Used • Instructional Design Model Used • Conclusion and Recommendations	See Part 5.2 of the e-Portfolio OR Appendix 10.11 See Appendix 10.13 See Part 2.4 of the e-Portfolio OR e-Journal 5.2 See Part 3.1.1 of the e-Portfolio or e-Journal 5.3 See Part 3.1.2 of the e-Portfolio or e-Journal 5.3 See Part 8 of the e-Portfolio

Matrix 4 (Micro-Analysis)

Specific Task Given by Gatekeeper	Specific Action Taken by Student	Theoretical Basis of these Specific Action Taken by Student	Conclusion & Recommendations in connection with the Specific Task & Specific Action	Critical Reflections (Experience, Performance, Learnings)	"If given a chance to modify your specific action, what should it look like?" A.K.A Specific Action Taken Version 2.0
1. Assist the school in training their campus journalists as an actual observation to identify any learning gaps	Attended the 3-day training of the students, a week prior to the municipal schools press conference	Behaviorism was the basis for this action as I only had 3 days available to teach the students. The training was through direct instruction, repetition and practice, and immediate	There is a clear need for a structured training program so student development happens as early as the school year opens. Currently, the school conducts its training weeks prior to the competition, which leaves	This experience demonstrated that while intensive short-term training can be useful for immediate contest preparation, it is insufficient for developing the refined competencies	The action can be improved by providing students with a longer training period. This would require a structured training program to be in place, ensuring that students develop foundational knowledge and skills, which would better prepare them for

		feedback. This allows the information delivery, practice drills, and reinforcement to happen in a short span of time.	students with insufficient preparation. The recommendation is to initiate training earlier and integrate continuous skill development throughout the academic year.	students need to handle unexpected situations during the competition. Students may rely on existing practices or templates, but a deeper understanding of the foundational concepts of writing would enable them to achieve better outcomes.	other campus journalism responsibilities.
2. Conduct a Learners and Needs Analysis	Identify the specific needs and characteristics of the target learners to ensure the instructional design is tailored to their requirements. This includes gathering data on learners' backgrounds, learning preferences, and prior knowledge.		It is important to continuously gather detailed learners and needs data especially that audience changes from year to year. It is to ensure than the design remains responsive and adaptive to the evolving profile and requirements.	Conducting a needs assessment provides a comprehensive insight on the instructional gap that needs to be addressed. The learners profiling, on the other hand, highlights the significance of determining the diverse learners preferences which bring forth the need to create a flexible instructional approaches to cater individualized paths.	If given another chance, I would like to incorporate other data gathering methods such as focus group discussions to gain a deeper comprehension of the learners needed and preferences. As well as to understand their level of appreciation about journalism.
3. Design the Objectives, Learning Activities, and Assessment Tasks	Develop clear learning objectives and align them with engaging activities and appropriate assessment tasks that match the findings from the learner and needs analysis.	The cognitive theories underscores the significance of defining clear learning objectives, structure learning objectives, and aligned assessment tasks to facilitate knowledge construction among learning participants.	The design process should include continuous alignment checks between objectives, activities, and assessments to ensure they are consistently targeting the desired learning outcomes. The alignment across these components must be reviewed periodically to maintain its effectiveness and relevance.	It is important that these elements are cohesive during the instructional planning. It also fortifies the needs or a regular adjustments based on students feedback/responsive on the design (e.g., the use of performance data, needs assessment data).	Future iterations should incorporate adaptive learning technologies and teaching strategies to allow for real-time adjustments to learning activities and assessments, responding to ongoing learning needs both in an individual and collective points of view.
4. Integrate Media & Technology	Incorporate various forms of media and technology into the instructional design to enhance student learning and engagement. Select tools that best support the learning objectives and are accessible and user-friendly for students.	The theory of multimedia learning suggests that the use of various media in an instruction enhances learner engagement.	Continuously evaluate the used media and technology in the current design and update if need be. This is to ensure that the technology tools and media applied remain relevant, useful, advantageous, and engaging for student learning.	The integration of media and technology in designing an instruction puts emphasis on the advantages of diverse formats to gain attention of and engagement among learning participants. But it is also worth noting the meticulous selection to avoid cognitive overload and the chances of the students giving more attention on the integrated media than on the defined learning outcomes.	I would provide more interactive elements such as simulation or animations to indulge learners more to the activities and the materials being presented, while being mindful to cognitive overload.

5. Develop the instructional materials	Created instructional materials that align with the objectives, activities, assessments, and media & technology identified for the program.	This action is guided by the foundational principles of instructional design and designing of educational multimedia materials. This ensures materials are cohesive, aligned with the learning objectives, and assist effective teaching and learning.	Instructional materials, just like any other components of the instructional design needs to be revisited. But we have to put emphasis on modifying this component as trends and updates about campus journalism practices may rise at anytime. Materials should gain more attention for continuous improvement to keep it relevant and responsive to the needs of time.	Developing the materials applies the principles of instructional design and the use of instructional media resources. It also emphasizes the importance of ensuring (a) alignment between instructional materials (IM) and instructional design (ID), and (b) the impact of these materials on student engagement and learning enhancement.	I would incorporate more interactive media elements to make the instructional materials more engaging. Additionally, I would add more formative assessments to monitor students' progress during the instructional process, allowing for real-time adjustments to meet learning needs.