

Outcomes-based Teaching for Brain-based Learning Vis-à-vis Pedagogical Content Knowledge

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Abstract - *The study determined the essential elements of an Outcomes-based Teaching and Learning (OBTL) component of an Outcomes-based Education (OBE) cycle. It sought to answer these objectives: (1) extrapolate notable teaching attributes based on the actual teaching demonstration of the 7 subjects; (2) describe each of the OBTL's quadrant elements (3) design a prototype for an integrated arts-based OBTL. This study utilized a case analysis of the actual observation of recurring subtleties exhibited by the seven subject demonstrators during the In-service Training (INSET) held last October 27, 2015 in one of the city divisions in Cebu, Philippines. Each of them was rated based on the specific skills used according to Hermann's Learning Quadrants, after a short lecture on pedagogical content knowledge (PCK). A documentation of a sample Lesson Plan (LP) for Quadrant Modelling for Teaching (QMT) was juxtaposed as a noble exemplar. The quest for outcomes-based teaching for brain-based learning vis-à-vis pedagogical content knowledge or PCK cascaded with more brain-based inspired learning activities among teacher-demonstrators, with less emphasis on creativity, thus a teaching exemplar was created as part of its modelling. Though, an INSET in the public schools enhanced opportunities to exhibit teaching attributes such as: vivacity, sense of humor, creativity, inquisitiveness, concentration, cautiousness, and dynamism in the achievement of the 21st century skills, however these attributes remained uniquely apparent in every individual teacher. Dreaming to acquire many of these attributes among individual teachers propelled their authentic experience and sincerity to integrate appropriate OBTL activities, which emphasized its four spiral elements, by which the learners would: own knowledge in discovering experiences (sarili), master skills in critical evaluation (husay), engage understating and reflection in dialogical abstraction (saysay), and achieve wonderment in active experimentation (ambag).*

Keywords: OBE, Outcomes-based Teaching for Brain-based Learning, PCK, QMT, IAT

INTRODUCTION

The transition of the K to 12 Senior High School for 2016 to 2018 in Philippine educational system challenges both the Department of Education (DepEd) and the Commission on Higher Education (CHED) to forge its resources together for an effective implementation of the curriculum. The current status shows that curriculum guides for Grades 11 and 12 and financial budgetary allocations for facilities are prepared by DepEd; however, the department has a limited faculty to teach the required curriculum. While experiencing a vacuum for two years in

colleges and universities, CHED provides training for college and university professors to teach the senior high; while giving time for DepEd to meet the required number of teachers, to construct the needed buildings, and to buy the instructional materials in succeeding the implementation of outcomes-based teaching for brain-based learning, in preparation for an outcomes-based education, the moment these students enroll in higher education.

To Catris, Outcomes-based Education (OBE), a curricular design process of teaching and learning that focuses on what learners can actually perform after

the instructional process [1]. This nuances that learning standards are needed to be unpacked, learning competencies bridge between the standards and the learning outcomes. Though, products and performances serve as outputs to facilitate the achievement of these outcomes, but the latter remains the most enduring aspect for our survival than the former, which is fleeting and sometimes immaterial. So, an argument is enforced that as Senior High School teachers, there is a need to have a careful plan activities that hit the achievement of a desired learning outcome, not just relying on the number of quantifiable materials with no sense at all.

In OBE, the Intended Learning Outcomes (ILO) or *curriculum*, Outcomes-based Teaching and Learning (OBTL) or *instruction*, and the Outcomes-based Assessment (OBA) or *assessment* are properly realigned, in order to achieve the desired quality. In the OBTL, teaching strategies and other learning activities are made experiential, which are measurable into enduring outcomes. In constructivism, most likely, these activities serve as the performance outcomes of the learners, except when the nature of learning activities is highly cognitive, then desirable outcomes like portfolio and the like are badly needed. To Spady and Marshall, OBE is made transformational with emphasis on Transformative Education as a tool, shifting from the traditional teaching to a transitional scheme of modern teaching [2].

