



**Philippine Association for Teachers of Educational Foundations-
United Professionals for the Development and Advancement of
Teacher Education (PATEF-UPDATE), Inc.**

*in cooperation with the
Philippine Normal University and Rex Book Store, Inc.*

1st PATEF-UPDATE International Conference

*Internationalization of Teacher Education:
Outcomes, Delivery and Quality Assurance*

*November 30 to December 2, 2017
The Heritage Hotel, Manila*

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PATEF-UPDATE HISTORY

New challenges and demands brought about by the turn of the 21st Century spurred the birth of the Philippine Association for Teachers of Educational Foundations (PATEF) that would take up the responsibility of updating teachers across levels on emerging trends, theories and developments in the educational landscape supported by a strong research base in the foundational disciplines of education. The organization was conceived by teacher educators, school administrators and basic education teachers who attended the Seminar-Workshop held at the Philippine Normal University on “Theory, Values and Decision-Making: Focus on Foundations of Education in the Constructivist Perspective” on May 12-14, 2003. The participants saw the need to connect the foundation disciplines of Philosophy, Psychology, Guidance and Counseling, Research and Professional Ethics / Values to actual classroom practices so that these can be applied by learners when dealing with varied issues and concerns in the context of diverse beliefs, cultures and practices.

PATEF held its first National Convention on January 13, 2004 at the Philippine Normal University with the following objectives:

- To monitor issues, trends, developments, innovation and researches in the field of Educational Foundations.
- To disseminate and share research findings through conventions, seminar-workshops, publications and other professional activities.
- To assist members in their personal advancement and professional growth.

A major concern during that period was the low performance of the test takers in the Licensure Examination for Teachers in the area of Educational Foundations which implies a lack of thorough grasp of the vital educational bases. It was deemed essential that teachers acquire a deep and lasting understanding of the value of the foundational disciplines in their teaching. PATEF as a support organization to uplift the stature of the teaching profession endeavors to improve the appreciation of the teaching profession, enhance the quality of teaching and provide a venue for teachers to discuss current trends, issues concerning teaching, teacher education and education in general to contribute to a better life and a better world for all. As the PNU's then Dean of the College of Education, Dr. Angelita D. Romero expressed in her message for the organization during PATEF's first National Convention, “A passion for education is hope for a better life.”

To keep the organization true to its advocacy of supporting the development and advancement of teacher education and to ensure that it provides a venue to keep the educators updated on the trends, development and directions of teacher education in our country, PATEF was renamed PATEF-UPDATE in 2014. This stands for Philippine Association for Teachers of Educational Foundation - United Professionals for the Development and Advancement of Teacher Education.



MALACAÑAN PALACE
MANILA

MESSAGE



My warmest greetings to the **Philippine Association for Teachers of Educational Foundations-United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE)** as it holds its **1st International Conference in Teacher Education** in cooperation with the **Philippine Normal University** and **Rex Book Store**.

The formation of the youth depends much on how we teach them through interactive and thought provoking ways. Thus, I laud PATEF-UPDATE and its partners who made it their mission to improve our school system with the latest methods and trends. Indeed, this gathering is a symbol of its members' commitment to promote quality education in all levels of society.

Our teachers are crucial allies in realizing the government's goal to raise the standards of instruction in our country. With DepEd and CHED, we have supported and funded scholarships, workshops and research grants to further enhance their discipline and expose them to the breakthroughs in their respective fields of practice.

May this gathering strengthen linkages among professionals as they engage in meaningful dialogue. Together, let us create a culture of change in your respective communities towards a brighter future for the Filipino people.

I wish you a productive and insightful conference.


RODRIGO ROA DUTERTE

MANILA
30 November 2017

THE PRESIDENT OF THE PHILIPPINES



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

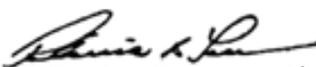


Warm greetings to all the organizers and participants of this International Conference in Teacher Education spearheaded by Philippine Association for Teachers of Educational Foundations-United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE).

As the doors of the global village are getting more and more accessible to everyone, higher education institutions should make themselves better equipped to accommodate students from different countries and regions of the world. Hence, the theme, “Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance” is very timely and significant. With the bell of the ASEAN Integration already resounding, teacher education institutions must be able to welcome students from any nation and be able to deliver high-quality education.

The conference aims to keep the participants abreast with the trends and developments on the internationalization of teacher education across the globe, engage them in meaningful discussions on issues and challenges surrounding internationalization of teacher education, share best practices and researches on internationalization of teacher education, and establish linkages with agencies and institutions that promote quality teacher education. I believe that all of these will greatly assist teachers, administrators and teacher education institutions in their efforts to internationalize their teacher education programs.

The Commission commends this initiative of PATEF-UPDATE and pledges its support to the organization’s other similar endeavors aimed at uplifting the delivery of education. May all the participants take with them fresh and valuable knowledge that they can share to their respective institutions. More power!


PATRCIA B. LICUANAN, Ph.D.
Chairperson



Republic of the Philippines
DEPARTMENT OF EDUCATION



To the Philippine Association for Teachers of Education Foundations, now United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), congratulations on your 1st International Conference on Teacher Education with the theme, "Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance."

On behalf of the Department of Education (DepEd), I am honored and pleased to send my sincerest appreciation of your association's efforts to gather teachers, school administrators, researchers, and other education stakeholders for this significant undertaking.

DepEd fully supports the conference's objectives with the genuine intention to reach out to scholars and future educators across the globe, and mold them to become teachers who are globally competitive and uphold positive values including respect for cultural diversity. These are the same qualities we hope to inculcate among our Filipino learners.

We, at DepEd, strongly believe that teachers play a crucial role in raising, nurturing, and honing our future leaders and nation-builders. On our end, we prioritize institutional capacity building and expand the scope of employee welfare to respond to the teachers' various needs, and provide them with opportunities for personal and professional growth.

Again, congratulations and let us move forward in making quality basic education accessible, relevant and liberating for all.


LEONOR MAGTOLIS BRIONES
Secretary



Republic of the Philippines
PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
Manila



My warmest greetings and congratulations to PATEF-UPDATE as you hold your 12th National Convention!

A national convention like this serves as a very good platform for updating ourselves with the latest developments and innovations in the realm of education, for sharing and exchanging of ideas and best practices and for celebrating toils and efforts poured together as a team and family of educators. This year's theme "Teacher Education in the K to 12 Reform: Policies, Programs and Standards" speaks well of how committed this organization is in making the teacher education relevant and responsive to the demands of the nation's education reform agenda. Through this convention, we hope to find those who are involved in the business of advancing education working hand in hand for efficient and effective realization of our desired reforms.

As PNU President, I pledge the full support of our University to all the aspirations and endeavors of your organization. We count you as one of our significant partners in empowering educators so that they may competently and efficiently perform the multiple tasks in the classroom and beyond.

I congratulate the hardworking and dedicated PATEF-UPDATE officers and members who made this convention a big success. I wish you many more great accomplishments.


ESTER B. OGENA, Ph.D.
President



MESSAGE FROM THE PRESIDENT
OF PATEF-UPDATE, INC.

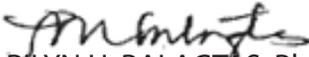


It is my pleasure to welcome you all to the 1st international conference that our organization has ever organized after its 14 years of existence. Looking back, the United Professionals for the Development and Advancement of Teacher Education (UPDATE) started as the Philippine Association for Teachers of Educational Foundations (PATEF) and was created to help provide a venue for faculty teaching educational foundation courses to discuss trends and developments in education that could have impact on students' learning. The name was changed to UPDATE to make its intention clearer and broader and that is to promote the development and advancement of teacher education in the country and beyond.

This 14th year of PATEF-UPDATE marks a milestone for the organization as it runs this 1st international conference this November 30 to December 2, 2017 at the Heritage Hotel Manila. Dubbed as 1st ICTE-PATEF-UPDATE, its theme "Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance", has been thought of fit for this international conference and the organization's mission. The Commission on Higher Education (CHED) has also been promoting internationalization in higher education defined as "the process of integrating international, intercultural, and global dimensions into the goals, functions (teaching, learning, research and service), and delivery of higher education (Article III Section 4 of CMO No. 55. S.2016). It has two pillars, which are closely linked and interdependent, home-based internationalization and cross-border internationalization (Article III Section 1 of CMO No. 55. S.2016). It also encompasses transnational education which includes all types of higher education study programmes, sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based (CMO No.62 s. 2016).

May we all find the plenary sessions, symposia, paper presentations, poster presentations and the exchange of ideas between and among the resource persons and participants from the Philippines and abroad stimulating for the growth of internationalization in teacher education in the country and beyond. May this professional organization-educational institution-educational industry partnership that happened between PATEF-UPDATE, Inc. with the Philippine Normal University, the Philippine National Center in Teacher Education, and with Rex Book Store, Inc., the biggest education solution provider in the Philippines, be a model of a collaboration between entities that aims for the betterment of teacher education in the Philippines and beyond.

Thank you very much.


MARILYN U. BALAGTAS, Ph.D.
President



New Era University

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I extend my warmest greetings and heartfelt gratitude to the participants of the first-ever PATEF-UPDATE International Conference in Teacher Education! It is with deepest pleasure that I welcome you to this international conference, which aims at helping everyone realize the value of globalization of teacher education in the country.

Being one of the founding consultants of the PATEF-UPDATE during my tenure as President of the Philippine Normal University (PNU), it is with great pride to witness that the institution has made considerable strides and developments towards improving teacher education. Your efforts, after all, ensure that future generations of Filipinos will be prime movers in an ever-changing world.

As we face the challenges brought about by the present times, the theme *"Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance"* is very much appropriate. This initiative of PATEF-UPDATE, Inc. is a great opportunity to learn from the different education stakeholders, both national and international, as they share their best practices and researches on internationalization of teacher education. Moreover, the post-conference on artificial intelligence is expected to equip the participants with its interesting features as well as its application in the classroom. Nevertheless, we should take heed that as we move towards a global community, and as such aspire to reach global standards of excellence, we should not forget our cultural heritage, and that we should maintain our uniqueness among all cultural and racial backgrounds.

May the three-day conference be as informative, engaging, productive and fun, resulting in positive developments for the field of teacher education.

I proudly congratulate PATEF-UPDATE, Inc. for having gone this far to ensure this conference's triumphant undertaking. I wish you success in this conference and all your other future endeavors.

Mabuhay!


NILO L. ROSAS, Ed.D.
President, New Era University
Former President, PNU
Former Commissioner, Professional Regulation Commission
Former Undersecretary, DECS
Founding Consultant, PATEF-UPDATE, Inc.



It's a pleasure to welcome participants of the PATEF-UPDATE 2017 International Conference.

PATEF-UPDATE has been doing a wonderful job through the years for teacher education. Congratulations!

With the phenomenal changes taking place in our midst this 21st century, continuing education in order to cope with the fast changing demands for survival, has never been more urgent. Indeed, "to learn, unlearn, and relearn" is the call of the times. PATEF-UPDATE is responding.

This gathering of educators and the ensuing global interactions among participants will no doubt be a market of ideas, experiences, knowledge, and wisdom- rich in discussion from multiple perspectives. I wish everyone a learning fun. May the participants sustain their passion and strengthen their commitment to education to achieve a common goal as they feel the need to contribute in the noble quest for unity, solidarity, and peace in our world through teacher education.

Enjoy the conference. Continue the constant dialogue and collaboration. Enjoy the professional experience as well as the camaraderie among colleagues and the rich cultural gains.

Mabuhay ang PATEF-UPDATE!
Mabuhay ang lahat ng participants!
Mabuhay ang Pilipinas!



ANGELITA D. ROMERO, Ph. D
Former VP for Academics,
Philippine Normal University
Founding Adviser, PATF-UPDATE



MESSAGE FROM THE KEYNOTE SPEAKER

Hello Fellow Educators,

At a time in human history when artificial national boundaries are disappearing and people are openly embracing their fundamental membership the global human community, it is fitting that Asian educators are convening here in Manila to establish mutual understandings and closer relationships that will directly affect the lives of countless millions of youth. May you choose to use this first-ever ICTE-PATEF Conference as a catalyst for creating an inspiring 'vision of the possible' that education systems across the world will both emulate and implement.

And please know how honored I am to be participate in this paradigm-expanding mission with you, and how grateful I am to the Conference organizers for allowing me to share my life's work in Outcome Based Education at this inaugural event. Once you hear more about it, I trust that OBE's optimistic and empowering essence motivate you as much as its 'Success for All Learners' philosophy and principles have sustained me over these many years.

As you know, education is often criticized for failing to keep up with the rapid pace of change occurring in all sectors of our lives. May that soon become a thing of the past thanks to you, your participation in this Conference, and the ideas and energies you will carry back to your home countries and institutions.

Toward that end I offer you my unbounded encouragement!

William George Spady
DR. WILLIAM SPADY
Spady and Uy Center



MESSAGE FROM THE KEYNOTE SPEAKER

The United Professionals for the Development and Advancement of Teachers Education (formerly the Philippine Association for teachers of Educational Foundations) (PATEF-UPDATE) is to be congratulated for offering their first International Conference in Teacher Education.

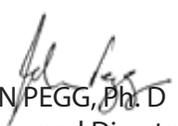
The conference focus: "Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance" is very relevant given the large-scale developments that are currently being undertaken in the Philippines with respect to the K to 12 Reform and, in particular, the new emerging agenda on teacher quality. This new focus has begun to have a significant impact for both (i) the Department of Education (DepEd) in the way the organisation supports, acknowledges and rewards teachers in schools and (ii) TEIs in their preparation of future Philippine Teachers.

While it is important, even necessary, that the ideas to be discussed are relevant to, and pick up on, current agendas in the Philippines, it is not sufficient. With the implementation of the K to 12 Reform the Philippines has entered the global environment of education internationalisation. Now, the Philippines is not only able to be compared with (or judged against) the performance of other ASEAN countries but also against international performance more generally.

This theme is consistent with the thrust of new initiatives being championed by DepEd and the Commission for Higher Education (CHED) in that it emphasises the obligation of teacher educators, researchers, senior personnel from TEIs as well as basic education teachers and other key education stakeholders to be part of knowing more about, and being able and prepared to influence policy at theoretical and practical levels.

Critical to any major educational innovations in the Philippines is for stakeholders to learn more, develop their knowledge and understandings, and be prepared to make a contribution to the enhancement of quality education. Importantly, this conference offers an international, as well as national, forum for sharing research findings, innovative ideas and practices, and new approaches that can be linked to positive, practical actions.

I look forward to the input, ideas, discussions and plans that will evolve out of the deliberations of this conference. I believe the problems facing students and teachers in the Philippines are complex. However, I also believe that workable, innovative solutions involving different key stakeholders can be found. It will be through the combined expertise of committed, knowledgeable stakeholders in the field, such as those gathered here, that genuine progress can be made to support fundamental initiatives that provide the basis for genuine improvements in student-learning outcomes in the Philippines.


JOHN PEGG, Ph.D
Professor and Director,
SiMERR National Research Centre
University of New England
Australia



Liverpool Hope University
and
BIOCORE Research & Consultancy International
UK



MESSAGE FROM THE KEYNOTE SPEAKER

My warmest greetings and congratulations to PATEF-UPDATE on its 1st International Conference on Teacher Education with the theme of *“Internationalisation of Teacher Education: Outcomes, Delivery and Quality Assessment”*.

I am both honoured and privileged to be invited to participate in the Conference, not only as a keynote speaker, but also as an organiser of a post-Conference seminar/workshop on Artificial Intelligence in Education.

My first visit to PNU was earlier in March of this year when I was also invited to deliver a keynote presentation on Internationalisation practices in the UK Higher Education Institutions, and how this might be of benefit to the enhancement of the PNU system’s Internationalisation agenda. It must have been well received, otherwise I would not have been invited again!

That first encounter with the pedagogical activities of PNU was both a joy and an eye opener as to the industrious efforts exerted by the University towards the advancement of teacher education, its keeping up with contemporary educational issues and in accelerating the international aspects of teaching- and learning-related activities. Nine months later, it is pleasing to see that this fervour and enthusiasm have not in any way waned.

Once again, I congratulate you on your pioneering Conference and especially applaud the people who are driving it. I am certain that it will be a great success and I look forward to meeting as many of you as possible during this auspicious event.

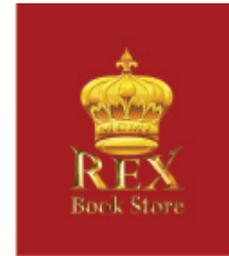
Keep up your excellent work!

RAOUF NAGUIB, Ph.D.



1ST PATEF - UPDATE

International Conference Souvenir Program



Greetings, educators! On behalf of REX Book Store and in cooperation with PATEF-UPDATE and the Philippine Normal University, thank you for being part of the first PATEF-UPDATE International Conference!

