Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Quezon City, Metro Manila

August 14, 2012

MEMORANDUM TO:

Asst. Schools Division Superintendents
Division/District Supervisors
Elementary/Secondary School Principals
Head Teachers and Teachers In-Charge

1. Attached is a Memorandum dated August 6, 2012 from Dr. Luz S. Almeda, CESO IV, Director IV, Office of the Regional Director, DepEd, NCR, Quezon City, re: **"Scholarship Nominations for the SEAMEO RECSAM"**, the contents of which are self-explanatory, for the information and guidance of all concerned.

2. Immediate and wide dissemination of this Memorandum is desired.

CORAZON C. RUBIO, CESO VI
Schools Division Superintendent

Incl.:
As stated

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON
(DEPARTMENT OF EDUCATION)
PAMBANSANG PUNONG REHIYON
(NATIONAL CAPITAL REGION)
Daang Misamis, Bago Bantay, Lungsod Quezon
(Misamis St., Bago Bantay, Quezon City)

MEMORANDUM to : **Schools Division Superintendents**

FROM : **LUZ S. ALMEDA, CESO IV**
Director IV

SUBJECT : Scholarship Nominations for the SEAMEO RECSAM

DATE : August 6, 2012

Enclosed is a copy of DepEd Memorandum dated July 19, 2012 and its inclosures, which are self-explanatory , for information and guidance of all concemed.

Preferential attention is directed to paragraph two (2) which specifies the criteria for selection of participants.

Immediate and wide dissemination of this Memorandum is desired.

CD/jsm

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Republic of the Philippines
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City, Philippines
Direct Line: (632)633-72-02 Telefax: (632) 636-4879
Trunkline: 632-1361 local 2004 website: www.deped.gov.ph

Office of the Undersecretary
for Programs and Projects

MEMORANDUM

TO : Regional Directors of Regions I, VI, VII, VIII, IX, X, XI, CAR, NCR
Schools Division/City Superintendents
Heads of Public Secondary Schools

FROM : **YOLANDA S. QUIJANO**
Undersecretary for Programs and Projects

SUBJECT : Scholarship Nominations for the SEAMEO RECSAM

DATE : July 19, 2012

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1. With reference to the scholarship announcement of the SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM), Regular Courses for Fiscal Year 2012-2013 Malaysia, the Scholarship Committee is requesting nominees to the following courses:

COURSE TITLE	COURSE SCHEDULE
1. RC-PS-137-1: Making Sense of Primary Science through Inquiry: Problem-Based Learning at Work	1- 26 April 2013
2. RC-PM-137-2: Making Real Life Connections and Developing Mathematical Ideas in Primary Classrooms	1- 26 April 2013
3. RC-SS-137-3: Active Learning of Secondary Science through the Integration of ICT	1 – 26 April 2013
2 RC-PM-137-4: Lesson Study: Enhancing Instructional Practices in Primary Mathematics Classroom	1 – 26 April 2013

2. Each region is to send two (2) nominee per course noting the criteria for selection of participants (See attached Annex A and the course contents). Priority is given to teachers who have exem[illegible] performance, have not availed of foreign trainings and those coming from remote/underserved areas. We highlight the age requirement of not more than 50 years old

3. Please submit your nominees' name, required forms (see attached) and documents on or before **3 September 2012** to:

Staff Development Division, HRDS
DepEd Scholarship Committee Secretariat
2nd floor, T. Alonzo Bldg. II, Department of Education
UL Complex, Meralco Avenue, Pasig City

4. Nominees who will qualify will be notified accordingly. For inquiries and clarifications, you may call at telephone numbers (02-638-86-38/6337237) and look for Ms. Susan dela Merced.

