

# Filipino Film-Based Instructional Plan for Pre Service Education Students

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**Abstract:** A Filipino film-based instructional plan was implemented in a pre service education class offered at a polytechnic college in Marikina City Philippines. Modified Dick & Reiser's instructional plan and two films about Filipino school teachers were utilized in this study which is descriptive and quasi-experimental in nature. The qualitative measures include selection of film and effects of the created instructional plan. The quasi-experimental measures include implementation of the plan to the students. Simple student survey, post-survey of student's feedback and focus group discussion feedback were used to analyze the study. The results stated that the films *Munting Tining* by Gil Portes and *Mila* by Joel Lamangan are good full length films that showed Filipino school teacher. A well-designed and -prepared Filipino film-based instructional plan that is based on the 1996 modified instructional plan by Dick & Reiser is a great aid in teaching pre-service education students. The created Filipino film-based instructional plan made impact to pre service education students.

**Key words:** Dick & Reiser, Filipino film, instructional design, learning, teaching.

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## 1. Introduction

The ever changing technological environment renders interrelated and connected in a world. Communities, institutions and people including educators are challenged to answer to the call of globalization through various means, one of which is technology awareness. The need to utilize technology into education cannot be under estimate. That education, through technology, provides a great increasing user's awareness to the world (Locatis and Atkinson, 1984) [1].

The study touches the issue of brain drain in the Philippines that started around the early seventies. The magnitude of this continuous migration of skilled professionals is very alarming. This includes Filipino teachers. The instructional plan developed in this study will be the first instrument ever to be utilized in gauging educator's perspective in performing their tasks. This greatly affects their role as character builders and mind shapers of the future of the Philippines.

### 1.1. Rationale of the Study

The study tries to maximize the potential of films as an important component in instructional plans. The use of this medium is, at present, sadly lacking because of financial difficulties of schools. Media had been a major influence in shaping the minds of the viewers. However, they could present "realities" that may be considered among its weaknesses. The study shall test if the developed instructional plan using films will be

effective in teaching selected students.

## **1.2. Statement of the Problem**

The study tested if the developed instructional plan that utilized film as its instructional medium would be effective in teaching selected pre service education students. 1) *What films feature Filipino school teachers?* 2) *How should the Filipino film-based instructional plan be designed?* 3) *How effective is the film-based instructional plan created in changing how they see themselves as future teachers towards their profession and teachers in general?* 4) *What necessary changes in the developed film-based instructional plan should be made?*

## **1.3. Scope and Limitations**

The study is limited by the lack of available Filipino made film resources on identity for intended subject, the pre service education students. The study also attempted to include the psychological preparation/perception of the students for their future profession but realized that this will entail a longer time frame than the one-year study plan.

## **2. Review of Related Literature and Studies**

### **2.1. Instructional Systems Design**

#### **2.1.1. Instructional design**

Instructional design is the practice of arranging media and content to help learners and teachers transfer knowledge most effectively. The process consists broadly of determining the current state of the learner understanding, defining the end goal of instruction and creating some media-based intervention to assist in the transition. Ideally, the process involves pedagogically tested theories of learning that may take place in student-only, teacher-led or community-based setting. The outcome of this instruction may be directly observed, scientifically measured or completely hidden and assumed. Instructional design is divided into three categories based on purposes and or focuses: 1) classroom focus, 2) product focus or 3) system focus.

#### **2.1.2. Instructional system process**

Instructional design can be also described using the process involved. At the most basic level, the following are needed to be answered; A) where are we going? B) how will we get there? and C) how will we know when we have arrived? These questions can be translated to major activities which are following; a) perform an instructional analysis, b) develop an instructional strategy and c) develop and conduct an evaluation.

Advantages: i) Encourages advocacy of the learner. ii) Supports effective, efficient, and appealing instruction. iii) Supports coordination among designers, developers, and those who will implement the instruction. iv) Facilitates diffusion/ dissemination/ adoption. v) Supports development for alternative delivery systems. vi) Facilitates congruence among objectives, activities and assessment. vii) Provides a systematic framework for dealing with learning problems.

Limitations: Limitations for systematic instructional design do exist. It has limits in application as it is not a solution to all the ills and problems of education and training nor is it the only teaching method. Instructional design cannot always be applied to educational experiences where learning goals cannot always be identified in advance nor where no particular goal is identified. Since there is no lead-time to education and reflection/ planning is central to instructional design, there is limited opportunity to apply of its principles and procedures.