As we pursue our mission of educating the Filipino Whole Child, REX Book Store helps higher education institutions and schools keep up with internationalization. Our complete ecosystem of learning materials was designed with 21st Century learning and contexts in mind. However, we believe that learning solutions are contexts in mind. However, we believe that learning solutions are not enough; teachers and schools require assistance as they seek to keep up with the increasing global demands of the 21st Century.

Through this international conference, we hope that you can learn the benefits of internationalizing teacher education, the optimal ways of achieving it, and the quality assurance strategies in place to ensure that teachers and schools are ready to provide world-class education for our learners.

On behalf of REX Book Store, we are thankful to PATEF-UPDATE for giving us the opportunity to be of further service to our learners by supporting teacher education. We wish all the participants the best and pray that this conference will be a huge success!

Para sa Bata,

Atty. Dominador Buhain
Chairman and President
REX Book Store, Inc.



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



MEMORANDUM FROM THE CHAIRPERSON

FOR : ALL CHED CENTRAL AND REGIONAL OFFICE DIRECTORS
ALL PRESIDENTS/ HEADS OF PUBLIC AND PRIVATE HIGHER
EDUCATION INSTITUTIONS (HEIs)

SUBJECT : PARTICIPATION IN THE 1ST INTERNATIONAL CONFERENCE IN
TEACHER EDUCATION (ICTE) WITH THE THEME,
"INTERNATIONALIZATION OF TEACHER EDUCATION:
OUTCOMES, DELIVERY AND QUALITY ASSURANCE", ORGANIZED
BY THE UNITED PROFESSIONALS FOR THE DEVELOPMENT AND
ADVANCEMENT OF TEACHER EDUCATION TO BE HELD ON
NOVEMBER 30, 2017 TO DECEMBER 2, 2017 AT THE HERITAGE
HOTEL MANILA, PASAY CITY, PHILIPPINES

DATE : July 20, 2017

In accordance with the pertinent provisions of Republic Act (R.A.) 7722, otherwise known as the "Higher Education Act of 1994", this Office hereby endorses the above undertaking organized by the United Professionals for the Development and Advancement of Teacher Education (formerly known as the Philippine Association for Teachers of Educational Foundations) for the support and participation of all concerned.

This activity is open to all interested participants from higher education institutions (HEIs).

Participation of officials, employees and students from private higher education institutions (HEIs) shall be VOLUNTARY. Officials and employees of State and Local Universities and Colleges (SUCs) and LUCs) who will participate in this activity should obtain prior approval from the President/Head of their respective institutions and are hereby reminded to observe proper use of government funds in accordance with the Department of Budget and Management (DBM) National Budget Circular No. 486 and Administrative Order No. 103.

For registration and further information, you may coordinate with the organizers via email at patef_update@yahoo.com.ph.

Wide dissemination of this Memorandum is desired.

PATRICIA B. LICUANAN, Ph.D.

07-20-064_PATEF-UPDATE_2017



Advisory No. 191, s. 2017

August 18, 2017

**In compliance with DepEd Order (DO) No. 8, s. 2013
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd officials,
personnel/staff, as well as the concerned public.
(Visit www.deped.gov.ph)**

FIRST INTERNATIONAL CONFERENCE IN TEACHER EDUCATION

The Philippine Association for Teachers of Educational Foundations–United Professionals for the Development and Advancement of Teacher Education (PATEF–UPDATE) Inc. will hold its *First International Conference in Teacher Education* with the theme *Internationalisation of Teacher Education: Outcomes, Delivery, and Quality Assurance* from November 30 to December 2, 2017 at The Heritage Hotel, Manila, Roxas Boulevard corner EDSA, Pasay City.

The Conference aims to:

1. keep the participants abreast with the trends and developments on the internationalization of teacher education across the globe;
2. engage them in meaningful discussion on the issues surrounding the internationalization of teacher education in the global community;
3. share with them best practices and researches on internationalization in teacher education; and
4. establish linkages with agencies and institutions that promote quality teacher education.

The target participants are teacher educators, teachers, school administrators, researchers, and other education stakeholders.

Participation of both public and private schools shall be subject to the *no-disruption-of-classes policy* stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*.

More information may be inquired from:

Marilyn U. Balagtas Ph.D.

President

**Philippine Association for Teachers of Educational Foundations–United
Professionals for the Development and Advancement of Teacher
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PASUC ADVISORY NO. 115, s. 2017

For : All SUC Presidents/Heads

**From : Dr. Ricardo E. Rotoras
President**

**Subject : 1ST INTERNATIONAL CONFERENCE IN TEACHER
EDUCATION (ICTE-PATEF-UPDATE)**

Date : July 14, 2017

This is to endorse the 1ST International Conference in Teacher Education (ICTE-PATEF-UPDATE) organized by the Philippine Association for Teachers of Educational Foundations-United Professionals for the Development & Advancement of Teacher Education (PATEF-UPDATE), Inc. to be held on November 30, 2017 - December 2, 2017 at the Heritage Hotel Manila, Roxas Blvd. cor. Edsa, Pasay with the theme, *"Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance"*.

For more details, please email the organizer at patef_update@yahoo.com.ph.

RICARDO E. ROTORAS, D.Eng.
President



1st International Conference in Teacher Education
(1st ICTE-PATEF-UPDATE)

“Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance”
November 30 – December 2, 2017
The Heritage Hotel, Manila

Purpose

The 21st century demands higher education institutions and even schools to go for internationalization of their programs to be attuned with the demands of cross-border and cross-cultural education brought about by globalization and the integration of nations. This trend is also true to teacher education, which PATEF-UPDATE, Inc. supports and advocates for.

Hence, this first international conference dubbed as 1st ICTE-PATEF-UPDATE aims to gather teacher educators, teachers, school administrators, researchers, and other education stakeholders to:

1. keep abreast with the trends and developments on the internationalization of teacher education across the globe;
2. engage in meaningful discussions on the issues and challenges surrounding the internationalization of teacher education in the global community;
3. share best practices and researches on internationalization in teacher education; and
4. establish linkages with agencies and institutions that promote quality teacher education.

Subthemes:

The topics for discussion will be clustered as follows:

- a. Transnational Education and Internationalization;
- b. Learning Outcomes, Curriculum and Instruction;
- c. Learning Technologies and Delivery;
- d. Student Assessment and Evaluation;
- e. Standards and Quality Assurance;
- f. Student and Faculty Mobility;
- g. Research Collaborations, Management and Publications;
- h. Information and Knowledge Management;
- i. Cooperation and Development Assistance;
- j. Professional Development, Linkages and Networking;
- k. Facilities and Support System;
- l. Educational Leadership and Management;
- m. Multi-cultural and Multilingual Education; and
- n. Global Citizenship



TIME	ACTIVITY/SESSION	INVITED SPEAKERS
Day 1: November 30, 2017 (Thursday)		
8:00 - 9:30 A.M.	Registration/Snacks	PATEF-PNU SECRETARIAT
9:30A.M. – 12.00 NN.	OPENING PROGRAM	
	National Anthem	
	Invocation	
	Welcome Remarks	DR. MARILYN U. BALAGTAS President, PATEF-UPDATE, Inc.
	Message 1	DR. ESTER B. OGENA President Philippine Normal University and Adviser, PATEF-UPDATE, Inc.
	Message 2	DR. NILO L. ROSAS President, New Era University Former President, PNU Former Commissioner, PRC Founding Consultant, PATEF, Inc.
	Message 3	ATTY. DOMINADOR D. BUHAIN Chairman and President Rex Group of Companies
	Statement of the Purpose of the Convention	DR. CELIA M. ILANAN Vice President, PATEF-UPDATE
	Introduction of the PATEF- UPDATE Officers & Board Members & Participants	PROF. ANNABELLE DC. PALMIERY Secretary, PATEF-UPDATE, Inc.
	Introduction of the Keynote Speaker	DR. JOEL D. ESPEDIDO PRO, PATEF-UPDATE, INC.
<i>Keynote Address:</i> <i>"How Future-Focused OBE Transcends National Boundaries and Creates Success for All Learners"</i>	DR. WILLIAM SPADY Father of Outcome-based Education, Oregon, USA Spady and Uy Center for Transformational Learning and Leadership Inc.	
12:00 A.M.- 1:00 P.M.	Lunch/Nomination of Officers	
1:00 – 3:00 P.M.	<i>Plenary Speaker 1: Defining and Achieving Global Outcomes for Global Citizens: Models for Teacher Educators Everywhere</i>	DR. WILLIAM SPADY Spady and Uy Center for Transformational Learning and Leadership Inc.
3:00 P.M.	Snacks	
3:00 - 4:00 P.M.	<i>Keynote Speaker 2: Teacher Education: Professional Standards and Quality Assurance</i>	PROF. DR. JOHN PEGG Director, National Center for Science, ICT, Mathematics Education for Regional and Rural Australia (SIMERR), University of New England, Australia
4:00-5:00 P.M.	<i>Symposium 1: Research Studies on Teacher Standards and Quality Assurance</i>	DR. JENNIE V. JOCSON* DR. GINA O. GONONG DR. ALLAN S. REYES Philippine National Research Center for Teacher Quality, Philippine Normal University



5:00 – 6:00 P.M.	Opening of Posters	
7:00 – 9:00 P.M.	Welcome and Cultural Dinner for Guests, Live-In Participants, Partners and Sponsors	
	Prof. Edna Imelda Legaspi Master of Ceremonies	Dr. Marilou Pantaleon Officer of the Day

TIME	ACTIVITY/SESSION	In-charge
Day 2: December 1, 2017 (Friday)		
8:00– 8:30 A.M.	Preliminary Activities/ Presentation of Nominees for the PATEF-UPDATE Board	Officer of the Day
8:30 – 10:00 A.M.	<i>Symposium 2: Transnational Education & Internationalization in Teacher Education</i> “Practice-oriented Research in Designing Education: Perspectives, Prospects, and Possibilities”	DR. ROSANNI DEL MUNDO Symposium Chair Officer, PATEF-UPDATE, Inc. Dean, UST-Angelicum College DR. EDIZON A. FERMIN Director, Innovation Development, Miriam College DR. JULIET SPRAKE Senior Lecturer, Goldsmiths College, University of London, UK DR. JENNIFER BAIN Senior Lecturer, Goldsmiths College, University of London, UK * Chair of the Symposium
10:00 – 10:15 A.M.	Health Break	
10:15 – 11:30 A.M.	<i>Symposium 3:</i> <i>Emerging Topics in the Internationalization of Teacher Education</i> “Neuropedagogy: A Course in Brain Science and Teaching” “Integrating Global Citizenship Education in Teacher Education”	DR. MARCIA CORAZON P. RICO Symposium Chair Officer, PATEF-UPDATE, Inc. Associate Dean, Bicol University DR. LINDA KIRBY Lecturer, Shepherd College, West Virginia, USA DR. BERT TUGA Vice President for University Relations, PNU
11:30 – 1:00 P.M.	LUNCH BREAK at Riviera Restaurant Casting of Votes for New Set of Officers of PATEF-UPDATE, Inc.	



PARALLEL PAPER PRESENTATIONS			
Time	Ballroom A	Ballroom B	Ballroom C
Theme 1: Learning Outcomes, Curriculum and Instruction			
1:00 – 2:00 P.M.	<p>Robert Jan Bayan Cavite State University – Carmona Campus</p> <p><i>Effects of Using Modular Method on the Students' Achievement in College Algebra</i></p>	<p>Marcia Corazon P. Rico, Ph.D. Hennie Lumibao Bicol University</p> <p><i>Profile and Employability of Graduates of College of Education, Bicol University, Albay, Philippines</i></p>	<p>Annabelle Rabulas Tibagan High School</p> <p><i>Parsing: Its Effects on the Writing Performance of Grade 10 Students</i></p>
	<p>Eleonor Basilio Bulacan State University</p> <p><i>A Phenomenological Study on the Coping Experience in Chemistry of Irregular Engineering Students</i></p>	<p>Jonathan Leal, Ph.D. Filamer Christian University</p> <p><i>Exploring the Experiential Learning of Pre-Service Teachers in Field Studies</i></p>	<p>Ronadane Liwanag University of the Philippines Rural High School</p> <p><i>Community Co-Teaching Approach in Teaching Interdisciplinary Science Courses in the K-12 Program</i></p>
	<p>Reeva Ann Sumulong Queenie Basilio Paula Flores Jung Kang Hye Aira Limiac Elajia Pena Jarcy Remlinger Loren Sangalang Angeles University Foundation</p> <p><i>Preferred Teaching Strategies of Selected Pharmacy Teachers and Students in Angeles University Foundation</i></p>	<p>Lorina Dadivas Iloilo Science and Technology University</p> <p><i>The Effect of Multidisciplinary Approach in the Academic Performance of the BSEd Students: An Action Research</i></p>	<p>Jenibus Dejarlo University of Rizal System Morong Campus</p> <p><i>Dynamic Multiple Intelligence – Based Activities in Mathematics for Grade 11</i></p>
Theme 2: Learning Outcomes, Curriculum and Instruction			
2:00 – 3:00 P.M.	<p>Edward Babasa, Ph.D. Ramil Marquez, Ph.D. Angela Napa, Ph.D. Efsica Maranan, Ph.D. Ms. Judith Asistin University of Batangas</p> <p><i>Competencies of University of Batangas Education Graduates Batch 2016-2017</i></p>	<p>Merimee Siena Aurora Fulgencio, Ph.D. Adonis David, Ph.D. Philippine Normal University – Manila</p> <p><i>Formative Assessment of the Outcomes-Based Co-Curricular Activities</i></p>	<p>Epifania Nuñez, Ed. D. Ma. Lourdes Macasinag Bicol University</p> <p><i>Implementation of the Laddered Teacher Education Program</i></p>



<p>3:00 – 3:15 P.M.</p>	<p>Renato Salcedo, Ph.D. Pangasinan State University – Lingayen Campus</p> <p><i>Pre-Service Experiences of Southeast Asian Student Teachers in the SEA Teacher Project</i></p> <p>Marivilla Lydia Aggarao Philippine Normal University – Manila</p> <p><i>A Delphi Study to Identify Innovation Competencies: A Model to Determine Innovativeness of Higher Education Institution</i></p>	<p>Myrla B. Manua Jonathan P. Leal, Ph.D. Filamer Christian University</p> <p><i>21st Century Skills of Pre-Service Teachers and their Influence on Academic Achievement: A Basis for Skills Development</i></p> <p>Therese May G. Alejandrino, Ed.D University of Saint Louis</p> <p><i>The OBE Journey in Teacher Education: Shifting Mindsets, Re-aligning Outcomes and Retrofitting Academic Structures</i></p>	<p>Ana Mirana Vergel Mirana Central Bicol State University of Agriculture</p> <p><i>Practice Teaching and Pre-Service Teachers' Professional Knowledge</i></p> <p>Melody J. Blance Jonathan P. Leal, Ph.D. Filamer Christian University</p> <p><i>The Effect of Metacognitive Learning Strategy on Filipino Achievement</i></p>
<p>3:00 – 3:15 P.M. Snacks</p>			
<p>Theme 3: Educational Leadership and Management/Standards and Quality Assurance</p>			
<p>3:15 - 4:15 P.M.</p>	<p>Dr. Wilham M. Hailaya, Ph.D. Mindanao State University – Tawi-Tawi Campus</p> <p><i>Assessment Literacy of Basic Education Teachers: Basis for a Professional Development Program on Student Assessment</i></p>	<p>Joyce Orillosa, Ph.D. National University</p> <p>Carlo Magno, Ph.D. Mapua University</p> <p><i>Assessment of School Heads Instructional Supervision</i></p>	<p>Dexter Cheng Ngo Rex Institute for Student Excellence</p> <p>Danda Crimelda Buhain-Garcia Rex Book Store, Inc.</p> <p>Marilyn U. Balagtas, Ph.D. Philippine Normal University</p> <p><i>Looking Through Philippine K to 12 Curriculum in Mathematics and Science Vis-A-Vis TIMSS 2015 Assessment Framework</i></p>
	<p>Randy M. Baja, Ph.D. Sta. Teresa College</p> <p><i>School Culture and Critical Leadership of Principals in LIDICSA</i></p>	<p>Hilda T. Mercader Rosanni M. del Mundo, Ph.D. UST Angelicum College</p> <p><i>Organizational Leaders' Behavior as Correlate of Facilitators' Commitment: Basis for a Proposed Leadership Training Program</i></p>	<p>Jennifer P. Santillan Jonar Martin, Ph.D. Elvira Balinas, Ph.D. Angeles Foundation University</p> <p><i>Desired AUF Graduate Attributes Vis-À-Vis Hiring Qualifications, Work-Related Characteristics, Demands, and Expectations of Employers Among AUF Teacher Graduates</i></p>



