



FAR EASTERN UNIVERSITY
General Education Department

THE FILIPINO IN THE CONTEMPORARY WORLD

Module Facilitation Guide

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MODULE FACILITATION GUIDE

Course Code	GED0113	Course Title	THE FILIPINO IN THE CONTEMPORARY WORLD
Module 1 Title	Module 1: Thinking about Globalization and Development This module will present the historical and theoretical perspective on globalization and development. It will explain different paradigms of development and various drivers of globalization.		
Modular Learning Outcomes	Course Expected Learning Outcome: Explain the concepts in paradigms of development and globalization in the context of multi-sectoral drivers of Philippine Society. At the end of the session, students should be able to: <ol style="list-style-type: none">1. Understand the salient features and concepts of development and globalization.2. Appreciate the intersection between and within development and globalization in the context of the Philippines.3. Analyze contemporary problem and relate it to the concept of development and globalization.		
Resource materials	<i>Myths of globalization: Noam Chomsky and ha-Joon Chang in conversation</i> (no date) <i>Global Policy Journal</i> . Available at: https://www.globalpolicyjournal.com/blog/26/06/2017/myths-globalization-noam-chomsky-and-ha-joon-chang-conversation (Accessed: March 23, 2023). Pesqueux, Y. (2013) “What is Globalization? The paradoxes of the economic and political substance of Markets” <i>South Asian Journal of Business and Management Cases</i> 2(1) 1–15		
Reminders	<i>Begin with an end in mind.</i> Always assess if the students are developing the intended learning outcome of the module. <i>Be bold and creative.</i> Learning materials and activities in this module is designed towards the acquisition of the competencies with an emphasis on the skills. Hence, exhaust all the possible means to utilize it in the teaching-learning process. If necessary, you may supplement learning materials and activity that will thrive in the fulfillment of the expected learning outcome.		



Facilitate learning for progression not perfection. As a facilitator of students' learning, see to it that no one is left behind. Immediate feedback to their assessment output/performance particularly on their strengths and weaknesses will help in the students' progress.

1. Classroom engagement

<p>A. Preliminary Activities These are initial activities that learners will do to exhaust the content of the resource material.</p>	<p>Brainwriting</p> <ul style="list-style-type: none"> STEP 1. Students will be asked to list down concepts that are associated with globalization and development STEP 2. Connect or group concepts that are related in expounding the concept of globalization and development. STEP 3. Present the connection of globalization to development and vice versa. <p>*The activity can be done individually or collaboratively. *Students can use concept map to creatively and systematically present their answers.</p> <p>Close Reading Activity</p> <ul style="list-style-type: none"> Students will outline the content of the text. They will use headings and subheadings to present the important gist of the reading materials Discuss the output within the group (meso) and as a class (macro) 														
<p>B. Deepening of understanding These are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.</p>	<p>Making Connection</p> <ul style="list-style-type: none"> From the group and class discussion, make connection on the contemporary reality in: <ul style="list-style-type: none"> Philippine setting; Global landscape. <table border="1" data-bbox="625 1541 1273 1768"> <thead> <tr> <th rowspan="2">Key Concepts from the Text</th> <th colspan="2">Contemporary Reality in:</th> </tr> <tr> <th>Philippine Setting</th> <th>Global Landscape</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table> <p>*The activity can be done individually or collaboratively.</p>	Key Concepts from the Text	Contemporary Reality in:		Philippine Setting	Global Landscape	1.			2.			3.		
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3.															



C. Ungraded formative assessment


This would refer to ungraded activities that will assess students' demonstration of understanding and skills, using the resource material as a vehicle to build learning base.

Making Contextualization

- Contextualize the concept of globalization and development in the Philippine Society using the following images.





	
<p>D. Closure and synthesis These are activities that learners will do to reflect on what transpired in the whole teaching-learning episode.</p>	<p>Grab and Explain Students will grab to explain any resource material (image, video, quote, movie clip, poster etc.) that will synthesize their learning of the concept.</p>

2. *Asynchronous online engagement*

<p>A. Work-along activities This would refer to ungraded activities that will allow students to explore the resource material and further their ideas.</p>	<p>Online Search Activity</p> <ul style="list-style-type: none"> Search for current local and international news about Philippine development (3 news articles). <table border="1" data-bbox="495 1564 1396 1866"> <tr> <td style="text-align: center;">NEWS HEADLINE APA 7th edition referencing</td> </tr> <tr> <td>News agency:</td> </tr> <tr> <td>1. Without reading the content of the news, what is your prior knowledge about the news?</td> </tr> <tr> <td>2. Identify the content of the news:</td> </tr> <tr> <td> a. Who?</td> </tr> <tr> <td> b. What?</td> </tr> </table>	NEWS HEADLINE APA 7 th edition referencing	News agency:	1. Without reading the content of the news, what is your prior knowledge about the news?	2. Identify the content of the news:	a. Who?	b. What?
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1. Without reading the content of the news, what is your prior knowledge about the news?							
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b. What?							



	c. Where?
	d. When?
	e. Why?
	f. How?
	3. Explain the relevance of the news to Philippine development