In October 14 to 17, 2015, CHED initiates the FACICAMP1, Facilitators Camp 1, in Baden Powell International, Los Baños, Laguna, Philippines in coordination with Philippine Normal University (PNU), the Network of Normal Schools (3NS), and the Federated Association of Private Education (FAPE), to train facilitators to be equipped in the required skills to prospective teachers in senior high schools in teaching using the *husay* (mastery), *saysay* (meaning), *sarili* (ownership) tagline. With this framework, it is observed that the intent is lopsided that focuses cognitive and motor development only. The affective domain that takes care on emotional development, appreciation, and wonderment, is missing. We do not want to develop 21st century learners who are robots, with no sensibilities to the feelings of the self and others. Thus this study is conducted to offer a model for holistic development of a 21st century learner who exhibits the needed critical thinking, communication, collaborative and creative

skills in the light of the Four Pillars of Learning in the 21st century, which are capsulized in the KPUP (knowledge, process, understanding and reflection, product or performance) Model of Teaching. This model is otherwise known as the Quadrant Model of Teaching (QMT) because it follows the four essential quadrants for brain-based learning by Ned Hermann [3].

Pineda expounds that Critical Thinking is an intellectual stimulation in providing, organizing, demonstrating, encouraging, and challenging students [4]. Further, she says that the use of critical thinking skills enables to weigh the pros and cons of things. This includes the use of higher cognitive process of analyzing, comparing and contrasting, problem-solving, inferring, extrapolating, interpolating, and decision-making. One of the ways to obtain critical observation is the ability to communicate. Communication includes the interpersonal skills of speaking and writing. With the critical thinking in place, the learners can enhance learning skills if they know how to speak and write their thoughts in meaningful contexts. When an interaction takes, collaboration is evident in the process. Collaboration is a vital skill in sharing of knowledge acquired through critical thinking and communication, where the learners are expected to reflect and expand their understanding with the help of other team members. When understanding is achieved, then the teams can produce meaningful outputs for establishing meaningful outcomes. In doing this, they are going to think creatively. Creativity refers to the ability to stimulate creative learning among the students, thus providing them varied learning experiences [4]. This may include the use of one or combination of these skills such as: fluency, flexibility, originality, elaboration, integration, generation of relationships in and outside of the structure, reflective thinking, problem-solving, socio-cultural criticism, deconstruction, and social action.

To Cochran, “pedagogical content knowledge (PCK) is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach)” [5]. The teacher’s ultimate goal is self-reflection on how a piece of subject matter can connect to the learners’ interest, in a humanistic way. PCK is a system of information that creates teachers to become fully

aware of themselves as human teachers rather than one-sided knowledge experts. Once done with a harmonious blending of content and pedagogical knowledge, then learning outcomes are evidently measurable.

OBJECTIVES OF THE STUDY

The study determined the essential elements of an Outcomes-based Teaching and Learning (OBTL) component of an Outcomes-based Education (OBE) cycle. It sought to answer these objectives: to extrapolate notable teaching attributes based on the actual teaching demonstration of the 7 the subjects; to describe each of the OBTL’s quadrant elements; and to design a prototype for an integrated arts-based OBTL.

METHODS

Research Design

This study utilized a case analysis of the actual observation of recurring subtleties exhibited by the seven subject demonstrators during the In-service Training (INSET) held last October 27, 2015 in one of the city divisions in Cebu, Philippines. Each of them was rated based on the specific skills used according to Hermann’s Learning Quadrants, after a short lecture on pedagogical content knowledge (PCK). A documentation of a sample Lesson Plan (LP) for Quadrant Modelling for Teaching (QMT) vis-à-vis Integrated Arts-based Teaching (IAT) was juxtaposed as a noble exemplar.

Research Material

Observation sheets were used in the actual teaching demonstration, side remarks are noted as part of the field notes. To produce an exemplar for Quadrant Model of Teaching (QMT), the seven arts to be integrated in the lesson design were coded based on the previous study, as seen in the exploratory quadrants, using a grounded theory.

RESULTS AND DISCUSSION

Teaching Attributes

Teaching attributes are the important traits in the teaching profession. These stem from the personal and professional qualities that the teacher enhances through his or her professional career as a teacher. Amidst, the identified teaching attributes expounded by many experts in the teaching profession, it is imperative in the study that to unravel some of these during the actual teaching demonstration of the practicing teachers in the field is necessitated.

Vivacity

“Vivacious Lady” starts her teaching demonstration on different kinds of occupation with a light heart. She exhibits a vivacious personality and endures a consistent smile until the end of her teaching. Her rapport to the training participants radiates participation of her prepared lesson activities. She makes use of mounted pictures to enhance the realization of her objectives. Based on the integration of the 21st century skills, critical thinking (QA), communication (QB), and collaboration (QC) are fully integrated except for creativity (QD) that shows no indication.