	<p>Merboy V. Pangilinan UST Angelicum College</p> <p><i>The Efficacy of The Parents-Facilitator Conference (PFC) in Monitoring the Higher-Level Learners' School Performance: Basis for Enhancing the School's Learner Monitoring Program</i></p>	<p>Joyce Orillosa, Ph.D. National University</p> <p><i>Principal Leadership: A Symbol of Change</i></p>	<p>Romell A. Ramos, Ph.D. German B. Rosales, Ph.D. University of Batangas</p> <p><i>The Quality Management of System of the Selected Higher Education Institutions in CALABARZON: Issues, Challenges, and Impact</i></p>
Theme 4: Research Collaborations, Management and Publications/Student Assessment and Evaluation/Multicultural and Multilingual Education			
4:15 – 5:15 P.M.	<p>Reeva Ann Sumulong Maria Christina Alipio Jamie Leen Cabansag Patrick Ortega Jason Palomo Joana Pangilinan Gydyell Sarmiento Katherine Sazon Angeles University Foundation</p> <p><i>Students' Perception on Summative Assessment Employed in a Clinical Pharmacy Subject</i></p>	<p>Margie Deita, Ed.D. Iloilo Science and Technology University – Barotac Nuevo Campus</p> <p><i>Research Productivity, Knowledge and Competence among Faculty Members of Iloilo Science and Technology University Satellite Campuses</i></p>	<p>Arnold M. Duping Davao del Norte State Collge</p> <p><i>Phonological Variations Among Mandaya: A Multiple Case Study</i></p>
	<p>Miraflor Gutierrez, Ph.D. Romell Ramos, Ph.D. Floryfe Hernandez, Ph.D. University of Batangas</p> <p><i>Classical Test Theory and Item Response Theory Approaches in Evaluating the Examination Results of the Mathematics of Investment Course</i></p>	<p>Charity Rose Absin-Pagara, Ph.D. Jovelyn G. Delosa, Ph.D. Edralin C. Manla, Ph.D. Xavier University – Ateneo de Cagayan</p> <p><i>Research Self-Efficacy, Interest in Research and Research Knowledge of Graduate Students</i></p>	<p>Arsenia A. Abuel, Ph.D. Southern Luzon State University</p> <p><i>Lexico-Grammatical Features of Research Articles: A Corpus-Based Study of Scientific Discourse in Multiple Disciplines</i></p>



<p>4:15 – 5:15 P.M.</p>	<p>Joyce Orillosa, Ph.D. National University</p> <p><i>Assessment in Philippine Kindergarten Classrooms: Perspectives and Current Practices</i></p>	<p>Michael Estremera Marinas 1 Elementary School</p> <p><i>The Implementation of Mother Tongue – Based Multilingual Education: Viewing it from the Grade III Teachers’ Perspective</i></p>	<p>Josefina Tabudlong, Ph.D. Patrice Biaca Habalas Imelu G. Mordeno, Ph.D. Ronaldo R. Orbita, Ph.D. Cherry S. Sayles Mindanao State University – Iligan Campus</p> <p><i>Multicultural Awareness and Multicultural Beliefs as Determinants of Multicultural Sensitivity Among In-Service Teachers of the Three Provinces In Mindanao</i></p>
<p>Theme 5: Learning Technologies and Delivery/ Multicultural and Multilingual Education</p>			
<p>5:15 – 6:15 P.M.</p>	<p>Ma. Angelie Millanes University of the Philippines Rural High School</p> <p><i>Enhancing Student Creativity and Appreciation Through Physics Digital Photo Essay</i></p> <p>Monera A. Salic-Hairulla Angelie S. Hamot Sheila Mae M. Jamero Lyka S. Mariano Joy R. Magsayo Mindanao State University – Iligan Institute of Technology</p> <p><i>Utilization of Developed Webquest in Respiratory System for Grade V Learners: Effects on their Academic Performance</i></p>	<p>Beatriz Gosadan, Ed.D. Central Mindanao Colleges</p> <p><i>Are Women the New Men? Travelling the Paths toward Internationalization of Women Executives in Kidapawan City, Philippines</i></p> <p>Joyce Orillosa, Ph.D. Christopher Wright National University</p> <p><i>Looking Through the Glass: Pre-Service Teachers’ Perspective on Multicultural Education</i></p>	<p>Roldan C. Bangalan Juvis Gem C. Acain Billy P. Siddayao, Ph.D. St. Paul University Philippines</p> <p><i>E-Portfolio Assessment: The Experience of Pre-Service Education Students</i></p> <p>Jason T. Hortelano University of Batangas</p> <p><i>Geogebra as a Learning Tool to Enhance the Achievement Level of Science, Technology, Engineering and Mathematics Students at the University of Batangas</i></p>
<p>6:30 – 8:00 P.M.</p>	<p>Dinner for Live-in Participants, Guests, Partners and Sponsors at the Ballroom</p>		
<p>Dr. Marcia Corazon P. Rico Master of Ceremonies</p>		<p>DR. JOEL D. ESPEDIDO Officer of the Day</p>	



TIME	ACTIVITY/SESSION	IN-CHARGE
Day 3: December 2, 2017 (Saturday)		
8: 00– 8:30 A.M.	Preliminary Activities	
8:30 – 9:30 A.M.	<i>Keynote Speaker 3:</i> Transnational Education: Liverpool Hope University's Experience of the UK QAA Higher Education Review	PROF. RAOUF NAGUIB Ph.D. Liverpool Hope University, UK Visiting Professor, Dela Salle University
9:30 – 9:45 A.M.	Health Break	
9:45 – 10:30 A.M.	<i>Plenary Speaker # 2:</i> Internationalization in Teacher Education: Collaborations and Networking	DR. BILL ATWEH Guest Lecturer, Philippine Normal University
10:30 – 11:15 A.M.	<ul style="list-style-type: none"> • Synthesis • Awarding of BEST Paper and Poster • Presentation of New Set of Officers • Oath Taking of Officers • Evaluation and Distribution of Certificates • Closing Program 	DR. ANGELITA D. ROMERO Oath Taking Officer PATEF Founding Adviser
11:15 – 12:00 N.N.	Lunch	
12:00 – 1:00 P.M.	Check out	
Prof. Lydia Maravilla Aggarao Master of Ceremonies		Dr. Daisy Grace Antonio Officer of the Day

Part Two

POST-CONFERENCE SEMINAR-WORKSHOP ON ARTIFICIAL INTELLIGENCE
Theme: Artificial Intelligence: Implications to Teacher Education in this Digital Age
December 2, 2017
1:00 – 5:00 P.M.
The Heritage Hotel Manila

Objective:

To familiarize participants to the features and applications of artificial intelligence in teaching, learning and assessment

PROGRAM OF ACTIVITIES		
12:30 – 1:00 P.M.	Registration	
1:00 – 1:15 P.M.	Opening Program	
1:15 - 4:00 P.M.	Implications of Artificial Intelligence on Education in this 4th Industrial Revolution	PROF. RAOUF NAGUIB, PhD. Liverpool Hope University, UK
4:00 – 5:00 P.M.	Artificial Intelligence: Applications in Formal and Non-formal Basic Education	MR. FREDRICK J. LEWIS Executive Director, Hope Street Association, Inc.
5:00 – 5:15 P.M.	Evaluation and Distribution of Certificates	
Prof. Annabelle DC. Palmiery Master of Ceremonies		Dr. Glenda O. de Lara Officer of the Day



Keynote Speaker 1



Dr. William Spady passionately believes that it is our collective responsibility to design, structure and operate school education systems that do the best job possible of preparing all young people for their life beyond school. A central feature of Spady's views on education is that its prime purpose is to prepare learners for the "life roles" that they will face after their formal education is complete.

He is an internationally recognized authority on future-focused approaches to Outcome-Based Education, organizational change, transformational leadership development, strategic organizational design, and empowering models of learning and living. His work has expanded for 40 years with major efforts throughout North America, South Africa and Australia on expanding the vision, deepening the philosophical grounding, and improving the performance of learners, educators, leaders, and educational systems.

Besides his acclaim as a pioneering champion of personally empowering, new-paradigm approaches to OBE, he is also a recognized authority on organizational change, transformational leadership development, strategic organizational design, and visionary models of learning and living.

Currently, he is working with several Philippine agencies on education for the implementation of the OBE curriculum and on expanding the vision, deepening the philosophical grounding, and improving the performance of learners, educators, leaders, and educational systems at all levels.

How Future-Focused OBE Transcends National Boundaries and Creates Success for All Learners

Outcome Based Education (OBE) was birthed in the modern era in 1968 through the Mastery Learning instructional model of Benjamin Bloom. Its 'Success for All Learners' philosophy and powerful driving principles created levels of student learning success in K-12 schools that far exceeded existing norms and expectations. This highly successful approach was transformed virtually overnight in 1987 when OBE became future-focused and its implementers began discovering the power of moving beyond both conventional curriculum outcomes and Bloom's widely used Taxonomy of Cognitive Objectives. In this presentation Dr. Spady will explain and illustrate the continuing evolution of these future-focused Life-Performance Outcome frameworks and show how they apply to all levels of classroom practice. Several of these frameworks have been refined and implemented by educational systems on four continents, clearly transcending national boundaries, system structures, and curriculum priorities.

Plenary

Defining and Achieving Global Outcomes for Global Citizens:
Models for Teacher Educators Everywhere
Dr. William Spady

In this workshop, Dr. Spady will explain the design processes that are used to develop the various Life-Performance Outcomes frameworks he illustrated in his keynote presentation in the hope that teacher educators across Asia will begin introducing them to their students in both pre-service and professional development programs throughout their countries. In addition, he will explain the range of instructional and culture-building classroom strategies that have been used by teachers to foster them in learners of all ages. The abilities and orientations developed through these Outcomes clearly define capable 21st Century Global Citizens and have been used both to transform curricula and assessment systems and to cultivate empowering learner-centered schools and classrooms.

Keynote Speaker 2



John Pegg is Director of the SiMERR National Research Centre based at the University of New England, Australia. He has been the team leader on numerous Australian and International large-scale research projects.

He is known internationally for his contribution to theory-based cognition research in Learning and Assessment especially linked to the SOLO Model. He is a Chief Investigator for the brain-based, national Australian Science of Learning Research Centre. He recently completed a five-year term as the Minister's nominee on the peak education body in NSW.

He has been working closely with Philippine Normal University, DepEd and CHED in the Philippines since 2012. Currently, he leads a large-scale project in the Philippines, funded by the Australian Government, concerning the development of the Philippine National Research Centre for Teacher Quality (RCTQ) by promoting system-wide quality reforms in teacher education.

In 2015, he was awarded a Doctor of Education (Honoris Causa) by PNU for his contribution to Education reform in the Philippines and internationally.



Teacher Education: Professional Standards and Quality Assurance

Enhancing Teacher Quality is the second wave of reform in education in the Philippines. It builds on the first wave of reform concerning the implementation of the K to 12 Curriculum, which started the re-imaging of Education provision in the Philippines in 2011. While there remains much to be achieved in this first wave of reform, it is critical that the second wave commences now and helps elucidate and support the first wave by going deeper and creating a stronger platform for ways to create greater impact on student learning.

Intensive background work in this area has been in progress since 2013 through a national four-year study undertaken by the Philippine National Research Center for Teacher Quality (RCTQ). The research product has moved into the mainstream in August 11, 2017, by the decision of Secretary of DepEd, Leonor M. Briones, to sign into policy the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST) through Department Order No. 42, series of 2017. This policy directs all relevant offices in DepEd to use the Standards in all learning and development systems for teachers, all performance appraisals for teachers, and potentially in the hiring and promotion of teachers all over the country..

The impact of this announcement on all TEIs across the Philippines is significant at every level of pre-service teacher preparation. For the first time in the Philippines a description of teacher quality has been determined for teachers in DepEd at different career stages. Most importantly for TEIs, as part of a national overall Education policy direction, the first Career Stage of PPST represents a minimum standard for TEI graduates and this is developmentally consistent with the expectations of practicing teachers.

This paper's focus is on teacher quality as defined in the PPST as a basis for TEIs preparation of pre-service teacher preparation programs. Several perspectives are considered including: key contextual issues for education in the Philippines; the critical place of professional standards for pre-service teachers in TEI Outcomes-based Education; and, the potential of PPST to enhance pre-service teacher preparation.



Keynote Speaker 3



Raouf Naguib is the Director of BIOCORE Research & Consultancy International in the UK. Prior to this he was Professor of Biomedical Computing and Head of the Biomedical Computing and Engineering Technologies Applied Research Group at Coventry University, UK. He has published over 360 journal and conference papers and reports in many aspects of health informatics, environmental health, social health, biomedical and digital signal processing, biomedical image processing and the applications of artificial intelligence and evolutionary computation in cancer research. He has also published a book on digital filtering, and co-edited a second book on the applications of artificial neural networks in cancer diagnosis, prognosis and patient management. He was awarded the Fulbright Cancer Fellowship in 1995-96 when he carried out research in the USA, at the University of Hawaii in Mānoa, on the applications of artificial neural networks in breast cancer diagnosis and prognosis.

Prof Naguib is a member of several national and international research committees and boards, and has served on the Administrative Committee of the IEEE Engineering in Medicine and Biology Society (EMBS), representing Region 8, and the Society's Distinguished Lecturers Committee and Infostructure Committee, as well as the UK EPSRC Peer Review College. He also represented the IEEE-EMBS on the IEEE-USA Committee on Communications and Information Policy. He currently serves on several international review panels, including the European Commission, Qatar National Research Fund, UAE National Research Foundation and the Canadian Foundation for Innovation (CFI).

In 2003, Prof Naguib was appointed as Adjunct Research Professor at the University of Carleton, Ottawa, Canada, and in 2005 he was appointed as Honorary Professor at De La Salle University, Manila, Philippines.

Transnational Education: Liverpool Hope University's Experience of the UK QAA Higher Education Review

Academic quality is based on the premise that quality evidence and assurance are safeguarded through three main streams: people, strategies and policies, and systems and processes.

This plenary lecture describes the Higher Education Review (HER) undertaken by the UK Quality Assurance Agency (QAA) at Liverpool Hope University during 2015-16.

It discusses the purpose of the review and the judgements pertaining to the four main pillars of teaching and learning quality assessment, namely, the maintenance of academic standards, the quality of learning opportunities, the provision of public information and the enhancement of students' learning opportunities.



Resource Persons



Bill Atweh is a visiting professor at Philippine Normal University in Manila and adjunct professor at Curtin University and the Queensland University of Technology in Australia. After spending more than 25 years in higher education in Australia, he currently lives in the Philippines to work as an international education consultant in various developing countries.

Bill's main interest is educational research is in the overall area of sociocultural aspects of education including the effects of gender and socioeconomic backgrounds of students on participation and achievement in education. He has developed special interest in the use of action research as a professional development of teachers. He has conducted research on the role of internationalisation and globalisations and issues of social justice and ethics in international collaborations.

He is the co-editor of several books in education and hundreds of conference and journal articles and has supervised tens of students at masters and doctoral levels. He is widely travelled around the world and has worked with several universities in South America, South Africa and Asia.

Internationalization in Teacher Education: Collaborations and Networking

Internationalisation in higher education existed since the early formation of the universities in the middle ages in Europe and proliferated throughout the following centuries through colonisation and the more recent international aid towards development. In the 1990s internationalisation has become a mantra of higher education institutions around the world with great expectations from its potential for democratisation of knowledge, creating understanding, harmony and well being towards a global citizen. Two decades later, many of the pioneering academics writing about the promises of internationalisation in the 1990s have raised great concerns about the directions that the internationalisation has taken, the dominance of discourse of competitiveness, and rankings and its threats of increasing inequality and commodification of knowledge. Some have called for rethinking of the discourse of internationalisation towards collaboration. In this presentation, I will build on this challenge and discuss needed policies and action toward an increasing participation in international dialogue through collaboration and networking.



Beginning in 1974, Fred Lewis served as a U.S. Army Ranger, Special Forces soldier, and as Special Operations - Operator for the 1st SFOD-Delta (Delta Force). Since Fred left the military in 1982 he has gained considerable experience as a security, marketing, sales and program development consultant. As a commercial - entrepreneur, Fred has created, operated and spun off several start-ups in the fields of telecommunications, and software development. Fred is also a serial - social entrepreneur, beginning in the late 1980's he founded and operated a series of non-profit organizations beginning with the USA-based 501 (c) 3 AWARE Program. AWARE was a crime prevention education agency. Mr. Lewis developed the curriculum and trained the instructors. The AWARE agency taught over 1000 students to avoid violent criminal confrontations. The agency was certified by the Texas Commission on Law Enforcement Standards and Education, and numerous Collegiate institutions including Midland College, Texas Tech University and University of Texas at Austin. In 2003 Fred founded the non-profit Hope Street Association, a Philippines-based youth NGO for social and educational evolution. Serving as the chief architect Fred has developed ALMS Mobile an adaptive and artificially intelligent learning software, and recently pioneered the Fix The Future livelihood education program for disadvantaged and gifted youths. In 2017 Fred was appointed as Extension Fellow by (PNU) Philippine Normal University. PNU is the National Center for Teacher Training and is collaborating with Fred to operate the Fix the Future teacher training program at their Manila Campus.



