



HP 201A: Psycho-Philosophical Foundations of Teaching and Learning

First Semester AY 2021-2022

COURSE GUIDE

*The only thing that interferes with my learning is my education.
(Albert Einstein)*

LEARNING is one of the most personal and therefore one of the most lonely experience a person can have. Don't get me wrong. I'm all for collaborative learning, By 'lonely' I mean that the phenomenon we call 'learning' happens in the intimacy of a person...even if he is in a crowded library or study hall. Each person learns alone! You can study in a group, but when the eureka moment comes, it will come to one and then to another...at different times, and may not even happen at all. YOU learn on your own. You learn less (or more) than the person beside you. Sometime in life you may have asked yourself 'why do I seem so slow at learning certain things, and yet be like a sponge at learning other topics - absorbing everything seemingly without effort! Why do I find some teachers riveting, while others revolting? Is there anything I can do to 'survive' or even 'enjoy' required courses which are not to my liking? Why does that word 'required' irritate me?" Part of the answer to these questions lie in your philosophy of life, and part in matching your personal learning styles with the learning task at hand. So much depends on discovering your own style of learning. And equally important is to discover your own teaching style. The secret of a good teacher is the way they can match their teaching style with the learning style of their students. HP 201 is here to help you answer your own questions about the way you and your learners learn.

Understanding the principles and process of teaching and learning will allow you to take control of your own classroom. You will learn how to design your teaching and learning so that it is more effective and efficient. That's what HP201 is all about!

STATEMENT OF ACADEMIC INTEGRITY

As a student of the University of the Philippines, I pledge to act ethically and uphold the value of honor and excellence. I understand that suspected misconduct on given assignments/examinations will be reported to the appropriate office and if established, will result in disciplinary action in accordance with University rules, policies and procedures. I may work with others only to the extent allowed by the Instructor.

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COURSE DESCRIPTION

Principles of philosophy and psychology pertinent to educational situations in the health professions that form the basis for the teaching and learning of the health professional.

WHAT WILL YOU GAIN?

Program Learning Outcomes:

1. Effective communication skills in written and oral forms
2. Outstanding professionalism and sense of service to the Filipino people
3. Cultural competence and ability to collaborate with other health professionals
4. Ability to develop context-based macro and micro-plans for health professions education
5. Advanced teaching skills with evidence-based application
6. Skills in developing and implementing educational evaluation plans
7. Ability to analyze existing evidence in the production of new, relevant, and updated evidence
8. Effective educational leadership abilities and administration skills

COURSE LEARNING OUTCOMES

After completing this course, you should be able to—

- 1) Discuss the basic philosophical and psychological concepts, principles and theories on teaching and learning as applied in health professions education.
- 2) Describe the various strengths and weaknesses of each philosophy and theory as applied in teaching and learning in the health sciences.
- 3) Formulate one's own philosophy of teaching and learning.
- 4) Formulate one's psychological theory of teaching and learning.
- 5) Design an instructional activity where their personal philosophy and theory of teaching and learning and are applied in an actual health science or health professions education program/course.

WHAT IS IT ALL ABOUT?

Course Outline: This course is divided into three units

Module 1. The WHO and WHEN of Teaching (Learner, Teacher, and Learning Situation)

- A. The Learner's Stages of Development
- B. Erikson's Psychosocial Theory of Development

Module 2: The WHAT and WHY of Teaching (Philosophical Foundations)

This unit will introduce the students to the major world philosophies and significant educational philosophies. This will help students clarify their own educational philosophy which form the basis for instructional decisions. This unit will guide the students in applying concepts they will learn in Units 2 & 3 regarding the learner and the learning process, so that teaching strategies may be appropriate and effective.



Key concepts: Idealism, realism, pragmatism and existentialism. essentialism, perennialism, progressivism and constructivism. Andragogy and pedagogy

The Philosophical Foundations of Teaching and Learning

- A. Western Philosophies of Education
- B. Eastern Philosophies of Education

Module 3: The HOW of Learning (Psychological Foundations)

In this unit, students will be introduced to the psychology of learning. The different theories of learning will be discussed and how these theories have influenced past and present teaching practices.

