FAR EASTERN UNIVERSITY

ACADEMIC AFFAIRS OFFICE

PUBLIC INTELLECTUAL LECTURE SERIES (PILS)

Public Intellectual Lecture Series (PILS)

Public Intellectual Lecture Series (PILS) is a collection of recorded video lectures which is used by FEU General Education (GE) blended learning large classes as primary learning resource. PILS aims to inform and expose students to the scholarly and research-based discussions concerning topics of the course. PILS is characterized by the following features:

1. PILS presents discussions of scholars about the selected topic. It discusses trends, problems, and issues based on current and emerging research about the topic.
2. PILS features experts in the topic being discussed. It provides a venue for field's scholars, scientists, and practitioners to share their expertise through recorded lectures.
3. PILS complements research-based readings. It gives students the opportunity to explore further ideas and extend their understanding from these readings.
4. PILS is based on the course expected learning outcomes. Development and production of PILS are based on the needed content-knowledge which can allow students to demonstrate learning skills.
5. PILS is used to develop knowledge base of students. PILS does not replace classroom engagement but rather serves as a springboard for teachers and students to engage in academic conversations and collaborations.

See sample PILS here: https://www.youtube.com/@feuacademics2438

PILS Format and Flow

Part I. Master Lecture

The Public Intellectual conducts the lecture with students. The lecture is recorded.

See sample here: https://www.youtube.com/watch?v=dAiNFJsYirE

Part 2. Open Forum

This part is where a moderator sits with the Public Intellectual to ask questions about what has been presented during the lecture.
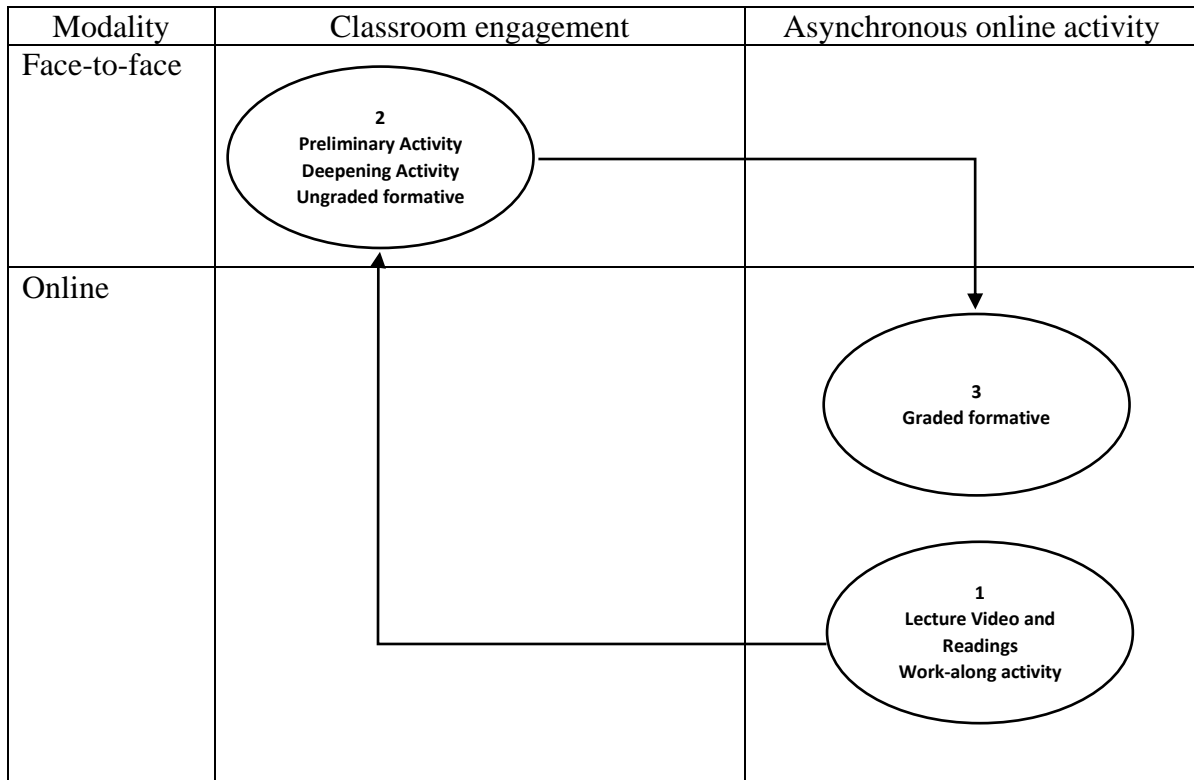
See sample video here: https://www.youtube.com/watch?v=Ub-U6SZzuvg

How to use PILS

PILS is used as a springboard for and/or extension of discussions and activities inside and outside the classroom. Thus, it can follow either of the following facilitation model:

