

PROGRAMS

Bachelor of Technology and Livelihood Education major in Home Economics

Academic Year 2018-2019

Reference CMOs: CMO No. 20 s. 2013, CMO No. 78 s. 2017 and CMO No. 4 s. 2018

Program Objectives

The BTLED program aims to produce secondary teachers who have the ability to:

1. demonstrate comprehensive and up-to-date knowledge in a specific field of specialization in the technology and livelihood education curriculum by engaging in scholarly and research activities and by maximizing opportunities for lifelong learning;
2. provide meaningful learning experiences to secondary students by using emerging educational technologies for quality and effective teaching and by creating an environment that encourages positive social interaction, active engagement and self-motivation;
3. demonstrate competence in teaching and testing through the design, adoption and utilization of teaching methods, instructional materials, and assessment tools that are appropriate to the cognitive, affective and psychomotor development of learners;
4. observe the professional code of ethics for teachers and internalize the importance of continuous professional development, as well as the need to work cooperatively and harmoniously with all members of the academic community; and
5. establish sustainable partnerships and linkages with the professional community and provide assistance to the underserved, depressed, illiterate and less skilled members of society through extension activities and community service.

Program Outcomes

The graduates of the program have the ability to:

- a. demonstrate the competencies required of the Philippine TVET trainers – assessors qualifications framework;
- b. demonstrate broad and coherent, meaningful knowledge and skills in technology and livelihood education;
- c. apply with minimal supervision specialized knowledge and skills in technology and livelihood education;
- d. demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning;
- e. manifest a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students;
- f. show a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes;

- g. apply a wide range of teaching process skills including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches; and
- h. reflect on the relationship among the teaching process skills the learning processing in the students, the nature of the content/subject-matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills and practices.