3. Graded formative assessment

<p>A. Assessment task This refers to what output or performance students are expected to accomplish as evidence of demonstrating the learning outcomes.</p>	<p>Problem Identification Matrix</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #c8e6c9;"> <th style="width: 15%;">PROBLEM/ ISSUE IN THE PHILIPPIN E SOCIETY</th> <th style="width: 25%;">PARADIGMS OF DEVELOPMENT</th> <th style="width: 15%;">EXAMPLE</th> <th style="width: 15%;">DRIVERS OF GLOBALIZ ATION</th> <th style="width: 30%;">EXAMPLES</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td><td></td><td></td></tr> <tr style="background-color: #c8e6c9;"> <td colspan="5">SYNTHESIS</td> </tr> <tr><td colspan="5" style="height: 40px;"></td></tr> <tr style="background-color: #c8e6c9;"> <td colspan="5">REFLECTION</td> </tr> <tr><td colspan="5" style="height: 40px;"></td></tr> </tbody> </table>				PROBLEM/ ISSUE IN THE PHILIPPIN E SOCIETY	PARADIGMS OF DEVELOPMENT	EXAMPLE	DRIVERS OF GLOBALIZ ATION	EXAMPLES	1.					2.					3.					4.					5.					SYNTHESIS										REFLECTION									
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<p>B. Instructions This refers to specific instructions in accomplishing the tasks and would be communicated to the students.</p>	<p>Problem Identification Matrix</p> <ul style="list-style-type: none"> • Identify five problems/issues in the Philippine society • Relate from the previous discussion's paradigms of development and drivers of globalization. • Give concrete examples from each identified item. • Write a synthesis about the data and reflection 																																																					
<p>C. Rubric This refers to the criteria for grading the assessment task.</p>																																																						
Standard	High 4	Medium 3	Low 1-2																																																			
Content-specific evidence	Source material is smoothly integrated	Source material is used. There is	Some source material is used but integration																																																			



(Problem and Solution)	in the output and convincingly interpreted. There is compelling evidence which supports the solutions presented and develops a cohesive analysis.	sufficient evidence which links to the solutions presented. Citation is in the desired format.	may be awkward. Sources are documented but many are not in the desired format or lack credibility.
Analysis and Overall Presentation	The output expresses overall cohesion and feasibility. Problems and solutions presented are relevant, explored comprehensively, and investigated accordingly.	The output satisfactorily expresses feasibility. Problems and solutions presented are relevant, explored, and investigated accordingly.	The output somehow expresses feasibility. Problems and solutions presented are relevant, explored and investigated.
Diversity between ideas	There is a high level of distinctness between many of the student's ideas; few of them seem to be recasting the same idea in new words	There is some distinctness between the student's ideas, but there are repetitive patterns that show tendency towards idea fixation	Most of the student's ideas are variations on a few sets of concepts (restating the same few ideas in new words)
Building Knowledge, Understanding, and Skills Identify Sources of Information	in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) promotes divergent and creative perspectives during discussions	finds one or two sources of information that are not typical offers new ideas during discussions, but stays within narrow perspectives	uses only typical sources of information (website, book, article) does not offer new ideas during discussions
Presenting Products and Answers to Driving Question	creates visually exciting presentation media includes elements in presentation that are	adds some interesting touches to presentation media attempts to include elements in	presents ideas and products in typical ways (text-heavy PowerPoint slides,



Present Work to Users/ Target Audience	especially fun, lively, engaging, or powerful to the particular audience	presentation that make it livelier and engaging	recitation of notes, no interactive features)
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Module 2 Title	<p>Module 2: Human Security in a Highly Globalized World</p> <p>This module analyzes Human-centered view on Development and the Role of non-state actors in Human Crises.</p>
Modular Learning Outcomes	<p>Course Expected Learning Outcome: Analyse globalization and development vis-a-vis non-state actors' intervention in various humanitarian crises.</p> <p>At the end of the session, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify human-centered view on development and the role of non-state actors in human crises. 2. Organize themes to better understand the human-centered view on development. 3. Analyze using literatures and studies about contemporary problems in the Philippines.
Resource material	<ul style="list-style-type: none"> • Philippines: Marawi suffers humanitarian crisis during siege- https://youtu.be/BjBkwggIdlg?si=6ADpo0iwa1TX0B4M • 1LT Angelo Fortes, emosyonal na ikinuwento ang kanilang paggamot sa mga sundalong sugatan sa Marawi- https://youtu.be/Ti8cZi_cqrI?si=U29N0aOmw5G4VvVZ • FEU Public Intellectual Lecture Series: Human Security by Prof. Rommel Banlaoi and Prof. Herman Kraft- https://www.youtube.com/watch?v=HP3efKZp3Pc&t=1003s
Reminders	<p><i>Begin with an end in mind.</i> Always assess if the students are developing the intended learning outcome of the module.</p> <p><i>Be bold and creative.</i> Learning materials and activities in this module is designed towards the acquisition of the competencies with an emphasis on the skills. Hence, exhaust all the possible means to utilize it in the teaching-learning process. If necessary, you may supplement learning materials and activity that will thrive in the fulfillment of the expected learning outcome.</p>



	<p><i>Facilitate learning for progression not perfection. As a facilitator of students' learning, see to it that <i>no one is left behind</i>. Immediate feedback to their assessment output/performance particularly on their strengths and weaknesses will help in the students' progress.</i></p>
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1. Classroom engagement

