



St. Luke's Institute Inc.  
Rizal Ave. Kabacan North Cotabato

### TEACHING GUIDE

Grade: 12

Core Subject Title: Understanding of Culture, Society and Politics

Semester: 1

No. of Hours/Semester: 80 hrs.

Prerequisites(if needed):

**Core Subject Description:** The origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.

**Culminating Performance Standard:** The learner should be able to explain the origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.

**Power Standard:** The learner should be able to acquire the origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.

<b>Lesson Title:</b>	The Birth and Growth of the Social Sciences.
<b>Content Standards:</b>	The learner understands the birth and growth of the social sciences.
<b>Performance Standards:</b>	Minimum: The learner will explore the significant birth and growth of the social sciences. Beyond Minimum: The learner will be able to demonstrate curiosity and openness to explore birth and growth of the social sciences
<b>Learning Competencies:</b>	Minimum: Recognize the birth and growth of the social sciences. Beyond Minimum: Recognize the birth and growth of the social sciences the perspective on culture and society.
<b>Specific Learning:</b>	1. Define the Birth and Growth of the Social Sciences. 2. Explain the origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.
<b>Time Frame (Session 1):</b>	70 minutes
<b>Lesson Outline:</b>	
<b>Introduction/Review (10minutes)</b>	Overview of the lesson objectives, key concepts and essential question.
<b>Motivation (10 minutes)</b>	Show some pictures about the Social Scientist.
<b>Instruction/Delivery (30 minutes)</b>	1. The birth and Growth of the Social Sciences 2. The Historical Background of the Growth of Social Sciences 3. The Birth of Social Sciences as a Response to the Social Turmoil of the Modern Period 4. The Colonial Origin of the Social Science
<b>Practice (10 minutes):</b>	1. What are the historical factors that gave birth to the social sciences in the West? 2. What are the basic goals of sociology, anthropology, and political science?
<b>Enrichment (10 minutes):</b>	Present another picture shows the birth and growth of Social Sciences.
<b>Evaluation:</b>	Assignment: Two-Paragraph Essay Quiz: Identification, Enumeration
<b>Materials:</b>	Laptop, TV
<b>Resources:</b>	Understanding Culture, Society, and Politics Gerry M. Lanuza Sarah S. Raymundo

# Faculty Guide For Teachers

**Robert DiYanni, Anton Borst**



## **Faculty Guide For Teachers:**

**A Guide to Faculty Development** Kay J. Gillespie, Douglas L. Robertson, 2010-02-18 Since the first edition of A Guide to Faculty Development was published in 2002 the dynamic field of educational and faculty development has undergone many changes Prepared under the auspices of the Professional and Organizational Development Network in Higher Education POD this thoroughly revised updated and expanded edition offers a fundamental resource for faculty developers as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions This essential book offers an introduction to the topic includes twenty three chapters by leading experts in the field and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program the key issues of assessment diversity and technology and faculty development across institutional types career stages and organizations This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times This practical guide draws on the best minds shaping the field the most productive experience and elicits the imagination required to reenvision a dynamic future for learning societies in a global context R Eugene Rice senior scholar Association of American Colleges and Universities Across the country people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world Faculty members academic administrators and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times Judith A Ramaley president Winona State University This is the book on faculty development in higher education Everyone involved in faculty development including provosts deans department chairs faculty and teaching center staff will learn from the extensive research and the practical wisdom in the Guide Peter Felten president The POD Network 2010 2011 and director Center for the Advancement of Teaching and Learning Elon University

**The College Teacher's Handbook** Magna Publications Incorporated, 2018-05      **Teaching in Nursing** Diane M. Billings, Judith A. Halstead, 2015-12-01 Set yourself up for success as a nurse educator with the award winning Teaching in Nursing A Guide for Faculty 5th Edition Recommended by the NLN for comprehensive CNE prep this insightful text is the only one of its kind to cover all three components of teaching instruction curriculum and evaluation As it walks through the day to day challenges of teaching readers will benefit from its expert guidance on key issues such as curriculum and test development diverse learning styles the redesign of healthcare systems and advancements in technology and information This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award along with updated information on technology empowered learning the flipped classroom interprofessional collaborative practice and much more Coverage of concept based curricula includes strategies on how to approach and implement concept based lessons Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction

Evidence based teaching boxes cover issues such as how to do evidence based teaching applications of evidence based teaching implications for faculty development administration and the institution and how to use the open ended application questions at the end of each chapter for faculty guided discussion Strategies to promote critical thinking and active learning are incorporated throughout the text highlighting various evaluation techniques lesson planning insights and tips for developing examinations Updated research and references address forward thinking approaches to education and trends for the future Guidance on teaching in diverse settings addresses topics such as the models of clinical teaching teaching in interdisciplinary settings how to evaluate students in the clinical setting and how to adapt teaching for community based practice Strong focus on practical content including extensive coverage of curriculum development equips future educators to handle the daily challenges and opportunities of teaching NEW Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers emphasizing clear communication and shared patient outcomes NEW Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards NEW Renamed unit on Technology Empowered Learning covers the use of technology for learning including non traditional course formats active learning flipped classrooms and more

### **Teaching in Nursing E-Book**

Diane M. Billings, Judith A. Halstead, 2013-08-13 Teaching in Nursing 4th Edition is the only nursing text to address all three components of education teaching curriculum and evaluation Comprehensive guidelines help you meet the day to day challenges of teaching including curriculum development the diversity of student learning styles and developing and using classroom tests This edition has been updated with information on the latest trends in education including new information on the use of simulations to facilitate learning the latest on competency based and concept focused curricula developing learner centered courses and more Edited by expert nursing educators Diane M Billings and Judith A Halstead Teaching in Nursing is a past winner of the AJN Book of the Year award and is an excellent resource for nurses preparing to take the Certified Nurse Educator CNE Exam The only nursing resource to cover teaching curriculum and evaluation of students the three essential components of nursing education Contributing authors are nationally recognized scholars in their fields of expertise Models of teaching are used to demonstrate clinical teaching teaching in interdisciplinary setting how to evaluate students in the clinical setting and how to adapt teaching for community based practice Teaching strategies promote critical thinking and active learning including evaluation techniques lesson planning and constructing examinations Evidence based teaching boxes explain how to practice and apply evidence based teaching with implications for faculty development administration and the institution End of chapter summaries let you draw conclusions based on the chapter content Open ended application questions at the end of each chapter are ideal for faculty guided discussion and online education Up to date research looks ahead to the needs of the future

### **A Survival Guide for New Faculty Members** Jeffrey P.

Bakken, Cynthia G. Simpson, 2011 A Survival Guide for New Faculty Members Outlining the Keys to Success for Promotion

and Tenure provides new faculty members with practical down to earth wisdom and suggestions for successfully working through to tenure and promotion The authors both successful and experienced administrators and experts in higher education have provided an extremely well organized and useful guide for new faculty members It focuses on all aspects of becoming a new faculty member including the various expectations in completing a successful journey toward promotion and tenure The book underscores the importance of recognizing the three facets of faculty life of teaching research and service This volume clearly sets out compares and separates those three components with clarity and provides very useful advice for putting the three together Taken together with the chapters on Documenting Your Progress and Promotion and Tenure new faculty are provided with a solid practical introduction to building a foundation for success in higher education Feedback and tips are also provided within each chapter It is written in a style that readers will be able to easily comprehend and understand and is supported with many examples In addition the information can be easily applied to new faculty at various types of institutions of higher education EBL book details

Teaching in Nursing Diane McGovern Billings, Judith A. Halstead, 1998 Unlike most texts of its kind this 1998 AJN Book of the Year addresses three major components of nursing education teaching curriculum and evaluation It provides the comprehensive contemporary guidelines instructors need to meet the day to day challenges of teaching and ensure that their teaching practices reflect the evolving healthcare environment What s more TEACHING IN NURSING offers essential coverage of teaching and learning at a distance technology and media guidance on curriculum development an in depth review of the theoretical foundations of teaching and learning strategies to promote critical thinking and active learning a chapter on dealing with diverse students and students with special needs and a strong focus on clinical teaching

Faculty Guide for Moving Teaching and Learning to the Web Judith V. Boettcher, League for Innovation in the Community College (U.S.), 1999

**An Evidence-based Guide to College and University Teaching** Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems

discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers

*A Faculty Guide for Succeeding in Academe* Darla Twale,2013-07-03 All too often a culture of silence permeates academia where faculty and administrators ignore or misunderstand difficult situations *A Faculty Guide for Succeeding in Academe* is a practical guide for prospective and current faculty that addresses real complex issues that are too often left unexamined Chapters explore typical aspects of the faculty career and life cycle such as appointment tenure promotion incivility plagiarism teaching online delivery interactions with chairs and deans and performance appraisal but focuses on the prickly issues as well as the routine *A Faculty Guide for Succeeding in Academe* presents authentic engaging vignettes that feature faculty and administrators as they maneuver through academe encountering authentic difficult situations Focusing on positive outcomes each case is analyzed and readers are encouraged to reflect about the ways these incidents could have been resolved Offering concrete suggestions and best practices this book provides insights that will help prospective new and current faculty maneuver more effectively through academe and their collegial culture This important resource enhances a culture of openness and will help faculty gain direction and support in their career

