



Technology for Teaching
and Learning 1 (TTL 1)
Resource Remix

Resource Remix

Technology for Teaching and Learning 1

Duration: 4 weeks | LO Code: TTL 1-2, TTL 1-3

Version 1
Google Slides

Original resource

healthline

10 Defense Mechanisms: What Are They and How They Help Us Cope

Defense mechanisms | Treatment | Prognosis | Takeaway

Defense mechanisms are behaviors people use to separate themselves from unpleasant events, actions, or thoughts. These psychological strategies may help people put distance between themselves and threats or unwanted feelings, such as guilt or shame.

The idea of defense mechanisms comes from psychoanalytic theory, a psychological perspective of personality that sees personality as the interaction between three components: id, ego, and super ego.

First proposed by Sigmund Freud, this theory has evolved over time and contends that behaviors, like defense mechanisms, are not under a person's conscious control. In fact, most people do them without realizing the strategy they're using.

Defense mechanisms are a normal, natural part of psychological development. Identifying which type you, your loved ones, even your co-workers use can help you in future conversations and encounters.

Psych 101: Defense Mechanisms

10 Defense Mechanisms: What Are They and How They Help Us Cope

Reflect on a time when you felt sad or angry. What did you do to avoid that feeling?

Defense mechanisms are behaviors people use to separate themselves from unpleasant events, actions, or thoughts.

Version 2
audio recording

Resource Remix_Psych 10...

1:18

Note to the Teacher

Hello Teacher! In this 3-week activity, we will challenge our students to make learning more accessible. They will create a portfolio that consists of two recreated or “remixed” versions of a learning resource. This project aims to enhance the students’ skills in integrating media and technology in various content areas.

At the end of the three weeks, the class will come together to try out each other’s portfolios and give each other peer feedback. We also hope that by the end of this project, our students will be able to navigate and use technology to refine, enhance, and adapt their content to make them more accessible to different learners.

Learning Outcomes

By the end of this project, learners will:

- TTL 1-2** Integrate media and technology in various content areas;
- TTL 1-3** Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies.

Product Description

Portfolio

A portfolio that shows two versions of a learning resource. The new versions should still align with the learning outcomes of the original one.

Each version should be designed for a learner's specific context, taking into consideration ability, access, background, language, modality, etc.

The portfolio should include the original learning resource and a short write-up for each new version. The write-up should tell the story of how the student designed the new version. Who are the learners? What problem is this new version solving?

Product Rubric

Aligned with the learning outcomes	The new resources should still cover the same content and learning goals from the original learning resource
Fit for the learners' context	The new resources should use appropriate technologies, modalities, and formats for the target learners
Accessible and flexible	The new resources should promote inclusion and address learner diversity by decreasing barriers to access
Demonstrates good multimedia learning and EdTech fundamentals	The new resources practice concepts such as Cognitive Multimedia Learning, SAMR, and User Experience Design
Documented process	The writeups of the new resources should illustrate the research and decisions made in building the resources

Sample work

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1. Denial

2. Repression

3. Projection

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<http://bit.ly/TTLResourceRemix>

Here is a [sample Resource Remix](#) by a BPed major. From her chosen learning resource, she “remixed” it into two different versions while keeping in mind the learners’ contexts (one with high bandwidth, and another with low bandwidth). In the first version, she used Google slides in creating the presentation and used photos and GIFs to make the concepts more engaging and easy to understand. In the second version, she made an audio recording of the whole slide presentation for the students who have low bandwidth.

Overall Learning Journey

PRE	DURING		POST
Week 1	2	3	4
Project Launch Class	Lecture on UDL and Accesibility Class	Lectures Class Tech upskilling Class OR Homework Deep work Class OR Homework	Gallery Class Reflection Class OR Homework

Detailed Learning Journey

Project Launch

The Project Launch is done to introduce a real-world problem or situation that students can explore and try to solve. When done purposefully, the project launch motivates the students to investigate authentic real-world problems and come up with a product or solution. This is also the time to introduce and discuss what the project or product might look like through the rubrics.

Problem (Inquire) | 30 minutes

- Students are given links to Real World EdTech stories created by teachers and students. These are multimedia stories that show the reality of remote and distance learning during the 2020 COVID-19 pandemic.

Entry Event (Acquire) | 15 minutes

- Students are presented with the overall project design: the specifications of the resource remix, the goal of accessibility, and the rubric.

Finding a Source Material (Collaborate) | 30 minutes

- Students create a shared repository of “inaccessible” learning resources. They can be slide decks that are not readable, videos that are hard for differently-abled students to watch, etc. Each student can be required to submit at least two.
- The created repository shall be the starting point for their resource remix.

During

The next set of recommended activities are done to develop the necessary knowledge and skills to address the project’s real-world problem. These activities are a mix of lectures, individual work, group activities, reflection, and feedback sessions. Feel free to add or remove activities to suit your students’ context and needs.