ANNEX A

A. QUALIFICATION REQUIREMENTS

1. **Philippine Government**
   a. Candidate must have rendered at least two (2) years of service;
   b. Must hold a permanent appointment;
   c. Must have a college degree related to the field of study or has sufficient demonstrated ability and experience along the field of study;
   d. Must have obtained at least a very satisfactory performance rating for two consecutive periods preceding the nomination
   e. Must not have a pending application for scholarship under another program; and
   f. Must have rendered the service obligation required under Executive Order 367 for scholarship recently concluded before he/she could again nominated for another course where the field of study is different from the previous training.

B. FINANCIAL ASSISTANCE

1. DepEd will provide the salary of the nominee for the duration of the award
2. Donor Country

C. DOCUMENTARY REQUIREMENTS

1. Supporting documents to be submitted prior to screening and evaluation:

   a. A letter of nomination addressed to the Chairman of DepEd Scholarship Committee signed by the Regional Director or its duly authorized official
   b. Updated Personal Data Sheet/Resume with list of in-service training and seminars attended (spell out acronyms of organizer/s and topic/s or subject/s of the training: certificates of training **NEED NOT** be submitted)
   c. Certified copy of statement of actual duties and responsibilities
   d. Photocopy of Transcript of Records (Baccalaurete/graduate)
   e. Certification that the nominee has no pending scholarship nomination to other program
   f. Application Form

2. Other documentary requirements to be submitted **if accepted:**

   a. Medical Examination
   b. Certified copy of service record
   c. Photocopy of Diploma (Baccalaureate/graduate)
   d. Certification that the nominee has no pending administrative and criminal case
   e. Photocopy of Passport
   f. Scholarship Contract

Course Code: RC-PS-137-1

Course Title:
MAKING SENSE OF PRIMARY SCIENCE THROUGH INQUIRY: PROBLEM-BASED LEARNING AT WORK

Rationale:

Science teachers need to nurture among students critical thinking and problem solving and habits of mind that promote exploration and discovery such as curiosity, questioning, openness to ideas, learning from mistakes and persistence. Teachers need to shape science content in ways that engage students in making sense out of it through inquiry and application. The best way for students to learn science is for them to experience authentic problems that challenge science, and the thought, habits of mind and actions associated with trying to solve them.

Problem-based learning (PBL) is a powerful vehicle for authentic, inquiry-based learning, in which a real world problem becomes a context for students to investigate, in depth, what they need to know and want to know. In PBL approach, the students are viewed as active participants of their learning, create their own decisions as driven by "ill-defined" problems, and continuously respond to each other as well as to the teacher and to the new content information they encounter. When students acquire inquiry skills, problem solving and decision-making skills they can make informed decisions when confronted with everyday problems and thus make them responsible, independent and self- directed learners.

Objectives:

This course is designed to familiarize participants with the philosophy of PBL, to gain understanding of its intended benefits, and to create sample PBL lessons so that eventually they gain confidence in employing problem-based learning and inquiry in their science classrooms.

At the end of the course, the participants should be able to:

1. Gain understanding on the nature and process of inquiry-based science learning
2. Acquire an understanding of the philosophy of PBL approach, its processes and challenges in implementing it as an instructional strategy
3. Demonstrate skills in using various facilitation strategies in managing students working in groups
4. Create assessment tools to gauge students' learning during PBL lesson
5. Develop and implement quality inquiry-based science lesson plans that adopts the problem-based learning approach in the science classroom using the lesson quality improvement process.

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Course Contents:

The course is based on a sound grounding of the philosophy of problem-based learning. More emphasis will be given to group discussions and hands-on and minds-on activities to demonstrate the processes of PBL, as well as integration of active approaches which are compatible with PBL deemed essential in developing PBL science lessons.

