

First Ten Minutes in Tertiary Classes: What is Happening?

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Abstract

What is happening during the first ten minutes in classes? Are the teachers of would-be teachers doing the right things in starting their classes? Are they observing laws and principles for effective learning and activity management? The aim of this study was to describe what is actually done by faculty members during the first ten minutes in their classes and come up with an action plan to improve their activities. Using survey questionnaire, checklist, interview and focus group discussions, data were gathered and analyzed using simple frequencies, mean and t-test for dependent means. Results indicated that faculty and students recognize that there are activities that must be undertaken to begin the lessons. Likewise, the importance of having initial activities prior to the lesson was noted by both respondents. The analysis of result paved the way to the formulation of an action plan which was later implemented for the duration of six weeks. Results indicated that there was significant improvement in their teaching practices during the first ten minutes in classes after the implementation of the action plan. Further, a revised action plan was formulated taking into consideration the activities proven to be significant for both respondents. Theoretical and practical implications of the study were discussed.

Keywords: tertiary classes, would-be teachers, action plan, class activities, first ten minutes in class



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INTRODUCTION

Sustainable Development Goal 4 (SDG 4) emphasizes the need for quality education by ensuring inclusive and equitable education and promote lifelong learning for all (UN Report 2024). Institutions for higher learning are expected to provide quality teaching if quality education is to be provided. During the pandemic and post-pandemic periods, teacher education institutions (TEIs) responded to learning continuity and flexible learning as demanded by the Commission on Higher Education (CHED) through Republic Act No. 11469 known as 'Bayanihan to Heal as One Act' and by virtue of the Commission en Banc (CEB) Resolution No. 412-2020. Philippine Normal University, the premier teacher training institution in the Philippines, along with other institutions of higher learning, responded positively to this endeavor. One of its provincial campuses, the Philippine Normal University North Luzon known as the Indigenous Peoples Education Hub, actively engaged itself in complying to CHED. Said campus has for its vision to be known as "a leading future-ready teacher Education University responsive to

national and global development goals and directions." As such, the challenge is given to the university to nurture innovative teachers. Through the years, the campus has proven its excellent performance in the Board Licensure Examination for Teachers. It has been responsive to the challenges and dynamism of the times by adopting the Outcomes-Based Teacher Education Curriculum (OBTEC).

As practiced, OBTEC is taught in a trimestral scheme, with nine weeks of face-to-face classes and three weeks of online classes. Faculty members and students have to meet for two hours twice a week, with a 30-minute flexible learning activity every Wednesday. Activities have to be maximized to meet the 54-hour/term requirement. As a faculty of Teacher Development, this researcher initially assumes that teaching and learning are not maximized in this trimestral scheme. Some lessons are rushed thereby neglecting some important beginning-of-class tasks like motivating the class for the lessons or making sure that learners are ready for the classroom face-to-face tasks. Much more so, as a faculty teaching Professional Education (Prof Ed) courses, this

researcher feels that she needs to observe and practice primarily the principles and laws of teaching and learning to make students maximize their learning. As a manager of learning, the teacher needs to ensure that she is prepared for her classes physically and psychologically to make instruction effective. As noted in practice, there are times that this researcher goes directly to discussing topics so as not to waste time and she feels that she is depriving her students of the needed mood setting or pre-class activities to prepare them for the lesson of the day. Although tertiary faculty members enjoy academic freedom in teaching, particularly on how a subject may be taught, teachers who are handling would-be teachers need to model or design techniques which the latter can benchmark on. Thus, there is a need to find out what is going on in class more specifically during the first ten minutes then work on how the practice can be improved.

Mesiti and Clarke (2006) investigated the practices of teachers from USA, Sweden, Australia and Japan specifically on how they begin their lessons in Mathematics. However, they focused on the time spent in conducting the beginning-of-class activities rather than on the type of activities undertaken. Accordingly, beginning of the lesson provides opportunities to arouse interest and facilitate learner engagement, to situate or to introduce lesson and to establish work pattern. Ferguson (2020), in her Twitter-integrated classroom analyzed the first five minutes instead of the first ten minutes using feminist pedagogy. Instead of asking questions, she encouraged her learners to tweet onscreen and this led to more productive discussion in class later. Providing a virtual space for learners at the beginning of her language classes proved helpful in improving learning outcomes as a whole. Ganai et al. (2020) delved into the experiences of tertiary students in remote learning during the pandemic. Students recommended that online classes can be exhausting thus variety of motivation or unfreezing activities needs to be provided by the teacher.