<p>A. Preliminary Activities These are initial activities that learners will do to exhaust the content of the resource material.</p>	<p>Question and Answer Formulation (Individual)</p> <ul style="list-style-type: none"> List down two questions out of the resource materials. Framing of questions should be in a higher-order thinking skill. Supply an answer to each question. The narrative of the answer must have these two characteristics: a) directly pointed out from the resource material; and b) making connection in the contemporary context.
<p>B. Deepening of understanding These are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.</p>	<p>Collation, Thematizing and Answering of Questions (Group)</p> <ul style="list-style-type: none"> Questions will be shared to the class for collation. From the lists of questions, analyze each question to create themes. Answer each question in every theme.
<p>C. Ungraded formative assessment This would refer to ungraded activities that will assess students' demonstration of understanding and skills, using the resource material as a vehicle to build learning base.</p>	<p>Group Presentation</p> <ul style="list-style-type: none"> The group will present their collaborative output of collation, thematizing and answering of questions. In the presentation, the group must discuss how they come up with the thematic analysis. For the audience: Make a reaction on the similar items from the collaborative output for a seamless flow of discussion. Hence, distinct or the left themes and questions shall be presented during their turn for presentation and shall skip the rest that were already mentioned by other groups and during their reaction.
<p>D. Closure and synthesis These are activities that learners will do</p>	<p>Go Online! (Mentimeter, Slido, Google Jam board, Padlet etc.)</p> <ul style="list-style-type: none"> Share three concepts as their takeaways.



to reflect on what transpired in the whole teaching-learning episode.	<ul style="list-style-type: none"> • Identify two skills that they develop from the discussion. • Give one question/concept that is not clear and needs to be address.
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2. *Asynchronous online engagement*

<p>A. Work-along activities This would refer to ungraded activities that will allow students to explore the resource material and further their ideas.</p>	<p>Clear the Unclear (Individual)</p> <ul style="list-style-type: none"> • Research about the identified one question/concept that is not clear to the student to make it clear.
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3. *Graded formative assessment*

<p>A. Assessment task This refers to what output or performance students are expected to accomplish as evidence of demonstrating the learning outcomes.</p>	<p>Analysis on the Issues</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="width: 25%; text-align: center;">KEY CONCEPTS ABOUT HUMAN SECURITY IN THE PHILIPPINES (from the PILS Video)</th> <th style="width: 50%; text-align: center;">LITERATURES/STUDIES</th> <th style="width: 25%; text-align: center;">ANALYSIS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td> <ul style="list-style-type: none"> - Just cite here the references using APA 7th ed. (at least two) - Write two to three sentences explaining the main point of the cited references. </td> <td> <ul style="list-style-type: none"> - This section contains the analysis from the key concept in the PILS video supplemented by the cited references. </td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td></td> </tr> </tbody> </table>			KEY CONCEPTS ABOUT HUMAN SECURITY IN THE PHILIPPINES (from the PILS Video)	LITERATURES/STUDIES	ANALYSIS	1	<ul style="list-style-type: none"> - Just cite here the references using APA 7th ed. (at least two) - Write two to three sentences explaining the main point of the cited references. 	<ul style="list-style-type: none"> - This section contains the analysis from the key concept in the PILS video supplemented by the cited references. 	2			3		
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<p>B. Instructions This refers to specific instructions in accomplishing the tasks and would be communicated to the students.</p>	<ul style="list-style-type: none"> From the identified key concepts about human security in the Philippines (from the PILS Video) (three concepts only), analyze each one by presenting literatures and studies (at least two in every identified problem). Synthesize all literatures and studies by complementing or contrasting each to arrive on a clear point of view. The literatures and studies can be local or foreign. Check on the validity of the material. Use APA 7th edition for referencing. 		
<p>C. Rubric This refers to the criteria for grading the assessment task.</p>			
<p>Standard</p>	<p>High 5-6</p>	<p>Medium 3-4</p>	<p>Low 1-2</p>
<p>Content-specific evidence (Problem and Solution)</p>	<p>Source material is smoothly integrated in the output and convincingly interpreted. There is compelling evidence which supports the solutions presented and develops a cohesive analysis.</p>	<p>Source material is used. There is sufficient evidence which links to the solutions presented. Citation is in the desired format.</p>	<p>Some source material is used but integration may be awkward. Sources are documented but many are not in the desired format or lack credibility.</p>
<p>Analysis and Overall Presentation</p>	<p>The output expresses overall cohesion and feasibility. Problems and solutions presented are relevant, explored comprehensively, and investigated accordingly.</p>	<p>The output satisfactorily expresses feasibility. Problems and solutions presented are relevant, explored, and investigated accordingly.</p>	<p>The output somehow expresses feasibility. Problems and solutions presented are relevant, explored and investigated.</p>



<p>Diversity between ideas</p>	<p>There is a high level of distinctness between many of the student's ideas; few of them seem to be recasting the same idea in new words</p>	<p>There is some distinctness between the student's ideas, but there are repetitive patterns that show tendency towards idea fixation</p>	<p>Most of the student's ideas are variations on a few sets of concepts (restating the same few ideas in new words)</p>
<p>Building Knowledge, Understanding, and Skills Identify Sources of Information</p>	<p>in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) promotes divergent and creative perspectives during discussions</p>	<p>finds one or two sources of information that are not typical offers new ideas during discussions, but stays within narrow perspectives</p>	<p>uses only typical sources of information (website, book, article) does not offer new ideas during discussions</p>
<p>Presenting Products and Answers to Driving Question Present Work to Users/ Target Audience</p>	<p>creates visually exciting presentation media includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience</p>	<p>adds some interesting touches to presentation media attempts to include elements in presentation that make it livelier and engaging</p>	<p>presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)</p>