The major areas include:

1. Inquiry-based science learning: what, how and why

2. Problem-based learning (PBL)
   - 2.1 Philosophy, Nature and Characteristics
   - 2.2 Facilitation Strategies and Group Dynamics
   - 2.3 PBL process in action
     - 2.3.1 Introducing PBL scenario
     - 2.3.2 Identifying Learning Issues
     - 2.3.3 Listing Plan of Action
     - 2.3.4 Listing Possible Solutions
     - 2.3.5 Resolving Problems

3. Challenges in the PBL classroom
   - 3.1 Problem selection and development
   - 3.2 Delivery and facilitation
   - 3.3 Teaching and learning resources
   - 3.4 Classroom management issues

4. Assessment for Learning in PBL classrooms
   - 4.1 Assessing science content
   - 4.2 Assessing science thinking and processes
   - 4.3 Using rubrics in authentic assessment

5. Developing PBL instructional materials for classroom use
   - 5.1 Sources and resources for problems
   - 5.2 Format for designing problems
   - 5.3 Intentions of designing problems

Duration: Four weeks

Participants: Science teacher educators or key secondary science teachers

English proficiency: Minimum IELTS band 5.0 or equivalent

Expected Output: Project Work Report (Group report)
Multiplier Effect Action Plan (Individual action plan)

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Course Code: RC-PM-137-2

Course Title:
MAKING REAL LIFE CONNECTIONS AND DEVELOPING MATHEMATICAL IDEAS IN PRIMARY CLASSROOMS

Rationale:

In traditional mathematics classrooms, teachers teach mathematics using direct instruction. Students learn mathematics passively and they find mathematics uninteresting, difficult and isolated because they are unable to connect to the concepts taught. However, when connections are made, mathematics instantaneously come alive, become real and applicable. Making real life connections lets the students experience for themselves how they can use mathematics in their daily lives, as well as how they could use it in their future careers. These connections can best be made possible by using approaches like problem-based learning and realistic mathematics education. Strong grounding of mathematics content and conception is integrated with various skills and values that the students will find essential in life. Interests in the subject are rekindled and passion instilled. Students become motivated as they will realise that mathematics are not only easy but can be fun as well.

Objectives:

At the end of the course, participants are able to

1. describe and explain certain trends and issues in mathematics education;
2. develop mathematical concepts using real life examples;
3. use effective approaches in mathematics learning that can connect mathematics to real life;
4. assess learning of mathematics in real life; and
5. plan, develop, try-out and improve strategies, skills and values which can make connections between mathematical concepts with real life happenings using the lesson quality improvement process.

Course Contents:

This course emphasizes a good exposure to trends and issues in mathematics education, a good grounding of strong mathematical content and concepts through real life examples, effective approaches, a variety of assessment techniques & skills, values and passion in teaching.

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The major areas include:

1. Trends & issues in mathematics education:
   1.1. Constructivism in mathematics education
   1.2. The nature of mathematics
   1.3. The core areas in mathematics education
   - content, mental processes, skills & values
   1.4. Conceptions & misconceptions

2. Using real life examples to develop mathematics concepts in
   2.1. Numbers
   2.2. Algebra
   2.3. Geometry
   2.4. Data Presentation

3. Making real life connections through:
   3.1. Problem-based learning
   3.2. Realistic mathematics education

4. Assessment for learning:
   4.1. Assessment in real life mathematics
   4.2. Instruments & techniques of assessment
   4.3. Facilitating & questioning techniques
   4.4. Observation skills

5. Planning, developing, trying-out and improving strategies, skills and values which can make connections between mathematical concepts with real life happenings using the lesson quality improvement process.

Duration: Four weeks

Participants: Mathematics educators or key primary mathematics teachers

English proficiency: Minimum IELTS band 5.0 or equivalent

Expected Output: Project work report (Group report)
Multiplier effect action plan (Individual action plan)

Course Code: RC-SS-137-3

Course Title:
ACTIVE LEARNING OF SECONDARY SCIENCE THROUGH THE INTEGRATION OF ICT

Rationale:

Strategies that promote active learning are encouraged to be used extensively in the science classroom as it improves student understanding. ICT has been playing a more significant role in the classrooms recently. Newer ICTs are much more interactive and offers potential for sustaining strategies that promote active learning in the classroom.

Objectives:

The main objective of this course is to provide participants with an understanding of how strategies that promote active learning can be enhanced by the use of ICT.