Ornstein (1992) mentioned that motivational activities arouse students' interest in the task at

hand. Among those he considered effective tasks to be undertaken to motivate learning intrinsically are giving challenging statements, using pictures and cartoons, sharing personal experiences, posing a problem, having exploratory and creative activities, using charts, tables or graphs, sharing anecdotes and stories, having contests and games. On the other hand, those activities that can be used extrinsically are giving clear directions and expectations, giving time on task, cognitive matching, giving prompt feedback, relating past learning with present learning, frequent giving of rewards, praising, and setting high expectations. As to drill, Slavin (as cited by Ornstein, 1992) said that it is an activity that helps students get started in the lesson. It is intended to provide a quick and efficient way for teachers to check on the effectiveness of instruction before moving to the next stage or level in the lesson. Questioning at the beginning of the lesson leads to a higher mode of learning (Bruner, 1966; Ornstein, 1992; Zulueta, 2006). Asking questions, therefore, will be helpful when done at the start of the lesson although it can also be used in the development and facilitation of the lesson or even close a lesson. Allowing students to ask questions at the beginning sets direction for the lesson as well (Gardner, 1989; as cited by Ornstein, 1992).

Beginning-of-class activities can be also part of preventive discipline (Doyle, 1986). Classroom order is fragile, according to him, thus the teacher as classroom manager should think of ways to make the first minutes of his class carefully undertaken. Some of these are establishing classroom activities, rules and procedures, academic work and activities, routines, enacting processes, hidden curriculum, monitoring, maintaining group lessons, seatwork, transitions, engaged time, cueing, maintaining academic work, cooperative learning teams, subject matter as procedure and teacher expectations. Routine activities before the start of the lesson include entering the room, greeting one another, arranging chairs, checking attendance, checking of assignments or giving reminders. As to variety of activities, Rungduin (2021) and Sarandi (2019) emphasize that activities in class

be learner-centered which means that teachers need to be flexible in facilitating learning experiences particularly the mood setting part.

Pointing to the focus of the study, are tertiary faculty members doing the required activities at the beginning of the lessons especially on the first ten minutes? If ever, what activities are they usually conducting? In an informal focus group discussion, the researcher initially surveyed few representative students about their professors' activities during the first ten minutes in their classes and these students suggested activities they would like to be undertaken during the initial time period. Some mentioned about the need to have icebreakers in the middle of the class, because they feel that the class takes too long (two hours/meeting). This prompted the researcher to conduct a survey to find out what is going on during the first ten minutes in classes and to come up with an action plan to improve teaching practices. This part of an action research is clearly emphasized in the model of O'Leary's cycles of research which usually begins with an observation and in Elliot's action research model which begins with identifying initial idea and reconnaissance which involves fact-finding and analysis.

Statement of Problem. To make this research well-directed and focused, the researcher aimed to know what is happening in the first ten minutes in tertiary classes and come up with an action plan on how activities can be improved. Specifically, this research aimed to find answers to the following questions:

1. What do faculty members do in the first ten minutes of their classes?
2. What do students and faculty members suggest being done in the first ten minutes of classes?
3. What plan can be drawn after the analysis of what faculty members do and what students suggest being done during the first ten minutes in classes?

4. How is the plan implemented?

5. What revised plan can be further developed after the first implementation?

METHODOLOGY

This study utilized O'Leary's (2004) cycles of action research which usually begins with an observation. It also applied Elliot's action research model which begins with identifying initial idea and reconnaissance, which involves fact-finding and analysis. O'Leary's model has the following cycles: 1) Observe, 2) Reflect, 3) Plan, and 4) Act. These processes are repeated in cycles depending on what extent the researcher would like to delve in (McNiff, 2013). The research locale of the study is in the provincial campus of a leading state teacher education institution (TEI) during the school year 2022-2023.