Sense of Humor

“Comical Gent” jolts a lesson on laws of demand and supply, which becomes interesting because of his wit and sense of humor. Though, his demonstration is similar with ‘Vivacious Lady’ in terms of the skills integrated in the demonstration, he uses the media technology in the presentation of his lesson. His healthy sense of humor radiates interest toward the development of the lesson. The participants are reactive and cordial among each other. While his lesson needs to be fixed more especially in the lesson sequence; but creativity is less likely seen in the demonstration.

Table 1 Results of the Actual Teaching Demonstration

Teacher Demonstrators	Grade Lessons Focused	Quadrant A Critical Thinking	Quadrant B Communication	Quadrant C Collaboration	Quadrant D Creativity
Vivacious Lady	Grade 4	Observed	Observed	Observed	Not observed
Comical Gent	Grade 9	Observed	Observed	Observed	Not observed
Creative Lady	Grade 5	Observed	Observed	Observed	Observed
Inquisitive Lady	Grade 6	Observed	Observed	Observed	Observed
Organized Lady	Grade 4	Observed	Observed	Observed	Not Observed
Deliberate Lady	Grade 6	Observed	Observed	Observed	Not Observed
Dynamic Gent	Grade 5	Observed	Observed	Observed	Not Observed

Creativity

“Creative Lady” presents a lesson on the bombing of the ship, “Maine”, which resulted in the conflict between the United States of America and Spain. On her demonstration, she makes use of picture clips and simulation of the identified personages in history. The participants have shown a jovial participation in the given activities. During the simulation, a contextual narrative is read; performers exhibit their roles with excitement. As shown in Table 1, all the four 21st century skills are integrated in the demonstration.

Inquisitiveness

Table 1 shows the full integration of the 21st century skills; “Inquisitive Lady” utilizes her art of questioning, which propels her participants to plunge the lesson. A video clip is shown; questions are raised in order to uncover the needed concepts in the lesson selected. A contextualized play, by group, is presented, pertaining on the various reasons on why Filipinos are leaving their country abroad. It is implied that discovery learning is evident when the teacher makes use of effective questioning techniques.

Concentration

True to her name, “Organized Lady” has been very organized from the start to finish during her teaching demonstration. Typical routinized activities in lesson presentation are observed. She starts it with a reading drill of commonly words in the selection; review of the previous is conducted; and a motivation using a song. Reading activity is initiated with the use of provided reading material, the participants answer the questions provided, and discussion is followed. Several activities in the lesson plan are carried out with no appropriate lesson objectives listed in the plan. Creativity is also less likely seen in the lesson plan and in the demonstration.

Cautiousness

“Deliberate Lady” is a cautious teacher demonstrator, who manages to present a lesson systematically. She starts the demonstration with the use of identification of real objects, which are needed in the development of the lesson. Concepts are generated from the group activities provided. Instructions on the activities are clearly given. It is implied that when learning activities are given with

clear instructions, the students can direct right away the realization of the teacher’s lesson objectives.

Dynamism

“Dynamic Gent” starts his class with the actual contextualization of reality as the introduction of the demonstrated lesson. A simulated activity is conducted, for the participants see the important concepts embedded in the lesson. Through a constructivist model of 5Es: engagement, exploration, explanation, elaboration, and evaluation, that he selected, it is implied that the students can perform the required tasks. His enthusiasm animates positive teacher-student responses in the development of the lesson.

OBTL Transformative Quadrants

Clarity of Lesson Intent

Table 2 shows an exemplar for an instructional intent of an Integrated Arts-based Teaching (IAT) to produce an outcomes-based for brain-based learning. This comprises the lesson plan title, date and time frame, the learning standards, the learning competency, the desired learning objectives, the subject matter, the instructional materials, and the outcomes-based teaching and learning (OBTL) to be used. The title, date, and time frame are needed information in order to give the Instructional Plan (IP) checker, a glimpse of what lessons to be covered. The learning standards are categorized into content and performance standards. The content standard directs the teacher on what the learners are expected to know; while the performance standard provides his or her guide on how well the learners must perform. These standards provide the needed learning competency based on the Standard-based Curriculum for Grade 8 [6]. A learning competency is a set of knowledge, skills and attitudes required to successfully perform a particular task stated in specific terms (Standard-based Curriculum for Grade 8) [6]. This learning competency limits the teacher’s desired cognitive, affective and psychomotor objectives, which set as targets to what lessons to cover within an hour, a day or a week. To accomplish these desired learning outcomes (DLOs), the teacher finds the appropriate instructional materials and teaching strategies. The selected teaching strategies are found in Tables 3 to 5.