Key concepts: mental discipline, operant and classical conditioning, cognitive psychology, gestalt, social learning

The Psychological Foundations of Education

- A. The Learning Theories and Implications to Education
- B. Most Influential Learning Theories

Students will be introduced to the learning processes, based on the cognitive approach. The different models for knowledge acquisition will also be discussed. This will help the students gain a deeper understanding of the learning process, which will help form the basis for decisions in the design and implementation of instructional plans.

Key concepts: Information processing theory, perception, attention, memory, motivation, metacognition, higher-order thinking

HOW WILL THE COURSE BE DELIVERED?

This course will run on the UP Manila's Virtual Learning Environment learning platform and be delivered using a remote learning mode. To ensure access to our course site in up mla vle, make sure that you have secured the following:

- a. an activated official UP email account (this is your email address with @up.edu.ph which is provided by UP to all students, faculty, and administrative personnel)—if you have not activated your UP email, contact the UPIMS at ims@post.upm.edu.ph or give them a call at 88141254. Your official email address is important in performing any transactions in the university, including enrollment.
- b. enrollment to HP 201 via SAIS. If you have problems accessing up mla vle or the HP 201 course site, please contact the UPIMS at ims@post.upm.edu.ph or give them a call at 88141254.

To access the HP 201 on the VLE, follow these steps:

- Step 1: Open a web browser (e.g. Chrome, Microsoft Edge, etc.)
- Step 2: Go to up mla vle
- Step 3: Log in using your @up.edu.ph email address
- Step 4: You will see your VLE Dashboard which displays all courses you are enrolled in. Click on the course and section.



CONNECTIVITY & COMMUNICATION

Two very important considerations this coming semester!

The course is designed for remote learning with a flexible blend of synchronous and asynchronous sessions. As such it still depends largely on **internet connectivity**. If you have poor to no connectivity, please inquire at the Office of Curriculum and Instruction of the NTTCHP about alternative Course Packs. The NTTCHP OCI has saved all files in a portable thumb drive which will be delivered to your chosen delivery address via courier. You may also opt to receive the printed HP 201 Course Pack which will be delivered to your chosen delivery address via courier.

Most importantly, please inform me of your status, and let's draw up a personal learning contract for how you can work through the course.

The more remote we go with the learning platform the more important it is to establish **efficient communication** lines between members of our class. Remember that we are a Learning Community, so let's communicate! We will be using multiple means to communicate. Table 1 shows the preferred means of communication in this course for a given context.

Remote learning develops independent self-directed learners. That's why this semester is so exciting. Your learning is dependent completely on you now. To the extent that you engage cognitively with the varied learning materials, and interact with the others...you will either learn a lot! or you will simply survive the subject and move on.

Table 1

Means of communication for varied contexts

	<i>Internet-based</i>	<i>Non-internet based</i>	<i>Internet-based</i>	<i>Non-internet based</i>
	For the CLASS		For an INDIVIDUAL	
<i>Immediate and short or simple communications</i>	Messenger/ Viber VLE: News Forum	SMS to class representative*	Messenger/ Viber	SMS
<i>Immediate and complex communications</i>	Google Meet or Zoom	Phone Call to class representative	Messenger or Viber audio or video call Google Meet or Zoom	Phone Call
<i>Not immediate or long communications</i>	VLE: Announcements	SMS to class representative	Official UP Email (@up.edu.ph)	SMS

NETIQUETTE

Please follow proper etiquette and conduct when using any of these forms of communication.

Phonocalls, SMS, messages

1. Acknowledge receipt of message.
2. Short and direct responses are best for SMS and chatrooms.
3. Do not use acronyms, hidden/double meaning, churva language or anything that may not be comprehensible to all.
4. Ask questions when in doubt.
5. Introduce yourself at the start of a call, text or message.



6. Do not call after 10:00 pm and before 6:00 am in order to respect the other persons homelife. Possibly text or post a message. The person has the option to respond or to leave it for tomorrow.
7. Refrain from using foul language on any of the communication platforms.

Sending email

8. Use only your official UP mail (@up.edu.ph).
9. Always include a "Subject" that will indicate the course, and the topic of the mail. For example: HP 201. Question about assignment #2. This will make it easier for me to decide whether I should respond immediately to your message or not.
10. Make sure to provide complete information and that any attachments are in order.