Using the above design, the researcher made an initial observation on the activities done by teachers at the start of their classes. The researcher made a list of the observed activities then prepared the survey questionnaire on the first ten-minute activities of teachers. This includes an observation checklist. These data-gathering tools were validated and tested to groups who were not participants or respondents of the current study. The researcher's co-teachers teaching Prof Ed courses were also consulted for content and face validation of the tools. The survey questionnaire was administered both to faculty members and students. The observation checklist was used by the students in observing the activities undertaken by the teachers on the first ten minutes of their Prof Ed classes. Observations were done during face-to-face classes.

Five purposively selected faculty members and 52 randomly selected second year students taking Prof Ed courses served as participant-respondents of this research. Criteria for inclusion for faculty are the following: teaching Prof Ed courses, at least five years of experience in the campus university and with at least Very Satisfactory evaluation in the

previous terms. For the student-respondents, they were second year students taking up bachelor's degree in education from different specializations. For the quantitative part, data gathered were analyzed using frequency, mean and t-test of dependent means while thematic analysis was used for the qualitative data.

There were four cycles used in this study based on O'Leary's (2004) cycles of research:

Cycle 1. Observe. This involved observing the activities of faculty members during the first ten minutes of their classes.

Cycle 2. Reflect. This includes analysis of the observed activities of faculty members during the first ten minutes of classes and of the suggestions given by the students.

Cycle 3. Plan. This is the preparation of the action plan that contained the suggested improvements to be done.

Cycle 4. Act. Faculty members were informed and consulted of the implementation of the prepared action plan with its corresponding time frame.

Ethical Considerations. Informed consent, anonymity of participant-respondents, voluntary participation and assurance of no maleficence were observed. Permission to conduct data-gathering was also sought from the administration.

RESULTS AND DISCUSSION

1. Activities Done by Teachers During the First Ten Minutes of Classes

So, what is happening during the first ten minutes in tertiary classes? The first question asked was for would-be teachers to observe activities done by their teachers during the first ten minutes of class.

As can be seen in Table 1, the students' topmost observed activity undertaken by the faculty members in their classes is leading a song or giving icebreakers. This is followed by reviewing

the past lesson, clarifying concerns, sharing stories related to the lesson, reminding about requirements, checking/monitoring attendance, giving quiz, advising, giving drills and viewing videos consecutively.

Table 1
Activities Done by Teachers During the First Ten Minutes of Classes

Rank	Frequency	Activities
1	49	Leading a song/giving icebreaker
2	47	Reviewing past lesson
3	20	Clarifying concerns
4	19	Sharing stories related to the lesson
5	18	Reminding about requirements
6	15	Checking/monitoring attendance
7	13	Giving quiz
8	11	Advising
9	10	Giving drills
10	9	Viewing videos

All the observed activities are proven to be a must during the first ten minutes in class (Aquino, 1989; Atkins & Brown, 2002; Ornstein, 1990; Zulueta, 2006). However, there are possibilities for improving further these activities offering variety and significance most especially if teaching effectiveness among higher education faculty members is a concern (Atkins & Brown, 2002; Devlin & Samarawickrema, 2022).

Activities which are seldom done during the first ten minutes according to the respondents are praying, giving group games and viewing videos. Since the university is a non-sectarian university, praying at the start of class is optional, however, some students feel the need to pray before they begin the lessons. "*Parang mas magaan ang pag-aaral kung mananalangin muna* (Lessons seem lighter when we pray first)," a student respondent mentioned. Teacher-respondents pointed out that if ever they pray, they do it during the first period either in the morning or in the afternoon. Students suggest the following to be done at the start of the lesson: 1) leading a prayer, 2) giving individual/group games, 3) giving objectives of the lesson, 4) having energizers, 5) sharing of life stories, 6) asking students' concerns/problems and 7) more action songs. It can be noted that even if the University is non-

sectarian, students feel the need to have prayer before the discussion of the lesson. Spirituality, especially among Filipinos, is attributed to student success. For some people, their religious faith is absolutely the core of their being (Chapman et al., 2014; Parker-Jenkins et al., 2014). Praying is said to be crucial on student learning and eventually academic success (Jeynes, 2020).