**Resources in Education** ,2001 *Teaching Your First College Class* Carolyn Lieberg,2023-07-03 No other teaching experience will feel quite like the first time an instructor walks into a classroom to face a class of students This book is a wise and friendly guide for new faculty and graduate student instructors who are about to teach for the first time It provides an introduction to the theory of teaching describes proven strategies and activities for engaging students in their learning and offers advice on classroom management syllabus creation grading assessment and discipline issues among other topics It prepares readers for a confident start as teachers and gives them a firm foundation on which to develop their skills and personal classroom styles The author breaks teaching down into its component elements and tasks to enable graduate student instructors to identify their particular responsibilities and learn about what works and does not They will also benefit from reading the book as a whole as it sets their work in the context of course objectives and learning theory For new faculty this engaging book provides a solid basis from which to develop their skills and personal styles as teachers and offers guidance on documenting their classroom success for the purposes of

promotion and tenure For graduate student instructors the book is a companion that will give them confidence and pleasure in teaching and stand them in good stead if they decide on a in any future career in academe

**Engaging Students as Partners in Learning and Teaching** Alison Cook-Sather,Catherine Bovill,Peter Felten,2014-04-21 A guide to developing productive student faculty partnerships in higher education Student faculty partnerships is an innovation that is gaining traction on campuses across the country There are few established models in this new endeavor however Engaging Students as Partners in Learning and Teaching A Guide for Faculty offers administrators faculty and students both the theoretical grounding and practical guidelines needed to develop student faculty partnerships that affirm and improve teaching and learning in higher education Provides theory and evidence to support new efforts in student faculty partnerships Describes various models for creating and supporting such partnerships Helps faculty overcome some of the perceived barriers to student faculty partnerships Suggests a range of possible levels of partnership that might be appropriate in different circumstances Includes helpful responses to a range of questions as well as advice from faculty students and administrators who have hands on experience with partnership programs Balancing theory step by step guidelines expert advice and practitioner experience this book is a comprehensive why and how to handbook for developing a successful student faculty partnership program

*A Faculty Guidebook for Effective Shared Governance and Service in Higher Education* Kirsti Cole,Joanne Giordano,Holly Hassel,2023-07-31 A Faculty Guidebook for Effective Shared Governance and Service in Higher Education bridges the gap between training and work experience offering a blueprint for academic workers effective participation in service and governance in higher education Unpacking skills of problem solving critical analysis politicking negotiation coalition building and emotional labor this book provides flexible adaptable strategies that are relevant across institutional settings and that draw from research experience and multiple perspectives The principles in the book will guide faculty in developing policies and implementing practices to better serve students colleagues communities and the larger mission of postsecondary education With an emphasis on shared governance and committee service that advances equity inclusion access and justice this book pushes back on the view that service is not worth our time and offers specific recommendations for doing governance work effectively Chapters provide strategies for policy development implementation and assessment as well as tools for navigating common roadblocks to accomplishing sustainable and progressive faculty leadership This accessible book demystifies a critical part of the academic workload and is designed for instructors faculty and academic advisors at any stage of their career who want to advocate for and create better conditions in higher education

Faith and Learning Kenneth Rea Badley,Patrick Allen,2014-09-01 Christian colleges expect faculty to clearly articulate an understanding of the impacts that Christian faith has on their teaching research and service Many faculty find this dimension of their work often labeled the integration of faith and learning confusing and difficult to realize in practice to assess and to describe This volume begins by clarifying two things It summarizes the faith learning discussion and offers a working

conception of faith integration specifically for Christian college faculty It then outlines what deans provosts and tenure promotion committees typically expect faculty in Christian colleges to know and do Allen and Badley introduce the highly regarded framework of Ernest Boyer and the Carnegie Foundation Scholarship Reconsidered 1990 They then present both a framework for assessing faith learning integration in the three dimensions of teaching research and service and step by step instructions for reporting and describing the individual faculty member s approach and success The book closes by calling both the Christian college and the individual professor to the vocation of teaching shaping and sending *A Handbook for Faculty Development* William H. Bergquist, Steven R. Phillips, 1975