Facilitation Model 1: PILS as a springboard for discussions and activities

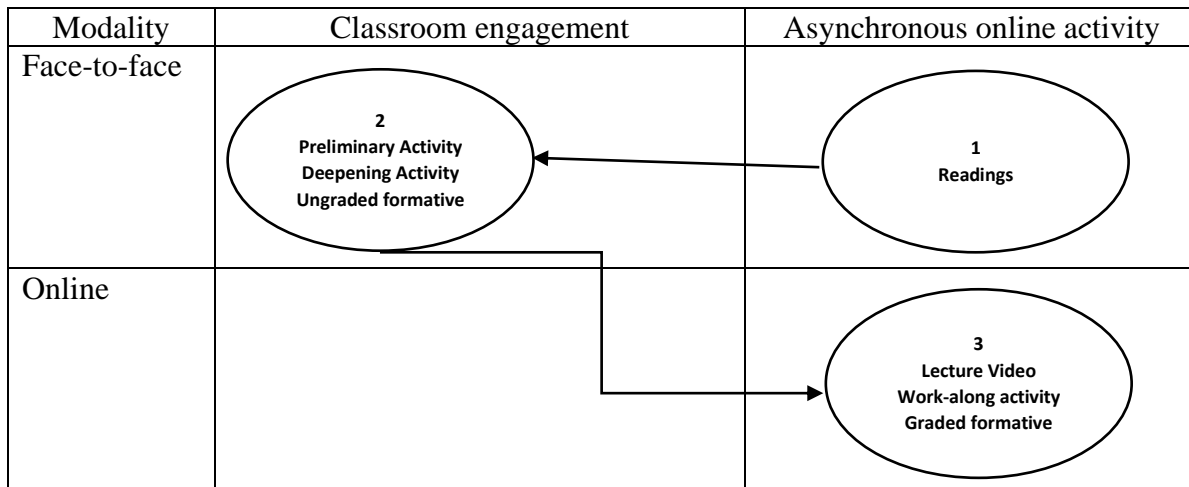| Modality	Classroom engagement	Asynchronous online activity
Face-to-face	**2** **Preliminary Activity** **Deepening Activity** **Ungraded formative**	
Online		**3** **Graded formative** **1** **Lecture Video and Readings** **Work-along activity**

In this model, PILS is given to students as a resource material to watch before coming to class. Students are also given ungraded work-along activities (e.g. concept mapping, guided questions, marginal notes, etc.) that will allow them to explore the PILS along with the readings. Then, different activities are conducted during classroom engagement to exhaust and deepen understanding gained from the PILS. These activities are:

a. Preliminary Activities - these are initial activities that learners will do to exhaust the content of the resource material.
b. Deepening of understanding - these are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.
c. Ungraded formative assessments – these are ungraded activities that will assess students' demonstration of understanding and skills, using the resource material as a vehicle to build learning base.

Graded formative assessment is then given as an output or performance which students are expected to accomplish as evidence of demonstration of learning outcomes.

Facilitation Model 2: PILS as an extension of discussions and activities

Modality	Classroom engagement	Asynchronous online activity
Face-to-face	**2** **Preliminary Activity** **Deepening Activity** **Ungraded formative**	**1** **Readings**
Online		**3** **Lecture Video** **Work-along activity** **Graded formative**

In this model, PILS serves as resource material to further insights of students learned from the readings and classroom engagement. Thus, asynchronous online work-along activities allow students to interact with the material and use PILS in accomplishing their graded formative assessment.

Based on these models, Annex 1 shows a sample Module Facilitation Guide that Head Teachers will use to design the facilitation of classes using PILS while Annex 2 shows the Large Class Course Components.

Development and Production of PILS

The process of developing the large class and Public Intellectual Lectures (PILS) design is primarily anchored on the ADDIE (Analysis-Design-Development-Implementation-Evaluation) instructional design model. Based on this model, instructional development phase is preceded by analysis and design phase and proceeded by the implementation and evaluation phase. Synthesizing insights from Aldoobie (2015) and Kasap (2016) on the ADDIE model, PILS alongside large classes design will undergo the following procedures.

Analysis Phase

1. Analyze where the learners are. Revisiting the FEU GE curriculum and related literature provides insights on the context of our students who will be taking the course. Likewise, this gives information on what has been learned by students from other courses and what will be learned in the course.
2. Identify learning goals for the course. After having a grasp of where the learners are, focusing on particular learning competency can narrow down what is needed to be learned and thus is the first step in establishing learning goals for the materials to be developed.
3. Determine KSAs involved. Analyze what knowledge, skills, and attitudes are involved in developing the learning competency. Interconnection between these three is essential on the next step of developing learning materials.
4. Develop course expected learning outcomes. Put together the identified KSAs in a harmonious learning outcomes. Use the content knowledge as a means for learners to

demonstrate the skills in a specific context that will also exhibit desired attitudes. These learning outcomes will serve as the backbone in designing the course and its learning materials.

