HAU MISSION AND VISION

We, the academic community of Holy Angel University, declare ourselves to be a Catholic University. We dedicate ourselves to our core purpose, which is to provide accessible quality education that transforms students into persons of conscience, competence, and compassion.

We commit ourselves to our vision of the University as a role---model catalyst for countryside development and one of the most influential, best---managed Catholic universities in the Asia---Pacific region.

We will be guided by our core values of Christ---centeredness, integrity, excellence, community, and societal responsibility. All these we shall do for the greater glory of God. LAUS DEO SEMPER!

School of Education (SED)

Vision
The leading Catholic institution of teacher education in the region that serves as a benchmark for quality instruction, research and other best teaching learning practices.

Mission
To provide quality education that enables students to be critical thinkers, mindful of their responsibilities to society and equipped with holistic education catering to the heart and soul as well as to the body and mind.

Goals
To offer programs and projects that promote Christ centeredness, integrity, excellence, community and societal responsibility, leadership, scholarship, lifelong learning, effective communication, innovation, gender sensitivity and technological integration

Objectives

1. To provide students with the opportunities and exposure to develop them and become highly competent educators, leaders and experts who continuously work for the advancement of educational thinking and practice

2. To instill in the students the spirit of community involvement through relevant programs/projects and become more responsive to the challenges of a progressive and dynamic society

3. To continuously hire academically and professionally qualified and competent faculty equipped with expertise and exposure needed in the practice of the profession
Teacher Education Program Outcomes

1. Have the basic and higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning
2. Have a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students
3. Have a deep and principled understanding of how educational processes relate to a larger historical, social, cultural, and political processes
4. Have a meaningful and comprehensive knowledge of the subject matter they will teach
5. Can apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)
6. Have direct experience in the field/classroom (e.g. classroom observation, teaching assistant, practice teaching)
7. Can demonstrate and practice the professional and ethical requirements of the teaching profession
8. Can facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills
9. Can reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and the broader social forces encumbering the school and educational process in order to constantly improve their teaching knowledge, skills, and practices
10. Can be creative and cooperative in thinking of alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning; and
11. Are willing and capable to continue learning in order to better fulfill their mission as teachers.

SYLLABUS IN 5ITHUMREC

I. Faculty: MR. PHILIP JOSEPH D. SARMIENTO

II. Course Title: INFORMATION TECHNOLOGY AND HUMAN DEVELOPMENT

III. Course Code: 5ITHUMREC
IV. Number of Units: 3

V. Number of hours per week: 3

VI. Pre-requisite: NONE

VII. COURSE DESCRIPTION
This course focuses on the nature and purposes of all forms of media such as visual, electronic, print, audio and all its combination. It also emphasizes a critical analysis of media and information technologies and its impact on human values and development. Issues related to media exposure are explored and examined on the basis of ethical and moral principles. It also develops the competencies and skills of teachers in integrating media in the development and use of instructional materials.

VIII. COURSE LEARNING OUTCOMES

At the end of the course, the students are expected to demonstrate:

1) explain the concepts, processes and theories in information technology
2) evaluate the impact of the information and technology driven society and the growing global village on the values of the people
3) analyze media and information technologies and its impact on human values and development.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Timetable</th>
<th>Desired Learning Outcomes</th>
<th>Course Content/Subject Matter</th>
<th>Teaching and Learning Activities (Methodology)</th>
<th>Assessment Task/Student Output</th>
<th>Evaluation Tool</th>
<th>Resource Materials</th>
</tr>
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<tr>
<th>1 Hour</th>
<th>Discuss the course syllabus to students</th>
<th>Course Syllabus</th>
<th>Interactive discussion of classroom rules and expectations</th>
<th>Course outline seen and signed by the students</th>
<th>HAU Student Manual</th>
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<tbody>
<tr>
<td>5 Hours</td>
<td>Discuss the evolution of information technology and its implications to humanity</td>
<td>The Pace of Change in Information Technology</td>
<td>Reflective Discussion</td>
<td>Make an essay on Information Technology Self inventory Quiz</td>
<td>Rubric for Essay Writing Test items</td>
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<tr>
<td>Hours</td>
<td>Activity</td>
<td>Reading Material/Research Article</td>
<td>Rubrics for Research Reporting</td>
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<td>3</td>
<td>Explain the reality information technology and the character of contemporary life</td>
<td>Information Technology and Character of Contemporary Life</td>
<td>Rubrics for a Critic paper</td>
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<td>3</td>
<td>Explain the meaning and importance of privacy in understanding information technology</td>
<td>Privacy in Information Technology</td>
<td>Chapter 2: Privacy – A Gift of Fire by Sara Baase</td>
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<tr>
<td>3</td>
<td>Discuss in the impact of information technology to person identity</td>
<td>Conceptualizing IT Identity and its Implications</td>
<td>Rubrics for research reporting</td>
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<tr>
<td>3 Hours</td>
<td>Evaluate the use of information technology and its effect to human development</td>
<td>Evaluating and Controlling Technology</td>
<td>Advance reading and Discussion</td>
<td>Critic paper on the article “The Digital Divide and the Cognitive Divide: Reflections on the Challenge of Human Development in the Digital Age” by Clotilde Fonseca</td>
<td>Rubrics for a Critic paper</td>
</tr>
</tbody>
</table>
| 12 Hours | Present and develop lessons in Religious and Values Education using information technology and social media correctly through teaching demonstrations. | Information Technology and Teaching Religious and Values Education | Group Reporting and Teaching Demonstration on the following topics:  
1) Photo sharing and teaching Religious and Values Education  
2) Video sharing and teaching Religious and Values Education  
3) Gaming and teaching Religious and Values Education | Reporting and Teaching Demonstration per Group | Rubrics for Group Reporting and Evaluation Sheet for Classroom Instruction | Chapter 2-4: Photo sharing, Video sharing and Gaming- Social Media and the New Evangelization by Fr. Stephen Cuyos, MSC Lesson 14-15. Education Technology  