Symposium 1

Research Studies on Teacher Standards and Quality Assurance



Dr. Gina Gonong is the Director of the Philippine National Research Center for Teacher Quality. She led the group that developed the Philippine Professional Standards for Teachers (PPST).



Dr. Jennie Jocson manages researches on Curriculum Quality Audit and the Classroom Observation Tool using the PPST. She is currently RCTQ's Deputy Director.



Dr. Allan Reyes is a Senior Program Manager at RCTQ. He leads the research team in using the PPST in developing professional development programs for Philippine Science High School system.

Research Studies on Teacher Standards and Quality Assurance

The presentation focuses on the studies conducted by the Philippine National Research Center for Teacher Quality (RCTQ) with the Philippine Professional Standards for Teachers (PPST) as a core in terms of quality assuring pre-service and in-service teacher development. These are the development of teacher assessment tools, elaborations of standards and quality audit of the pre-service teacher education curriculum.

The adoption and national implementation of the Professional Standards by the Department of Education through Department of Education (DepEd Order) No. 42; Series of 2017, means that PPST would be used as a basis in all learning and development programs, as well as in the performance appraisals of in-service teachers. It is envisioned to form the baseline of practice expected of all qualified teachers across career stages. Successful assessment against these standards can be the basis for hiring, promotion and other rewards. The tools and elaborations of standards can support these processes.

In terms of pre-service teacher education, the PPST can be used to quality audit the existing curriculum to ensure that it aligns with the standards, as well as to assess the training of pre-service teachers before they graduate.



Symposium 2

Transnational Education & Internationalization in Teacher Education



Edison Fermin, PhD is the Director for Innovation Development of Miriam (formerly Maryknoll) College where he previously served as its Director for Basic Education, its first male High School, Assistant Principal for Academic Affairs, and Subject Area Coordinator for English. The nature of leadership and innovation in outcomes-oriented and standards-based language and literacy education is one of his primary interests as a specialist in language and literacy studies. He received the University of the Philippines (UP) Diliman Chancellor's Award as Most Outstanding Undergraduate Student in the Law and Social Sciences Sector, the Miriam College President's Award for Research, the Professional Achievement Award of the UP College of Education Alumni Association, and the Oscar M. Lopez Award for Transformative Educational Leadership. He currently co-chairs the Commission



Juliet Sprake, PhD is a Senior Lecturer in Design Education at Goldsmiths College, University of London where she is the programme leader for the BA in Design. She holds a PGCE in English, Institute of Education, University of London, MA in Technology Education, Goldsmiths, and PhD in Architectural Design, University College London. She was a teacher in London secondary schools for 10 years and has continued to deliver CPD courses for teachers on curriculum change and development and creative projects for students on built environment and architecture. She has worked with Open House London, the Design Museum and the V&A Museum on developing creative methods for teaching design in UK secondary schools that contributed to a published monograph on technology-enabled learning. Her research is in the field of mobile learning and experimental methodologies for creative practice. She has developed a research practice that explores user involvement of geo-located content in location.



Jennifer Bain, MA is a Senior Lecturer in Design Education at Goldsmiths College, University of London, where she is the programme leader for the MA in Design Education. She holds an MEd in Educational Research, University of Cambridge and is doing her PhD in Higher Education Pedagogy at the University of Cambridge. A holder of a PGCert in the Management of HE Learning and Teaching and a fellow of the Higher Education Academy, she has previously led a PGCE programme and convened modules on undergraduate teacher education programmes. She was a teacher in London secondary schools for 7 years and has continued to deliver CPD courses for teachers on assessment and the National Curriculum in the UK. Her research is in higher education pedagogy and social inclusion specifically focusing on assessment practice. She was a senior researcher for Assessing Design Innovation – an R&D project for the UK Government. She is lead researcher for the Design Museum’s real world Design Ventura programme now in its 6th year, working with teachers and students to evaluate its longitudinal impact. Internationally, she has researched cross-cultural design learning with Kyung Hee University, South Korea and also conducted a series of design innovation workshops with Daegu Design Centre, South Korea.

Practice-oriented Research in Designing Education: Perspectives, Prospects, and Possibilities

The symposium focuses on the confluence of design thinking and critical pedagogy as an essential feature of designing education. While design thinking is a combination of methods and mindsets that enables us to understand our worlds through interconnected core skills, critical pedagogy enables us to consider how learning is less concerned with control and prediction and more with social values, empowering people to understand and make decisions. Drawing from their experience in facilitating courses, research initiatives, and collaborative projects in design education, the presenters shall articulate the novelty and purposefulness of this practice-oriented discipline. Through the unique and emerging methods of inquiry and investigation that will be shared, participants will understand how practice-oriented research addresses conditions of connectedness, seamlessness, and borderlessness in the 21st century. The presentation shall also include an analysis of opportunities for making transnational research in designing education an important consideration for individuals and institutions in pursuit of transformative education.



Symposium 3

Emerging Topics in the Internationalization of Teacher Education



In 1973, while a graduate student at the University of Virginia studying dyslexia, Dr. Linda Kirby encountered her first neuron, the brain's communication cell. This discovery grew into a career-long passion for knowledge of the brain, its functions, and how that knowledge might impact education. Her 1978 dissertation, *The Whole Community School, Falls Church, Virginia: An Experiment in Community Oriented Early Childhood Education*, did not reflect this growing interest.

However, by 2000 she took on a more formalized study of her brain science interests and enrolled in her second Ph.D. program at George Mason University. There she designed her own studies in Neuropedagogy, a concept she developed while working in a brain science/education Think Tank in the 1990s. In 2007, she published her second dissertation, *The Impact of a Brain Research Course on Knowledge of the Brain and Teacher Efficacy*.

Throughout the course of her career Dr. Kirby has taught in many capacities. First, as a fourth-grade teacher, in a PreK-K Montessori school, in several reading clinics, as well as supervising student teachers and teaching at University undergraduate and graduate levels.

Additionally, she has worked as a Grant Panelist at the National Science Foundation, at the National Academy of Sciences, and volunteered in her local public-school system. McGraw Hill has published seven editions of her Primus text, *Essays on Teaching*.

Dr. Kirby remains fascinated by the brain and possible connections to education and looks forward to sharing her knowledge, experiences, and suggestions with you today.

Neuropedagogy: A Course in Brain Science and Teaching

This topic was inspired by the interest of fellow educators regarding how they might incorporate brain science knowledge into their teacher training programs. It is based upon my research and experiences with teaching brain science to teachers over the past 40 years and is intended as a reflection upon the importance and implications of introducing brain science into teacher education programs.

This presentation will focus on one approach to the dilemma the study of brain science presents, a sample introductory course in brain science for teachers that I have developed over the past decade. *Neuropedagogy: Brain Science and Teaching* is a basic course in brain science which requires teachers to fulfill the course goal: "Students will demonstrate an understanding of the brain's anatomy and physiology and translate that understanding to their activities as a teacher". Highlights of the presentation will include the justification for such a course. Additionally, attention will be directed to the methodology, content, and student responses to such a course. Finally, the presentation will conclude with suggestions for implementation, instruction, and potential outcomes of incorporating brain science knowledge into the requirements of teacher education programs.



Dr. Bert J. Tuga holds an academic rank of associate professor from the Philippine Normal University, the National Center for Teacher Education. He teaches professional education courses in the undergraduate and post-baccalaureate levels and curriculum and instruction courses in the graduate level. His research interests include education for sustainable development, environmental education, global citizenship education, teacher education pedagogies, among others. At present, he is the Vice-President for University Relations and Advancement of PNU.

Integrating Global Citizenship Education In Teacher Education Through Collective Community Service Learning Projects (CoCoSeLP)

Global citizenship is defined as having social responsibility, valuing interconnectedness, and comprehending the impact of global issues to individual and community lives, and understanding how and why decisions are made which affect the Earth and life on it and, most especially, ways by which the future can be influenced (Andrzejewski and Alessio, 1999; Osler and Vincent, 2002; Torres, 2002). Global citizenship education is transformative - giving learners the chance to enhance their competencies in order to realize their rights and obligations to promote a better world and future (Toh, 2013). Nurturing global citizenship requires teachers to possess global perspective, exhibits cultural sensitivity, model global citizenship, and engages students in educational activities aimed at developing global citizenship. Teachers should be able to explain to students how people in different parts of the world are interdependent, why caring about others is beneficial to ourselves, and what can we do to ensure a peaceful and sustainable world for all human beings (Zhao, 2010). This paper proposes a model of integrating global citizenship education in teacher education through a course pedagogy called Collective Community Service Learning Projects or CoCoSeLP. The model is inspired by best practices and common pedagogies of educating for global citizenship in selected Southeast Asian countries. It utilizes the strengths of project-based method combined with service learning and collaborative and cooperative learning strategies. It aims to give the students the opportunity to explore, discover and learn actively and cooperatively in the natural environment and allow them to work with people in the community and other experts to offer solutions to felt needs and problems. CoCoSeLP offers a clear approach to integrating global citizenship education in the curriculum for teachers.



PARALLEL PAPER PRESENTATIONS

Abstracts

Theme 1: Learning Outcomes, Curriculum and Instruction

1:00PM – 2:00PM

BALLROOM A

EFFECTS OF USING MODULAR METHOD ON THE STUDENTS' ACHIEVEMENT IN COLLEGE ALGEBRA

Robert Jan R. Bayan

Cavite State University – Carmona Campus

The purpose of the study was to determine the effect of using modular method on students' achievement in college algebra. Quasi-experimental research was employed in the study. The participants of the study were from two sections of freshman students in college algebra. One section was assigned as the control group and the other section as the experimental group. The control group was taught using the lecture method while the experimental group was taught using modular method.

Students' achievement was measured using the achievement test. Item analysis and validation of the test were done. The module was used for the entire duration of the experiment. The Likert's scale was used to assess the validity of the module as to the content, manner of presentation, and usefulness of the material. The statistical tools used were mean, standard deviation, t-test for dependent samples, and ANCOVA.

There was an increase of 2.846 in the pre-test mean score and post-test mean score of the control group while an increase of 4.568 in the pre-test mean score and post-test mean score of the experimental group. Its t-computed value showed a significant difference in the pre-test mean scores and post-test mean scores of both the control group and experimental group. However, the f-computed value using ANCOVA with the pre-test score as the covariate at $\alpha = 0.05$ showed no significant difference in the post-test scores of the control and experimental group.

A PHENOMENOLOGICAL STUDY ON THE COPING EXPERIENCE IN CHEMISTRY OF IRREGULAR ENGINEERING STUDENTS

Eleonor Basilio

Bulacan State University

This phenomenological study intended to capture the essence in the coping experience of irregular engineering students (IES). This is also aimed at putting in the spotlight the challenges being faced by IES in the hope of illuminating issues concerning the teaching and learning not only in chemistry but in other related fields of study. Using a semi-structured in-depth interview, data collected from interview reduction was categorized into themes. From this, inductive analysis was carried out resulting in the emergence of the Sphere of Influence in the coping experience of IES which included: pedagogical influence, assessment influence, basic education influence, and the parental support influence. Furthermore, the resulting theory-related themes revealed three interrelated theories namely: Motivation Theory, Self-Determination Theory, and the Drive-Reduction Theory. The emerged influences and interrelated theories provided a fuller understanding of the essence in the coping experience of IES. Consequently, this study provided a source of reflection to educators, students, community, and other stakeholders in developing interventions and programs in fostering chemistry education and other related fields of study.



PREFERRED TEACHING STRATEGIES OF SELECTED PHARMACY TEACHERS AND STUDENTS IN ANGELES UNIVERSITY FOUNDATION

Reeva Ann Sumulong, Queenie Basilio, Paula Flores, Jung Kang Hye, Aira Limiac, Elajia Pena, Jarcy Remlinger, Loren Sangalang
Angeles University Foundation

This study determined and compared the preferred teaching strategies of selected pharmacy teachers and students of the Angeles University Foundation. A descriptive-survey was conducted and was based on the model journal article by Burnard and Morrison (1992) entitled Students' and Lecturers' Preferred Teaching Strategies. The questionnaire was module-based thus, the subjects were clustered according to the six modules of the Philippine Pharmacy Licensure Examination and answers were based on the subjects taught during the first semester of academic year 2016-2017. A Likert-type scale was used in gathering data.

Frequency counts determined the preferred method per module and the one sample t-test and Mann-Whitney test compared the preferred approach. Results showed that students preferred the teacher-centered approach in all modules. However, teachers had different preferences depending on the subject they have taught, and the majority preferred the student-centered approach. More attention was necessary to both parties in clarifying their educational needs with each other, and it was possible to suggest that they meet halfway and negotiate to yield positive academic outcomes.

BALLROOM B

PROFILE AND EMPLOYABILITY OF GRADUATES OF COLLEGE OF EDUCATION, BICOL UNIVERSITY, ALBAY, PHILIPPINES

Marcia Corazon Rico, Ph.D. and Hennie Lomibao
Bicol University

This study described the profile and employability of the 2008-2010 education graduates of Bicol University and the different factors affecting their employment. The descriptive survey method was utilized. There were two hundred sixty-eight (268) BEd and BSEd graduates who answered the eight hundred ninety-nine (899) CHED-BU-RDC developed questionnaires. The percentage distribution of retrieval was set at 29.8%.

The survey revealed that two hundred fifty-one (251) or 93.66% of the graduates were gainfully employed as teachers in public and private schools and had their first job one month to two years after graduation. Majority were female, single, came from big families and from parents with lower level of occupations who earned an average monthly family income of \$109 to \$ 435. Salaries and benefits played a big role in deciding whether to stay or leave the first job. Content, pedagogical and technological knowledge and skills were deemed to be the extremely helpful competencies they learned and those which they found very relevant to their jobs.

Personal academic skills, the institution's typology, and the availability of student support and career guidance services were the major factors that affected their employability. The education graduates had high employability rates but there were factors that affected their job acquisition after graduation, and these have policy implications to the institution's career and curriculum enhancement programs.



THE EFFECT OF METACOGNITIVE LEARNING STRATEGY ON FILIPINO ACHIEVEMENT

Melody Blance and Jonathan Leal, PhD.

Filamer Christian University

This quasi-experimental research aimed to find out the effect of the metacognitive learning strategy in Filipino achievement of Grade 11 students of Filamer Christian University. This study was conducted during the midterm period of school year 2015-2016 and utilized two sections. The experimental group, with forty-three (43) students, was taught using the metacognitive learning strategy (approach), while the control group, with thirty-three (33) students, was taught using the spiral approach.

Prior to the conduct of the study, students in both groups had “good” achievement in Filipino. Utilizing descriptive (frequency count, percentage, mean and standard deviation) and inferential statistics (the t-test for dependent samples, and the t-test for independent variables, with alpha level of significance set at 0.05), the findings after the intervention revealed that both groups garnered “good” achievement in the said subject. However, students in the experimental group, who applied the metacognitive approach, achieved better (mean gain of 3.51) than those in the control group (mean gain of 2.17).

Showing a very small difference, the experimental group performed better compared to the control group. Additional results showed: (a) there was no significant difference in the achievement of students in Filipino in the pretests of the experimental and control groups, (b) there was a significant difference in the achievement of students in Filipino in the pretest and posttest of the control group, (c) there was a significant difference in the achievement of students in Filipino in the pretest and posttest of the experimental group, (d) there was a significant difference in the achievement of students in Filipino in the posttests of the experimental and control groups, and (e) the effect size of the metacognitive learning strategies in the Filipino achievement was high.

THE EFFECT OF MULTIDISCIPLINARY APPROACH IN THE ACADEMIC PERFORMANCE OF THE BSED STUDENTS: AN ACTION RESEARCH

Lorina Dadivas

Iloilo Science and Technology University- Barotac Nuevo Campus

This action research paper aimed to determine the effects of multidisciplinary approach such as cooperative learning, inquiry-based, and scaffolding on the academic performance of the forty (40) BSED students taking Technology Livelihood Education during the second semester of school year 2016-2017 at Iloilo Science and Technology University- Barotac Nuevo Campus. A qualitative and quantitative research method was utilized by the researcher to generate the data.