Design Phase

5. Design activities and materials which will explicate opportunities for learners to demonstrate the course expected learning outcomes. Learning activities and materials should foster opportunities for learners to use what they know (schema) in meaningful experiences that will also allow them to perform desired learning outcomes. These include outline of:
    a. Module Activities (Module Topics; Learning Activities; Assessment Tasks)
    b. Public Intellectual Lectures (Topics; Abstract; Suggested Speaker)
6. Identify resources needed. Reading list, pictures, storyboards, or other resources needed for the learning activities and materials should be assisting the conduct and performance of the learning outcome.

Development Phase

7. Develop the materials. Identify how components of the learning material will be put together. Likewise, organize how a learning material will be placed with respect to other learning materials. Organize learning materials' content into selected form that would represent the elements of the analysis and design phase. These include detailed:
    a. Course Information Booklet
    b. Module Facilitation Guide
    c. Recording of Public Intellectual Lectures
8. Examine the materials. Review the prototype material with reference to the plan made in the analysis and design phase.
9. Revise the materials as needed. This may be a back-and-forth process to ensure hitting of learning goals.

Implementation Phase

10. Implement the course activities and materials.

Evaluation Phase

11. Determine if learning goals were met. Improve the whole process through gathering of feedback from teachers and students. This may also include:
    a. Field trial feedback from teachers and students who use the material
    b. Peer and expert recommendations on the material

Other Considerations

Aside from the aforementioned process, the instructional activities and/or materials will be designed to:

- Facilitate critical analysis and independent learning through inquiry or problem-solving activities (Pratita et al., 2018).

- Allow learners to construct their own knowledge (Zulyadaini, 2017) and relate it to real-life experiences.
- Assist learners in organizing their knowledge and monitor their own progress of learning (Lee, 2014).

Other considerations on the development of course activities and materials as cited by Ngussa (2014) are the following:

- Innovation and creativity should invest on students' interest to motivate them to learn.
- Reflexivity in the course activities and materials should allow learners to reflect on situations.
- Contextualization in the activities and materials should manifests students' realities and usefulness of knowledge learned.
- Language use should be appropriate to the target learners of the course materials.
- Learning styles should be hit by flexible learning tasks.
- Copyright compliance should be observed in citing resources used in the course materials.

References

Aldoobie, N. (2015). ADDIE Model Analysis phase. *American International Journal of Contemporary Research*.

KASAP, B. (2016). A case study on the analysis of the worksheets used in a language preparatory school in higher education. *International Journal of Languages' Education*. https://doi.org/10.18298/ijlet.643

Lee, C.-D. (2014). Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. *International Journal of Education in Mathematics, Science and Technology*. https://doi.org/10.18404/ijemst.38331

Ngussa, B. M. (2014). Application of ADDIE Model of Instruction in Teaching-Learning Transaction among Teachers of Mara Conference Adventist Secondary Schools , Tanzania. *Journal of Education and Practice*.

Pratita, D., Barlian, I., & Rusmin, R. (2018). Development of Student Worksheet on Materials Economy Based Problem Solving. *Humaniora*. https://doi.org/10.21512/humaniora.v9i2.4562

Zulyadaini, D. (2017). A Development of Students' Worksheet Based on Contextual Teaching and Learning. *IOSR Journal of Mathematics*. https://doi.org/10.9790/5728-1301033038

Annex 1: Sample Module Facilitation Guide

Course Code	GED0104	Course Title	Science Technology and Society

Module 1	Science Technology and Nation Building
Modular Learning Outcomes	1. Discuss *current challenges* in society in relation to science and technology and possible critical innovations for National Industrialization. 2. Propose solutions that will address identified challenges pertaining to science and technology in the Philippines. 3. Draft an action plan that will support the *national development agenda* vis-à-vis the progress of science and technology and its impact to communities.
Resource materials	**Public Intellectual Lecture Series:** Critical Innovation for National Industrialization Building Local Capacity for Local Development Part 1 (24 mins) Part 2 (34 mins)
Reminders for Teaching Assistants	1. Ask the students to watch PILS and prepare a journal at home. 2. Make sure to prepare a sample graphic organizer for the students to utilize. 3. Decide if you would want this to be a paired work or a group activity. Prepare this in advance. 4. Ensure that the students will write/include their complete names, section and dates on their paper/activity. 5. You may ask them to take pictures of the activity. 6. Provide working time/time allotment for the activity. Ask the students if they need extension to accomplish the work. 7. Make sure to facilitate learning by going around every groups/pair to check for learning and understanding or ask questions to ensure participation and learning.