Module 3 Title	Module 3: Contextualizing Globalization in the Philippines This module evaluates globalization and its impact on the different facets of Philippine society.
Modular Learning Outcomes	Course Expected Learning Outcome: Evaluate how globalization impacts the economy, politics, socio-cultural, media, security, and other dimensions of Philippine Society. At the end of the session, students are expected to: <ul style="list-style-type: none">• Have identified the salient points of the learning material.• Understand to make reaction on the impact of globalization to different aspects of Philippine society.• Write a reaction paper on the identified content topic
Resource materials	Roehlano M. Briones, Michael Ralph M. Abrigo, Connie B. Dacuycuy, and Francis Mark A. Quimba (2019). <i>“Understanding the New Globalization: Implications for the Philippines”</i> Philippine Institute for Development Studies https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1908.pdf FEU Public Intellectual Lecture Series Sonny Africa Part 1 - https://tinyurl.com/yyvvy88h FEU Public Intellectual Lecture Series Sonny Africa Part 2- https://tinyurl.com/44ctj29r <i>Sonny Africa talks about National Poli-Economic Situation in this episode of FEU Public Intellectual Lecture Series.</i>
Reminders	<i>Begin with an end in mind.</i> Always assess if the students are developing the intended learning outcome of the module. <i>Be bold and creative.</i> Learning materials and activities in this module is designed towards the acquisition of the competencies with an emphasis on the skills. Hence, exhaust all the possible means to utilize it in the teaching-learning process. If necessary, you may supplement learning materials and activity that will thrive in the fulfillment of the expected learning outcome. <i>Facilitate learning for progression not perfection.</i> As a facilitator of students’ learning, see to it that <i>no one is left behind.</i> Immediate feedback









	to their assessment output/performance particularly on their strengths and weaknesses will help in the students' progress.
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1. Classroom engagement

<p>A. Preliminary Activities These are initial activities that learners will do to exhaust the content of the resource material.</p>	<p>Listing Down (Individual)</p> <ul style="list-style-type: none"> The class will be divided into five groups for division of topics. Every group has an assigned focus from the resource material. Individually list down the important notes and concepts from the assigned topic in the resource material <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td>Economic Restructuring</td></tr> <tr><td>2</td><td>Worsening Inequality</td></tr> <tr><td>3</td><td>Threats to Provision of Global Public Goods</td></tr> <tr><td>4</td><td>Building Trust and Social Cohesion</td></tr> <tr><td>5</td><td>Recommendations for the Philippines</td></tr> </table>	1	Economic Restructuring	2	Worsening Inequality	3	Threats to Provision of Global Public Goods	4	Building Trust and Social Cohesion	5	Recommendations for the Philippines								
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<p>B. Deepening of understanding These are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.</p>	<p>Round Robin Discussion</p> <ul style="list-style-type: none"> After individually listing down all important notes and concepts from the assigned topic, they will one by one share it to the group. The group must critique to negotiate on the weight of the notes and concepts presented by each one of them. They have to come up with a synthesize version from the round robin discussion of their salient notes for class presentation. 																		
<p>C. Ungraded formative assessment This would refer to ungraded activities that will assess students' demonstration of understanding and skills, using the resource material as a</p>	<p>Making Reaction</p> <ul style="list-style-type: none"> There will be an assigned reactor from other group on the concepts that other groups have presented. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Group</th> <th>Topic</th> <th>Reactor</th> </tr> </thead> <tbody> <tr><td>1</td><td>Economic Restructuring</td><td>4</td></tr> <tr><td>2</td><td>Worsening Inequality</td><td>3</td></tr> <tr><td>3</td><td>Threats to Provision of Global Public Goods</td><td>2</td></tr> <tr><td>4</td><td>Building Trust and Social Cohesion</td><td>5</td></tr> <tr><td>5</td><td>Recommendations for the Philippines</td><td>1</td></tr> </tbody> </table>	Group	Topic	Reactor	1	Economic Restructuring	4	2	Worsening Inequality	3	3	Threats to Provision of Global Public Goods	2	4	Building Trust and Social Cohesion	5	5	Recommendations for the Philippines	1
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<p>D. Closure and synthesis These are activities that learners will do to reflect on what transpired in the whole teaching-learning episode.</p>	<p>Clear or Cloudy</p> <table border="1" data-bbox="613 474 1260 674"> <tr> <td data-bbox="613 474 935 596"> <p style="text-align: center;">Clear</p>  </td> <td data-bbox="935 474 1260 596"> <p style="text-align: center;">Cloudy</p>  </td> </tr> <tr> <td data-bbox="613 596 935 674"></td> <td data-bbox="935 596 1260 674"></td> </tr> </table> <ul style="list-style-type: none"> • Students will share the clear takeaways from the discussion. • On the other hand, concepts that are cloudy for the students should be identified also. 	<p style="text-align: center;">Clear</p> 	<p style="text-align: center;">Cloudy</p> 		
<p style="text-align: center;">Clear</p> 	<p style="text-align: center;">Cloudy</p> 				

2. Asynchronous online engagement

<p>A. Work-along activities This would refer to ungraded activities that will allow students to explore the resource material and further their ideas.</p>	<p>Taking Notes - PILS Resource Material (scaffold activity for assessment)</p> <ul style="list-style-type: none"> • Watch the PILS videos: FEU Public Intellectual Lecture Series Sonny Africa Part 1 - https://tinyurl.com/yyvyy88h FEU Public Intellectual Lecture Series Sonny Africa Part 2- https://tinyurl.com/44ctj29r <i>Sonny Africa talks about National Poli-Economic Situation in this episode of FEU Public Intellectual Lecture Series.</i> • Take notes on the significant concepts, arguments and takeaways from the PILS materials. • Identified notes will serve as a tool and content in writing the reaction paper (FA3).
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3. Graded formative assessment