Through the qualitative method, the experiences of the BSED students on the multidisciplinary approach were revealed through journal writing, focus group discussion, and interview for triangulation and analysis. Then, the six phases of Braun and Clarke’s thematic analysis were used as bases for the analysis of the qualitative data. The results showed that the BSED students had the following experiences using multidisciplinary approach: (1) lessons were easily understood, (2) critical thinking was developed, (3) positive behavior, social skills, and time management were promoted, (4) activities were challenging yet enjoyable, (5) learning was stimulated through researches and investigations, (6) group dynamics were developed.

With the quantitative method, t-test was the statistical tool used in determining student’s academic performance through the statistical Package for Social Sciences (SPSS) Software. On the one hand, data showed that the academic performance of BSED students in the pre-test was “Poor” which signified the low



multidisciplinary approach was utilized. This means that there was an improvement in the academic performance of students taking the course. Furthermore, no significant difference was noted in the level of performance of the students before and after the intervention.

BALLROOM C

PARSING: ITS EFFECTS ON THE WRITING PERFORMANCE OF GRADE 10 STUDENTS

Annabelle Rabulas

Tibagan High School

The objective of the study was to determine whether parsing could help students write clear, unified, and coherent paragraphs. The participants of the study were eighty (80) randomly selected students (Luna and Bonifacio). The study utilized the experimental method of research to show the effects of parsing as intervention in the teaching of writing to the experimental group; as opposed to the use of traditional instruction, to the control group. Furthermore, the researcher employed the descriptive and inferential-data analysis procedure that included paired sample t-test and independent sample t-test.

The study revealed the following: (a) the performance levels of either the control or the experimental group in the pretest and the posttest were interpreted as “good”; (b) there was a significant difference between the performance levels of the control group in the pretest and the posttest; (c) there was a significant difference between the performance levels of the experimental group in the pretest and the posttest; and (d) there was no significant difference between the performance levels of the control and experimental groups in both pretest and posttest.

COMMUNITY CO-TEACHING APPROACH IN TEACHING INTERDISCIPLINARY SCIENCE COURSES IN THE K-12 PROGRAM

Ronadane Liwanag

University of the Philippines Rural High School

The Enhanced Basic Education Law (RA No. 10533) more popularly known as K-12 law, was mandated and implemented beginning 2012. The Department of Education has begun its bold move to shift to the K-12 program to align the Philippines with the global 12-year basic education program. With the introduction of K-12, teachers faced serious challenges in instruction, among many others, because of the restructuring of basic education courses, particularly in Sciences and Mathematics in the high school level. The integrated sciences in the K-12 program were designed to be taught in a spiral, interdisciplinary approach, putting together five basic sciences per year level. This means that an Integrated Science course would have Biology, Chemistry, Physics, and Earth Sciences.

Since not all teachers are experts at everything, Edutopia introduced the community co-teaching approach. Here, experts became learning partners who helped students go deeper in content by exposing them to a different delivery of the curriculum.

This paper discussed the importance of partnerships between community and school in bringing sustainable development through quality education. Moreover, it equipped educators on how curriculum design involving professionals as human resource was developed to elevate engagement and facilitate meaningful, life-long learning.



DYNAMIC MULTIPLE INTELLIGENCE – BASED ACTIVITIES IN MATHEMATICS FOR GRADE 11

Jenius Dejarlo

University of Rizal System-Morong Campus

The study developed and validated the Dynamic Multiple Intelligence-Based Activities in Mathematics for Grade 11. It was conducted in the University of Rizal System-Morong Campus during the school year 2016-2017 utilizing two groups of Grade 11 students as respondents which were randomly selected through lottery.

The study used both experimental and descriptive-developmental research designs. The experimental design was used to determine the level of effectiveness of the developed instructional material into which the experimental group of students was exposed to. The descriptive-developmental research design was used to determine the level of acceptability of the developed multiple intelligence-based activities using the adapted questionnaire checklist as data gathering instrument with respect to the criteria such as objectives, content, organization and presentation, language and style, and dynamic multiple intelligence-based learning activities.

The study found out that: (a) there was an increase in the level of performance of the respondents in both the control and experimental groups as revealed in their pretest and posttest results, with respect to the different lessons in Mathematics Grade 11 specifically in Pre-Calculus, (b) the performance of the Grade 11 students in both groups, as revealed in the pretest, was significantly different from the posttest results when grouped according to their multiple intelligences with respect to the different lessons in Pre-Calculus, (c) the level of performance of Grade 11 students in the experimental and control groups, as revealed by the pretest and posttest when grouped according to their multiple intelligences in logical with respect to series, mathematical induction and binomial theorem differed significantly; and (d) the developed Dynamic Multiple Intelligences-Based Activities in Pre-Calculus with respect to objectives, content, organization and presentation, language and style and learning activities as evaluated by the Mathematics teachers was very much accepted.

Theme 2: Learning Outcomes, Curriculum and Instruction **2:00PM – 3:00PM**

BALLROOM A

COMPETENCIES OF UNIVERSITY OF BATANGAS EDUCATION GRADUATES BATCH 2016-2017

Ramil Marquez, Ph.D., Judith Asistin, Edward Babasa, Ph.D., Efsica Maranan, Ph.D., Angela Napa, Ph.D.

University of Batangas

Based on the National Competency-based Teacher Standards (NCBTS) Framework, a fully functioning teacher should possess desirable core values and behaviors, attitudes, knowledge, and skills, which encompass curriculum and instruction, ethics and professionalism, community-involvement and continuing professional development. Hence, the research study's main objective is to determine the competencies developed among the graduates of the College of Education, University of Batangas (Batangas Campus) Batch 2016-2017.

Descriptive research design was used in the conduct of the study. The forty-seven (47) cooperating teachers from different public primary and secondary schools in Batangas City rated the student teachers using the rubric for off-campus practicum. The four-point Likert scale rubric was developed based on the NCBTS and was



validated by experts. It included the following criteria: learner development, management of the learning environment, instructional practice and professional responsibility. Weighted mean, standard deviation, and percentiles were used in analyzing the data.

The study revealed that student teachers were able to plan and implement instruction with minimal input or assistance from the cooperating teachers, manage classroom schedules and student behavior with relative ease, engage children in learning by integrating a variety of instructional models and teaching strategies into her/his classroom practice, and demonstrate a deep and flexible command of content area knowledge, and is quickly able to adjust instruction in response to student needs. However, the student teachers are proficient only in communicating behavioral expectations to learners. As a result, the College will implement and include activities that are outcome-based to enrich the competencies of the student teachers.

PRE-SERVICE EXPERIENCES OF SOUTHEAST ASIAN STUDENT TEACHERS IN THE SEA TEACHER PROJECT

Renato E. Salcedo, Ph.D.

Pangasinan State University – Lingayen Campus

With “Revitalizing Teacher Education” as one of the seven priority areas of SEAMEO, the Pre-Service Student Teacher Exchange in Southeast Asia (SEA Teacher) aims to provide opportunity for pre-service student teachers from Southeast Asian universities to have transnational teaching experience in other countries in the region.

This qualitative study sought to determine the pre-service teaching experiences of the twenty-nine (29) student teachers sent by the Pangasinan State University (PSU) to Thai and Indonesian universities, and the twenty-eight (28) Thai and Indonesian delegates at PSU. Data were gathered through self-reports, observation and in-depth interview.

The salient findings of the study showed that during the observation period, the participants’ most challenging task was adjusting to cultural barriers, particularly the medium of instruction. Facilitating classroom activities was the most common responsibility that was assigned by the cooperating teachers to the participants. The delegates said that a comparison of the curricula of their host and home countries manifested differences in content and pedagogical approaches.

Foreign delegates were observed to typically use teacher-centered approaches in the classroom during their practice teaching period while the Filipino delegates were rated very high in terms of using learner-centered strategies. Most of the foreign students were rated satisfactory in preparing daily lesson logs while most of the Filipino students were rated very satisfactory in lesson planning. The participants assessed their relationship with their cooperating teachers as very good. Using the evaluation form by SEAMEO, most of the participants were rated as very satisfactory during their demonstration teaching and entire student teaching period.

A DELPHI STUDY TO IDENTIFY INNOVATION COMPETENCIES: A MODEL TO DETERMINE INNOVATIVENESS OF HIGHER EDUCATION INSTITUTION

Marivilla Lydia M. Aggarao

Philippine Normal University – Manila

Specifically anchored on Bennet (2015) framework, the current paper’s conceptual framework was crafted showing the direct relationship between knowledge and creativity, and the relationship between creativity and



innovation. Primarily, it identified conditions of the system that need to be met to move from knowledge and creativity to innovation.

Employing the Delphi method to ten (10) identified higher education institutions with successful cases on innovation, twenty-five (25) top level managers were randomly chosen as subjects of the study. Eventually, the study will be a gateway to reach consensus on innovation core competencies leading into a model that will determine the innovativeness of HEI.

BALLROOM B

FORMATIVE ASSESSMENT OF THE OUTCOMES-BASED CO-CURRICULAR PROGRAM

Merimee Siena, Aurora Fulgencio, Ph.D., and Adonis David, Ph.D.

Philippine Normal University – Manila

Co-curricular activities are integral parts in the educational program and the students' holistic development. Through these activities, students are able to discover their potentials, develop their interests, and relate with diverse people as they grow and learn together beyond the four corners of the classroom. In pursuant to CHED Memorandum on the Enhancement of Policies and Guidelines on Student Affairs and Services, the Outcomes-Based Co-Curricular Program (OBCoP) was conceived in support and to complement the Outcomes-Based Teacher Education Curriculum. The said program organizes and systematically reviews different co-curricular activities to facilitate the development of the various domains of the mind and personality.

This study used formative assessment to look into the delivery of the program and the quality of its implementation through quantitative-qualitative research design. Student surveys, focus group discussion, evaluation forms, and narrative reports were utilized to gather data from students, student leaders, organization/ club advisers, and program implementers. Results showed that the OBCoP gave significant impact on the holistic development of students' physical and emotional enrichment, intellectual proficiency, creativity and innovation, social relations and integrity, civic and environmental responsibility, effective leadership and professional skillfulness, and spirituality, equanimity and morality.

21ST CENTURY SKILLS OF PRE-SERVICE TEACHERS AND THEIR INFLUENCE ON ACADEMIC ACHIEVEMENT: A BASIS FOR SKILLS DEVELOPMENT

Myrla Manua, Jonathan Leal, PhD.

Filamer Christian University

This mixed-method research aimed to determine the 21st century skills of pre-service teachers and their influence on the academic achievement in the College of Teacher Education for school year 2015-2016. This was conducted to one-hundred one (101) pre-service teachers randomly selected in the study. The data were gathered using the standardized questionnaire for the 21st century skills of pre-service teachers adopted from Wagner (2008), academic achievement test adopted from the reviewer in General Education (LPI, 2010), and interview and document analysis guide.

The independent variable in the study was the 21st century skills of pre-service teachers while the dependent variable was the academic achievement followed by the output which served as the basis for skills development. The statistical tools that were used in the study were frequency count, mean, standard deviation, ANOVA, and Pearson r. All inferential tests were set at 0.05 alpha level.



The findings of the study revealed that generally, the level of 21st century skills of the pre-service teachers was very skillful. The problem solving and critical thinking, leadership and collaboration, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, curiosity and imagination skills of the pre-service teachers were very skillful, while the skills in accessing and analyzing information was skillful.

Generally, the level of academic achievement of pre-service teachers was fair. Across the specializations the level of academic achievement in English, mathematics, and science was good, while the academic achievement in social science, Filipino, MAPE, general education, pre-school, and SPED was fair. There were no significant differences in the 21st century skills of the pre-service teachers according to their academic achievement. In addition, there was no significant relationship between the 21st century skills of the pre-service teachers and their academic achievement.

THE OBE JOURNEY in TEACHER EDUCATION: SHIFTING MINDSETS, RE-ALIGNING OUTCOMES AND RETROFITTING ACADEMIC STRUCTURES

Therese May G. Alejandrino, Ed.D.

University of Saint Louis

This study examined the extent of implementation of Outcomes-based Education (OBE) of Higher Education Institutions in Luzon along Spady's principles, and the relevant training programs, academic structures, and CQI mechanisms for its holistic implementation. The study employed the quantitative design through surveys, observations, and responses to guide questions. The quantitative survey asked respondents to answer the questionnaire while the data obtained from the accomplished questionnaires were descriptive-quantitative.

Results revealed that setting high expectations for high level of success ranked first among the principles for the successful OBE implementation applied by teachers. This was followed by designing down from ultimate outcomes, presenting clarity of focus on outcomes of significance, and expanding opportunities and support. In addition, majority of the trainings for faculty-preparedness/ development were considered highly prioritized, with trainings on matching learning activities with expected learning outcomes, developing/ customizing rubrics (sets of criteria), and other multiple methods of assessment as the most essential needs of the faculty.

In relation to the OBE implementation of some HEIs in Luzon, identifying outcomes, re-tooling of faculty/staff, and giving of support for ICT-integration in instruction, strengthening commitment to sustain implementation, with the review, revision and enhancement of the syllabi and the grading system were considered strengths. Thus, to continue the OBE implementation, the HEIs need to partner with students, stakeholders, and parents, while re-alignment of learning outcomes with class activities/ exercises, and the corresponding modes of assessment need to be done, with the finalization of the OBE Manual.

BALLROOM C

IMPLEMENTATION OF THE LADERRED TEACHER EDUCATION PROGRAM

Epifania Nuñez, Ed. D. and Ma. Lourdes Macasinag

Bicol University

This study aimed to develop a model framework for the TEI-GAs-NGOs Partnership in the implementation of the Laddered Teacher Education Program for Preschool in Bicol University College of Education. The end-goal was to develop a model framework for the TEI-GAs-NGOs partnerships, with emphasis on the vision, mission, goals,



and objectives of the partnerships, roles and responsibilities, as well as monitoring and evaluation. Documentary analysis and interviews were conducted among the faculty, officials involved in the implementation of the program including members and officials of government and non-government agencies considered as stakeholders in the implementation of the Laddered Teacher Education Program for Preschool.

Five (5) government agencies and two (2) non-government agencies composed the partnerships profile that featured the following components: (a) Sharing of Expertise, (b) Willingness to work together and agreed purpose, (c) Trust and Respect in the Partnership, (d) Highly Connected Network, and (e) Participation in planning. The TEI-GAs-NGOs partnerships were based on the features as discussed in the partnership profile.

Results showed that: (1) the profile of the BUCE partners in the implementation of the Laddered Teacher Education program was diverse but shared a common vision of improving the quality of education reflecting the national goals in keeping pace with the current educational reforms, (2) the TEI-GAs-NGOs partnership had distinctive attributes that were responsive to the educational reforms, (3) the nature of TEI-GAs-NGOs relationship and interaction reflected an alliance partnership supportive of educational reforms, (4) the nature of involvement and roles of the GAs and NGOs in the implementation of the program were classified as professional, technical and financial services distinctive of the nature and roles of the partner agencies, and (5) the developed model framework for the TEI-GAs-NGOs served as an innovative approach towards the delivery of the Laddered Teacher Education Program for Preschool.

PRACTICE TEACHING AND PRE-SERVICE TEACHERS' PROFESSIONAL KNOWLEDGE

Ana Mirana and Vergel Mirana

Central Bicol State University of Agriculture

The study generally aimed to determine the role of practice teaching in the development of professional knowledge of pre-service teachers. Specifically, the study aimed to determine: (1) the professional knowledge of pre-service teachers before and after practice teaching in terms of: technology knowledge, content knowledge, pedagogy knowledge, pedagogical content knowledge, technological content knowledge, technological pedagogical knowledge, technological pedagogical and content knowledge; and (2) the significant difference of professional knowledge before and after practice teaching.

THE EFFECT OF METACOGNITIVE LEARNING STRATEGY ON FILIPINO ACHIEVEMENT

Melody Blance and Jonathan Leal, PhD.

Filamer Christian University

This quasi-experimental research aimed to find out the effect of the metacognitive learning strategy in Filipino achievement of Grade 11 students of Filamer Christian University. This study was conducted during the midterm period of school year 2015-2016 and utilized two sections. The experimental group, with forty-three (43) students, was taught using the metacognitive learning strategy (approach), while the control group, with thirty-three (33) students, was taught using the spiral approach.

Prior to the conduct of the study, students in both groups had "good" achievement in Filipino. Utilizing descriptive (frequency count, percentage, mean and standard deviation) and inferential statistics (the t-test for dependent samples, and the t-test for independent variables, with alpha level of significance set at 0.05), the findings after the intervention revealed that both groups garnered "good" achievement in the said subject.



However, students in the experimental group, who applied the metacognitive approach, achieved better (mean gain of 3.51) than those in the control group (mean gain of 2.17).