Table 2 Lesson Intent

A Sample Lesson Plan in Grade 7 Social Studies – Asian Civilizations	
Instructional Plan No. _____ Date: _____	
Teacher/Professor: Dr. Reynaldo B. Inocian Time Frame: _____ Checked by: _____	
Content Standard	Understanding Asian ideologies, philosophies and religions that paved the way in shaping early Asian civilizations and the formation of an Asian identity
Performance Standard	Critically analyzing Asian ideologies, philosophies and religions in shaping early Asian civilizations and the formation of an Asian identity
Learning Competency	Expressing students’ appreciation of being an Asian through ideological, philosophical and religious perspectives
DLO/Desired Learning Objectives	1. Identify the different cultural practices of Asian women before and now. 2. Express the point of view and feelings of Asian women before through a debate. 3. Write the new code for women in the society today.
Subject Matter	The Role of Asian Civilization in the Society based on the Codes of Hamurabi and Manu
Instructional Materials	1. Text of the Codes of Hamurabi and Manu 2. power-point presentation, DLP, pictures, quotes
OBTL/Outcomes-based Teaching and Learning	Quadrant Model Teaching (QMT) vis-à-vis Integrated Arts-based Teaching (IAT)

Discovering Experiences

While knowledge is considered the lowest level of thinking according to Benjamin Bloom, higher thought processes become possible without basic knowledge. This contextualizes the beginning of concrete information, awareness of facts, and consciousness of local or nascent knowledge. Table 3 shows the learning activities in the acquisition of knowledge for Quadrant A learning. Justifying “Quadrant A” potentials develop the Learning to Know Pillar for critical thinking skills in most tacit way. To Johnson, critical thinking is a type of thinking that converges on a single thought or entity [7]. On this skill, the learners are expected to organize and analyze information, in order to generate objective judgement. This phase of learning comprises five learning activities enough for the learners to generate facts about the selected lesson content. Activity 1 exposes

learners to poem reading and asked to answer knowledge questions on messages conveyed in the poem. Activity 2 directs learners to animate nature in order to loosen up and move their body, a prelude for locomotor art integration. Activity 3 enforces learners to react on personal questions that affect their gender preference, as a sort of awareness about the lesson. In Activity 4, they are made to sing the three selected folk songs and grouped into three, in order to present a choreographed sing-and-dance presentation of the folk song assigned. This showcases the art of singing, dancing, and choreography. Activity 5 introduces the learner to use the visual art; set of three photos in one concept is introduced for the unfolding of the lesson on Asian women’s culture bound gender preference and discrimination. Learners are expected to own what they learn on these various activities (*sarili*).

Table 3 Knowledge Acquisition

Quadrant A. Knowledge
<p>Activity 1(Code 6) Poem Reading The class is asked to have a choral reading of a short poem below.</p> <p style="text-align: center;"><i>Morning! Touched me, And went away, without saying a word.</i></p> <p style="text-align: right;"><i>-Dr. Romola O. Savellon</i></p>

Guide Questions:

1. What is described in the poem?
2. What message does the poem convey?

Activity 2(Code 3)Animating Nature

1. The class is formed into three groups.
2. Each group is assigned to mimic any of these in the garden.
 - The butterfly
 - The rose
 - The rooster

Guide Questions:

1. What is the impact of the activity to you?
2. What does the garden bring to us the moment we go there?
3. What feeling does it convey?

Activity 3(Codes 4 and 5) Emotive Sing-and-Dance

1. Using the same grouping, the students are instructed to create choreography of each of these local country songs assigned to their respective teams, after they have downloaded the lyrics of each of these identified folk songs.
2. After finalizing, the three teams are expected to present their sing-and-dance.

<i>Song 1</i> <i>Sitsiritsit</i>	<i>Song 2</i> <i>Rosas Pandan</i>	<i>Song 3</i> <i>ParuparongBukid</i>
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Guide Questions:

1. Who is being talked about in the three local folk songs?
2. What are the descriptions of the Filipino woman in:
 - 2.1) Song 1?
 - 2.2) Song 2?
 - 2.3) Song 3?
3. Based on the 3 songs, how our women are treated by men in the society?