#### **2.1.3. Dick and Reiser instructional system design model [2]**

Dick & Reiser define instructional design as systematic process for designing, developing, implementing

and evaluating instruction. The word design in their definition represents the entire process. This model assumes that there is already an instructor, some students, a curriculum and a classroom. The goal of the instructor and in turn the model is to improve the development and delivery of a set piece of content. Dick & Reiser Instructional System Design is popular in K to 12 and in higher education. This model comes with the following key principles; 1) begin the process by clearly identifying the general goals and specific objectives which the students will be expected to attain; 2) plan instructional activities that are intended to help students attain those objectives; 3) develop assessment instruments that measure attainment of those objectives; and 4) revise instruction in light of student performance on each objective and student attitudes towards the instructional activities.

## **2.2. Film and Education**

### **2.2.1. Television and video as a medium in teaching**

Television should be selected for its capabilities for delivering instruction and for its compatibility with the instructional environment. These factors must be considered whether you produce a program or use a program produced by others. Programs must be checked for content accuracy and quality of instructional design.

Locatis and Atkinson mention the following strengths and weaknesses of television for delivering instruction as part of this evaluation: 1) information, 2) response, 3) sequence and 4) pace. The steps involved in producing local and commercial program for teaching: a) use advance program information, b) get to know the program, c) survey student preferences, d) prepare the learners, e) integrate television/video activities and f) evaluate results [1].

Television and videos are very versatile media. They can be the subject of the means for teaching other subjects. Effective teaching / learning activities can be designed using locally produced or commercially available programs. Using television and videos to educate and train at all levels and to help younger students develop critical viewing or productions skills are a worthwhile and rewarding experience.

### **2.2.2. Projected aids**

Film advancement in the field of science and technology has placed before the teachers many useful and interesting items which, if used rightly in the classroom can work wonders. One such item is cinematography. Learning through the use of films is very effective. Subjects are clearer; concepts are realistically and better described. Film manufacturers and producers are slowly realizing its viability. The school administrators and government too are now getting into the act by providing such facilities to schools.

There are four types of educational films: 1) Films for classrooms, 2) Film Library, 3) Newsreels and 4) Documentary films.

### **2.2.3. The Jüer-Marbach method [3]**

Franziska Jüer-Marbach is a notable psychoanalyst of her time. Her study was a pioneering effort in improving methodology in teaching particularly in the use of language. Being gifted with exceptional conversational ability, she introduced animate-talking cartoons as a teaching medium. The Jüer-Marbach method describes in detail an instructional plan which in the 40's still remained purely theoretical.

The study of language teaching with films made by the European scholar, Jüer-Marbach, stated that 1) the elaborate techniques of the Jüer-Marbach method reduce the role of the teacher in the instructional process and 2) teaching with this method would entail a significant expense.

## **2.3. Film and Teachers**

Media in general have at least three uses – to entertain, to inform and to instruct. (Locatis & Atkinson,

1984) [1] They have the vast potential in expounding ideas, creating knowledge and increasing the viewer's awareness to facts. Media was originally made to both entertain and inform us. From drama of literature to humor of visual arts, the effectiveness of media is so great that it can change one's perspective – making one believe everything is true.

Films are artifacts reflecting and affecting specific cultures. They are considered an important art form, a source of popular entertainment, a powerful method for educating citizens. The visual elements of cinema make the latter a universal power of communication. Some movies become popular worldwide attractions through the use of subtitles that translate the dialogue to different languages.

Film-based teacher roles in full-length format film are not new to us. There are vast titles that can be accessed by the public. Among them are: 1) *Ang Maestra* (1941) by Gerardo de Leon. 2) *Mrs. Teresa Abad, Ako po si Bing* (1976) by Danilo Cabrera. 3) *High School Circa 65* (1979) by Maryo J. de los Reyes. 4) *Nagsimula sa Puso* (1990) by Mel Chionglo. 5) *Okey si Ma'am* (1995) by Mac Alejandre. 6) *Mila* (2001) by Joel Lamangan. 7) *Munting Tinig* (2002) by Gil Portes [4].

## **2.4. The Teachers**

### **2.4.1. Pre service education students [5]**

A discussion on how universities should improve their teacher education programs and practices. Prospective teachers should receive a broad general education, a specialized education emphasizing their subjects they are expected to teach and professional education which is closely interrelated and correlated with both general and specialized education. These future teachers will have numerous and varied opportunities as leaders to the youth and most of all, the pre service education of future teachers should be recognized as an all-university function.

### **2.4.2. How teachers see themselves**

A study made by the Ministerial Advisory Council on the Quality Teaching (MACQT) in Australia made a significant point about the effect of portrayals of teachers on television and films. Although media portrayals maybe equally unrealistic portrayal of teachers, “the fictional spin these other professional characters are given makes them human but effective at their jobs and the respectable heroes of the story in most episodes.” (Swetman, 1992) [6].

MACQT also wrote: Unlike the lawyer of LA Law, the surgeon of MASH or the police officers of crime series, the people who work in schools do not spend much time in their real jobs. The entire K to 12 comes through a less professional and less attractive than comparable endeavors [7].