**Teaching American Students** Ellen Sarkisian, 1997 Many faculty and graduate students from other countries expect language difficulties when they teach but are unprepared for other surprises different cultures make different assumptions about the academic background of college students how students learn the appropriate roles of teachers and students and even the fundamental purpose of a college education The third edition of *Teaching American Students* explains the expectations of undergraduates at American colleges and universities and offers practical strategies for teaching including how to give clear presentations how to teach interactively and how to communicate effectively Also included are illustrative examples as well as advice from international faculty and teaching assistants Appendices offer concrete suggestions on topics from planning the first day of class to grading papers and problem sets

*The Craft of College Teaching* Robert DiYanni, Anton Borst, 2020-03-03 The essential how to guide to successful college teaching and learning The college classroom is a place where students have the opportunity to be transformed and inspired through learning but teachers need to understand how students actually learn Robert DiYanni and Anton Borst provide an accessible hands on guide to the craft of college teaching giving instructors the practical tools they need to help students achieve not only academic success but also meaningful learning to last a lifetime *The Craft of College Teaching* explains what to teach emphasizing concepts and their relationships not just isolated facts as well as how to teach using active learning strategies that engage students through problems case studies and scenarios and practice reinforced by constructive feedback The book tells how to motivate students run productive discussions create engaging lectures use technology effectively and much more Interludes between chapters illustrate common challenges including what to do on the first and last days of class and how to deal with student embarrassment manage group work and mentor students effectively There are also plenty of questions and activities at the end of each chapter Blending the latest research with practical techniques that really work this easy to use guide draws on DiYanni and Borst s experience as professors faculty consultants and workshop leaders Proven in the classroom and the workshop arena *The Craft of College Teaching* is an essential resource for new instructors and seasoned pros alike

**Handbook of Quality Assurance for University Teaching** Roger Ellis, Elaine Hogard, 2018-07-03 This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching Including contributions from major international figures the book



contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly applied. The book initially identifies some of the key issues surrounding the topic such as the evidence based identification of teaching quality, the training of university lecturers and faculty, external and internal quality assurance, the tension between professional autonomy and governmental regulation and the involvement of students in developing quality. It then moves on to present ideas and initiatives to address these problems, tackling the subject through four sections: Assuring Quality (questioning what quality assurance means and how it might be practised), Identifying Quality (examining what knowledge exists at present and how it might be further researched), Developing Quality (investigating the development of staff through teacher training and appraisal), and Case Studies of Quality Assurance (reviewing six case studies of quality assurance in a range of contrasting subjects including the professional subjects of Medicine, Nursing and Teacher Training, which are also addressed systemically in the first section). Full of practical advice, *Handbook of Quality Assurance for University Teaching* is an invaluable and unique resource for Faculty Subject Leaders, University Administrators and Quality Assessors.

*The Excellent Online Instructor* Rena M. Palloff, Keith Pratt, 2011-01-11. *The Excellent Online Instructor* is a guide for new and seasoned faculty who teach online, those responsible for training and developing online instructors and administrators who must evaluate online faculty performance. This comprehensive resource describes the qualities of and explains how one can become an excellent online instructor. Written by Rena M Palloff and Keith Pratt, noted experts in online instruction, the book includes models based in adult learning principles and best practices. Offers guidelines to test instructors' readiness to teach online. Contains ideas for overcoming faculty resistance. Reveals how to develop an effective mentoring program. Shows how to establish a long term faculty development effort. Praise for *The Excellent Online Instructor*: Palloff and Pratt have a profound understanding of the online educational milieu, its complexities and challenges, as well as the potential it opens up to serious educators dedicated to exploiting its full value. Practical and down to earth strategies are at the core of what the authors offer the reader in this engaging book.

Michael J Canuel, CEO LEARN Quebec. This book examines best practices for effective online teaching and instructor engagement and provides a concise plan for faculty development and effective training methods. Rena Palloff and Keith Pratt have provided another essential resource for the field of online teaching and learning that is a must read for anyone working with faculty or teaching online in either higher education or K-12.

Kaye Shelton, dean, Online Education, Dallas Baptist University. Whether you are guiding departmental faculty or looking to improve your own online skills, Palloff and Pratt provide practical steps, tools to organize your processes, best practices to emulate and valuable resources to help you achieve excellence online.

Lynn Olson, dean, Graduate and Professional Studies, St Joseph's College Online. *Teaching American Students* Sarkisian, Ellen, 1990.

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## **Faculty Guide For Teachers Introduction**

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