Session Plan | Written Report
Date: March 18, 2026

Class Course	EDTECH 210: Foundations of Educational Technology
Session Leaders	 Brix Ledif P. Bedia is a Sports Science graduate from Manila who is currently an EMS/Personal coach. He is planning to shift from coaching to teaching. He earned his Certification in Professional Education (CPE) from the College of Education at the University of the Philippines Diliman in 2024. He is currently finishing his Master's Degree in Human Movement Science at the same university.  Raistlin S. Obina, also known as Sir Rai, is a Mathematics teacher from Marikina who is currently pursuing a Master's degree in Mathematics Education. Passionate about both learning and teaching, he strives to help students appreciate mathematics while also instilling Christian values in their daily lives. Viewing the classroom as a mission field, Sir Rai aims not only to shape the minds of the youth through education but also to touch their hearts through faith, character, and meaningful mentorship.

	 Evelyn V. Quarteros is an English educator who handles instruction across both the Senior High School and tertiary levels. She currently serves as the adviser for the Journalism Club, where she mentors students in the fundamentals of campus media and news writing. She is also pursuing her Master of Arts in Educational Technology at the University of the Philippines Diliman. Through her graduate studies and professional practice, she focuses on integrating innovative digital tools into language instruction to foster more engaging and effective learning environments.
Learning Area/Topic	Infusing ICT Tools into Teaching Strategies
1. Objectives	1. Describe how ICT tools and teaching strategies work hand in hand in designing and developing relevant learning experiences for students. 2. Mix and match teaching strategies, learning skills, types of multimedia, and ICT tools to create activities that will help attain learning goals in class 3. Reflect on your individual teaching practices based on your response to the question: What makes a successful technology integration in class?
2. Learning Resources	• Google Meet • Canva • Padlet
3. Procedures	

Activity (Asynchronous)	**Pre-Activity"Matching ICT Tools to Learning Environments"** **Instructions**: 1. Choose one learning environment on the board: • Classroom • Science Laboratory • Drawing Room 2. Use a sticky note with an ICT tool that can be used in that environment. 3. Insert a picture or an icon of the technology tool and label it with its name. 4. Write a short explanation answering: "How will this technology support learning?" **Reminder**: If a technology tool has already been used by another participant, please choose a different one. No repetitions allowed. After completing the Canva activity, the students will answer the reflection questions in Padlet: 1. Describe the technology tool you placed in the scenario. How does it support the teaching strategy you selected and enhance the students' learning experience? 2. Describe a teaching experience where you used an ICT tool. How did it affect student engagement or learning, and what challenges did you encounter that could have been improved? 3. What makes technology integration successful in a classroom? Is it the tool itself or how the teacher uses it? Explain. **Part I: Canva Activity** Link:https://www.canva.com/design/DAHDg2KqqEU/YJOGNx8ItKdBQv4FazNJgg/edit **Part II: Padlet Activity** Link:https://padlet.com/bpbedia/ict-tool-integration-1l4mjg229do8je0b
Analysis (Asynchronous)	**Collection, Analysis and Presentation of Results** Tool: Canva **Collection** The facilitators will collect the participants' responses submitted through the activity until 11:59 PM on March 16, 2026. **Analysis**

	The collected responses will be reviewed and analyzed to identify common themes, patterns, and key insights regarding the use of ICT tools in different learning environments. The facilitators will examine how participants explained the role of technology in supporting teaching strategies and enhancing student learning. **Presentation** The analyzed results and summarized insights will be organized and presented visually using Canva.
Abstraction (Synchronous)	Presentation Link: **Outline** **I. Presentation of Results via Canva and Padlet** The facilitators will present a summary of the pre-activity where participants selected a learning environment and identified an ICT tool that can support learning in that setting. The responses will be organized and visually summarized using Canva to highlight common ICT tools chosen and the reasons why participants believe these tools support teaching and learning. **II. Clarification and Processing** Participants will examine the summarized responses and share observations or insights regarding the role of ICT tools in different learning environments. The facilitators will guide a brief discussion to identify patterns, similarities, and differences among the responses, helping participants reflect on how technology can support learning experiences. **III. Ice Breaker Activity: "Name that App!"** Participants will take part in a short brainstorming activity where they identify as many digital applications or ICT tools as they know. The activity will be conducted using Mentimeter or Padlet to generate a word cloud of commonly used applications. Facilitators will ask the following questions: - Which applications appeared most frequently? - Why do you think these tools are popular among teachers and students? - How do these tools support teaching and learning?