The MACQT clearly stressed that the actual working conditions of teachers are rarely seen on television, be it on news or current events coverage.

A simple survey but seemingly alarming made by MACQT, “do you thing think teachers are looked up to in the community?” showed that teachers generally did not have a particularly high status in the community. Example: a) “No, because they are criticized very much.” b) “No, because parents and the government don't realize that teachers have to work very hard and their job is very important.”

Lastly, in 2001, BBC News Online “Teachers Attack Their TV Images”, the Professional Association of Teachers complained about certain programs damaged the image of teachers. Society does not respect teachers and the association thinks it is largely the fault of the portrayals of teachers in media. The drama series in some channels portrayed young teachers as heavy-drinking, lazy, dishonest and irresponsible people.

### **2.4.3. Philippine code of ethics for teachers [8]**

Teaching is one of the oldest professions in the Philippines. As such, it has its own Code of Ethics. As in other professions, this code embodies time-honored practices and standards of conduct of the service. The

Code of Ethics of Philippine Public School Teachers and Officials issued on March 1950 by the Director of Public Schools contains preamble and ten articles. It deals with relationships of teachers/ school officials with the State, the community, the professions, their associates, the students, the parents and private businesses.

The updated Code of Ethics for Professional Teachers was crafted in 1997 to guide teachers in efficiently performing their tasks as role model of the youth as well as to their fellow teachers.

### **3. Methods**

#### **3.1. Research Design**

The purpose of the study is to use Dick & Reiser model of instructional design process and lesson plan model in designing a film-based instruction and test to selected pre-service education class. The research is descriptive and quasi-experimental in nature. The data gathering technique includes survey, production/ development, implementation and analysis [2].

The study utilized a modified Dick & Reiser model of instructional design process and instructional plan model. As such, the instructional plan is composed of six types of instructional activities: 1) motivating students; 2) informing students of objectives; 3) helping students recall pre requisites; 4) presenting information and examples; 5) providing practice and feedback and 6) summarizing the lesson. The most important characteristics of Dick & Reiser model is telling the teacher to choose what type of instructional medium to use in class. In this study, the pre-selected medium is a Filipino film [4].

In this study, an instructional plan was included in the implementation of instruction part of Dick & Reiser model. The instructional plan utilized the Filipino film as medium. The following are the stages in the selection, preparation and analysis of the instructional plan:

*Stage One — Selection of the Filipino film to be used in the study.* The criterion is utilized to identify films for this study [4]: a) full length Filipino film; b) main character is a classroom teacher; c) availability of the full length film; d) the films are recently shown and e) film exhibits characters of a teacher in and out of the classroom.

*Stage Two — Creation of the instructional plan.* Creation of an instructional plan and integration of the spirit of the Philippine Code of Ethics for Teachers and Officials using films identified in Stage One. The instructional plan for the study used Dick & Reiser Lesson Plan model.

*Stage Three — Implementation of the instructional plan developed in Stage Two.* The instructional plan implementation will be sixty to ninety minutes. Prior to the orientation, the teacher briefed the senior faculty on i) the purpose of the study, ii) the basic assumption of the study and iii) the activities of the plan. Clarifications and questions about the lesson and possible situations may arise during the implementation are also discussed. Implementation of instruments is followed by collection of student's responses and notations. These are collected and analyzed through item analysis.

#### **3.2. Research Participants**

The instructional plan is implemented in pre-service education class offered at a polytechnic college in Marikina City Philippines handled by a senior faculty. The class is composed of students who do not have any idea of the career they are getting into, the standards and ethical values involved in the profession. Also the students are exposed to the different media that is prevalent in the Philippines.

#### **3.3. Data Gathering Instrument and Procedure**

The study used the following instruments to gather data: 1) *student survey* — this collected basic information on the profile of the students. The survey was given prior the implementation of the instructional plan; 2) *post survey of the student's feedback* — this showed how the pre-service education

students view themselves after the implementation of the instructional plan. The post survey was given immediately after the instructional plan was conducted to the pre-service education students and 3) *lesson plan evaluation* — this guided the focus group discussion (FGD) in gathering feedback to the lesson, the medium and the over-all activity. The evaluation was given to the focus group members prior the discussion commends. All data gathered is compiled, classified and analyzed.

### **3.4. Data Analysis Procedure**

In this study, qualitative and quantitative analyses are utilized. A frequency table is used to present the result of the student survey. A simple item analysis using Index of Difficulty (F) and Index of Discrimination (D) is also applied to check the quality of the test is good enough to be included in the created instructional design that uses film as the medium.

The rate of quality of the instructional design, the data gathered from the observation, the student survey, the evaluation of the user of the lesson plan, the plan itself and the feedback from the focus group discussion are analyzed. The study made a conclusion as to any significant change in how the students see themselves in the future as professional teachers.