<p>A. Assessment task This refers to what output or performance students are expected to accomplish as</p>	<p>Reaction Paper</p> <ul style="list-style-type: none"> • Using the resource material during the discussion and the PILS videos in the work-along activity, synthesize it in preparation for a reaction paper.
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evidence of demonstrating the learning outcomes.			
B. Instructions This refers to specific instructions in accomplishing the tasks and would be communicated to the students.	<p>First Paragraph: Recapitulation of the resource materials (a. Article: “<i>Understanding the New Globalization: Implications for the Philippines</i>” and b. PILS videos)</p> <p>Second paragraph and onwards: Reaction from the resource materials. Reactions must be substantiated with studies from the previous lessons and topics from other courses.</p> <p>Concluding Paragraph: Tie-up all the concepts into one, give the punch as you end</p>		
C. Rubric			
This refers to the criteria for grading the assessment task.			
Criterion	Exceeds (8-10)	Meets (7-5)	Below (1-4)
Introduction	Introduces theme of paper, and articles using rich and descriptive language.	Introduces theme of paper and articles effectively	Fails to present the theme, or fails to provide introduction to articles
Information summary	Provides accurate and descriptive, concise summary of article information, effectively summarizing main points of articles.	Summarizes main points of the articles competently and accurately.	Fails to summarize articles effectively due to omission of key points or inaccurate characterization of information.
Critique	Thoughtfully critiques author(s)’ main points, using evidence to back up arguments. Critique is insightful and thorough.	Critiques author(s)’ main points, using evidence to back up arguments.	Fails to effectively present critique; and/or fails to use evidence to back up arguments; and/or uses flawed logic to support statements.
Conclusion	Conclusion presents particularly strong or compelling closing statement that ties closely to introduction.	Effective conclusion is presented that corresponds with introduction.	Missing or inconsistent conclusion.
Organization	Information is organized in a fully effective manner;	Information is organized	Missing or ineffective elements.



	presents strong introduction, expressive body, and purposeful conclusion	competently, with thesis, supporting information and conclusion.	
Sentence Structure	Sentences effectively constructed with no grammatical errors	Sentences effectively constructed with 1-2 minor grammatical errors	Repeated errors in sentence structure or grammar
Mechanics	Spelling, capitalization and punctuation error- free	1-2 minor errors in spelling, punctuation or capitalization	More than 2 errors

Module 4 Title	<p>Module 4: Winners and Losers of Globalization in the Philippines</p> <p>This module will help the students in applying the ideas and theories of development and globalization and establish connections between real-life experiences and world events and nuance it in the Philippine context.</p>
Modular Learning Outcomes	<p>Course Expected Learning Outcome: Apply the ideas and theories of development and globalization to progressively contextualize and establish connections between real-life experiences and world events.</p> <p>At the end of the session, students are expected to:</p> <ol style="list-style-type: none"> 1. Have identified the salient points from the learning material. 2. Define what indigenous peoples are and how they are different from the general public. 3. Understand the roles of the indigenous peoples in community development. 4. Analyze the issues surrounding the plight of the indigenous peoples and the impacts that these may cause to the country. 5. Evaluate the actions carried out by the Philippine government in addressing indigenous peoples' issues. 6. Create a problem-solving essay that will solve a specific issue that the indigenous peoples are encountering taking into consideration the concepts from the learning material.
Resource materials	<p>PILS Video - Indigenous Peoples' Rights by Jennifer Corpuz - https://www.youtube.com/watch?v=FGg7sUx_NvA</p>
Reminders	<p><i>Begin with an end in mind.</i> Always assess if the students are developing the intended learning outcome of the module.</p>



	<p><i>Be bold and creative.</i> Learning materials and activities in this module is designed towards the acquisition of the competencies with an emphasis on the skills. Hence, exhaust all the possible means to utilize it in the teaching-learning process. If necessary, you may supplement learning materials and activity that will thrive in the fulfillment of the expected learning outcome.</p> <p><i>Facilitate learning for progression not perfection.</i> As a facilitator of students' learning, see to it that <i>no one is left behind</i>. Immediate feedback to their assessment output/performance particularly on their strengths and weaknesses will help in the students' progress.</p>
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1. Classroom engagement

<p>A. Preliminary Activities These are initial activities that learners will do to exhaust the content of the resource material.</p>	<p>Boxing Method</p> <ul style="list-style-type: none"> Students will take note important concepts from the PILS video using boxing method. Categorize the main topics and identify sub-topics with corresponding key points to further explain each topic. <p style="text-align: center;">TOPIC # 1: _____</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid green; padding: 10px; width: 45%;"> <p style="text-align: center;">Sub-topic: _____</p> <p style="text-align: center;">-Key points</p> </div> <div style="border: 1px solid green; padding: 10px; width: 45%;"> <p style="text-align: center;">Sub-topic: _____</p> <p style="text-align: center;">-Key points</p> </div> </div>
<p>B. Deepening of understanding These are activities that learners will do to analyze, evaluate, and/or synthesize</p>	<p>Problem Identification Matrix (Individual/Collaborative)</p> <ul style="list-style-type: none"> From the topics/concepts using the boxing method, identify the contemporary problems faced by the Indigenous People of the Philippines. Using the matrix, point-out its consequences among IPs and formulate a possible solution to the problem. Students may do additional research to expound the inputs in the activity.