2. Suggested Activities to Be Done in the First Ten Minutes of Classes

Ideas from the responses given by students and faculty members and readings of the researcher are taken into consideration. Combined suggestions by faculty members and the students on the activities to be undertaken during the first ten minutes are indicated in Table 2.

Table 2
Suggested Activities to Be Done in the First Ten Minutes of Classes

Rank	Activities
1	Review past lesson
2	Pray
3	Have energizers (songs, dance, game)
4	Do activities related to the lesson
5	Prepare for the lesson
6	Cooperate with the teacher
7	Share insights about the lesson
8	Be attentive
9	Stir one's mind
10	Participate actively

When asked as to the significance of the first ten minutes in classes, both students and faculty understand the importance of the first ten minutes of their classes. All of the above cited importance agrees with the principle stating that “learners must be psychologically ready to learn” (Aquino, 1988; Ornstein, 1990; Zulueta, 2006). The focus group discussion and open-ended questions validate that students and faculty members agree to have the following activities for the first ten minutes of the classes: review past lesson, pray, have energizers (songs, dance, games), do any

activity related to the lesson, prepare self for the lesson, cooperate with the teacher, share insight about the lesson, be attentive, stir one's mind, and participate actively.

Attention can be won or lost in the first ten minutes of class as they say. Wong and Wong (2014) mention that it is important to engage the students and grab their attention as soon as class starts; it will be easier to keep their attention and keep them focused on the topics in class. One faculty member said that instruction must start right away, and teachers must do away from sharing anecdotes. However, anecdotes relevant to the lesson are favored by students.

Wong and Wong suggest to lay out the expectations for collaboration and discussion early on in the course; set the rules and structure of the class early in the semester; let students know what the teachers expect of them, and what they can expect of the teacher when they come to class; state to students that are participating in class discussion relies on their understanding of the assigned readings or the completion of some review questions. This request lets students know that they should not be late and be prepared because they ARE going to get started as soon as class begins. Another suggestion is to begin with an activity to engage learners as soon as class begins. This activity can be a review question, a discussion question, a review task. Mesiti and Clarke's (2006) findings as to beginning of the lesson tasks are consistent with Wong and Wong's observations particularly on the significance of setting the mood for learning. Considering the suggestions given by the Prof Ed faculty members and students, it is consistently established that the first ten minutes of classes should be undertaken productively and purposively.

As culled from the combined literature and suggestions of the respondents, some examples of activities that could engage students in the first ten minutes are: 1) An intriguing question that gets students to review their knowledge from assigned readings or to reflect on the lessons learned from the previous class. 2) Ask the students to write down an

explanation to a question you pose about that day's lesson. The question can act as a launching point for the lesson and discussion around the lesson. By getting students to immediately right down their answers, they can refer to their answer and see how it changes with what they learn about the topic. 3) If there are current news stories related to the lesson that day, ask students to discuss the topic. Ask them why this story is relevant to what they are studying? This provides students with an authentic example that provides them an opportunity to see how the knowledge and skills they acquire in class can be applied. 4) Try using an audience response system (ARS) to ask students their opinion. The ARS allows students to answer anonymously; however, the results can be aggregated and shown to the class in real time. By showing the results, you can engage students by showing them how their thinking compares to their peers. A definite 2 or 3-way split can often create great opportunities for discussion. Students feel that they need to defend their opinion but no longer feel isolated as the only student in the room that has that opinion. They gain some confidence and become more willing to engage in discussion. Engage students in a way that is meaningful and authentic. Made up questions that do not have application in the real world may seem like a rote exercise to students. Effective learners will take responsibility for their own learning, and if they feel that the activity does not affect them, or the world around them in anyway, they may be less inclined to engage in the topic. This suggestion validates the suggestion of faculty members and students in sharing ideas relevant to the topic at hand.