## **4. Presentation and Analysis of Data**

### **4.1. Profile of Pre-service Education Students — Respondents**

The class is composed of 26 pre-service education students — 6 male and 20 female. Majority of the students belong to 20 to 34 age bracket. Using the statistical formula to the age of the students, the measure of central tendency is the following: 33 is the average age, 31 is the middle age and 24 is the most frequent age of the class.

For the measure of variability, the range is 34, the variance is 94.49 and standard deviation is 9.72, homogenous in nature. To classify, the age of the students are close in value to each other towards zero.

### **4.2. Films about Filipino School Teachers**

There are vast titles of full length format films that feature film-based teacher roles that are available to the public. Films as early as 1941, *Ang Maestra* by director Gerardo de Leon is an excellent Filipino film about educators. The study identified two films, these full length Filipino films that exhibited real characters that portray Filipino classroom teachers are; *Munting Tinig* by director Gil Portes in 2002 and *Mila* by director Joel Lamangan in 2001.

The two recent film presented films excellently promote the true essence of a Filipino teacher. With some minor negative points due to aesthetic reasons, the films can be used as a medium in promoting characteristics of a Filipino educator.

### **4.3. Created Filipino Film-Based Instructional Plan**

The researcher created an instructional plan patterned from Dick & Reiser model. The plan utilized the key principles in creating a systematic instruction. The instructional activities are developed based on the factors that are important to the students. These are the types of learning outcomes teachers want their students to attain and the types of instructional activities that will help their students attain those outcomes. [2]

The study utilized the Filipino films that showcase significant teacher characteristics. The instructional plan was executed as requested by the senior faculty. The Instructional plan was verified prior to implementation.

As part of the instructional plan, film clips from Filipino films were gathered using Adobe Premiere, a film editing software. This was done to maximize the use of media and fit the film clips to the time frame of the



lesson and also to avoid over stimulation of the sense of light. The edited film clips are stored in video compact disc format. To help the teacher in executing the lesson plan a guide is created for the lesson proper. This will make the film clip more useful. Creation of edited film clips entails expenses. For this study, the Filipino film came from the university film library. The software and editing amounted to forty-eight US dollars.

Table 1. Dick & Reiser’s Instructional Plan against Filipino Film-Based Instructional Plan

Instructional Activity	Dick & Reiser’s Instructional Plan	Filipino film-based Instructional Plan
Motivation	<p>“This is your way of catching the attention of learners. Tell them what is important in the lesson. Relate how it can be used in future lessons or in life. Present a story, question, an incident, a problem, or an actual output”.</p> <p>Reiser &amp; Dempsey (2007) stated that perceptual arousal is vital in stimulating inquiry and questioning. [9]</p>	<p>Showing a visual medium is in itself an effective means of motivation. Utilizing a 54-second clip from the film, <i>Mila</i>, aroused the interest of the viewers/students.</p> <p>It was recognized that visual images enhances better memory and is effective in conveying ideas. (Harris, 1992)[10]</p>
Objective	<p>“Now that you have caught the learner’s attention, tell them what it is that they will be able to do or better able to do after the lesson. State objective in clear and short sentences.”</p> <p>This encompasses the conditions and steps the students will perform in order to achieve the learning. These should be specific, measurable, achievable, realistic, and time- bound. (Drucker, 1954) [11]</p>	<p>To impart to the students the idea that needs to be conveyed, it must be:</p> <p>SIMPLE – Direct statement that is easy to understand.</p> <p>MEASURABLE – Learning by the students should be quantified even for short class periods.</p> <p>AGREED – The students and teacher should agree to the goal, which, in this case, is to uplift the image of a teacher.</p> <p>RESULT-ORIENTED – The end product of this activity is to give the students the right perspective in their dealings with others.</p> <p>TIMELY – The continuous degradation of the image of teachers makes addressing this objective a priority.</p>
Pre requisite	<p>“Use prior learning that will help learners connects or associate new lessons.”</p> <p>The target audience should be identified. Certain facilities such as prior knowledge and abilities are necessary for achieving the objective. (Miller &amp; Smith, 1994) [12]</p>	<p>Handouts are distributed to the students before the viewing to prepare the latter in grasping the main theme and idea of the film.</p> <p>Copies of the topic and supplementary materials are also given in advance to serve as references for discussion.</p>
Information and Examples	<p>“This is the heart of your lesson, where new information is presented in the most appropriate methodology. The teacher, however, mostly does the work and therefore the students at this point are mere recipients rather than the main characters in the learning process. Even if the students do the presentation of new information, still there is need to provide opportunity for the learners to process, apply, demonstrate, and reflect on the new learning.”</p>	<p>For each topic, the students view a prepared one-minute film clip from Filipino films then the teacher asks teaser questions to initiate the class discussion. Harris (1992) [10] believes that memory is often connected to visual images which is effective in conveying ideas. Research shows that as much 80% of all learning takes place through visual memory. (Farrald &amp; Schamber, 1973) [13]</p> <p>Structural questions are framed according to critical questioning based on Bloom’s Taxonomy of School Learning.</p>
Practice and Feedback	<p>“This step specifically provides the opportunity where learners can interact with the new information without being penalized. The teacher’s role at this stage is to provide feedback both for correct and wrong answers. Correct answers need to be reinforced, while wrong answers need elaboration on why they are wrong and what could be done to avoid the same mistake in the future”.</p> <p>As part of the instructional strategy, the learner’s participation is very vital as one of the components of the Dick &amp; Reiser Model. (Braxton, 1993) [14]</p>	<p>Prepared Filipino film-based film clips plus a short description of the clip is again showed. Questions as to the elements the clip represents help trigger the students’ recall of the topic being discussed.</p> <p>Six clips are used to do practice and to receive feedback from the students. Each clip is carefully introduced to students for clarity.</p> <p>Smaldino (2005) [15] considers videos such as films as complex issues. For proper interpretation, introduction is needed.</p>