Activity 4 (Code 6)Personal Reactions

1. Give your personal reactions whether you agree or disagree about any of the following personal questions, which is presented one at a time:

<i>BabayengBuhatKa Ba?</i>	<i>TiboKa Ba?</i>	<i>Beki Ka Ba?</i>	<i>BarakoKa Ba?</i>
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Activity 5 (Code 1) 3 Pictures in one Concept

With the use of pictures downloaded online pictures projected in a multimedia presentation, the students identify each of them through the use of each of the following descriptions:

1. Geisha is an equivalent counterpart of a male samurai.
2. Neck Coiling is a Symbol of Wealth, Status, and Beauty among the Padaung tribe in Irrawaddy Valley of Myanmar and Thailand.
3. India's Sutte or Sati is the cremation of the living wife together with her dead husband for marital loyalty of the dead husband.
4. The burka, hijab, niqab, shayla, al-amira, khimar, and chador are the different women's veils in Muslim countries, which symbolize women's protection and male dominance.
5. China's Foot-binding or Lotus Feet was considered a status of beauty and elegance for men's selection of a future wife.

6.FGM is the clitoral cutting of girls in order to control their erotic craving and reserve their sexual decency before they are betrothed [9], [10].

Guide Questions:

1. What is your reaction about how Asian women were treated in the society?
2. Would you allow these cultural practices to be carried out in the present times? What to do you think?

Critical Evaluation

Learning skill is a set of competencies that broadens the retention of knowledge. This comprises higher cognitive skills, emotional and social skills, and manipulative skills. The purpose of enhancing a functional skill development is conditioning learners to be prepared for survival in the world of work and in life. Justifying the “Quadrant B” attributes to develop the Learning to Do Pillar enhances for individual communication skills in most seamless way as shown in Table 4. This phase comprises five learning activities for skills development such as: poem interpretation in Activity 6; analyzing a text in Activity 7; executing and following directions in Activity 8; comparing and contrasting in Activity 9; and speaking and reasoning in Activity 10. All these activities strengthen the use of art integration as learners move to the higher level of mental, survival, and communicative skills expected in Quadrant B. Activity 6 presents the learners to interpret a poem about silence, which has succumbed Asian women under the protection or dominance of men. This has been elaborated in the reading of the text in Activity 7 on the Codes of Hammurabi and Manu, where women are depicted with limited rights in the society. To alleviate a distressing scenario in Activity 7, Activity 8 introduces a live painting in an imaginary canvass—a body movement, where the learners release on how they love themselves and they are loved by others. Asian women during the Chaldean and the Mogul empires are treated differently because of their status as presented between the two texts in Activity 9. These texts have depicted women’s suppressed feeling and oppressed rights under the protection of powerful men, in contrast to women’s treatment in Activity 7. To exercise more on the reasoning and speaking abilities of the learners, Activity 10 is provided, in order them to use the art of speaking through a debate. Once performed, these activities enhance learners’ skill mastery (*husay*).

Table 4 Skill Development

Quadrant B. Process	
Activity 6 (Code 2) Poem Interpretation	
A Sound of one hand clapping. <i>-Anonymous</i>	
<ol style="list-style-type: none"> 1. How does the poem affect you? 2. In what way that this poem has affected you? 3. How silence affected women in different parts of Asia on how they were treated in the society before? 	
Activity 7 (Code 6) Downloading and Reading of the Texts of the Codes of Hammurabi and Manu	
<i>Mga Babaeng Asyano sa Sinaunang Lipunan (Asian Women in the Olden Society)</i>	
<i>Kodigoni Hammurabi</i>	<i>Kodigoni Manu</i>
<i>Place the Downloaded Code here...</i>	<i>Place the Downloaded Code here...</i>
Guide Questions:	
<ol style="list-style-type: none"> 1. Bakit kaya ganun ang turing ng pamayanan sa kababaehang Asyano noon batay sa dalawang kodigo? (Explanation) 2. Anu-ano ang mga implikasyon na makukuha natin sa dalawang kodigong ito? (Interpretation) 3. Paano ang isang babaeng Asyano noon gumalaw sa pagsasalamin ng dalawang kodigong ito? (Application) 	

4. Ano kaya ang mga reaksiyon nila noon ukol sa dalawang batas na ito? (Perspective)
5. Ano ang damdamin ang maipadama mo sa mga kababaihan noon? (Empathy)
6. Ano ang pwede mong gawin sa mga batas na ito kapag kayo ay isa sa mga mamamayan noon? (Intuition)

Activity 8(Code 5)Live Painting in an Imaginary Canvass

Iguhit sa imaginary canvass kung paano:

1. mominahalangiyongsarili;
2. kaminahal ng mgamagulang;
3. kaminahalng mgakapatid;
4. kaminahal ng mgakaibigan;
5. kaminahabilangasawa;
6. kaminahal ng Panginoon?

