



PHILIPPINE NORMAL UNIVERSITY

THE NATIONAL CENTER FOR TEACHER EDUCATION

Philippine Association for Teachers of Educational Foundations - United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), Inc.
 in cooperation with
Philippine Normal University and REX Book Store

MASTERS DEGREE PROGRAMS

DOCTORATE DEGREE PROGRAMS

ARTS AND LANGUAGES Master of Arts in

- English Language Education
- Edukasyong Pangwika sa Filipino (Filipino Language Education)
- Reading Education
- *Literature
- *Drama Education and Theater Arts
- *Music Education

EDUCATION SCIENCES Master of Arts in

- Education Assessment and Evaluation
- Educational Leadership and Management
- *Curriculum and Instruction
- *Elementary Education
- *Special Education
- *Early Childhood Education
- *Undergoing revision for outcome-based graduate teacher education program

DOCTOR OF PHILOSOPHY IN:

- Applied Linguistics
- Counseling
- Curriculum and Instruction
- Educational Leadership and Management
- English Language Education
- Mathematics Education
- Pangwikang Filipino (Filipino Language)
- Science Education

BEHAVIORAL AND SOCIAL SCIENCES Master of Arts in

- Child Study
- Counseling
- Social Science Education
- Values Education

INSTITUTE OF KNOWLEDGE MANAGEMENT Master of Arts in

- Library and Information Science
- Educational Technology

PH.D BY RESEARCH

- Mathematics Education
- Science Education

INSTITUTE OF PHYSICAL EDUCATION, HEALTH, RECREATION, DANCE AND SPORTS Master of Arts in

- Physical Education

DOUBLE DEGREE PROGRAM IN COLLABORATION WITH OSAKA UNIVERSITY

Doctor of Engineering and Ph.D in Science Education / Mathematics Education

*undergoing revision for outcome-based graduate teacher education program

Straight Program Bachelor of Science-Master of Arts in Psychology and Counseling

SCIENCE EDUCATION AND MATHEMATICS Master of Arts in

- Mathematics Education with specialization in College Teaching
- Mathematics Education with specialization in Secondary School Teaching
- Mathematics Education with specialization in Elementary School Teaching
- Science Education with specialization in Biology
- Science Education with specialization in Chemistry
- Science Education with specialization in Integrated Science
- Science Education with specialization in Physics

MASTER'S BY CERTIFICATE PROGRAM

All outcome-based master's program are Master's by certificate. There are two Graduate Certificates as pathways to the Master's Degree. Structure and Course requirements.

1. Graduate Certificate in Pedagogy and Education Research/ Graduate Certificate in Research and Innovation (21 units)
2. Graduate Certificate in Specialization (21 units)
3. Comprehensive Examination
4. Thesis Writing (6 units)

REQUIREMENTS FOR

MASTER'S DEGREE

- Core Courses (9 units)
Foundation courses for Master's Program
- Elective (3-9 units)
Additional subjects from Allied Discipline
- Specialization Courses (18-24 units)
Required courses on the philosophy, theories and practices with respect to a specific discipline.
- Thesis (6 units)

DOCTORATE DEGREE

- Core Courses (12-18 units)
Foundation courses related to the degree
- Elective/Cognates (6-9 units)
Additional subjects from Allied Discipline
- Specialization Courses (24-30 units)
Required courses on the philosophy, theories and practices with respect to a specific discipline.
- Foreign Language (6 units/ 100-108 hrs.) 6 units of one foreign language
- Dissertation (12 units)

14th ANNUAL CONVENTION

"Education 4.0: Challenges and Directions"



November 28 - 30, 2018
 The Heritage Hotel, Manila

For inquiries, contact or visit:
Office of Admissions

Rm. 104m G. Pecson Hall (Main Bldg.)
 Tel. (632) 317-1768 loc. 753

Official Website: www.pnu.edu.ph
www.facebook.com/admissions.pnu.edu.ph/

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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 Education Foundations (PATEF) that would take up the responsibility of updating teachers across levels on emerging trends, theories and development 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, development, innovations 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 Education Foundations which implies a lack of thorough grasp of the vital educational basis. It was deemed essential that teachers acquire a deep and lasting understanding of the value of foundational disciplines in their teaching. PATEF, as a support organization to uplift the stature of the teaching profession, endeavors to improve the appreciation of 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 a better life and a better world for all. As the PNU's the 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 Teacher of Educational Foundation – United Professionals for the Development and Advancement of Teacher Education.