Additional Examples	<p>“Since learners are still in the process of learning, this is the step where you sort of repeat portions of step number 4 where learners failed.”</p> <p>In the Principles of Learning, educational psychologists name the principle of <i>recency</i> as one of the most effective means of learning. This principle states that things most recently learned are best remembered. The further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember.</p>	Same process as the preceding stage.
Additional Practice & Feedback	“If you repeated step 4, repeat also step 5 for the particular portion of the course that needs to be practiced.”	<p>A four-item exercise made of film clips is created. The students are asked what particular elements are shown by each clip. Exercise is created to test the student.</p> <p>The test is later subjected to item analysis. To test Smaldino’s stand about the tendency of films to convey complex ideas, the introduction of the clips is intentionally removed as the idea is conveyed through visual imagery.</p>
Summary	“Make concluding statements on the whole lesson. Learners or teachers may do the lesson summary.”	The topic is discussed once more. A quick and short summary of the topic is given to indicate the end of the lesson.

The Table 1 below shows the result of the item analysis utilizing the Index of Difficulty and Discrimination.

Table 2. Analysis of Four-Item Film Clip Test (Index of Difficulty & Discrimination)

Item No.	No. of Correct Responses (Upper 27% pU)	No. of Correct Responses (Lower 27% pL)	Index of Difficulty (F) $F = pU + pL / 2$	Decision	Index of Discrimination (D) $D = pU - pL$	Decision
1	7/7=1	6/7=0.86	0.93	Too easy & won't discriminate	0.14	Poor item, to be rejected or improved by revision
2	2/7=0.29	0/7=0	0.15	Too difficult & won't discriminate	0.29	Marginal item, usually needing improvement
3	7/7=1	3/7=0.43	0.72	Medium difficult; give good discrimination	0.38	Reasonably good
4	7/7=1	6/7=0.86	0.93	Too easy & won't discriminate	0.14	Poor item, to be rejected or improved by revision

Based on the data gathered, the Filipino film-based clip used in the exercise is between good and need improvement towards to the negative. The result saw the need to revise or substitute most items with other available film clips. It can also be inferred that students may interpret the film clips differently if the teacher does not introduce the clip. In the study the film clips used in the exercise were first shown without the introduction.

This substantiated Smaldino’s view that videos as films may often present a complex or sophisticated treatment of an issue. A scene intended as satire might be taken literally by viewers. The thoughts of a character may be interpreted as the attitude and values of the film producer. To validate the conclusion, a controlling variable, introduction of each film clip, will counter any wrong inference or perception.

#### 4.4. Effects of the Filipino Film-Based Instructional Plan to Pre-service Education Students



Three questions were asked to the students about the effects of the activity on how they see themselves as future professional teachers. The following are the facts gathered with twenty-one out of twenty-six participated.