Guide Questions:

1. How does it feel for being a woman, a man or being a member of LGBT to express out your true identity?
2. How would you portray you gender role in the society without fear?

Activity 9 (Code 6) Reading Text Number 2

<i>Mga Babaeng Asyano sa Sinaunang Lipunan (Asian Women in the Olden Society)</i>	
<i>Imperyong Chaldean (612-539 B.C)</i>	<i>Imperyong Mogul (1526-1857)</i>
<i>Pinatayo ni Nebuchadnezzar ang Hanging Garden of Babylon o Tore ni Babel sa Bibliya na umabot sa 75 natalampakan ang taas. Itoang pinakamagarang tanawin sa sinaunang panahon na pinagawa ni Nebuchadnezzar para sa kanyang asawang may sakitnasiAmytisdahilsakanyangkalungkutanbumisitasakanyangkah ariansa Medea, isang kaharian na matatagpuan sa hilagang-kanluran ng Persia.</i>	<i>Pinatayoni Shah Jahan ang Taj Mahal sa Agra, India noong 1631 at natapus noong 1653 para sa kayang asawa na si ArjumandBano Begum na naging Mumtaz Mahal na ang kahulugan (Jewel of the Palace) na namatay sa kanyang 14 na panganganak. Ang pagpapagawa nito ay natapos sa loob ng 22 na taun na may dalawampung libong manggagawa. An gpalasyong ito ay isa sa mga “tourist attractions” sa India ngayon na kinuha sa Persian, Hindu at Islamikong disenyo.</i>

Guide Questions:

1. How women are valued in the given texts?
2. What women issues are prevalent in the given texts?
3. How do you compare the treatment of women from the reading texts 1 and 2?
4. Who can spot the difference on how they were treated?

Activity 10(Code 2) Debate

Proposisyon: “Nairesolba na ang mga Pamahiin at Ginampanan ng mga Babaeng Asyano Noon ay Mapanatili sa Ngayon”.

Guide Questions:

1. Based on the debate, which side do you take a stand?
2. How culture-bound issues on women are to be responded?

Dialogical Abstraction

Understanding is preceded by reflections. Though latent understanding is endowed; but this needed to be enhanced with the use of sound reflections either individually or group. Justifying the “Quadrant C” attributes for Learning to Live Together Pillar promote the building of collaboration, social interaction and leadership in most reflective way as shown in Table 5. This phase comprises three learning activities where the learners are expected to enhance their understanding with the use of reflections through collaboration. Thomas concludes that cooperative learning can boost motivation and add variety and interest [7]. Activity 11 introduces the art of singing of Air Supply’s “Every Woman in the World”, after downloading it. Understanding about issues of men

and women are unfolded after the singing of the song; and this is supported with the learners’ reflections with the given quotations and tweet messages in learning activities 12 and 13. With these activities, the learners are exposed to the creative thinking process where they engage in fluency, flexibility, originality, elaboration, integration, brainstorming web, generating relationship, and reflective thinking. Creative thinking utilizes diverse perspectives from one idea by using mental processes, which are used in the attainment of extrapolating and interpolating ideas or looking at things in different process [7]. When these activities accomplished, the learners find learning meaningful according to their own contexts (*saysay*).