In addition, same authors note that teachers often forget that learning takes place in more ways than between the student and the course content. They learn by interacting with their peers in class, by engaging and interacting with the larger community around them, and they learn in social and collaborative environments, not just in a limited environment between them and the course readings. Incorporate activities that allow this social learning to occur. Feedback, changing opinions, and newly

learned facts can all play a role in how student engage and learn concepts.

Dunleavy and Milton (2016) also give the following relevant techniques on how to make a jump-start for the day's lesson: 1) State the day's topic to the students. Write on the board three quotations that do not seem to be related to one another and ask not just how they are related to each other, but how they are related to the day's topic. This activity gets students to think analytically and critically. 2) Put 3 questions on the board for students to answer. Have students choose to answer one of the three questions. The questions should not be too difficult yet challenging enough that the keener in the class doesn't shout out the answer. Ask the students to introduce themselves to 3 new people and ask them what they think the answer to their chosen question is. Students may have to answer the same question 3 times or have to formulate an answer for 2 or 3 different questions. Have the students write down each student's name and the answer they received. Also, have them write down their own name and an answer to the question. Then have the students rate each student's answer on a scale of five, where 1 means not accurate, and 5 means accurate. Have the students submit the assignment. You do not have to mark the assignment, but it is a great way for you as a teacher to evaluate what level of understanding your students have regarding your course. It helps instructors learn names of students, and helps students build peer relations in the course. 3) Towards the end of class, put up a cartoon or photo related to the topic you are going to cover in the next class. Ask students to create captions that help to explain what the next classes topic will be. Post the cartoon in the LMS as well within a discussion forum. Let students submit their captions to the discussion forum. Students can then comment on other captions. Be sure to state or post the rules of discussion to the students. This helps build up peer relations as well as allows students to learn the proper way to provide peer feedback. 4) Ask students to submit five online resources that can help research topics related to the content of your course. Make sure the students are ready to

explain why they chose the resources they did. Discuss as a group why or why not each resource is appropriate. This helps students learn to critically evaluate resources and provides them with a list of learning resources. 5) Create a short presentation (no more than 10 minutes) for the first day of class in which you provide students with some false facts. Continue with the presentation until a student stops you to ask if those facts are indeed correct. If no one stops you, finish the presentation. If the students are frantically taking notes, let them continue. If they ask you to skip back a slide so they can write something down, accommodate them. Once you are done, if no students have stopped you, ask them to then identify everything that was a myth or misconstrued fact in your presentation. Complete this portion as a group. If a student does stop you and question you, have a small prize or reward ready for them. They are being rewarded for stopping to think critically about the knowledge that is being given to them.

Combining the suggested activities from respondent-participants as well as the ideas gained from different literatures prove helpful in coming up with the initial action plan. The emphasis would be activities that are familiar first then followed by an introduction of those unfamiliar activities and those suggested by the respondents as well as experts. It must be noted that the action plan is open for modification as the need arises for flexibility and relevance.

3. Action Plan Based on the Suggestions Given by Students and Faculty Members

The initial action plan was drafted considering the contributed ideas from faculty members, students and literature (Table 3). This plan serves as a guide to help faculty members to improve their first ten-minute activities in Prof Ed classes.

Table 3
The Initial Action Plan

OBJECTIVES	ACTIVITY/INTERVENTION	RESOURCES	TIME FRAME
To improve the first ten minutes (initial)	Praying (Honoring God)	Syllabus Activity sources Online sources	3 weeks
	Checking/monitoring attendance		
	Reviewing (Looking back)		
	Giving objectives of the lesson (Getting focused)		
To further enhance the first 10-minute activities	Asking questions (Stirring the mind)	Teacher resources Student resources Online sources	3 weeks
	Having group games (Competitive Sharing of Insights)		
	*at least two activities per session		
	Praying (Honoring God)		
	Reviewing (Giving one-word insight)		
	Reminding about requirements (Being accountable)		
	Updating performance		
	Using videos		
	Reciprocal questioning		
	Opinion-giving/Sharing ideas (Audience Response System)		
	**at least two activities per session		

4. Implementation of the Action Plan

After the initial action plan was formulated, it was implemented for a duration of six weeks. Observed activities before and after the implementation of action plan were compared (Table 4).