Table 3. Answer and Results Analysis of Student Survey

Survey Question	Answer & Result of Analysis	Descriptive Result
Did the lesson about the Code of Ethics of Professional Teachers change your view about your self-image as teachers in the future?	100% - Yes 0% - No	Not applicable
	38%	<p><i>Realized things.</i></p> <ul style="list-style-type: none"> <li>- "I realized that the role of the teacher is very important..."</li> <li>- "I made me realized the importance of the profession."</li> <li>- "The lesson tells all the important reminders that the professional teachers should have."</li> </ul>
	33.4%	<p><i>Cleared things in their mind.</i></p> <ul style="list-style-type: none"> <li>- "I was clarified with some points about the lesson which were illustrated on some scenes in the films."</li> <li>- "Being a teacher, if exemplified according to the provision of the Code of Ethics requires a lot of responsibility which I am not fully aware before."</li> <li>- "The lesson cleared my mind about my profession"</li> </ul>
	14.3%	<p><i>Felt the change.</i></p> <ul style="list-style-type: none"> <li>- "It makes me feel that I am truly professional individual."</li> <li>- "Change how I see myself; I can feel the change within me."</li> <li>- "It makes me want to be a good teacher."</li> </ul>
Follow-up question – why? Or, why not?	14.3%	<p><i>Warned.</i></p> <ul style="list-style-type: none"> <li>- "Because the law provides for the things to be done and not to be done by teachers. Therefore it is a warning to all the teachers that they should be careful and watch their steps."</li> <li>- "Makes me aware of my act as a teacher."</li> <li>- "Warning for me."</li> </ul>
	24%	Five out of the 21 respondents answered - <i>Topic</i>
Which part of the lesson plan triggered the significant change?	86%	Eighteen out of 21 answered – <i>Medium (film)</i>
	71%	Fifteen out of 21 answered - the <i>Discussion</i> of the lesson
	5%	One answered - the <i>Over-all Presentation</i>

Based on the data collected the created Filipino film-based instructional plan made an impact to the pre service education students. The survey revealed that the respondents changed their outlook as future professionals. The answers gave weight to the findings made by the Ministerial Advisory on the Quality Teaching in Australia that teachers today are neglected, criticized, less professional and less attractive.

No matter which aspect of the lesson brought such significant change in the respondents Smaldino was correct in affirming the significant effect of videos and films to the viewers. Because of the great potential for emotional impact, films can be useful in shaping personal and social attitudes. It is also important to note that such educational presentation targeted the student’s cognitive and psychomotor learning. Discussing the lesson and the right attitude of the teacher towards the lesson are also factors in producing positive learning experiences. These are specific techniques to impart knowledge for different media.

Table 4. Revised Filipino Film-Based Instructional Plan

Instructional Activity	Filipino film-based Instructional Plan	Revised Filipino film-based Instructional Plan
Motivation	<p>Showing a visual medium is in itself an effective means of motivation. Utilizing a 54-second clip from the film, Mila, aroused the interest of the viewers/students. It was recognized that visual images enhances better memory and is effective in conveying ideas. (Harris, 1992) [10]</p>	<p>In the created design, the clip used for motivation was shown again in the course of the lesson. It behooves one to use a different film clip – not to be shown again later. The motivation clip should be: (1) Clip from a full length Filipino film. (2) Character should be a classroom teacher. (3) The films should be recent.</p>
Objective	<p>To impart to the students the idea that needs to be conveyed, it must be: SIMPLE – Direct statement that is easy to understand. MEASURABLE – Learning by the students should be quantified even for short class periods. AGREED – The students and teacher should agree to the goal, which, in this case, is to uplift the image of a teacher. RESULT-ORIENTED – the end product of this activity is to give the students the right perspective in their dealings with others. TIMELY – The continuous degradation of the image of teachers makes addressing this objective a priority.</p>	<p>No revision for the objective.</p>
Pre requisite	<p>Handouts are distributed to the students before the viewing to prepare the latter in grasping the main theme and idea of the film. Copies of the topic and supplementary materials are also given in advance to serve as references for discussion</p>	<p>No revision for pre requisite.</p>
Information and Examples	<p>For each topic, the students view a prepared one-minute film clip from Filipino films then the teacher asks teaser questions to initiate the class discussion. Harris (1992) [10] believes that memory is often connected to visual images which is effective in conveying ideas. Research shows that as much 80% of all learning takes place through visual memory. (Farrald &amp; Schamber, 1973) [13]</p>	<p>If the teacher is not well trained in doing multi-media presentations, it is recommended that he get a technical assistant. Showing the clip twice will be more effective in conveying the idea to the students.</p>
Practice and Feedback	<p>Structural questions are framed according to critical questioning based on Bloom’s Taxonomy of School Learning. Prepared Filipino film-based film clips plus a short description of the clip is again showed. Questions as to the elements the clip represents help trigger the students’ recall of the topic being discussed. Six clips are used to do practice and to receive feedback from the students. Each clip is carefully introduced to students for clarity. Smaldino (2005) [15] considers videos such as films as complex issues. For proper interpretation, introduction is needed.</p>	<p>No revision for this stage.</p>
Additional Examples	<p>Same process as the preceding stage.</p>	<p>The number of examples should be limited by the teacher. The students may react negatively to the subject or to the teacher if they are over-exposed to a film. They will end up bored.</p>
Additional Practice & Feedback	<p>A four-item exercise made of film clips is created. The students are asked what particular elements are shown by each clip. Exercise is created to test the student. The test is later subjected to item analysis. To test Smaldino’s stand about the tendency of films to convey complex ideas, the introduction of the clips is intentionally removed as the idea is conveyed through visual imagery.</p>	<p>A film clip should be properly introduced before being shown so the students will have the proper perspective. Based on the result of the item analysis, the students had a hard time giving the correct answer to items asked without the proper introduction of the film clips. Smaldino stated that videos such as films should always be given proper introduction. It is also recommended that a different exercise (non-video or film-related) be instituted. Such activity will let them experience the topic first hand.</p>
Summary	<p>The topic is discussed once more. A quick and short summary of the topic is given to indicate the end of the lesson.</p>	<p>No revision for summary.</p>