1. *Classroom engagement*

A. Preliminary Activities These are initial activities that learners will do to exhaust the content of the resource material.	*Round Table Discussion* – Each group will discuss and answer the following questions: 1. How did Dr. Tapang describe the state of Science and Technology in the country? Why did he use such descriptions? 2. According to the resource material, what is the industry that keeps the Philippines economy alive despite low productivity in Science and Technology?

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3. What is the percentage rate of Filipinos who work abroad? What does it imply?

4. What does Albert Einstein mean when he stated, *"Man can find meaning in life, short, and perilous as it is, only through devoting himself to society."*?

5. According to the video material, the weak manufacturing industry in the country results in a whole lot of outcomes. Discuss one of these outcomes.

6. Which of Dr. Tapang's proposed solution to Philippines' state of Science and Technology shortcomings do you think is the most feasible? Why?

7. Why did Dr. Giovanni Tapang mention that our economy is "not yet dead" despite low efficiency in economic-related S&T in the country?

15-30 mins
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B. Deepening of understanding
These are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.
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The Round Table – Presentation:

- Each group will present 1/7 questions discussed.
- Ask the other groups to prepare questions and insights for the presenters.
- Critiquing

Instruct students to prepare for a class sharing by presenting a two slide PowerPoint. (30 minutes)
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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 based.
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- As a class complete the Problem Tree - Template A provided below.
- Per group - propose how each of you can contribute and/or participate to the proposed solutions that will address identified challenges pertaining to science and technology in the Philippines.
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D. Closure and synthesis
These are activities that learners will do to reflect on what transpired in the whole teaching-learning episode.
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Ask the following questions:

1. What are the *current challenges* in society in relation to science and technology and possible critical innovations for National Industrialization?
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	2. How can the proposed solutions address the identified challenges pertaining to science and technology in the Philippines? 3. What are the specific actions to be taken to ensure implementation of the proposed solutions?

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.	While watching the PILS create a *Jump Start Journal* – Ask students to collect and organize their thoughts about the PILS. They may use these guide questions: • What did it mean when Tapang said that the state of science and technology in the Philippines is bansot (*stunted*) and atrasado (*underdeveloped*)? • How is it apparent in the current situation of the Philippine society? • What are the current critical innovations for national industrialization?

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.	Draft an action plan that will concretize the proposed solutions by Dr. Tapang in addressing **national development agenda** vis-à-vis the progress of science and technology and its impact on communities. See sample template B for Action Plan.
B. Instructions This refers to specific instructions in accomplishing the tasks and would be communicated to the students.	Students must follow the format below: • Present your ideas using **Science and Technology in the Philippines** as the main concept. • Action plan must be SMARTA. • File name must follow this format: STS_FA1_LastName

C. Rubric
This refers to the criteria for grading the assessment task.

Component	4	3	2	1
Quality and clarity of thoughts	Answers reflect depth and complexity of thought	Answers reflect simplicity or repetitive of thoughts	Demonstrates confused or conflicting thoughts	Unfocused, illogical, or incoherent thoughts

Organization and development of ideas	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions	Supports most ideas with effective examples, references, and details, makes key distinctions	Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed
Connection and Response	Output demonstrates accurate and complete understanding of the aim of the activity. Incorporates knowledge and understanding of concepts and ideas from the lesson	Output is relatively aligned with the aim of the activity. Displays basic knowledge of the concept and ideas on the lesson.	Output mostly deviates from the aim of the activity. Incorporates some information from the lesson but not in an overly thorough manner.	Fails to address the aim of the activity and/or demonstrates an inadequate or partial grasp of the lesson.

Annex 2: Large Class Course Components

Course Components	Role

1. Course Instructional Design and Monitoring
 	
  a. Write the following course materials:
    • Course Information Booklet
    • Module Facilitation Guide for TAs
    • Proposed PILS for the course
    • At least 6 FAs and 2 SAs for the course
 	
  b. Conduct at least 2 module briefings to TAs every month.
  c. Provide to TAs all the course resource materials needed.
	Head Teacher

2. Classroom engagement
 	
  a. **Preliminary Activities** - these are initial activities that learners will do to exhaust the content of the resource material (e.g. reading, lecture video).
  b. **Deepening of understanding** - these are activities that learners will do to analyze, evaluate, and/or synthesize the content of the resource material.
  c. **Ungraded formative assessments** – these are ungraded activities that will assess students' demonstration of understanding and skills, using the resource material as a vehicle to build learning base.
	Teaching Assistant

3. Asynchronous online activity
 	
  a. **Work-along activities** – these are ungraded activities that will allow students to explore the resource material and further their ideas (e.g. watch lecture videos; do annotations, marginal notes, concept mapping, etc.).
  b. **Graded formative assessments** – these are outputs or performances students are expected to accomplish as evidence of demonstration of learning outcomes.
	Teaching Assistant