



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.

Lesson Title:	The Birth and Growth of the Social Sciences.
Content Standards:	The learner understands the birth and growth of the social sciences.
Performance Standards:	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
Learning Competencies:	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.
Specific Learning:	<ol style="list-style-type: none"> 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.
Time Frame (Session 1):	70 minutes
Lesson Outline:	
Introduction/Review (10minutes)	Overview of the lesson objectives, key concepts and essential question.
Motivation (10 minutes)	Show some pictures about the Social Scientist.
Instruction/Delivery (30 minutes)	<ol style="list-style-type: none"> 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
Practice (10 minutes):	<ol style="list-style-type: none"> 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?
Enrichment (10 minutes):	Present another picture shows the birth and growth of Social Sciences.
Evaluation:	Assignment: Two-Paragraph Essay Quiz: Identification, Enumeration
Materials:	Laptop, TV
Resources:	Understanding Culture, Society, and Politics Gerry M. Lanuza Sarah S. Raymundo

Faculty Guide For Teachers

**Aaron S. Richmond, Guy A.
Boysen, Regan A. R. Gurung**

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

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

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

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 future career in academe.

Teaching Online Claire Howell Major, 2015-03-15. Demystifies online teaching for both enthusiastic and wary educators and helps faculty who teach online do their best work as digital instructors. It is difficult to imagine a college class today that does not include some online component, whether a simple posting of a syllabus to course management software, the use of social media for communication, or a full-blown course offering through a MOOC platform. In *Teaching Online*, Claire Howell Major describes for college faculty the changes that accompany use of such technologies and offers real-world strategies for surmounting digital teaching challenges. Teaching with these evolving media requires instructors to alter the ways in which they conceive of and do their work according to Major. They must frequently update their knowledge of learning, teaching, and media, and they need to develop new forms of instruction, revise and reconceptualize classroom materials, and refresh their communication patterns. Faculty teaching online must also reconsider the student experience and determine what changes for students ultimately mean for their own work and for their institutions. *Teaching Online* presents instructors with a thoughtful synthesis of educational theory, research, and practice, as well as a review of strategies for managing the instructional changes involved in teaching online. In addition, this book presents examples of best practices from successful online instructors, as well as cutting-edge ideas from leading scholars and educational technologists. Faculty members, researchers, instructional designers, students, administrators, and policy makers who engage with online learning will find this book an invaluable resource.

Teaching Your First College Class Carolyn S. Lieberg, 2008. 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 **New Faculty** C. Lucas,John W. Murry,2016-04-30 A useful compendium of survival advice for the faculty newcomer on a variety of subjects practical tips on classroom teaching student performance evaluation detailed advice on grant writing student advising professional service and publishing **On Course** James M. Lang,2010-05-10 On Course is full of experience tested research based advice for graduate students and new teaching faculty It provides a range of innovative and traditional strategies that work well without requiring extensive preparation or long grading sessions when trying to meet one s own demanding research and service requirements **The College Teacher's Handbook** Magna Publications Incorporated,2018-05 Faculty Guide for Moving Teaching and Learning to the Web Judith V. Boettcher,League for Innovation in the Community College (U.S.),1999 Teaching in Nursing Diane McGovern Billings,Judith A. Halstead,2009 This complete faculty guide covers the four major components of the educator role teaching curriculum information technology and evaluation of students and programs with comprehensive contemporary guidelines to help you develop the educator competencies needed to ensure your success in today s complex health care and academic environments This respected title is also one of the National League for Nursing s recommended resources for nurses preparing to take the Certified Nurse Educator examination Nationally recognized contributing authors share their expertise to bring you the best and most comprehensive information available Presents innovative models of clinical teaching that show you how to effectively teach in an interdisciplinary setting how to evaluate students in the clinical setting and how to adapt your teaching for community based practice li Strategies to promote critical thinking and active learning including evaluation techniques lesson planning and constructing examinations help you ensure students can apply and synthesize nursing content to make clinical decisions li Web links with numerous resources related to each chapter topic available through the Evolve website provide even more learning opportunities Managing the Learning Environment chapter addresses classroom management and control motivating and engaging students and handling disruptive or problem students Multicultural Education chapter provides strategies for effectively teaching and communicating with a culturally diverse student population An entire chapter on simulations presents the development implementation and evaluation of simulations so you can successfully integrate this teaching method into your course Reflecting on the Evidence feature at the end of each chapter provides questions that are perfect for classroom and online discussion **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 Design* Meredith Davis, 2017-07-11 An Expertly Written Guidebook to Teaching Design at All Levels Teaching Design provides a practical foundation for teaching about and through design The exploding interest in design and design thinking calls for qualified faculty members who are well prepared for a variety of institutional settings and content areas While designers know their disciplines they frequently lack experience in constructing responsive curricula and pedagogies for rapidly evolving professions And while K 12 educators are trained for the classroom their ability to transform teaching and learning through design is limited by a shortfall in professional literature Davis s extensive experience in education offers a detailed path for the development of curricula The book addresses writing objectives and learning outcomes that succeed in the counting and measuring culture of institutions but also meet the demands of a twenty first century education An inventory of pedagogical strategies suggests approaches to learning that serve both college professors and K 12 teachers who want to actively engage students in critical and creative thinking Sections on assessment make the case for performance based activities that provide credible evidence of student learning Davis also discusses the nature of contemporary problems and teaching strategies that are well matched to growing complexity rapid technological change and increased demand for interdisciplinary engagement Examples in Teaching Design span the design disciplines and draw on Davis s experience in teaching seminars for college faculty graduate courses for design students seeking academic careers and workshops for K 12 teachers converting their classrooms into centers for innovation

[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 Key Resources on Teaching, Learning, Curriculum, and Faculty Development Robert J. Menges,B. Claude Mathis,1988-11-11 A comprehensive authoritative guide to over six hundred books and articles on teaching learning curriculum and faculty development in colleges and universities The Adjunct Professor's Complete Guide to Teaching College Anthony D. Fredericks,2023-04 There are more than 700 000 adjunct professors in over 4 200 institutions of higher education Many lack a practical resource and formal pedagogical training on how to teach and evaluate college students With that information they can have the confidence and training that they can be effective instructorsno matter their discipline or experience The Adjunct Professors Complete Guide to Teaching College provides an illuminating look into collegiate instruction how to actively engage students and the proven techniques that enhance learning This book is for everyone who has ever wanted to teach a college course but were unsure of where and how to start **Engaged Teaching** Elizabeth Barkley,Claire Howell,2022-03-15 Engaging Students as Partners in Learning and Teaching Alison Cook-Sather,Catherine Bovill,Peter Felten,2014-03-10 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

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 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

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

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