Table 5 Enhancing Reflective Understanding

Quadrant C. Understanding and Reflections			
Activity 11 (Code 4) Song Analysis and Reflections Air Supply’s Every Woman in the World			
<i>Place the downloaded lyrics here....</i>			
Guide Questions:			
1. To whom the song is dedicated to?			
2. Who can describe what kind of man’s life depicted in the song?			
3. What happens to man’s life when he found a woman?			
Activity 12 (Code 6) Quotation Reflections			
<i>Remember that “In every success and failure of a man there is always a woman behind”.</i>			
Activity 13 (Code 6)The Twit Messages			
Guide Questions:			
1. What tweet messages you send to your friends when someone sent you one of these these quotes?			
2. You can agree or disagree with the statements. All you need to do is just make an impressive expression.			
Quote 1	Quote 2	Quote 3	Quote 4
<i>“Some men focus more on how to get a woman, but once they have her, they lose focus on how to KEEP HER”</i>	<i>“Every man needs a very good woman; when his life is a mess, to pamper him, to stop him from hearing-stupid things said by people, to hit back, to love him, because life is like a game of chess, where the queen protects the king!”</i>	<i>“When a girl is acting like she doesn’t care about you anymore, that’s when she needs you the most.”</i>	<i>“It takes a strong man to handle a broken woman.”</i>
3. What are the implications of these quotes?			
4. Do you really agree that men and women are different? In what ways that they are different?			
5. What is needed to harmonize gender differences?			

Table 6 Learning Transfer

Quadrant D. Products and Performances

Activity 14(Code 2)Research

1. Find the important traits and legacy of the following Asian leaders:

- Corazon C. Aquino
- Aung San Suu Kyi
- Megawati Sukarnoputri
- Benazir Bhutto
- Bandaranaike
- Golda Meir

2. Get their autobiography that catapulted them to greatness.

Activity 15(Code 2)Writing a Code for Women

Write the New Code for Cebuano Women in their own barangay

Activity 16(Code 7) Origami

Expressing one’s inner beauty as a pledge of commitment to maintain a gender fair society

Active Experimentation

The most important way to ascertain a learning outcome is through the use of learning transfer or metacognition. The outputs of this can be measured through concrete products or outputs and presentation of learning performances through exhibits, plays, researches, experiments, creative works, business proposals, feasibility studies, reports, and other forms of innovations. According to Pineda, these outcomes are products of both artistic and scientific interest, which requires the use of creativity and critical thinking [4]. The learners are given the opportunities to have free choices while enjoying learning. The role of teachers in learning transfer is to facilitate in the attainment of learning outcomes. “Quadrant D” justifies the potentials for Learning to Be Pillar in forming creativity for national and global development in most imaginative and intuitive ways. As shown in Table 6, this phase comprises three learning activities. Activity 14 exposes the learners to conduct research on formidable women in Asian history. This is one of the most important learning outcomes for the learners to contribute knowledge generation and dissemination through the art and science of writing. Activity 15 requires learners to engage in the art of writing a women’s code in their own barangay, in order to integrate their own perspectives on how Cebuano women be protected with integrity. Activity 16 culminates the art of paper

folding that expresses their inner beauty to defend a gender fair society. With *sarili*, *husay*, and *saysay* are already attained, then learners are ready to explore possible inventions or creations that utilize their creativity for possible contributions or legacies for the development of society (*ambag*).

CONCLUSION

For more than a decade since William Spady popularized OBE, most schools attempted to democratize learning environments akin to a more learning-centered fashion of teaching and learning. The quest for outcomes-based teaching for brain-based learning vis-à-vis pedagogical content knowledge cascaded with more brain-based inspired learning activities among teacher-demonstrators, with less emphasis on creativity, thus a teaching exemplar was created as part of its modelling. Though, an INSET in the public schools enhanced opportunities to exhibit teaching attributes such as: vivacity, sense of humor, creativity, inquisitiveness, concentration, cautiousness, and dynamism in the achievement of the 21st century skills, however these attributes remained uniquely apparent in every individual teacher. Dreaming to acquire many of these attributes among individual teachers propelled their authentic experience and sincerity to integrate appropriate OBTL activities, which emphasized its four spiral elements, by which the learners would: own knowledge in discovering experiences (*sarili*), master skills in

critical evaluation (*husay*), engage understating and reflection in dialogical abstraction (*saysay*), and achievementwonderment in active experimentation (*ambag*).

RECOMMENDATION

It is recommended that school administrators may recognize the needed professional enhancements of their teachers in providing creative learning activities. The Commission on Higher Education (CHED), the Department of Education (DepEd), and Technical Education, Skills and Development Authority (TESDA) may forge a tripartite agreement to create focal trainers in OBE that may address on issues observed in actual OBTL episodes, in order to harmonize a spiral and more cascading implementation of the K to 12 curricular programs in the Philippines. The focal trainers are expected to design seminars and training workshops and capacitate teachers teaching the K to 12 the quadrant modelling that they deserve.

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