Showing a very small difference, the experimental group performed better compared to the control group. Additional results showed: (a) there was no significant difference in the achievement of students in Filipino in the pretests of the experimental and control groups, (b) there was a significant difference in the achievement of students in Filipino in the pretest and posttest of the control group, (c) there was a significant difference in the achievement of students in Filipino in the pretest and posttest of the experimental group, (d) there was a significant difference in the achievement of students in Filipino in the posttests of the experimental and control groups, and (e) the effect size of the metacognitive learning strategies in the Filipino achievement was high.

Theme 3: Educational Leadership and Management/Standards and Quality Assurance
3:15PM – 4:15PM

BALLROOM A

ASSESSMENT LITERACY OF BASIC EDUCATION TEACHERS: BASIS FOR A PROFESSIONAL DEVELOPMENT PROGRAM ON STUDENT ASSESSMENT

Wilham M. Hailaya, Ph.D.

Mindanao State University – Tawi-Tawi Campus

Experts have underscored the importance of assessment in the teaching-learning process. As stressed, assessment helps improve instructional practices and student learning. Thus, teachers need sound literacy on the educational assessment of students. This study aimed to examine the assessment literacy levels of basic education teachers in Tawi-Tawi, Philippines to help ascertain their assessment capability. The study used, as its framework, the assessment standards proposed by the National Education Association, National Council on Measurement in Education, and the American Federation of Teachers in 1990. A total of three hundred twenty-one (321) elementary school teachers and two hundred sixty-one (261) secondary school teachers participated in the study. The study employed the mixed-methods design using quantitative method as the primary approach and qualitative method as the supporting approach.

The results revealed that both groups of teachers relatively possessed low assessment literacy. In terms of the specific standards, the concerned teachers performed highest on Standard 1 (Choosing assessment methods appropriate for instructional decisions) and lowest on Standard 2 (Developing assessment methods appropriate for instructional decisions). Comparison between their assessment literacy levels showed significant differences on three assessment standards in which secondary school teachers obtained higher scores. Moreover, they appeared to misunderstand the concepts of validity and reliability. Hence, they need further training on student assessment. It is recommended that these findings be used as part of the bases in designing relevant professional development program and that further studies on teachers' assessment literacy using the Philippine Professional Standards for Teachers be conducted to properly capture and address the related competency gap.



SCHOOL CULTURE AND CRITICAL LEADERSHIP OF PRINCIPALS IN LIDICSA

Randy M. Baja, Ph.D.

Sta. Teresa College

This study aimed at assessing the school culture and critical leadership of private school principals in LIDICSA. This further described a compelling rationale for change, the leadership development efforts, and the cultural challenges associated with acquisitions, mergers, and restructuring plans. The school culture in this study zeroed in on the professional collaboration, affiliative, and collegial relationships and efficacy or self-determination. Similarly, critical leadership in this study focused on vision and quick victories, symbolism and personal examples, optimism and reality, stamina, team message, core team values, conflict, risk, and tenacious creativity.

The study was descriptive in nature, utilizing one hundred fifty (150) respondents in the Province of Batangas. Objectivity in data presentation, analysis and interpretation were ensured with the use of appropriate statistical techniques; Slovin's formula, frequency count, weighted mean, and t-test. Suggestions to determine the current status of school culture for possible school improvement was recommended.

THE EFFICACY OF THE PARENTS-FACILITATOR CONFERENCE (PFC) IN MONITORING THE HIGHER-LEVEL LEARNERS' SCHOOL PERFORMANCE: BASIS IN ENHANCING THE SCHOOL'S LEARNER MONITORING PROGRAM

Merboy V. Pangilinan

UST Angelicum College

The family and the school are the primary environs in which a child grows up and develop his personhood. The strong partnership between the home and the school is essential to ensure the child's acceptable performance in school. This partnership is established through the parent-teacher conference program of schools. This program serves as an important component of home-school communication and family involvement in the education of the child.

This descriptive-quantitative study determined the efficacy of the Parent-Facilitator Conference (PFC) in Angelicum College, Quezon City as the school's program in establishing partnership with the parents, and as an avenue for parents' monitoring of their child's performance in school. Involved in this study were the two hundred and seventy five (275) parents of the higher level (high school) learners and the twenty two (22) higher level (high school) facilitators. The responses of the two groups of respondents were compared using chi-square.

The respondents' perception on PFC as an avenue for monitoring students' performance revealed that the PFC provided the parents information about their child's attendance and punctuality in school, served as an opportunity in making follow-ups of their child's performance both in academic and non-academic activities; and the attitude of their child towards schooling. The paper also determined the parents' varied involvements as well as the extent of these involvements during the scheduled Parents-Facilitator Conference (PFC). Said involvements included: parenting, communicating, volunteering, collaborating with the community, and making decisions; from the findings, the researcher proposed enhancements on the conduct of PFC as the school's learner monitoring program.



BALLROOM B

ASSESSMENT OF SCHOOL HEADS INSTRUCTIONAL SUPERVISION

Joyce Orillosa, Ph.D.,
National University
Carlo Magno, Ph.D.,
Mapua University

A checklist to measure indicators of effective instructional leadership among school heads was developed. The proposed dimensions were based on the framework on standards of school head competencies developed by the Southeast Asian Ministers of Education Organization. The Items were classified into the dimensions prioritizing, aligning, assessing, monitoring, and learning. The checklist was administered to one hundred fifty (150) school heads in the division of Zambales.

The items for each domain were analyzed using an Item Response Theory (IRT). The item analysis showed competencies of school heads that were easily endorsed and difficult. An in-depth analysis of the instructional leadership competencies was discussed.

ORGANIZATIONAL LEADERS' BEHAVIOR AS CORRELATE OF FACILITATORS' COMMITMENT: BASIS FOR A PROPOSED LEADERSHIP TRAINING PROGRAM

Hilda T. Mercader and Rosanni M. del Mundo, Ph.D.
UST Angelicum College

The supposition that the leadership behavior of the immediate supervisor influences the subordinates' commitment is an important concern in educational institutions. This study conducted in the second quarter of the Academic Year 2017-2018, examined the Subject Coordinators' leadership behavior and the facilitators' commitment in a non-graded school in Quezon City. The researchers aimed at utilizing the findings of the study in proposing a leadership training program for the Subject Coordinators.

This descriptive-quantitative paper that utilized a validated questionnaire and involved all Probationary 3 and Permanent facilitators of the eight (8) subject areas in the Basic Education Curriculum analyzed how the four (4) areas of organizational leaders' behavior namely: (1) workplace emotions and attitudes; (2) leadership; (3) decision-making; and (4) communicating relate with the facilitators' commitment to organizational values and to teaching. Gathered data were interpreted using One-Way ANOVA and Pearson r . Tukey's HSD test was then used to further analyze the significant difference between and among the areas of organizational leader's behavior. It was ascertained in the study that when grouped according to subject areas, only the Filipino Department showed no significant difference on the respondents' perception on the immediate supervisors' organizational leadership behavior. Lastly, a relationship between the organizational leaders' behavior and the facilitators' commitment was found to be significant. This showed that the facilitators' commitment was significantly influenced by the Subject Coordinators' leadership behavior.

As an output of the study, a leadership training program was proposed to enhance the Subject Coordinators' organizational leaders' behavior.



PRINCIPAL LEADERSHIP: A SYMBOL OF CHANGE

Joyce F. Orillosa, Ph.D.
National University

One of the cores of symbolic leadership (Boleman & Deal, 2011) is building on the past for an exciting new vision of the future. The study focused on this dimension to describe the experiences in the change implementation and to explore the leadership ideas and insights of principals, as they put into effect the reform agenda.

For this study, two hundred (200) principals were able to participate. Initial findings from questionnaires and focused group discussions will be presented

BALLROOM C

LOOKING THROUGH PHILIPPINE K TO 12 CURRICULUM IN MATHEMATICS AND SCIENCE VIS-A-VIS TIMSS 2015 ASSESSMENT FRAMEWORK

Dexter Cheng Ngo
Rex Institute for Student Excellence
Danda Crimelda Buhain-Garcia
Rex Book Store, Inc.
Marilyn Balagtas, Ph.D.
Philippine Normal University

This study examined the competencies in the Trends in Mathematics and Science Survey (TIMSS) 2015 Assessment Framework vis-à-vis the Philippine K to 12 Curriculum to initially gauge Filipino students' preparedness should the Philippines participate in TIMSS 2019 and to gather possible indicators of the effectiveness of the current educational reform. Through document analysis of trained subject area specialists, the stated competencies in Mathematics and Science in the K to 12 Curriculum Guide in August 2016 were mapped with the reported TIMSS 2015 Framework in Mathematics and Science Grade 4 and 8, which is assumed to be the reference of the International Association for the Evaluation of Educational Achievement (IEA) when preparing the assessment framework for the TIMSS 2019. The results revealed that almost all TIMSS 2015 Mathematics competencies were aligned with the current Philippine Mathematics Curriculum in Grade 4 than that of Grade 8. Likewise, TIMSS Science competencies were more aligned with Science Grade 4 than that of Grade 8 of the Philippine K to 12 Curriculum. The degree of alignment of the TIMSS 2015 Assessment Competencies was higher in K to 12 Mathematics than that of Science. The results suggested a need for continuous curriculum improvement and implementation of relevant intervention program and support system from different education stakeholders, including publishing and testing companies, to ensure comparability of Filipino students' education with international benchmarks.

DESIRED AUF GRADUATE ATTRIBUTES VIS-A-VIS HIRING QUALIFICATIONS, WORK-RELATED CHARACTERISTICS, DEMANDS, AND EXPECTATIONS OF EMPLOYERS AMONG AUF TEACHER GRADUATES

Jennifer Santillan, Jonar Martin, Ph.D., and Elvira Balinas, Ph.D.
Angeles University Foundation

As noted by Panda and Mohanty (2003), teacher's instructional performance is globally acclaimed for it plays a very important part in students' progress. Thus, schools must hire and keep teachers who show characteristics and competence ideal among teacher education graduates.



Faced with the challenges of the new teacher education curriculum, the investigators involved top employers of the graduates of Angeles University Foundation (AUF) as respondents. They investigated on the hiring qualifications, actual characteristics, demands and expectations among the graduates of AUF and compared these variables with the desired graduate attributes or institutional outcomes of the university. Results of the qualitative analysis showed parallelism and revealed notes for the enrichment of the implementation of the curriculum any university may consider as guide.

THE QUALITY MANAGEMENT OF SYSTEM OF THE SELECTED HIGHER EDUCATION INSTITUTIONS IN CALABARZON: ISSUES, CHALLENGES AND IMPACT

Romell A. Ramos, Ph.D. and German B. Rosales, Ph.D.
University of Batangas

Due to the need of not only improving the system and practices, but also to assure continuous quality service to its main stakeholders, the higher education institutions are now seeing the big potentials in seriously considering and practicing ISO 9001:200 – Quality Management Systems to their educational system despite much opposition on its adoption to the academic setting. Hence, it was the papers' main aim to examine the extent of the current practices of ISO 9001:2008 and to assess whether earning the ISO certification has led to the improvement of the quality management system in the selected higher institutions of learning in CALABARZON.

A questionnaire survey and interview were used to determine the motives for ISO certification, the extent of its practice and effectiveness to the selected institutions. Results showed that there was a significant difference on how the administrators, school personnel, faculty members, and employees viewed and accepted the implementation of the ISO standards and procedures into their educational system. Although ISO standards and procedures were practiced to a great extent, only minor improvement was experienced with regard to the areas on quality awareness, employee morale, team work, customer satisfaction, customer complaints reduction, cost of quality education, duties and responsibilities of employees and other school personnel, confidence in the institution, training, motivation, and student relationship. The paper supported the idea that ISO certification, particularly the ISO 9001:2015, should be considered, pursued, and implemented by higher education institutions.

*Theme 4: Research Collaborations, Management and Publications/ Students Assessment and Evaluation/
Multicultural and Multilingual Education
4:15PM – 5:15PM*

BALLROOM A

STUDENTS' PERCEPTION ON SUMMATIVE ASSESSMENT EMPLOYED IN A CLINICAL PHARMACY SUBJECT

**Reeva Ann Sumulong, Maria Christina Alipio Jamie Leen Cabansag, Patrick Ortega,
Jason Palomo, Joannan Pangilinan, Gydrell Sarmiento, Katherine Sazon**
Angeles University Foundation

The study aimed to investigate the student's perception on summative team assessment employed in a Clinical Pharmacy subject. The fourth year BS Pharmacy students of Angeles University Foundation conducted a survey regarding team assessment and the students rated their perception on a Likert scale. Mann-Whitney U Test was used to compare the perceptions and perceived benefits.



Results showed that out of eighty-three (83) respondents, ninety-six percent (96%) strongly agreed that team assessment was beneficial overall and ninety-nine percent (99%) agreed that team assessment was a good process for demonstrating and understanding of the material. Fifty-nine percent (59%) answered neutral about members who were exerting less effort, unfairly got a good grade based on the effort of others. The benefits of team assessments were ranked as improves individual score, followed by develops listening skills, and lastly, develops communication skills.

Overall, pharmacy students had positive perceptions regarding team assessment. The advantages of team assessment include improved process of understanding of the material and a significant tool for fostering collaboration and developing communication, listening, and reasoning skills.

CLASSICAL TEST THEORY AND ITEM RESPONSE THEORY APPROACHES IN EVALUATING THE EXAMINATION RESULTS OF THE MATHEMATICS OF INVESTMENT COURSE

Miraflor Gutierrez, Ph.D., Romell A. Ramos, Ph. D. , Floryfe G. Hernandez, Ph.D.
University of Batangas

This paper highlighted tool validation and item evaluation using two approaches to assessment such as the Classical Test Theory (CTT) and Item Response Theory (IRT). The measurement of the students' latent abilities or the proficiency in the course was also given importance. Although the study did not attempt to compare the two approaches, it can be delineated that the IRT approach can give more appropriate information and analyses to a certain assessment tool.

The primary instrument of the study was a fifty (50) item dichotomously scored test with four options taken by one hundred eighty-seven (187) college students enrolled in Mathematics of Investment course in AY 2013 – 2014 and AY 2014 – 2015. The results showed that the distribution of scores was normal and homogeneous around the mean with high reliability measures but with relatively low mean value. The item analyses using the two models showed differences in the measured item difficulty and discriminating power indices but indicated possibility for improvement to the test and replicability to a comparable group of test takers.

Furthermore, the mathematics test had little or no DIF indicating that the capability of the test measures skills and latent traits were the same for all student takers. The IRT model also suggested improved mathematical skills among the students who participated in the study. The results further stressed the teaching of cognitive skills rather than accumulation of facts and formulas leading to the practice of evaluating students on the basis of their cognitive skills achievement rather than on the accumulated scores.

ASSESSMENT IN PHILIPPINE KINDERGARTEN CLASSROOMS: PERSPECTIVES AND CURRENT PRACTICES

Joyce F. Orillosa, Ph.D.
National University

Kindergarten in the Philippines has been in existence for four years now since its implementation in 2013. Meeting the kindergarten standards is crucial to ensure that Filipino children are prepared in the next grade levels. Thus, assessment plays a vital role in the implementation of the curriculum, and in ensuring that accountability measures are implemented.

The study aimed to describe the various perspectives and practices of kindergarten teachers in the public school. The descriptions were based on interviews and observations with teachers. Subsequently, knowledge of these perspectives and practices will help teachers, administrators, and policy makers understand the context of



assessment in the kindergarten classrooms. The initial findings on the perspectives and practices of kindergarten teachers on assessment will be presented.

BALLROOM B

RESEARCH PRODUCTIVITY, KNOWLEDGE AND COMPETENCE AMONG FACULTY MEMBERS OF ILOILO SCIENCE AND TECHNOLOGY UNIVERSITY SATELLITE CAMPUSES

Margie Deita, Ed.D.

Iloilo Science and Technology University – Barotac Nuevo Campus

ISAT U satellite campuses, particularly the Barotac Nuevo Campus, struggle to be at par with the leading universities in the Philippines especially in research productivity. But the manifestations of research development can hardly be seen. It was in this premise that the researcher intended to establish whether the research knowledge, research competence, and institutional support affected the research productivity of the faculty members of the satellite campuses of the ISAT U System.

Descriptive-quantitative-correlational research design was employed. The data gathering instrument used was a questionnaire adapted from Mendoza (2008) and from the instrument of AACUP used in Accreditation. One-hundred fifty-six (156) faculty members of the ISAT U satellite campuses were the respondents. Twenty-five (25) were from ISAT U Barotac Nuevo Campus, twenty-five (25) were from ISAT U Dumangas Campus, eighty-two (82) were from ISAT U Miag-ao Campus, and twenty-four (24) were from ISAT U Leon Campus. Mode, mean, and regression were the statistical tools used.