Table 4
Comparative Frequencies and Mean Before and After the Implementation of the Action Plan (N=52)

Activity	BEFORE							AFTER							Diff
	A	O	So	Se	N	Ave		A	O	So	Se	N	Ave		
Makes the class pray	0	0	7	6	39	1.39		3	19	17	0	0	2.73	1.34	
Leads a song	17	26	6	3	0	4.10		20	23	8	1	0	4.19	0.09	
Reviews past topic	41	8	3	0	0	4.73		45	7	0	0	0	4.87	0.14	
Gives quiz	3	15	32	1	1	3.35		3	16	33	0	0	3.42	0.07	
Checks assignments	4	11	14	11	12	2.69		5	11	16	10	10	2.83	0.14	
Reminds about requirements	12	11	16	7	6	3.31		24	15	13	0	0	4.21	0.90	
Shares stories related to topic	19	19	10	4	0	4.02		25	20	7	0	0	4.35	0.33	
Gives drills	10	10	11	12	9	3.00		10	10	13	11	8	3.06	0.06	
Gives group games	5	5	7	12	23	2.17		15	12	10	8	7	3.39	1.21	
Clarifies concerns	20	16	14	1	1	4.02		25	20	5	2	0	4.31	0.29	
Advises/Conducts advisement	10	25	12	2	3	3.71		15	20	14	3	0	3.90	0.19	
Shares anecdotes	13	20	16	2	1	3.81		18	22	10	0	0	4.00	0.19	
Views videos	2	12	27	9	2	3.06		10	12	30	0	0	3.62	0.56	
Arranges chairs	8	13	15	14	2	3.21		5	12	25	10	0	3.23	0.02	
Shares experiences for the day	14	13	13	8	4	3.48		17	15	12	8	0	3.79	0.31	
Checks attendance	27	25	0	0	0	4.52		45	7	0	0	0	4.87	0.35	
*Gives objectives of the lesson								27	23	2	0	0	4.48	4.48	
*Asks questions/stirs mind								28	21	3	0	0	4.48	4.48	
*Shares one-word insight								20	18	7	7	0	3.98	3.98	
*Questions reciprocally								18	15	8	8	3	3.71	3.71	
*Gives icebreakers								43	7	2	0	0	4.79	4.79	

**Based on suggested activities by students, faculty and experts. Legend: 0-1.50-Never (N); 1.51-2.5-Seldom (Se); 2.51-3.5-Sometimes (So); 3.51-4.5-Often (O); 4.51-5.00-Always (A)*

There are notable improvements after implementation of the action plan especially on

“makes the class pray” (diff=1.31), “gives group games” (diff=1.21) and “reminds about requirements” (diff=0.91). On the other hand, there is not much difference on “leads a song” (diff=0.09), “gives quiz” (diff=0.07), “gives drills” (diff=0.06), and “arranges chairs” (diff=0.02). So, although students have different religions, they look forward to having prayers before classes begin. They say that prayer “makes them more inspired to participate in class”. Group games according to them “make us feel more alive and active.”

On the suggested activities by Wong and Wong (2014) and Dunleavy and Milton (2014) as well those given by students and faculty members, outcomes are all positively accepted: gives objectives of the lesson (4.48=Often), asks questions/stirs mind (4.48=Often), shares one-word insights (3.98=Often), questions reciprocally (3.71=Often), gives ice-breakers (4.79=Always). The obtained mean before the implementation of the action plan is 3.41 which is interpreted as “Sometimes”. After the implementation of the action plan, the mean obtained is 3.79, interpreted as “Often”. Using t-test of dependent means, a t-value of 0.002 ($P(T=t)$ two-tail) was obtained indicating that there is a very significant improvement in the use of techniques or activities for the first ten minutes in classes.

5. The Revised Action Plan

Taking into considerations the results of the implemented action plan, a revised action plan on the first ten-minutes in classes (Table 5) was again developed following the cycles proposed by O’Leary (2004).