| MIDTERM EXAM |
| 3 Hours | Understand and apply information technology in research especially in Religious Education and Values Education | Methods of Research vis-à-vis Information Technology | Discussing the concepts of research and possible use of information technology in research data gathering | Grouping of students for their action research with prospect topics/titles (pact of IT to the Youth vis-à-vis Values Formation/Development | Rubrics for choosing a title/topic | Wheeler, S. (2001) Information and Communication Technologies and the Changing Role of the Teacher, Journal of Educational Media 26(1), 7-17. |
| 12 Hours | Conceptualize, conduct and gather data for the action research | The Making of the Action Research | Group Activity: gather literature, formulate the method, gather data, analyze the data and interpret the data. | Accomplished Action Research | Rubrics for Action Research |
| 3 Hours | Present the Action research before the class | Paper Presentation of the Action Research | Oral Presentation of Action Research | Presented their Action research paper | Rubrics for Action Research Presentation |

**FINAL EXAM: OUTPUT (ACTION RESEARCH EDITED/COLLATED)**

**Textbook:** none

**Course Requirements:**
1. Quizzes
2. Critic paper
3. Class demonstrations
4. Research works
5. Research Paper about the Impact of IT to the Youth vis-à-vis Values Formation

**Classroom Policies:**
1. Attendance and Punctuality
   The student is expected to come to class regularly and on time. For absences, please refer to Policy on Absences below.
2. Active class participation
   The student is expected to participate actively in class recitations, discussions, and other activities as the case maybe. Please refer also to Expectations from Student below.
3. Group work requirements
   The student is expected to work harmoniously with his/her group mates and contribute to the preparation of their group work.
4. Peer group evaluation
   The student shall also be evaluated by his/her peers and feedback shall be taken into consideration.

**Expectations from students:**
The student’s responsibility is to come to each class prepared. He/She is also expected to take all examinations on the date scheduled. He/She is also expected to attend each class and participate actively in the discussions.
ACADEMIC DISHONESTY:
All SED students are expected to be academically honest. Cheating, lying, and other forms of immoral and unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will (at a minimum) receive an F or failure in the course requirement or in the course. Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another person as one’s own; collaborating without authority, with another student during an examination or in preparing academic work; signing another student’s name on an attendance sheet; or otherwise practicing scholastic dishonesty.

POLICY on ABSENCES:
The allowed number of absences for college students enrolled in a 1-hour class is a maximum of 10 absences and 7 absences for a 1-1/2 hour class-based on student handbook. Request for excused absences or waiver of absences must be presented upon reporting back to class. Special examinations will be allowed only in special cases, such as prolonged illness. It is the responsibility of the student to monitor her own tardy incidents and absences that might be accumulated leading to a grade of “FA.” It is also his/her responsibility to consult with the teacher, chair, or dean should his/her case be of special nature.

Grading System:
Please refer to campus++ intranet at hau.edu.ph.

GRADING SYSTEM:

| CSP | Class Standing in the Prelim Period |
| CSM | Class Standing in the Midterm Period |
| CSF | Class Standing in the Final Period |
| P  | - Prelim Exam |
| M  | - Midterm Exam |
| F  | - Final Exam |

| Midterm Average= 70% (Class Standing)+ 30% (Major Exam. Ave.) |
| Final Average= 70% (Class Standing) +30% (Major Exam. Ave.) |

Transmutation Table For the Average*

<table>
<thead>
<tr>
<th>Average</th>
<th>Point-Grade Equivalent</th>
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<tbody>
<tr>
<td>97-100</td>
<td>1.00</td>
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<tr>
<td>94-96</td>
<td>1.25</td>
</tr>
<tr>
<td>91-93</td>
<td>1.50</td>
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<tr>
<td>88-90</td>
<td>1.75</td>
</tr>
<tr>
<td>85-87</td>
<td>2.00</td>
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\[
\text{Class Standing}= \frac{CSP + CSM}{2}
\]

\[
\text{Major Exam Ave.}= \frac{P + M}{2}
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\[
\text{Final Average}= 70\% (\text{Class Standing}) + 30\% (\text{Major Exam. Ave.}) = \frac{CSP + CSM + CSF}{3}
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\text{BELOW 75}
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\text{BELOW 75}
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*Manual input for the computerized class record program
Note: Raw scores will be transmuted using the department’s transmutation table. Passing is 60% for Major Subject

X. REFERENCES:


CONSULTATION HOURS:

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<thead>
<tr>
<th>Days</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF</td>
<td>9-11AM/1-4PM</td>
<td>CLE Faculty Room SJN Formation Center</td>
</tr>
</tbody>
</table>