<p>the content of the resource material.</p>	<ul style="list-style-type: none"> Write a brief realization after making the matrix.
<p>C. Ungraded formative assessment This would refer to ungraded activities that will assess students' demonstration of understanding and skills, using the resource material as a vehicle to build learning base.</p>	<p>Think-Pair-Share</p> <ul style="list-style-type: none"> Students will share the output to a classmate for discussion. Afterwards, the whole class engages in a discussion to share all the thoughts and ideas they've gathered.
<p>D. Closure and synthesis These are activities that learners will do to reflect on what transpired in the whole teaching-learning episode.</p>	<p>Key Takeaways via Keywords</p> <ul style="list-style-type: none"> The students must share their key takeaways from the discussion via keywords. The <i>facilitator</i> must synthesize the ideas that transpired all throughout the discussion and generate new ideas out of these in a form of a concept mapping.

2. Asynchronous online engagement

<p>A. Work-along activities This would refer to ungraded activities that will</p>	<p>Making Reaction</p> <ul style="list-style-type: none"> Watch the video material: Sino si Maura? Kapuso Mo, Jessica Soho- https://youtu.be/ztHlg9J5g9o?si=M5tyekofw4ZlYb-C Write a brief reaction statement on the content of the video material.
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allow students to explore the resource material and further their ideas.	
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3. Graded formative assessment

A. Assessment task This refers to what output or performance students are expected to accomplish as evidence of demonstrating the learning outcomes.	Problem-Solution Essay (Group)			
B. Instructions This refers to specific instructions in accomplishing the tasks and would be communicated to the students.	<ul style="list-style-type: none"> • From the Problem Identification Matrix, students will write an essay on one issue that the indigenous groups are facing. • The identified problem must be thoroughly explained particularly its impact and consequences to the lives of the IP. It should clearly present the most viable solution to the issue they have identified. At the end, a realization should be articulated on the impact of the problem among the IP. • Use APA 7th edition for referencing. 			
C. Rubric This refers to the criteria for grading the assessment task.				
CRITERIA	STRONG 8-10	EFFECTIVE 5-7	DEVELOPING 2-4	EXPERIMENTING 0-1
Content-specific evidence (Problem and Solution)	Source material is smoothly integrated in the essay and convincingly interpreted. There is compelling	Source material is used. There is sufficient evidence which links to the solutions presented.	Some source material is used but integration may be awkward. Sources are documented but many are not in	Sources may be missing or lacking. There is overuse of quotations and/or poor paraphrasing to substitute the writer's own ideas.



	evidence which supports the solutions presented and develops a cohesive analysis. Citation is accurate and in the desired format.	Citation is in the desired format.	the desired format or lack credibility.	
Analysis and Overall Presentation	The output expresses overall cohesion and feasibility. Problems and solutions presented are relevant, explored comprehensively, and investigated accordingly.	The output satisfactorily expresses feasibility. Problems and solutions presented are relevant, explored, and investigated accordingly.	The output somehow expresses feasibility. Problems and solutions presented are relevant, explored and investigated.	The output rarely expresses feasibility. Problems and solutions presented may be irrelevant, lacking, and/or not further explored.
Manner and Style	The essay contains a detailed background, chosen problem/s and solutions, clear discussions and relevant explanation, and a conclusion that anchors on the discussion succinctly.	The essay contains a background, a chosen problem, satisfactory solutions, discussions and explanation, and a conclusion that anchors the discussion.	The essay vaguely presents background details. There might be irrelevant information as well, and a conclusion that barely anchors on the discussion.	Thesis and/or problem is vague or unclear. Background details are seemingly random, unclear, or not related to the topic. The solutions presented either barely anchor the discussion or are irrelevant, or non-existent.



Module 5 Title	Module 5: Globalization and the Philippine Media landscape This module will discuss the current media landscape of the Philippines including its active role in upholding democracy. Additionally, it will also provide an overview of how globalization influences the current trends of local media contents.
Modular Learning Outcomes	Course Expected Learning Outcome: Critique the contemporary Philippine Media landscape (mis/dis-information, repression, press freedom etc.) and its role towards upholding democracy. At the end of the session, students should be able to: <ul style="list-style-type: none">• Identify the salient points from the learning material.• Analyze how the media has shaped the Philippine setting and even the global landscape.• Evaluate the relevance, role and reality of media to Philippine society and the global landscape.
Resource materials	Resource Material: PILS- Marites Vitug and Melinda De Jesus: Philippine Media in Democracy https://www.youtube.com/watch?v=ZieLIQ9R7J4
Reminders	<i>Begin with an end in mind.</i> Always assess if the students are developing the intended learning outcome of the module. <i>Be bold and creative.</i> Learning materials and activities in this module is designed towards the acquisition of the competencies with an emphasis on the skills. Hence, exhaust all the possible means to utilize it in the teaching-learning process. If necessary, you may supplement learning materials and activity that will thrive in the fulfillment of the expected learning outcome. <i>Facilitate learning for progression not perfection.</i> As a facilitator of students' learning, see to it that <i>no one is left behind</i> . Immediate feedback to their assessment output/performance particularly on their strengths and weaknesses will help in the students' progress.