	The activity aims to activate participants' prior knowledge about ICT tools and introduce the idea that technology should be used purposefully in the learning process. **IV. Discussion Proper** **PART I** Educational Technology highlights the integration of ICT in teaching as a deliberate and purposeful process that transforms how learning experiences are designed and delivered. Rather than simply adding digital tools to traditional instruction, ICT integration requires teachers to rethink their role as learning experience designers. This means that teachers carefully plan learning activities where technology is used to support understanding, interaction, and skill development. Instead of being the sole source of knowledge, the teacher facilitates learning by creating environments where students can explore, collaborate, and construct meaning through the use of technology. The importance of technology integration lies in its capacity to make learning more dynamic, accessible, and student-centered. ICT tools can significantly increase student engagement by incorporating multimedia elements such as videos, simulations, and interactive quizzes that capture learners' attention and sustain their interest. Moreover, these tools promote collaboration, allowing students to work together through shared documents, discussion platforms, and online group activities even beyond the physical classroom. Technology also encourages creativity and problem-solving, as students can design digital outputs, analyze information, and apply knowledge in real-world contexts. Another key advantage of ICT integration is access to diverse learning resources. Students are no longer limited to textbooks; they can explore a wide range of credible online materials, including articles, tutorials, and educational platforms. This exposure not only deepens understanding but also supports different learning styles. At the same time, the use of technology helps develop essential digital literacy skills, such as evaluating online information, using digital tools responsibly, and communicating effectively in digital environments, which are crucial in the 21st century. However, despite these benefits, teachers often encounter challenges in technology integration. These may include limited access to devices or internet connectivity, a lack of familiarity with various ICT tools, and

	difficulty in managing technology-enhanced classrooms. There is also the risk of using technology for its own sake rather than as a means to improve learning. Because of these challenges, learning goals must remain the primary basis for selecting ICT tools. Teachers must ensure that the chosen technology aligns with the intended learning outcomes and enhances, rather than distracts from, the instructional process. In summary, effective ICT integration is not about the quantity of technology used, but about the quality of its application in supporting meaningful learning experiences. By aligning technology with clear learning goals and thoughtful instructional design, teachers can create engaging, relevant, and impactful learning environments that prepare students for the demands of a digital world. **PART II** ● Introduction to the Pedagogy Wheel - Padagogy Wheel as a guide for integrating technology effectively in teaching. - The levels of Bloom's Taxonomy are used for emphasizing how teachers can design activities that move from simple recall to higher-order thinking such as analysis, evaluation, and creation. **V. Synthesis / Summary** **Key Points** - ICT tools should support learning objectives and teaching strategies. - Effective technology integration requires thoughtful lesson design. - Teachers play an important role in designing engaging learning experiences. - Frameworks such as the Pedagogy Wheel can guide teachers in selecting appropriate ICT tools for different learning activities.
Application (Synchronous)	**Pedagogy Wheel Activity: Designing a Technology-Integrated Learning Task** **Objective**: To enable participants to apply the Pedagogy Wheel by designing a learning activity that integrates ICT tools while aligning with specific learning objectives and levels of thinking. **Materials Needed:** ● Canva

	• Copy of the Pedagogy Wheel
	• Devices with Internet Connection
	
	Procedure
	1. Participants will be divided into small groups of 3–4 members.
	2. Each group will complete the following tasks:
	  • Select a lesson topic or concept from their specialization or teaching area.
	  • Identify one level of Bloom's Taxonomy from the Pedagogy Wheel.
	  • Choose an appropriate ICT tool that can support the selected learning objective.
	  • Design a short learning activity that demonstrates how the chosen ICT tool can enhance the lesson.
	3. Participants will record their responses using Canva.
	4. Groups will answer the following questions:
	  • What lesson topic did your group choose?
	  • Which level of Bloom's Taxonomy does your activity target?
	  • What ICT tool did you select?
	  • How does the ICT tool support the learning objective of your activity?
	  • How will the activity engage students and promote deeper learning?
	
	Presentation
	Each group will briefly present their designed activity and explain how their chosen ICT tool supports the learning objective and enhances student engagement.
	