Video-conferencing

11. Please come prepared, neatly dressed, and with your environment clear of inappropriate or distracting visuals.
12. To lessen the bandwidth used during conferences, by default, video will be turned off and audio will be muted, except when you will be asked to talk or to turn on your video camera.
13. You may also be asked to share a presentation or a document in your screen or asked to write something on the shared blackboard. So, always be ready. Make sure that you look presentable and that only materials relevant to the course are open in your devices.

COURSE MATERIALS

We will be using a variety of learning materials in this course, including the following:

Guides:

1. Course guide – this course guide is a document which will help you navigate through the course. It contains all the information you need to know about the course and how to succeed in achieving its learning outcomes.
2. Study guides – these are short reading materials that will help you through the different weekly study units. These guides help put together the different concepts in the weekly study units.
3. Activity and assignment guides – these are documents that accompany each learning activity or assignment, providing detailed instructions on how to perform the different activities and how you will be evaluated in each task.

Learning Materials/References:

1. Power point presentations – these are uploaded presentations in Power point file format or open source slide share powerpoints. These are embedded in the HP 201 course site
2. Videos and Blogs– the links to these open resource videos or blogs are shared in the course site. Since the videos and blogs can only be accessed through the internet, what is included in the digital and printed versions of the HP 201 Course pack are Word files of transcriptions or condensed notes of the video content.
3. Journal articles and Book chapters – the files are available in the HP 201 Course site



STUDY SCHEDULE: Wednesdays 10 – 12 noon

Week Number	Module/ Topic	Target Learning Outcomes	Learning Resources	Learning Tasks
Module 1: The Learner, The Teacher, and the Learning Situation				
1 Synchronous Session #1 Sept 15	Orientation and Introduction to the Course Choosing learning theory focus of report		Article: How People Learn by Darling Hammond	
2 Sept 22	Learner's Stages of Development	Examine the implications of each stage of development to teaching and learning. Analyze the impact of the significant stages of their development to their context/s.	Uploaded Powerpoint presentation: Human Growth and Development Theories	Task 1: Reflection: My Development Journey to be submitted on or before Sept 29
3 Sept 29	Erikson's Psychosocial Theory of Development	Examine the implications of Erikson's theory of psychosocial development to teaching and learning. Analyze the impact of the significant stages of their psychosocial development to their context/s.	Uploaded Powerpoint presentation: Erikson's Psychosocial Theory	Task 2: TEDtalk Most unforgettable learning experience from my psychosocial development that will inspire young people. To be submitted on or before Oct 13
Module 2. The Philosophical Foundations of Teaching and Learning				
4 Synchronous Session #2 Oct 6	Introduction to Philosophy	Examine the relevance of philosophy in teaching and learning the health sciences.	Uploaded Powerpoint presentation: Introduction to Philosophy	Midterm Activity Group discussion on the relevance of philosophy in teaching and learning in the health sciences or medical education. Task 3: Written paper on "My Perceptions on Philosophy" to be submitted on Oct 27 Task 4: Personal Philosophy of Teaching and Learning: Coat of Arms to be submitted on or before
5 Oct 13	Western Philosophies of Education	Analyze the implications of the western philosophies of education to teaching and learning.	Uploaded Powerpoint presentation: Idealism, Realism, Pragmatism, Existentialism	
6 Oct 20	Eastern Philosophies of Education	Analyze the implications of the eastern philosophies of education in teaching and learning. Design their personal educational philosophy.	Uploaded Powerpoint presentation: Hinduism, Islam, Buddhism, and Confucianism	



7 Synchronous Session # 3 Oct 27	Integration of Module 2 and Intro to Module 3	Class Discussion on the relevance of philosophy in teaching and learning in the health sciences or medical education.		Nov 10
8 Nov 2-8	R E A D I N G B R E A K			
Module 3: The Psychological Foundations of Teaching and Learning				
9 Nov 10		Online Peer Critique of Personal Educational Coat of Arms	Pre-recorded Philosophy of Teaching and Learning (Coat of Arms)	Task 5: Pre-recorded report/ presentation of one of the learning theories to be uploaded on or before Nov 17
10 Nov 17	Learning Theories and Implications to health sciences education 1. Behaviorism 2. Cognitivism 3. Constructivism	Examine the relevance of the learning theories to health sciences or health professions education.	Readings: Behaviorism, Cognitivism, and Constructivism Applying the Learning Theories to Medical Education Educational Learning Theories.	
11 Nov 24	Major Learning Theories 1. Thorndike 2. Piaget 3. Bandura 4. Rogers 5. Vygotsky 6. Gardner	Design a personal theory of teaching and learning	Learning Theories: the Basics to Learn in Medical Education Overview of Current Learning Theories for Medical Educators The Implications of Behaviorism and Humanism Theories in Medical education Using and Combining Theories in Medical Education Article: 15 Learning Theories in Education: a Complete Summary	Task 6: Personal Theory of Teaching and Learning to be uploaded on or before Dec 1