#### **4.5. Improving the Filipino Film-Based Instructional Plan for Pre-service Education Students**

For the implemented lesson plan, the panel agreed that it is made and delivered fairly well with the following comments and suggestions; 1) the source of lesson should be included in the lesson plan; 2) handouts should be given to the students ahead of time so they can participate fully in the discussion; 3) the terms conduct and characteristics (the lesson/ topic) should be defined or explained fully so the student can draw out these elements from the film clips they are about to view; 4) at the first part of the lesson, the students were quiet but as the class progressed they started to participate. Visual aids (film clips) were very effective in explaining the lesson; and 5) "Very well said" (referring to the teacher's explanation of the objectives of the lesson).

The panel agreed that the medium (Filipino film) was well prepared. Technology was controlled by the teacher and not the other way around. The handouts and teacher guide provided were very useful.

The following are the recommendations from the panel to improve the Filipino film-based instructional plan; 1) the learning styles of students should be consider in creating an instructional plan. A class may be composed of students from different fields; 2) in the execution of the instructional plan, a teacher assistant is needed for the smooth flow in the discussion. Due to the hands on nature of the activity, the panel saw the need for technical support for the teacher so the latter can focus more on the information transfer than in handling the audio-visual equipment; and 3) in using film as motivation for any instructional plan, a catchy and attractive scene should be used as an effective opening for the class.

Considering the evaluation of the panel, the Filipino film-based instructional plan was found generally effective provided that the film clips are well prepared and properly introduced by the teacher. Students enjoy seeing films for its self-motivating worth. Incorporating them in the classroom lesson can affect social change [16].

### **5. Summary of Findings and Recommendations**

The study is descriptive in nature. It utilized research and development, and quasi-experimental methodology. The created plan was based on the instructional plan of Dick & Reiser (1996) [2].

Research and development of the content was done along other preparation and preliminary procedures including the selection of appropriate Filipino films as the medium. The topic about teacher characteristics was chosen as the main content as based on the Philippine Code of Ethics for Teachers. An instructional plan using film clips was created along with a teacher's guide.

This was implemented to the class of a senior faculty at a polytechnic college in Marikina City Philippines. A survey, focus group discussion and evaluation of the instructional plan were conducted to measure the effect of the implemented lesson plan. Based on the gathered data, the Filipino film-based instructional plan for pre-service education student was found to be effective (in changing the how students see themselves as teachers in the future) provided that the film clips are well introduced by the teacher to avoid misinterpretation.

After conducting the study on instructional plan using Filipino film clips, the following are recommended; 1) develop a Philippine Film Clip Board that will spearhead the creation of useful clips fort all types of learning for all levels that will minimize the expense, time and effort of classroom teachers in improving lesson plans that utilize film as its medium; 2) encourage schools to give training to their teachers in the use and integration of film in their lesson. Equipment such as projectors, videos, cameras, editing computer and software should be available to them; 3) filmmakers should be more cautious of the effect of their created work. Mass media helps not only in building positive attitudes but also negative ones; 4) an instructional system design (ISD) model is created to guide teachers to be able to maximize their resources and lessen

their task in creating lesson plans for their students; and 5) researchers should use other existing ISD for a more focused field. The ISD could be a great framework in establishing a different and specific design created to answer their objectives.

## 6. Conclusion

This study shows that *Munting Tinig* (2002) by director Gil Portes and *Mila* (2001) by director Joel Lamangan are good films that showcase a Filipino school teacher. A well-prepared, well-timed and well-introduced film can be a great help to teachers in their class. A well-designed and well-prepared Filipino film-based instructional plan that is based on the modified Dick & Reiser's instructional plan can be a great help to pre-service education students. The results of the focus group discussion (FGD) by the panel that determined the effectivity of the film-based instructional plan reveal that; 1) the Filipino film-based instructional plan made an impact to the pre-service education students; and 2) the pre-service education students changed how they see their future as teachers. Another thing to take note of is that a well-prepared, well-timed and well-introduced film clips can be great help to teachers in their classes.