At the end of the course, participants are able to:

1. Demonstrate understanding of strategies that enhance active learning;
2. Demonstrate skills in using ICT tools for active learning of science;
3. Develop assessment tools that measure successful use of strategies that enhance active learning in an ICT integrated environment;
4. Use the lesson quality improvement process to design, develop and evaluate active learning enhanced ICT integrated science lessons.

Course Contents:

This course emphasizes a good grounding of theory and classroom practice. Emphasis will be given to discussions and activities to demonstrate the strategies involved in the teaching and learning of science to enhance active learning using ICT.

The major areas include:

1. Active Learning
   - 1.1 Constructivism
   - 1.2 Active and passive learning
   - 1.3 Hands-on and minds-on learning

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2. ICT Tools to enhance active learning of science
   - 2.1 Blogs
   - 2.2 Interactive Simulations
   - 2.3 Claymations
   - 2.4 Webquest
   - 2.5 Podcast
   - 2.6 Interactive whiteboards

3. Assessment for active learning of science
   - 3.1 Assessing using rubrics
   - 3.2 Assessing using online tests

4. Lesson quality improvement process
   - 1.1 The lesson quality improvement process
   - 1.2 Develop quality lesson plans that illustrate active learning through the integration of ICT using the lesson quality improvement process

Duration: Four weeks

Participants: Science educators or key secondary science teachers

Expected Output: Project work report (Group report)
Multiplier effect action plan (Individual action plan)

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Course Code: RC-PM-137-4

Course Title:
LESSON STUDY: ENHANCING INSTRUCTIONAL PRACTICES IN PRIMARY MATHEMATICS CLASSROOMS

Rationale:

Effective teaching requires good planning and implementation of thoughtful lessons. In most cases effective lessons are designed by good teachers who spend a great deal of time reflecting on their teaching and reviewing the results from the previous classes taught. Lesson Study in a form of embedded Continuing Professional Development (CPD) is widely used to harness teachers' reflective skills more systematically. A series of processes are involved that include the major steps of lesson planning, presentation/observation and reflection on the lesson. Through Lesson Study, educators are encouraged to develop their own theories and pedagogy from their classroom practices to enhance professional growth through collaborative efforts. Thus Lesson Study is well suited as a form of self-reflective inquiry widely used in school-based curriculum, school improvement and teachers' continuing professional development.

Objectives:

The main objective of this course is to provide participants the knowledge and skills required to conduct Lesson Study in their own classrooms.

At the end of the course, participants should be able to:

1. acquire the basic knowledge on the nature, historical background and elements of Lesson Study;
2. try-out different teaching methodologies through the Lesson Study processes;
3. design and implement Lesson Study;
4. assess and evaluate Lesson Study.

Course Contents:

This course emphasizes a good grounding of theory with reflective classroom practices. Participants will be involved in hands-on and minds-on workshops or activities that facilitate discussions and team work. It is expected that participants will acquire knowledge and skills to initiate and design small-scale Lesson Study projects aimed at improving classroom practices in their respective schools.

The major areas include:

1. Introduction to research in education and Lesson Study
   - 1.1 Overview of Lesson Study as a form of Continuing Professional Development (CPD)
   - 1.2 Historical background of Lesson Study

2. Trends, issues and values in primary mathematics education
   - 2.1 Current teaching pedagogies to improve primary mathematics teaching and learning
     - 2.1.1 Promoting student-centred learning and higher order thinking through constructivist teaching pedagogies for primary classrooms
     - 2.1.2 The core areas in mathematics education – content, mental processes, skills and values
     - 2.1.3 Enhancing mathematical thinking using technological tools
   - 2.2 Assessment for improving teaching and learning in primary classrooms
     - 2.2.1 Assessment in primary mathematics classrooms: Why, why and how of assessment
     - 2.2.2 Instruments and techniques of assessment for learning: Observation skills, Questioning techniques, Alternative assessment
     - 2.2.3 Using and interpreting assessment results