12 Synchronous Session #4 Dec 1		Discussion on the relevance of the learning theories to health sciences or health professions education.		
13 Dec 8		Critique of Pre-recorded Personal Theory of Teaching and Learning	Personal Theory of Learning	Task 7: Teacher's Portfolio incorporating personal philosophy and theory of teaching and learning to be submitted on Jan 5
14 Dec 15	Extra day to be used to cover for sudden No Classes and other such unpredictable occurrences			
15 Synchronous Session #5 Jan 5	Integration & Closure Option to Present Teaching Portfolio			

COURSE REQUIREMENTS

1. Class Participation/Workshops (Task 3)	15%
2. Reflections/Reaction Papers (Tasks 1, 4, and 6)	15%
3. Individual/Group Presentation/Reports (Tasks 3 and 5)	20%
4. Video recorded assignments (Tasks 2, 4, and 6)	20%
5. Teacher's Portfolio (Tasks 4, 6, and 7)	30%
TOTAL	100%

(Course Requirement 1)

Write a reflection paper about one's development journey.

(Course Requirement 2)

TED Talk: Most unforgettable learning experience from my psychosocial development that will inspire young people.

(Course Requirement 3)

Group discussion on the relevance of philosophy in teaching and learning in the health sciences or medical education and participation in all synchronous sessions.

(Course Requirement 4)

Personal Philosophy of Teaching and Learning: Coat of Arms

(Course Requirement 5)

Pre-recorded report/ presentation of one of the learning theories.

(Course Requirement 6)

Personal Theory of Teaching and Learning

(Course Requirement 7)

Teacher's Portfolio incorporating personal philosophy and theory of teaching and learning.



ABOUT THE INSTRUCTOR



I am Maria Lourdes Dorothy S. Salvacion, but everyone knows me as DOTS. I am an Assistant Professor of the National Teacher Training Center for the Health Professions. I am a dentist and taught at the UP College of Dentistry for 8 years before transferring to the NTTCHP. I have been teaching HP 201 since 2014. I am personally invested in this course because I believe that ‘thinking about things’, in short ‘doing philosophy’ is important for a teacher to be a ‘whole’ person...dealing with ‘whole’ persons – the students. Only in this way can he/she be, not just a content expert - a ‘sage on the stage’ but true facilitator of learning, a coach, a ‘guide by my side’.

You may email me at mssalvacion@up.edu.ph. My mobile number is 0966 8635353 (GLOBE). My consultation hours will be Tuesdays 9:00 – 12:00 noon, 1:00-5:00 pm or during our class schedule on days when there are no synchronous sessions scheduled.

HOUSE RULES

The semester starting will be the first time some of you will be involved in remote learning. There will be many glitches along the way I am sure. So I only have 3 house rules to guide us:

#1 Do not panic.

If there is something you do not understand, or you do not know how it is done (although I imagine that I might be the more technologically challenged between us) just ASK. Remember the only stupid question is the one that is not asked. If something seems impossible in a direction or a requirement given, then it probably is and therefore the logical conclusion is that there has been some mistake in the direction given.

#2 Be patient and be kind.

Primarily with yourself -give yourself time to learn these new things; with your classmates and finally with the professor who is also struggling with the new technologies. I am not a millennial so I wasn't born with a cellphone in hand. Let's try to be sensitive to the needs of the others, and very open to feedback and suggestions.

#3 Participate in class activities.

Interact with your classmates. Create open communication lines with classmates.

#4 Use your freedom well.

In the learning resources, as well as the activities I am providing you with a lot of options to give way to your personal preferences, as well as possible limitations in accessing some materials, or videos. I hope you choose what has more learning potential and not just what is easier.