Findings revealed that the faculty members had low research productivity, average research knowledge, and maintained a practitioner level in research competence. They perceived the institutional support for research related activities as moderate. The findings also significantly revealed that for a faculty to be research productive, he or she should possess research knowledge, competence, and institutional support. Taken individually, only research competence was the predictor of research productivity. It is therefore recommended that a developmental plan for the enhancement of research productivity of the satellite campuses be strictly implemented.

RESEARCH SELF-EFFICACY, INTEREST IN RESEARCH AND RESEARCH KNOWLEDGE OF GRADUATE STUDENTS

Charity Rose Absin-Pagara, Ph.D., Jovelyn G. Delosa, Ph.D., and Edralin C. Manla, Ph.D.

Xavier University - Ateneo de Cagayan

One of the goals of graduate education is to produce graduates equipped with excellent research skills. With the challenges on the quality education and demands on excellence, the current priority of the Commission of Higher Education is on research. Graduate schools offering graduate programs are mandated to guide students develop the research skills expected of them.

The purpose of this study was to determine how specific factors such as research efficacy and research interest contributed to the research knowledge of the students. The participants of the study were the Master's and Doctoral students enrolled in the school. The study utilized the descriptive research design.



The results showed that the Graduate students had good research interest and good level of self-efficacy, but poor research knowledge. Moreover, there was a significant contribution of interest in research to research knowledge, but a negative contribution of research self-efficacy to students' research knowledge.

THE IMPLEMENTATION OF MOTHER TONGUE – BASED MULTILINGUAL EDUCATION: VIEWING IT FROM THE GRADE III TEACHERS' PERSPECTIVE

Michael Estremera

Marinas 1 Elementary School

It has already been six years, when MTB-MLE was implemented nationwide along with the seemingly coercive and half-baked implementation of the K to 12 curriculum. In fact, its implementation from the start was flooded with several criticisms from all walks of life. Questions relative to building inadequacy, qualified teachers to handle senior high school students, useful and trendy school facilities, books, and so forth are but a few to mention.

The descriptive-evaluative method of research had been aptly utilized in this quest for solutions. It delineated the effects of MTB-MLE to Grade III pupils' performance in Math and Science as perceived by their teachers, problems encountered in using LM's, TG's and Instructional Materials, and suggested measures to address the prevailing problems after evaluating. A researcher-made questionnaire used; however observation and unstructured interview were deemed invaluable to enrich the study.

BALLROOM C

PHONOLOGICAL VARIATIONS AMONG MANDAYA DIALECTS: A MULTIPLE CASE STUDY

Arnold Duping, Ph.D.

Davao del Norte State College

This qualitative multiple case study analyzed the phonological variation of Mandaya dialects among the four municipalities of Davao Oriental. Specifically, this study sought to answer the questions, "What are the phonological variations of Mandaya dialects in the municipalities of Davao Oriental and how these variations occur?" Purposeful sampling, in depth interviews, sorting and classifying of words according to phonological structures in data analysis were employed.

Findings revealed that the Mandaya dialects consisted of twenty-three (23) segmental phonemes, seventeen (17) consonants: /b/, /k/, /d/, /g/, /h/, /l/, /l^h/, /m/, /n/, /ŋ/, /p/, /r/, /s/, /t/, /w/, /y/ and /ʔ/; six (6) vowels: /a/, /e/, /i/, /o/, /u/ including the schwa sound /ə/. All of these phonemes can be found in Tarragona, Manay and Caraga have only twenty-two (22) phonemic sounds with the absence of phoneme /h/. Similarly, Cateel has also twenty-two (22) sounds with the schwa sound not found. Consonant clusters were also evident, However, most of them are in the medial position or in the beginning of the syllables such as the cluster /mp/ for the word /ompoʔ/ which means grandchild. Initial consonant clusters were found but mostly from the loan words such as the cluster /gr/ in /grin/ which means green. Phonological variation has caused the following phonological processes such as phoneme deletion and addition.

Generally, the phonological variations of the Mandaya dialects among the four municipalities center on these three distinct phonemes: the phoneme /h/, the phoneme /l^h/, and the schwa sound /ə/. These have been attributed to the influence brought by migration, intermarriages, social media, and the influx of tourists



exploring the nature of Davao Oriental. This study hopes that the extinction of the Mandaya dialects brought about by development and technology be prevented through the production of Mother Tongue Based Language education reading and instructional materials in schools.

LEXICO-GRAMMATICAL FEATURES OF RESEARCH ARTICLES: A CORPUS-BASED STUDY OF SCIENTIFIC DISCOURSE IN MULTIPLE DISCIPLINES

Arsenia A. Abuel, Ph.D.

Southern Luzon State University

The study presents a qualitative investigation on the lexico-grammatical properties of research articles in science, technology, engineering, agriculture and mathematics. The corpus consisted of fifty (50) research articles drawn from a wide range of referred journals in multiple disciplines.

The study applied a twofold methodology. First, a deductive empirical analysis was performed, by which selected features were quantitatively determined and statistically evaluated for significance and hypothesis testing. Then, an inductive empirical analysis was conducted that corroborated the results of the deductive analysis that ascertained the adequacy of the hypotheses and features chosen.

Based on the findings, the lexico-grammatical features identified in the corpus of fifty (50) research articles in science, technology, engineering, agriculture and mathematics were the tense-aspect of the verb, voice of the verb, types of conjunctions and their structural positions, types of dependent clauses and their structural positions which occurred most frequently in the corpus. The results indicated that lexico-grammatical features identified in the corpus were mainly useful in scientific discourse as well as to native and nonnative speakers of English. Said results not only allow these speakers to better understand published research articles, but also facilitate the process of writing research articles for publication.

MULTICULTURAL AWARENESS AND MULTICULTURAL BELIEFS AS DETERMINANTS OF MULTICULTURAL SENSITIVITY AMONG IN-SERVICE TEACHERS OF THE THREE PROVINCES IN MINDANAO

**Josefina M. Tabudlong, Ph.D., Patrice Biaca Halabas, Imelu G. Mordeno, Ph.D.,
Ronaldo R. Orbita, Ph.D., and Cherry S. Sayles**

Mindanao State University – Iligan Campus

The study examined multicultural awareness and beliefs as determinants of multicultural sensitivity, utilizing the snowballing technique and purposive sampling procedure. The participants were three hundred sixty (360) in-service teachers from different schools in three provinces of Mindanao, namely: Kauswagan and Iligan City in Lanao del Norte, Malabang and Pualas, and Marawi City in Lanao del Sur and Oroquieta City, Misamis Occidental.

Instruments included scales on multicultural awareness, teachers' cultural beliefs, and multicultural sensitivity. Data analysis tools were descriptive statistic techniques. Multiple hierarchical regression coefficients determined the relationships of multicultural awareness, multicultural beliefs, and multicultural sensitivity.

Results showed that controlling for age and gender, multicultural awareness was a significant predictor of multicultural sensitivity. Cultural awareness predicted teaching empathy and proficiency. Multicultural belief was also a positive predictor of multicultural sensitivity. Moreover, multicultural belief significantly influenced multicultural teaching empathy and proficiency. The results have important implications in the development of teachers' multicultural sensitivity by enhancing their multicultural awareness and beliefs.



The findings indicated that MTB-MLE had relevance to Grade III pupils' performance in Mathematics and Science due to limited vocabulary words which hindered the pupils to cope with the lesson. Problems such as Teachers' Guide and Learners' Manual inconsistency, limited number of LM's, lack of time in the preparation of localized instructional material, and suggested measures to address the extant problems were likewise accentuated in this research.

Theme 5: Learning Technologies and Delivery/Multicultural and Multilingual Education
5:15PM – 6:15PM

BALLROOM A

ENHANCING STUDENT CREATIVITY AND APPRECIATION THROUGH PHYSICS DIGITAL PHOTO ESSAY

Ma. Angelie Millanes

University of the Philippines Rural High School

In the current education landscape, the power and availability of technology has grown in popularity that it gets many educators to realize its potential in enhancing student learning. Considering the nature of today's learners as digital natives who love to communicate through images by posting pictures on their Facebook wall, Instagram, and Snapchat accounts or in other social media platforms, this innovative strategy was seen as a relevant tool that could harness interest, engagement, and collaboration. Introducing photo essays as a classroom activity or assessment is an effective way of enhancing student's communication, creativity skills, and learning networks.

This action research aimed to discuss how photo essay in a high school Physics class has engaged grade nine students in having deeper understanding and appreciation of Physics around them. From the curated pictures showing different applications of Physics to everyday life captured by the students, they were able to construct a creative documentation of their learnings in Physics in a visual representation with added text that gave more meaning to the context.

Consequently, their participation was enhanced as seen in their appreciation and reaction of the works of their peers. Through their social media, students were able to share their works and were able to solicit even more interaction to a wider network outside of the classroom. Incorporating photo essay in a science class had an impact not only on the personal learning of each student, but also on the creativity and analytical skills of every millennial.

UTILIZATION OF DEVELOPED WEBQUEST IN RESPIRATORY SYSTEM FOR GRADE V LEARNERS: EFFECTS ON THEIR ACADEMIC PERFORMANCE

Monera Salic-Hairulla, Angelie Hamot, Sheila Mae Jamero, Lyka Mariano, Joy Magsayo

Mindanao State University – Iligan Institute of Technology

This study aimed to teach the Respiratory System utilizing a developed WebQuest among grade V learners and determine its effects on their performance. There were ninety-five (95) respondents in this study.

The WebQuest was developed through ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The K+12 curriculum guide in the elementary level was the basis for the selection of the topic. The



and story board were developed. The developed WebQuest was then validated by in-service and pre-service teachers. After the revisions were made, it was implemented to the grade five learners. The evaluation phase was conducted through an achievement test. The developed activity was rated excellent by both the in-service and pre-service teachers.

Furthermore, this study showed that learners under the WebQuest instruction performed significantly better than those who were exposed to the traditional method of teaching. The learners' mean score in posttest showed a huge difference compared to their mean score in the pretest. This implied that the use of WebQuest was effective in learning the Respiratory System among the learners. The in-service and pre-service teachers commented that the developed WebQuest was creative, interesting, and engaging while students perceived it to be fun, nice, and entertaining.

BALLROOM B

ARE WOMEN THE NEW MEN? TRAVELLING THE PATHS TOWARD INTERNATIONALIZATION OF WOMEN EXECUTIVES IN KIDAPAWAN CITY, PHILIPPINES

Beatriz Gosadan, Ed.D.

Central Mindanao Colleges

This study aimed to describe the challenges, opportunities and insights of women executives in Kidapawan City. This study proceeded from the principles of Gender and Development. It employed a qualitative research using the phenomenological tradition.

The study revealed that as women welcome the opportunities of travelling the paths, climbing the traditional ladders, and running their own companies, there is one constant with them: they have cultivated their own success. They have enjoyed opportunities brought about by professional credibility, great sense of responsibility and most importantly, financial independence. They have faced challenges in leadership, human behavior, and high expectations, but family and work-life balance remain the biggest issue that has affected them emotionally. It was through prayers and family support that these women drew strength from. Hence, even if they have been judged by society as weak, they continue to inspire the world.

LOOKING THROUGH THE GLASS: PRE-SERVICE TEACHERS' PERSPECTIVE ON MULTICULTURAL EDUCATION

Joyce F. Orillosa, Ph.D. and Christopher Y. Wright

National University

The study aimed to survey the Basic Education pre-service teachers' perspective on multicultural education that plays a vital role in classrooms. The researchers argued that all prospective teachers should be conscious in handling diverse groups of learners, most importantly that paradigm shift in the Philippine education landscape has just begun; hence, this study has an utmost significance.

Through an in-depth, and semi-structured interview, this study specifically sought to determine the extent of student-teachers' preparation as regards to multiculturalism. Also, it aimed to identify the factors that underscored the respondents' restraints and readiness on teaching the ethnically diverse students of colors. Part of the significant findings of this study gave clear implications for understanding diversity that will enable them to become better teachers of the country.



BALLROOM C

E-PORTFOLIO ASSESSMENT: THE EXPERIENCE OF PRE-SERVICE TEACHER EDUCATION STUDENTS

Roldan C. Bangalan, Juvis Gem C. Acain, and Billy P. Siddayao, Ph. D.

St. Paul University Philippines

Portfolios have been used as a form of alternative assessment in the field of education. But with digital technology being used to facilitate learning, portfolios have revolved from paper to electronic form. In higher education, e-portfolio has been increasingly used to support learning and teaching processes.

At St. Paul University Philippines, e-portfolio assessment was first piloted to pre-service teacher education students in their courses Assessment of Student Learning and Educational Technology, second semester, academic year 2016-2017. The students were asked to create e-portfolios using Weebly and develop them within a semester. This descriptive survey study was carried out to determine the students' attitude toward e-portfolio, to determine its effects as a learning and assessment tool, and to document students' concerns in the processes of its creation and utilization.

Findings revealed that the students had positive attitudes toward e-portfolio. They viewed it as a very useful learning tool and an important grade component in a course. Students manifested a sense of achievement after completing the e-portfolio and they perceived that they have improved their ICT skills, as well as their writing and critical thinking skills. However, they noted some concerns in the development of e-portfolio such as: no or slow internet access, inadequate time, and insufficient guidelines pertinent to e-portfolio development. This study proved that e-portfolio is a potential e-learning tool to support student-centered learning, reflective learning, and outcomes-based assessment.

GEOGEBRA AS A LEARNING TOOL TO ENHANCE THE ACHIEVEMENT LEVEL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS STUDENTS AT UNIVERSITY OF BATANGAS

Jason T. Hortelano

University of Batangas

The learners nowadays are fond of using technology; hence, there is a need for teachers to capitalize on this fact and integrate technologies in the teaching and learning process. This study determined the effectiveness of Geogebra in teaching Mathematics, particularly to the achievement level of STEM students of the University of Batangas, academic year 2016-2017. It involved seventy-nine (79) students that were divided into experimental and control groups.

Experimental type of research was used, such that there were forty (40) students in the experimental group and thirty-nine (39) in the control group. Learning activities and tasks related to Basic Calculus were delivered using Geogebra. Specific modules enriched with ICT tool for teaching and learning limits and continuity were developed. Formative tests, pre-test, and post-test were used as sources of data. These data were analyzed through weighted mean, standard deviation, and t-test.

With the aid of Geogebra, the students' scores significantly increased. The performance of students in the experimental group was significantly better than the control group, suggesting that the use of Geogebra promoted effective learning. Learning environments that support multiple representations should be prepared for senior high school students. Teachers should continue encouraging more student-centered learning in their teaching methodologies like the use of Geogebra.



POSTER PRESENTATIONS

Abstracts

MULTI-CULTURAL AND MULTI-LINGUAL EDUCATION AS IMPLEMENTED BY THE DEPARTMENT OF EDUCATION IN TAWI-TAWI

Forma Gonzales, Ph. D.

Mindanao State University – Tawi-Tawi Campus

Multi-Cultural and Multi-Lingual Education is an integrative and innovative teaching and learning in contemporary society. It alleviates the cognition of learners especially in rural areas where several learners are engaged in a multi setting composed of different learners and teachers of different tribes and languages. In the Division of Tawi-Tawi, this educational process is really a need because of the province's geographical location adept to migration of Tausug and Visayans, with Sama as the major learners.

This study aimed to determine the outcomes of the multi-cultural and multi-lingual education, discover its positive impacts and negative effects, and identify how it has transformed the educational development of the learners as implemented by the Department of Education in Tawi-Tawi. It was limited to the multi-cultural and multi-lingual learners from Grades 1, 2, 3 and 4 for school year 2017-2018. It utilized the descriptive-qualitative design conducted in the ten (10) primary schools in ten (10) municipalities of Tawi-Tawi with multi-cultural and multi-lingual learners and teachers. A structured questionnaire was used to gather data. The researcher also went to the primary schools to observe their sessions and to interview teachers and administrators of the schools.

The findings revealed that multi-cultural and multi-lingual education was implemented successfully and had several positive impacts considered as advantageous to the learners and teachers. It also had negative effects

which were considered as problems. Hence, multi-cultural and multi-lingual education have developed the learning abilities of the learners and enhanced the teaching abilities of teachers. As such, it has been recommended that this educational process be supported and sustained in Tawi-Tawi.

COLLABORATIVE LEARNING APPROACH (CLAP) TO EFFECTIVE LESSON PLANNING: A FRAMEWORK

Geraldine Cardano-Alvina, Ph.D.

Bicol State College of Applied Sciences and Technology

Lesson planning has been one of the weaknesses of most pre-service teachers especially in terms of formulating lesson objectives and in conceptualizing strategies for differentiated instruction. Working alone in preparing lesson plans is at first difficult, thus one must be guided by working with groups until he/she is able to work independently. The purpose of this study was to develop a framework that would help pre-service teachers to thoroughly explore texts, conceptualize strategies for differentiated instruction, write effective lesson plans, and confidently conduct teaching demonstration lessons. The CLAp framework is composed of three phases: Independent Lesson Planning; Collaborative Lesson Planning; and Assessment.