Since praying is one of the sought activities during the first ten minutes of the Prof Ed class, it is included in the revised action plan. As Chapman, et al. (2014) mentioned, faith is part of culture and in the Filipino culture, invoking the presence of God makes the persons inspired to do tasks. Checking/monitoring attendance is likewise included because students feel more responsible in attending classes when they are being monitored by their teachers. The need for video viewing, icebreakers and advisements is

also considered. The students also want to be reminded about requirements every now and then, so this is included in the revised action plan. Reviewing the past lesson is also considered indispensable by learners. Hence, “we can make connection with the past lesson when the teacher reviews the lesson.” The importance of reviewing for making learners ready for the lesson is also emphasized by Ornstein (1992) and Zulueta (2006).

Table 5
The Revised Action Plan

OBJECTIVES	ACTIVITY/INTERVENTION	RESOURCES	TIME FRAME
To improve the first ten minutes (initial)	Praying (Honoring God)	Syllabus Activity sources Online sources	3 weeks
	Watching videos related to topic		
	Checking/monitoring attendance		
	Giving icebreakers		
	Conducting advisements		
	Reviewing (Looking back)		
	Giving objectives of the lesson (Getting focused)		
	Asking questions (Stirring the mind)		
	Giving drills		
	Having group games		
	(Competitive Sharing of Insights)		
	*at least two activities per session		
	Praying (Honoring God)		
	Reviewing (Giving one-word insight)		
	Reminding about requirements (Being accountable)		
To further enhance the first 10-minute activities	Updating performance	Teacher resources Student resources Online sources	3 weeks
	Using videos		
	Giving more icebreakers		
	Reciprocal questioning		
	Opinion-giving/Sharing ideas (Audience Response System)		
	**at least two activities per session		

Conclusion. This study described the activities done by faculty members during the first ten minutes of their classes in a provincial teacher education institution. Faculty members and student-respondents suggested activities to improve the activities. The processes were guided by O’Leary’s (2004) cycles of action research with steps Observe, Reflect, Plan and Act. Based on the data presented, analyzed and summarized, the following conclusions are drawn: There is variety in the activities of Prof Ed faculty members during the first ten minutes of their classes. Frequency of doing the activities varies from one teacher to another. The importance of doing beginning-of-class activities is recognized by both faculty members and student-respondents. Variety of activities suggested by both faculty and students and by literature are integrated in the action plan to improve practices during the first ten minutes in tertiary classes. There is improvement in the frequency and variety of first ten-minute activities in classes. Revising

the action plan is helpful in increasing the frequency, variety and improvement of activities during first ten minutes in Prof Ed classes.

Recommendations. In the light of the conclusions mentioned above, it is recommended that the revised action plan be implemented, and its effectiveness be evaluated. Other innovative techniques in starting classes can be included as activities and their impact to be measured. Likewise, an experimental research design may be conducted to find out which activities are really effective for either faculty or students. Moreover, a manual containing first ten-minute activities can be developed for future use of practitioners and pre-service teachers. Further, research on the last ten-minute activities in Prof Ed and other academic classes can also be undertaken in the future.

Reflections. Problems are everywhere. They are part and parcel of life. They challenge the researcher to think of her own teaching practices and how she can further improve them. As a faculty concerned with the maximum development of her learners, the researcher cannot just stay in one corner and wait for changes to occur. She needs to do something but must make sure that there is research-based data to serve as basis for such improvement.

This action research proves helpful to the researcher as a teaching practitioner as this can improve her practices further as well as help fellow practitioners to also improve their first ten-minute activities in class. Indeed, faculty members must open their minds and hearts towards accepting changes in their practices. With due considerations to the learners who will later be teachers, they are also helped to organize thoughts as to what practices they can adopt in the future to meet the varying needs of their future learners.

As to the focus of the study, the researcher has realized that faculty members in the tertiary level must get out of their comfort zones to embrace change. They must be open-minded to

try out new and novel ways of doing things for them to be efficient and effective practitioners in the classroom; that there is always a room for improvement for everyone in the profession even college teachers and university professors despite the academic freedom bestowed to them; that consultative and objective means must be used rather than imposed ideas; that faculty members, whether new or old in the profession, must observe innovations in their practices.

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