Remember to include checkpoints and feedback sessions to monitor and support student progress.

For this particular project, we will follow a pattern consisting of (1) introducing a theory and (2) applying that theory to a small design challenge. These mini exercises should prepare students to approach the larger challenge that the project is based on.

Introducing the Lenses for this Project (Acquire) | 15 minutes

- Students listen to a talk on introducing the three key lenses (or frameworks): UDL & Accessibility, Cognitive Multimedia Learning, and UX Design.
- Each lens shall be briefly introduced and explained

Lecture on UDL and Accessibility (Acquire) | 30 minutes

- Lecture on Mayer's Cognitive Multimedia Learning (Acquire) | 30 minutes
- Lecture on UX Design (Acquire) | 30 minutes

Post

The last set of activities serve as the project's culmination. These activities allow students to share their processes and product. This is also the opportunity to facilitate a summative assessment of the intended learning outcomes and encourage student reflection as they look back on their experience in solving real-world problems.

Gallery (Inquiry) | 25 minutes in class

- Students compile all their outputs in a class folder or board
- Students take the time to browse each other's outputs

Reflection (Inquiry) | 15 minutes in class or homework

- Students reflect on their experience from problem finding and framing, to researching and choosing a resource, to building and designing their Resource Remix.

Digital Tayo Modules

The Digital Tayo modules are a great supplement to this project. Here are some lessons that we recommend, but feel free to look through the Digital Tayo website to select particular lessons that you want to use.

Digital Empowerment Module

Topic	Lesson	Description
Media and Tech Integration and Digital Citizenship	Lesson 1: Advocacy and Making Change	Students will learn about the concept of advocacy by identifying an issue that affects their community and brainstorming two changes that they want to see in the future concerning that problem.
Media and Tech Integration, Digital Citizenship, Learning Theories and principles	Lesson 3: Raising Awareness Through Media	Students will learn about and identify ways in which various types of media can be used to promote awareness around an issue.

Virtual Learning Best Practices Guide

The recommendations in this guide will help you grow in your skill, comfort, and ability to effectively teach in an online space.

Suggested Resources

The following are suggested resources we curated that can be used as support material for the different topics and units in the curriculum, or for the conduct of the project.

Topic	Resources
Real EdTech Stories	Pamilya Distansya by Melvin Calingo Upskilling Challenge by Kathlynn Rebonquin Tech Hacks for Online Distance Learning by Mahrionne Revilla

[Real EdTech Stories in the Rural Areas of the Philippines - Cabanatuan City, Nueva Ecija](#) by Andrea Sabandal

[Motivations of a Student](#) by Nikki Mendoza

[The Kahimtang Series: Filipino Students amidst Online Distance Learning](#) by Kiano Reyes

[Online Distance Learning: The Teachers Experience](#) by Leni Garcia

**Mayer's Cognitive
Multimedia
Learning**

[How to use Mayer's 12 Principles of Multimedia \[Examples Included\]](#)

[Mayer's Theory of Multimedia Learning \[Video\]](#)

[Mayer's Cognitive Theory of Multimedia Learning](#)

[Mayer's Principles of Multimedia Learning | Instructional Design](#)

SAMR

[SAMR Model: A Practical Guide for EdTech Integration](#)

[What is the SAMR Model and what does it look like in schools?](#)

[The SAMR Model Explained By Students](#)

[Technology is Learning: SAMR Model
A Powerful Model for Understanding Good Tech Integration](#)

**Universal Design
for Learning**

[What is Universal Design for Learning \(UDL\)?](#)

[The UDL Guidelines](#)

[Universal Design for Learning | Center for Teaching Innovation](#)

[Universal Design for Learning \(UDL\): A teacher's guide](#)

[Distance learning: 6 UDL best practices for online learning](#)

[Ten Steps Toward Universal Design of Online Courses](#)

[Engaging Learners in Online Environments Utilizing Universal Design for Learning Principles](#)

Accessibility

[National Center on Accessible Educational Materials](#)

[Distance Learning for Special Education](#)

[14 Tips For Helping Students With Limited Internet Have Distance Learning](#)

[Here's What Schools Can Do For the Millions of Students Without Internet Access](#)

[How to Reach Students Without Internet: Key Recommendations](#)

[10 no-internet remote learning activities](#)

[Assistive Technology: Finding the Right Resources for All Students](#)

[Immersive Reader: Microsoft Learning Tools](#)

[How to Use Voice Typing in Google Docs](#)

User Experience Design

[What is User Experience \(UX\) Design?](#)

[What does UX in education look like?](#)

[How User Design Can Impact Engagement and Learning for K-12 Students](#)

[User Experience Design | Foundations of Learning and Instructional Design Technology](#)

[UX for Learning: Design Guidelines for the Learner Experience](#)

[Designing Education: Educating Design](#)

[Nielsen Norman Group | World Leaders in Research-Based User Experience](#)