1. Classroom engagement

<p>A. Preliminary Activities These are initial activities that learners will do to exhaust the content of the resource material.</p>	<p>Seeing Beyond</p> <div style="text-align: center;"> </div> <p>Direction:</p> <ul style="list-style-type: none"> Analyze the diagram by: a. connecting one concept from the other; b. relating the concept as an integral whole. Provide examples in the analyzed key concepts from the context of the PILS video and the Philippine setting. <p>Brainstorming</p> <p>Direction:</p> <ul style="list-style-type: none"> Inputs to the preliminary activity will be shared to the group for brainstorming. Come up with a bulleted synthesize output from the brainstorming of the group. Get ready to share your output from brainstorming to the class. 										
<p>B. Deepening of understanding These are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.</p>	<p>Seeing Directly (Critique to the Concept)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Key Concepts (Similar/New)</th> <th style="text-align: center;">Critic to the Concepts</th> </tr> </thead> <tbody> <tr> <td rowspan="2"></td> <td>Relevance:</td> </tr> <tr> <td>Reality:</td> </tr> <tr> <td rowspan="2"></td> <td>Relevance:</td> </tr> <tr> <td>Reality:</td> </tr> <tr> <td></td> <td>Relevance:</td> </tr> </tbody> </table>	Key Concepts (Similar/New)	Critic to the Concepts		Relevance:	Reality:		Relevance:	Reality:		Relevance:
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	Reality:		
	<p>Direction:</p> <ul style="list-style-type: none"> • Each group will briefly share to the class their synthesized output from the brainstorming. • List down the key concepts (similar and new) shared by other groups. • From the listed key concepts, make a critique on the following: 2R relevance and reality of media to Philippine society and the global landscape 		
<p>C. Ungraded formative assessment This would refer to ungraded activities that will assess students' demonstration of understanding and skills, using the resource material as a vehicle to build learning base.</p>	<p>Making Reaction to the Presentation</p> <ul style="list-style-type: none"> • As soon as all the groups have discussed the answers, they must present their output to the entire class. • The non-presenting groups must listen while the discussion is ongoing. If they have any questions or comments from the discussion, they can address these to the presenters (The facilitator will initiate this part of the activity.). • After every presentation, the facilitator will guide the students to evaluate the answers and think of ways to engage students in meaningful and intellectual conversations about the topic. 		
<p>D. Closure and synthesis These are activities that learners will do to reflect on what transpired in the whole teaching-learning episode.</p>	<p>#Hashtag & Tweet for the Day</p> <ul style="list-style-type: none"> • State your key takeaway with a hashtag and a brief explanation. 		



2. *Asynchronous online engagement*

<p>A. Work-along activities This would refer to ungraded activities that will allow students to explore the resource material and further their ideas.</p>	<p>Identifying Arguments: Preliminary Activity for the FA5</p> <ul style="list-style-type: none"> • Read the news article entitled: <i>Marcos and the media: Platitudes, but what else again?</i> - https://www.rappler.com/newsbreak/in-depth/marcos-jr-platitudes-media-relationship-first-year/ • Take notes of the important arguments from the news article.
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3. *Graded formative assessment*

<p>A. Assessment task This refers to what output or performance students are expected to accomplish as evidence of demonstrating the learning outcomes.</p>	<p>Critique Video Povcast (Group)</p>			
<p>B. Instructions This refers to specific instructions in accomplishing the tasks and would be communicated to the students.</p>	<ul style="list-style-type: none"> • From the output in the work-along activity, make a critique on each identified argument. • Present the strengths and weaknesses of the argument to make a balance critiquing to the concept. At the end, give your recommendation to the affected sectors of the society. 			
<p>C. Rubric This refers to the criteria for grading the assessment task.</p>				
Criteria	Full Marks	Good	Fair	



	8-10	7-5	4-2	Needs Improvement 0-1
Required Elements	Provided beyond the required elements for the presentation.	Includes all the required elements for the presentation.	Missing one or more required elements for the presentation.	Missing several elements required for the presentation.
Content	Showed sophisticated understanding of the themes of the presentation.	Showed a good understanding of the themes of the presentation.	Showed a limited understanding about the themes of the presentation.	Showed little to no understanding of the themes of the presentation.
Creativity	The presentation contained exceptionally clever and original ideas that showed a deep understanding of the material.	The presentation contained clever and original ideas that showed a good understanding of the material.	The presentation contained a few clever and original ideas that showed some understanding of the material.	The presentation showed little cleverness and originality and showed a superficial understanding of the material.
Delivery	Well-rehearsed, smooth delivery, in a conversational style	Rehearsed, smooth delivery	Appears unrehearsed with uneven delivery.	Delivery is hesitant, choppy and sounds like the presenter is reading.
Overall effectiveness of presentation	Engaging and content is quite captivating to the viewer(s).	Most of the time engaging and content manages to hold the attention of the viewer(s).	Content fairly manages to engage and capture the attention of the viewer(s).	The presentation contained incomplete parts and viewers had difficulty following.



Module 6 Title	Module 6: Situating the Role of Youth in the Globalized World. This module tackles the active role that Filipinos in the contemporary world portray in nation-building and development as highly globalized citizens.
Modular Learning Outcomes	Course Expected Learning Outcomes: Examine the role of youth in the overall national development of the Philippine Society amidst globalization; Design an advocacy plan that addresses the pressing societal issues faced by Filipinos in contemporary world. At the end of the session, students should be able to: <ul style="list-style-type: none">• Present their personal experiences as a youth towards nation building.• Appreciate the role they are performing in consonance to the contemporary challenges of national and global activities.• Create a draft of advocacy plan that will foster youth participation in the overall national development of the Philippine society amidst globalization.
Resource materials	Prof. Rommel Banlaoi and Prof. Herman Kraft talks about The Filipino Children and Youth in a Kaleidoscope World Part 1: https://www.youtube.com/watch?v=urdgf4uHRKQ Part 2: https://www.youtube.com/watch?v=38hDgBtc9rg Supplementary Material: Role of Youth in Driving Systemic Social Change Rakesh Saha TEDxYouth@CIRS- https://www.youtube.com/watch?v=yIizlAh7Pxc
Reminders	<i>Begin with an end in mind.</i> Always assess if the students are developing the intended learning outcome of the module. <i>Be bold and creative.</i> Learning materials and activities in this module is designed towards the acquisition of the competencies with an emphasis on the skills. Hence, exhaust all the possible means to utilize it in the teaching-learning process. If necessary, you may supplement learning materials and activity that will thrive in the fulfillment of the expected learning outcome. <i>Facilitate learning for progression not perfection.</i> As a facilitator of students' learning, see to it that <i>no one is left behind</i> . Immediate feedback to their assessment output/performance particularly on their strengths and weaknesses will help in the students' progress.