The Filipino film-based instructional plan created in this study yields to this plan with corresponding instructional activity; a) *motivation* – utilizing a visual medium, in this case, prepared Filipino film clips, stimulates the interest of the students; b) *objective* – a simple, measurable, agreed, result-oriented and timely objective will impart to the students the idea that needs to be conveyed; c) *pre requisite* – supplementary materials are handed out to prepare the viewers; d) *information* – watching videos such as film clips may trigger changes in a viewer, it is therefore, important to direct them so the proper behavior will be imbibed; e) *practice* – each important portion of the film should be properly introduced so the learners will have a clear concept of the idea or subject being pushed, a teacher's film clip guide is useful in achieving this; f) *feedback* – feedback is received to measure the effectivity of the activity; and g) *summary* – a quick and short summary of the indicates the end of the lesson/ class.

## Appendices

### Appendix 1. Instructional Plan for Pre Service Education Students

Subject: Foundations for Education

Objective: Identify the characteristics of a teacher embodied and reflected in the Code of Professional Ethics for Public School Teachers and Officials (Malolos, 1962)

Skills: comprehension, analysis

Topic: Teachers and their Characteristics

Materials: Filipino film clips, Projector, white board, marker, handout

Procedure: Below are the steps in the implementation of the plan.

- 1) Motivation: The instructor will ask the students to watch a prepared Filipino film clips.  
The instructor will ask the students to analyze the film clip they just seen. (The instructor may ask questions like "What can you say about that particular scene? Is the scene familiar to you?)
- 2) 2. Pre requisites: The instructor will remind the students to recall the advance readings about the selected Filipino film, its story, the characters and the issues the protagonists had.  
The instructor will explain the importance of the Code of Ethics, its history and objectives. (The instructor may ask question like "What is the difference between the Code of Ethics and the Magna Carta)
- 3) 3. Assumption: The students should have studied MC previously.  
Information & Examples: The instructor will give details on the different teacher characteristics as mandated by the Code of Professional Ethics based on the different aspects it covers using Filipino film clips.

- 4) Practice & Feedback: The instructor will ask again the students to view a prepared Filipino film clip and assign half of the class to defend the scene while the other half will come up with offense against the scene. After the activity, the students need to present their positions by means of a debate.
- 5) Additional Examples: The instructor will ask one representative of each team to present their defence and offense based on the different teacher characteristics given by the Code of Ethics for Teachers. The instructor will introduce different articles within the mandated Code of Ethics that can be further discussed in class.
- 6) Additional Practice & Feedback: The instructor will ask the students to critic the positions of both teams. (The instructor may ask questions like “was the information clear or confusing? What was your the positions convincing?)
- 7) Summary: The Philippine Code of Ethics for Public School Teachers and Officials is issued on March 3, 1950 by the Director of Public Schools contain a preamble and ten articles. The document deals with relationships of teachers/ school officials with the State, the community, the professions, their associates, the students, the parents and private businesses.

Source: Essentials of the Philippine Educational System (Revised Edition) by Florencio Fresnoza (1957).

### Appendix 2. Student Survey Form

- A. Did the lesson about Code of Ethics for Teachers change your view as future professional teachers?  
Yes\_ No\_.  
Why? Why not? \_\_\_\_\_.
- B. Which part of the lesson plan made the significant change?  
\_The topic itself  
\_The media used  
\_The discussion of the lesson  
\_Others \_\_\_\_\_.

### Appendix 3. Focus Group Discussion Guide

*Participants:* The participants will be selected randomly from the class.

*Moderator:* Due to limit manpower, the researcher will be the moderator of the group.

*Materials:* Blank recordable tape      Tape recorder      Microphone

#### *Lesson Plan*

- (a) Are the objectives appropriate for your students?
- (b) Does the subject matter fit into known abilities of students?
- (c) Does the lesson/teacher use whatever previous knowledge and/or experience students might already possess about the subject?
- (d) Have the input and materials been made comprehensible?
- (e) Is there sufficient use of visuals?
- (f) Does the lesson take into account students' native languages and cultures?
- (g) Do materials and activities take into account the learning styles of students?
- (h) Is there sufficient time for the line-up activities?
- (i) Is there enough time for students to ask questions and interact with material and other students?
- (j) Is there built-in formal and informal assessment procedures?

#### *Filipino Film-based material*

- (a) Does the media use properly prepared?
- (b) Is the technology in the lesson controlled the teacher, rather than as a tool, controlled by the teacher?
- (c) Does the lesson come with workbooks for teachers to use?

### Appendix 4. Lesson Plan Evaluation

	Outstanding	Good	Adequate	Weak	Not Observable
Objectives clear & appropriate for class					
Motivating for the students					
Lesson logically & sequentially organized					
Students involvement in lesson					
Time line of course					

Visual aids  
Handouts for course  
Test questions  
Proper closure for lesson  
Bibliography listed

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