This study was conducted for one semester in The Teaching of Literature class where two sets of lesson plans were analyzed – the first set was composed of those which the students prepared independently; and the second, of those which they prepared as outputs using the framework.

After analyzing the lesson plans and based on the observations conducted during the



assessment phase of the framework, it was evident that the students were able to independently formulate more conceptual level of objectives, to write student-centered lesson plans, and to manifest confidence in actual teaching demonstration lessons. The constant use of the framework, although time-consuming, has developed the students' confidence in understanding and exploring the texts and in crafting creative strategies for differentiated instruction. It has also helped them reflect and evaluate their own teaching skills.

KINDERGARTEN CHILDREN'S HOLISTIC DEVELOPMENT INTERPRETATION: BASIS FOR ENHANCEMENT OF LEARNING

Irene Rose S. Bañares
Oton Central Elementary School

This study determined the holistic development interpretation among kindergarten children using the Early Childhood Care and Development (ECCD) Checklist in the first quarter of School Year 2014-2015 as basis for enhancement of learning. Descriptive research was employed which involved forty (40) kindergarten pupils. ECCD checklist was utilized to obtain the data regarding these pupil's holistic development from one (1) central school and two (2) non-central schools.

The analysis and interpretation of data were made with the use of statistical measures which included mean and standard deviation for the descriptive statistical analysis and Chi Square for the significant associations in the holistic development and developmental domains of the pupils in the said level. Results of the study revealed that during the first quarter of the school year, the development in all domains of the kindergarten children as a whole, and when grouped according to elementary school type, sex, birth order, and family size must be monitored within three (3) to six (6) months. Fine motor was the prominent developmental domain among these pupils wherein they had an average development. It was also found out that there was no significant association between the

holistic development of the kindergarten children when taken as a whole and their elementary school type, sex, birth order, and family size. However, there was a significant association between self-help domain and the elementary school type and family size. Moreover, a significant association between social-emotional domain and the school type existed.

Through the implementation of the Universal Kindergarten Education, a child will develop holistically. With the collaboration of school administrators, teachers, parents, and government officials, the implementation plus monitoring of the development and learning of kindergarten children will be enhanced accordingly.

RIGHTING MODEL: FOSTERING JOURNALISTIC SKILLS AMONG STUDENT WRITERS

Ismael Jr. B. Sibag
Mina National High School

This study aimed to ascertain the level of performance of student writers in news writing, feature writing, and editorial writing before and after the intervention which was the Righting Model. Considering the 21st century strategies in developing skills, the researcher originally created the training model. Righting Model has five steps which are called 5Cs: Challenge, Connect, Collaborate, Craft, and Check.

This one group pretest-posttest research utilized a researcher-made Journalistic Performance Rating Scale Checklist. Five (5) student writers of the English publication in a public secondary school in the Schools Division of Iloilo were the participants of the study. Statistical tools such as Wilcoxon Signed Ranks Test, Paired t-Test, Mean, and Standard Deviation were used to describe and analyze the data. All statistical computations were processed through the Statistical Package for Social Sciences (SPSS) software with a level of significance set at 0.05 alpha.

Results of the study revealed that there was a significant difference on students' journalistic



performance before and after the intervention. The level of mean scores before the intervention was Developing. After the intervention, it rose to Proficiency level. Furthermore, the results revealed that after the use of the model, the mean scores of student writers, when the categories were paired, did have significant difference. This may mean that the model is applicable to any journalistic category.

LEARNING ENVIRONMENT AND ACHIEVEMENT IN ENGLISH OF GRADE SIX STUDENTS OF JOSE MARIA COLLEGE

Joan Mae S. Espinosa, MAEd
Jose Maria College

The importance of having a learning environment that is conducive to learning is the heart of every school. Thus, the main purpose of the study was to determine the degree of influence of each or a combination of the indicators of learning environment on the achievement in English of the students. Learning environment included physical, social, affective, and academic environment whereas learning achievement was taken from the general point average of the students. Employing descriptive-correlational method with mean, ANOVA, and simple linear regression, it was shown in the study that there was a significant influence signifying that the learning achievement of the students in English was dependent on the learning environment. On the one hand, the social environment had the greatest positive contribution to learning achievement followed by the physical environment and academic environment. On the other hand, affective environment negatively contributed to learning achievement. The results proposed that school administrators and teachers should work together to improve the learning achievement of students by providing them with an excellent learning environment to attain quality education.

TRANSFORMATIONAL LEADERSHIP BEHAVIOR ATTRIBUTES OF PUBLIC SECONDARY SCHOOL HEADS IN PASACAO DISTRICT

John Denver Francisco
Juan F. Trivino Memorial High School

The study aimed to determine the level of transformational leadership behavior attributes of public secondary school heads in Pasacao District, during School Year 2016-2017. The respondents of the study were the public secondary school heads and their teachers in Pasacao District of Camarines Sur, S/Y 2016-2017. The study used the descriptive method of research with the questionnaire and interview as the tools in gathering the data. The statistical tools used were the Slovin's formula, weighted mean, and T-test. A standardized questionnaire on transformational leadership developed by Bass and Avolio (1995) was used to teachers for evaluation to determine the transformational leadership behavior and attributes of the school principals demonstrated along the following dimensions: (a) intellectual stimulation; (b) individualized consideration; (c) inspirational motivation; and (d) idealized influence. The statistical tools used were weighted mean, T-test and Pearson Chi-square to analyze and interpret the data on the transformational leadership behavior attributes of public secondary school heads. The 5 point - Likert Rating Scale was used to measure the level of transformational leadership of behavior along intellectual stimulation, individualized consideration, inspirational motivation, idealized influence.



COMMUNICATIVE COMPETENCE OF GRADUATING BACHELOR OF SECONDARY EDUCATION STUDENTS MAJOR IN ENGLISH IN POLYTECHNIC UNIVERSITY OF THE PHILIPPINES (PUP), A.Y. 2016-2017

Lindsay Ashley dela Paz , El John Lugtu, Laurence Resquid, Layle Myan Villareal, and Melody Villafuerte
Polytechnic University of the Philippines

The English teachers have great responsibilities in teaching, specifically in Communicative Competence, since it is a synthesis of basic grammatical principles and knowledge in how the language is being used. The main objective of the study was to determine the level of Communicative Competence of the graduating students under the BSEd Major in English degree from the Polytechnic University of the Philippines, as perceived by their critic teachers. These students were assigned in different schools for their second semester course, Practice Teaching in which they needed to complete three hundred (300) hours of service in teaching.

The study aimed to identify the profile of the respondents in terms of age and gender, their level of Communicative Competence as perceived by their critic teachers, and if there was a significant difference between accuracy and fluency when the respondents were grouped according to age and gender.

The results showed that the respondents were mostly female student-teachers between the ages of nineteen to twenty (19 – 20) years old. They obtained very competent both in fluency and accuracy, but got a higher mean in accuracy compared to fluency in Communicative Competence. The findings also revealed that there was no significant difference between the accuracy and fluency when they were grouped according to age and gender.)

FACTORS AFFECTING THE READING COMPREHENSION OF GRADE SIX PUPILS IN THE CITY DIVISION OF SORSOGON FOR S.Y. 2013-2014: BASIS FOR THE DEVELOPMENT OF INSTRUCTIONAL MATERIAL

Michael Estremera
Marinas 1 Elementary School
Geraldine Estremera
Balago Elementary School

This study delved on the factors affecting the reading comprehension of Grade Six pupils, comprehension level based on pre-test PHILIRI for S.Y. 2013-2014 and training needs of teachers. Results of the study served as basis in the development of an instructional material to improve the reading level of the pupils. The researchers distributed the questionnaires in the four districts comprising the City Division. These were: Sorsogon East with nine (9) school respondents, Sorsogon West with fifteen (15), Bacon East with eleven (11), and Bacon West with fourteen (14) respondent schools yielding a total of forty-nine (49) schools, which is 80% of the population. An observation and unstructured interview were also done upon distribution. The researchers aptly considered the descriptive-developmental method of research. It described the reading level of the Grade Six pupils and training needs of teachers to efficiently and effectively handle their pupils. A reading module was collaboratively developed by the researchers to improve the reading level of the pupils.

Findings revealed that more than 50% of the respondents were in the frustration level of comprehension in silent reading and only 12% were classified as independent readers. In oral reading, 71% were also in the frustration level. The results further revealed the pupil, language, teacher, school head, school, home, and community were the factors affecting the reading comprehension of the pupils.



ACCEPTABILITY AND QUALITY LEVEL OF THE DEVELOPED READING MODULE ENTITLED “READ TO LEARN, SAVE THE WORLD”: AN INSTRUCTIONAL MATERIAL USED FOR S.Y. 2014-2015 TO S.Y. 2015-2016

Michael Estremera
Marinas 1 Elementary School

Reading with fluency allows students to retain information with accuracy, expression, and increased speed. Hence, this quantitative method of research, utilizing frequency and percentage, was done to determine the acceptability and quality level of the reading module entitled Read to Learn, Save the World. The primary sources of data were the Grade VI teachers representing at least 30% (which surpassed the 20% population when random sampling was used) of the schools per district. These schools were central, big, and small schools and chosen randomly through the fish bowl technique.

Findings revealed that the reading module is “excellently acceptable” as evinced by a frequency of 11 or 58% of the respondents. Furthermore, 5 or 26% evaluated the material as “very satisfactorily acceptable”. Findings also indicated that the reading module was “very satisfactorily acceptable” in terms of usability and adoptability with great considerations on its content, style, and instructions. As to the content, style, and instructions of the reading module, it reached the “very satisfactory” quality level with total mean scores of 4.27, 4.326 and 4.37, respectively.

SEAWEED FARMERS’ PARENTAL INVOLVEMENT TOWARDS THE EDUCATION AND RECREATIONAL ACTIVITIES OF THEIR CHILDREN

Nilde S. Alderete, Ed.D.
Iloilo Science and Technology University-
Barotac Nuevo Campus

This paper sought to determine seaweed farmers’ parental involvement towards the education and recreational activities of their children in Brgy. Tiabas, San Dionisio, Iloilo. The respondents of the study were composed of fifty (50) parents. Responses from the researcher-made questionnaire were used to gather data during the period October 2016 – February 2017.

The study revealed that the level of involvement of seaweed farmers in the education of their children was very high whereas in the recreational activities, it was rated high. Educational background and family income of seaweed farmers did not influence their involvement in the educational endeavor and recreational activities of their children. It means that seaweed farmers were very supportive and helpful in providing education and recreational activities of their children, regardless of their educational background and meager income from seaweed farming. High and significant relationship was observed between the level of involvement of seaweed farmers towards the education and recreational activities of their children. Thus, it may be inferred that seaweed farmers gave the same level of involvement in providing better education and wholesome recreational activities to their children.



SOCIAL RESPONSIBILITY OF SUCs IN REGION 1 ALONG ENVIRONMENTAL MANAGEMENT

Princess Sarah M. Quintana
Urdaneta City University

This study was primarily conducted to determine the level of social responsibility of the state universities and colleges in Region 1 along environmental management.

The research assessed the attributes of the six (6) SUCs in Region I as an individual institution. Administrator, faculty and student profiles were determined. The social responsibility among SUCs in environmental management relative to their policy integration, academic administration, research, extension and environmental-related practices was evaluated based on the perceptions of the respondents. Additionally, the problems encountered in strengthening their social responsibility were also identified. The significant differences in the social responsibility along environmental management among SUCs across selected institutional variables were likewise established. The findings of this study were expected to be utilized in preparing an environmental assessment program to strengthen social responsibility among SUCs in Region 1. The frequency, percentage, average weighted mean, ANOVA and t-Test were the statistical tools utilized in this study.

The following conclusions were drawn from this study: (1) policies that integrate environmental management were implemented and were supported by the whole academic community, (2) environmental themes were integrated in their curricula and instruction, (3) the research agenda and extension services of the SUCs were consistent with their VMGO, (4) the environment related practices were satisfactorily complied with, though more rigorous implementation and dissemination of policies in the areas of air/atmosphere and waste management are still needed. Additional financial support is necessary to be able to finance and sustain all the community extension programs and projects in environmental management.

e-REPOSITORY: DEVELOPMENT AND EVALUATION OF ONLINE FILIPINO DIGITAL RESOURCE MANAGEMENT SYSTEM FOR UST ANGELICUM COLLEGE

Raymund Baesa, MSIT, Genevieve Basas, Janelle Tolentino
UST Angelicum College

This study aimed to develop and evaluate the online Filipino digital resource management system for Angelicum College. The main purpose of the project was to create a system that can manage Filipino learning resources, electronic media, and digital files. It used a knowledge management framework to effectively create, share, and use knowledge in the web. This study described the existing setup and effectiveness of the use of technology in Filipino Department.

Furthermore, the study evaluated the level of conformity of eRepository applying the six (6) ISO 9126 standards relative to the following criteria: functionality; reliability; usability; efficiency; maintainability; and portability. Based on the findings of the study, there was a need for a central repository of information in the Filipino Department.



MANAGING HITCHES IN CONDUCTING RESEARCH: THE ROAD TO DEVELOPING A CULTURE OF RESEARCH IN AN ACADEMIC INSTITUTION

Rosanni del Mundo, Ph. D.
UST Angelicum College

This quantitative-descriptive study was conducted in Angelicum College, the pioneer in non-graded, self-paced, and modular teaching in the Philippines. Being an innovative school, it is known for its quality instruction and sustained functional extension program. However, the school seems to be deficient in research function. Hence, the three-fold functions of teachers – instruction, research, and extension – are not realized.

This paper aimed at developing a culture of research among the academic teaching staff as one effective way of identifying and solving concerns related to curriculum and instruction. The study involved the one hundred and eight (108) learning facilitators employed in the academic year 2012-2013. Since research is one of the teachers' three-fold functions along with instruction and extension, the study looked at the respondents' perception towards research; self-assessment of their research capabilities; and views on the importance of research in enhancing curriculum and instruction.

It was revealed in this study that the learning facilitators have positive perception on research and they were aware of its importance in curriculum and instruction. However, their competency in conducting research was inadequate. A Research Training Program was designed and implemented, then evaluated in 2014-2015, after two years of implementation.

The follow-up evaluation used mixed-method and focus group (FGD). The results of the two researches were compared and it was found out that the training program served as an effective means to developing and the respondents' research skills resulting to an encouraging culture of research in the institution, thus, completing the three-fold functions of teachers.

THE PSYCHOLOGICAL WELL-BEING AND EDUCATIONAL ATTAINMENT OF YOUTH SEAWEED FARMERS

Teresita D. Sina-on, Ed.D.

Iloilo Science and Technology University-
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Seaweed farming has emerged as the most relevant livelihood strategy (Valderama, 2012). It has brought substantial socio-economic benefits to a marginalized community in Barangay Tiabas, San Dionesio, Iloilo and has even encouraged the youth to venture into it. Seaweed farming has become the source of living, allowances, school fees, and other school needs of the youth seaweed farmers.

This paper verified the psychological well-being level of fifty (50) youth seaweed farmers of Barangay Tiabas, San Dionesio, Iloilo. Responses from a researcher-made questionnaire were the main source of data which were gathered from October 2016 to February 2017.

The study revealed that the level of psychological well-being of youth seaweed farmers was high, when taken as a whole and when classified as to sex. With regards to age and educational attainment, the older and higher their level was, the higher the level of their psychological well-being was, too.

No significant difference existed in the psychological well-being of youth seaweed farmers when grouped as to sex, age, and educational attainment. This meant that the socio-economic benefits brought by seaweed farming among youth seaweed farmers helped them to develop self-acceptance, autonomy, personal growth, and even positive relations with people in the community. As a whole, despite the difficulties, seaweed farming has brought positive impacts to the total well-being of the youth. As reiterated by some respondents during the interview, seaweed farming brings hopes and aspirations for them to finish their studies and reach their ambitions in life.



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Mission: Develop a system of and conduct Program and Institutional Accreditation.

In a span of 24 years, six (6) state Universities were institutionally accredited and a grand total of 6,177 programs were evaluated.

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Institutionally Accredited		Programs Accredited		
Institution	Level	Status/Level	Number (Programs)	Percentage
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• Mariano Marcos State University	Level I	• Level II Re-accredited	1,894	30.66
• Tarlac Agricultural University	Level I	• Level III Re-accredited	901	14.59
• Tarlac State University	Level I	• Level IV Re-accredited	35	0.57
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		Total	6,177	100.00

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Specialization Courses (18-24 units) Required courses on the philosophy, theories and practices with respect to a specific discipline.	Specialization Courses (24-30 units) Required courses on the philosophy, theories and practices with respect to a specific discipline.
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