1. Classroom engagement

<p>A. Preliminary Activities These are initial activities that learners will do to exhaust the content of the resource material.</p>	<p>Anecdotes about my role as a youth</p> <ul style="list-style-type: none"> • Ponder on the question: <i>What is my role as a youth to the Philippines and in the globalized world?</i> • Reflect on the answer under third column. Do you really have a personal share of experience as a youth in nation and global building? <table border="1" data-bbox="613 575 1260 877"> <thead> <tr> <th colspan="2">My Role as a Youth</th> <th rowspan="2">My Personal Share of Experience</th> </tr> <tr> <th>in the Philippine Society</th> <th>in the Globalized Society</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	My Role as a Youth		My Personal Share of Experience	in the Philippine Society	in the Globalized Society																					
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<p>B. Deepening of understanding These are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.</p>	<p>Examining Concepts to Experiences</p> <ul style="list-style-type: none"> • From the preliminary activity, students will relate important concepts from the video material. • Afterwards, students will give their personal reflection in examining the role of the youth. <table border="1" data-bbox="613 1142 1260 1549"> <thead> <tr> <th colspan="2">My Role as a Youth</th> <th rowspan="2">My Personal Share of Experience</th> <th rowspan="2">Concepts from the Video Material</th> </tr> <tr> <th>in the Philippine Society</th> <th>in the Globalized Society</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td colspan="4" style="text-align: center;">REFLECTION</td> </tr> <tr><td colspan="4"> </td></tr> </tbody> </table>	My Role as a Youth		My Personal Share of Experience	Concepts from the Video Material	in the Philippine Society	in the Globalized Society													REFLECTION							
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<p>C. Ungraded formative assessment This would refer to ungraded activities that will assess students'</p>	<p>Making Recommendation</p> <ul style="list-style-type: none"> • Students will exchange their output to others to study and make comments to recommend. • Recommendation will focus on the following key areas: <ul style="list-style-type: none"> ○ As to date, how's his/her personal share of experience in youth participation? Further explain. 																										



demonstration of understanding and skills, using the resource material as a vehicle to build learning base.	<ul style="list-style-type: none">○ Looking at the personal share of experience column, what issues and problems do you think he/she is inclined to advocate on? Expound on the reasons of your recommendation.
D. Closure and synthesis These are activities that learners will do to reflect on what transpired in the whole teaching-learning episode.	Trivia Card (group) <ul style="list-style-type: none">● From the course of discussion, each group/table shall formulate a trivia to the class and ask other tables for the answer and state the explanation to such answer.

2. *Asynchronous online engagement*

A. Work-along activities This would refer to ungraded activities that will allow students to explore the resource material and further their ideas.	Browsing the Internet <ul style="list-style-type: none">● Look for an advocacy campaign video on the internet.● Identify from the video the following key components of an advocacy plan:<ul style="list-style-type: none">● Problem● Goals (or objectives)● Target audiences● Strategy and tactics● Evaluation
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3. *Graded formative assessment*

A. Assessment task This refers to what output or performance students are expected to accomplish as	Designing an Advocacy Plan
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evidence of demonstrating the learning outcomes.	
B. Instructions This refers to specific instructions in accomplishing the tasks and would be communicated to the students.	<ul style="list-style-type: none"> • From the initial output where other students make a recommendation on the topic which he/she thinks suits for the other student to advocate based on the perceived experiences, students will come up in designing an advocacy plan for such topic. • The advocacy plan is just a draft plan with the following key components: <ul style="list-style-type: none"> • Problem • Goals (or objectives) • Target audiences • Strategy and tactics • Evaluation • See to it that the draft advocacy plan is SMART. • This activity is in preparation for your Summative Assessment 2.

C. Rubric

This refers to the criteria for grading the assessment task.

Criteria	Full Marks 8-10	Good 5-7	Fair 2-4	Needs Improvement 0-1
Required Elements	Provided beyond the required elements for the presentation.	Includes all the required elements for the presentation.	Missing one or more required elements for the presentation.	Missing several elements required for the presentation.
Content	Showed sophisticated understanding of the themes of the presentation.	Showed a good understanding of the themes of the presentation.	Showed a limited understanding about the themes of the presentation.	Showed little to no understanding of the themes of the presentation.
Creativity	The presentation contained exceptionally clever and original ideas	The presentation contained clever and original ideas that showed a good	The presentation contained a few clever and original ideas that showed	The presentation showed little cleverness and originality and showed a



	that showed a deep understanding of the material.	understanding of the material.	some understanding of the material.	superficial understanding of the material.
Presentation	Exceptionally attractive and neat.	Attractive and neat.	Acceptably attractive but had a few disorganized parts.	Messy and poorly designed. Does not show pride in their work.
Overall effectiveness of presentation	Engaging and content is quite captivating to the viewer(s).	Most of the time engaging and content manages to hold the attention of the viewer(s).	Content fairly manages to engage and capture the attention of the viewer(s).	The presentation contained incomplete parts and viewers had difficulty following.