3. The essential elements of Lesson Study process
   - 3.1 Lesson planning
   - 3.2 Lesson presentation/observation
   - 3.3 Lesson improvement

4. Planning, developing and implementing Lesson Study projects in schools
   - 4.1 The Lesson quality improvement process
   - 4.2 Developing thoughtful and quality lessons for primary classrooms based on input from collaborative practitioners with reflections for lesson improvement using Lesson quality improvement process
     - 4.2.1 Lesson planning: Designing lesson integrating pedagogies
     - 4.2.2 Lesson development: Revising quality lesson
     - 4.2.3 Try-out: Implementing Lesson Study projects in local school
     - 4.2.4 Final write-up: Documenting Lesson Study project

Duration: Four weeks

Participants: Mathematics educators or key primary mathematics teachers

Expected Output: Project work report (Group report)

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(12)

SEAMEO REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND MATHEMATICS
Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia

recsam

COURSE CODE

APPLICATION FORM

Recent Photograph of Applicant or Participant (Passport size)

Name of Course: _____

_____

Duration: _____ to _____

(IMPORTANT - Please type or print. Each nominee is required to fill in this form in duplicate, ONE of which is to be submitted to RECSAM for processing)

PERSONAL AND PROFESSIONAL PARTICULARS OF APPLICANT/PARTICIPANT

from _____ (Country)

A. PERSONAL

1) Name in full

(Please Underline Surname) MR ☐ MRS ☐ MISS ☐ DR ☐

2) Home Address

Tel No.

3) Office Address

Tel No. Email:

Fax No.

4) Date of Birth (Day Month Year) Place of Birth (Country)

5) Nationality Religion

6) Particulars of * Identity Card or Passport (Date of Issue) (Date of Expiry)

(Place of Issue)

* National Registration

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(10)

7) Marital Status

☐ Single ☐ Married ☐☐ No. of Children

8) Name and Address of Husband/Wife/Person to be contacted in case of emergency

Tel No.

PROFESSIONAL

1) EDUCATION

9. Secondary Institution attended

Name of Institution and Country	Year	
	From	To

10. Colleges / University attended

Name of College/ University and Country	Year		Major Subjects Fields of Studies	Diploma/ Degree
	From	To		

2) EXPERIENCE AND BACKGROUND

11. Employment History (in chronological order)

Position	Name of Institution/Employer	Year	
		From	To

12. Brief Description of the Applicant's Current Job (Duties and Responsibilities)

13. Participant's level of computer skills

i) Operating System (please state)

	High	Moderate	Low
a) _____	☐	☐	☐
b) _____	☐	☐	☐

ii) Software Applications (please state)

	High	Moderate	Low
a) _____	☐	☐	☐
b) _____	☐	☐	☐
c) _____	☐	☐	☐
d) _____	☐	☐	☐

14. Overseas Conferences/Seminars attended

Name of Conference/Seminar	Venue	Dates	
		From	To

15. Overseas Courses attended including Courses of SEAMEO Regional Centre/Project

Name of Courses	Country/SEAMEO Regional Centres/Projects	Dates	
		From	To

16. Publications

Title of Publications	Year Published

17. *English Language Qualifications

i) IELTS Band _____

ii) TOEFL Score _____

iii) Others (Please Specify)

Exam _____ Grade _____

* (Please submit a certified copy of certificate)

_____

Date Signature of Applicant/Participant

Recommended by the Ministry of Education

_____

Date Signature

_____

Name of official on behalf of the Minister of Education

IMPORTANT: THIS FORM SHOULD BE COMPLETED IN DUPLICATE. A COPY TO BE DISPATCHED THROUGH YOUR MINISTRY OF EDUCATION BY REGISTERED AIRMAIL TO REACH THE FOLLOWING ADDRESS

THE DIRECTOR

SEAMEO RECSAM, 11700 GELUGOR, PENANG, MALAYSIA

It must be accompanied by a medical certificate that the intending participant is medically fit for the course.