	Expected Output
	Each group will produce a short Google Slides presentation showing:
	• Lesson topic
	• Bloom's Taxonomy level
	• Selected ICT tool
	• Description of the learning activity
	• Explanation of how technology supports learning

4. Evaluation	
5. Reflections	
a. Which of my teaching	**Teacher Brix Ledif P. Bedia**

strategies worked well? Why did this work?	I think the teaching strategy that worked well with my presentation or explanation is that I was able to show how ICT tools can be integrated into actual teaching scenarios with the appropriate ICT tools. This worked well because it made the lesson practical, relatable, and easier to understand. **Teacher Raistlin Obina** I believe the teaching strategy that worked best in my presentation was the use of real-life connections and structured explanation. Instead of just presenting the concepts of ICT integration, I tried to anchor them in actual classroom situations—how a teacher would realistically use these tools during a lesson. This approach worked well because it helped my classmates see the purpose behind the tools, not just the tools themselves. It made the discussion more meaningful and easier to follow. **Teacher Evelyn Quarteros** I believe the visualization of the Pedagogy Wheel, coupled with the presentation of diverse examples, was the most successful strategy in my discussion as it effectively bridged the gap between theory and practical application.
b. What are the challenges you've encountered during the whole preparation?	**Teacher Brix Ledif P. Bedia** One major challenge I encountered was my lack of actual teaching experience, which made it difficult to anticipate how my classmates would respond to my explanation or which strategies would be most effective in a real classroom setting. Another challenge was that I was not yet familiar with the appropriate ICT tools that can be used in different teaching strategies. There are many available tools, and it was challenging for me to determine which were relevant, practical, and aligned with the learning objectives, rather than using technology for its own sake. **Teacher Raistlin Obina** One of the main challenges I encountered during the preparation was selecting the most appropriate ICT tools for each teaching strategy. There are many options available, and it was difficult to determine which ones were truly effective and aligned with the lesson objectives. Another challenge was organizing the content in a way that was both comprehensive and clear, especially since the topic involves both theory and application. **Teacher Evelyn Quarteros**

	Perhaps the biggest challenge was my initial lack of awareness, because as a teacher, I didn't even know this kind of wheel existed. You don't have to struggle with integrating tools into your teaching if you're aware that the Pedagogy Wheel is available to guide you.
c. How did you overcome those challenges?	**Teacher Brix Ledif P. Bedia** To address these concerns, I relied on the examples from the articles in educational technology, as well as observing sample lessons and case studies. This helped me understand how ICT tools are effectively used in real classrooms. **Teacher Raistlin Obina** To overcome these challenges, I spent time reviewing different resources and examples of ICT integration in teaching. I also tried to evaluate each tool based on its relevance and practicality rather than just its features. Additionally, I refined my presentation by simplifying complex ideas and focusing on clarity, so that the discussion would be easier for my audience to understand. **Teacher Evelyn Quarteros** I addressed these challenges by conducting thorough research and collaborating with my groupmates and professor. We focused on identifying the most effective strategies for delivering the content to both our peers and our mentor.
References	Ghavifekr, S. & Rosdy, W.A.W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. International Journal of Research in Education and Science (IJRES), 1(2), 175-191. Toma, F.; Ardelean, A.; Gradinaru, C.; Nedelea, A.; Diaconu, D.C. Effects of ICT Integration in Teaching Using Learning Activities. Sustainability 2023, 15, 6885. https:// doi.org/10.3390/su15086885 **Carrington, A.** (2016). *The Padagogy Wheel English V5.0*. Designing Outcomes. https://designingoutcomes.com/english-speaking-world-v5-0/ Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman. **Carrington, A.** (2016). The Padagogy Wheel: It's not about the apps, it's about the pedagogy. *Education Technology Solutions*, (72), 54–57.

	Puentedura, R. R. (2006). *Transformation, technology, and education* [Presentation]. http://www.hippasus.com/resources/tte/
Reviewer	Saddam Bazer Course Facilitator

Annexes

Annex I. Pre-activity/Results
https://www.canva.com/design/DAHDg2KqqEU/YJOGNx8ltKdBQv4FazNJgg/edit

Annex II. Application/Results
https://padlet.com/bpbedia/ict-tool-integration-114mjg229do8je0b