MESSAGE

Greetings, educators!

On behalf of REX Book Store, I sincerely thank you for being part of the 14th National Convention, spearheaded by the highly spirited officials of the Philippine Association for Teachers of Educational Foundations – United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), supported by the Philippine Normal University.

As we pursue our vision of educating the Filipino Whole Child, REX Book Store helps educational institutions keep up with the innovative capacity of technology in redesigning the classrooms and even the workplaces. Our complete ecosystem of learning materials was designed with 21st Century learning and 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. Thus, supporting PATEF-UPDATE in this endeavor is indeed a great honor.

Through this Convention, we hope that you can learn the benefits of utilizing digital technologies in providing world-class learning experiences to our learners.

We, at REX Book Store, wish all the participants the best! We pray for the huge success of this event – Para sa Bata; Para sa Bayan.



ATTY. DOMINADOR D. BUHAIN
Chairman and President
REX Book Store, Inc.

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Maria Antoinette C. Montealegre, D.A.
Officer-In-Charge
Office of the President

REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURO
The National Center for Teacher Education
Maynila
Manila

MESSAGE



My sincerest greetings to PATEF-UPDATE as you once again gather educators from all over the country through the 14th National Convention, with the theme, *Education 4.0: Challenges and Directions*.

Everyone involved in the business of education needs a convention like this not only to be updated with the latest developments and innovations in the realm of education, but also to exchange ideas and best practices, as one big family of educators.

This activity is indeed very significant in today's rapidly changing world. The phenomenal advances in technology such as global connectivity, smart machines, and new media have changed the "game of education," and have opened many opportunities and modalities in education delivery. We, as committed educators, must engage in insightful discussions, embrace innovations, and confront dramatic shifts in the world of learning. We hope that the insights and knowledge you have gained in this convention would make you more responsive to the demands of the highly sophisticated, digital-oriented learning community. Empowered educators make empowered learners.

PNU congratulates PATEF-UPDATE for the success of this year's convention. May you continue to succeed in your future endeavours. To the hardworking and dedicated PATEF-UPDATE officers, thank you for your continued to scholarship in education. We wish you many more great accomplishments as PNU affirms its full support to all the aspirations of your organization.



MA. ANTOINETTE C. MONTEALEGRE, D.A.
Officer-In-Charge, Office of the President



PHILIPPINE ASSOCIATION FOR TEACHERS OF EDUCATIONAL FOUNDATIONS-UNITED PROFESSIONALS FOR THE DEVELOPMENT & ADVANCEMENT OF TEACHER EDUCATION (PATEF-UPDATE), INC.



MESSAGE

I am humbled to welcome you all to the 14th National Convention of PATEF-UPDATE. It is the organization's commitment to continuously provide all educators a venue for rejuvenating their passion for teaching.

The PATEF-UPDATE officers adopted the theme, *Education 4.0: Challenges and Directions*, because of its timeliness and relevance. Digital technologies have been creating a profound impact on societies and are changing our engagements in school and in social activities. They also drive innovation in many different aspects of life thus, there is a very strong correlation between education and skills and the uptake and use of digital technologies in various spheres of life.

We feel the need to update teacher educators, teachers, school administrators, researchers, and other education stakeholders on the challenges and directions of education as it confronts the complexities of the fourth industrial revolution. This convention aims to keep all participants abreast with the trends and developments on digital technologies in education; engage them in meaningful discussions on the issues surrounding the globally-connected and technology-fueled learning; encourage them to share best practices and researches on digitally-driven instruction; and establish linkage with agencies and institutions that promote quality teacher education.

We, the officers and board members of PATEF-UPDATE, hope that you will gain a lot of new insights from the plenary sessions, symposia, paper presentations, poster presentations, and the exchange of ideas between and among the resource persons and participants. We also wish that you will become even more encouraged to take a shift from the typical teaching practices to more advanced and technology-driven pedagogies of teaching.

Finally, we trust that this event will further embolden you to hone your crafts so that you may not only be aptly equipped in your field, but also be able to share your learning to the coming generations.

More power to one and all!


CELIA M. ILANAN, Ph.D.
President



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 14TH ANNUAL CONVENTION WITH
THE THEME, "EDUCATION 4.0: CHALLENGES AND
DIRECTIONS", TO BE HELD ON NOVEMBER 28-30, 2018 AT THE
HERITAGE HOTEL, MANILA

DATE : September 6, 2018

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

J. PROSPERO E. DE VERA III, DPA
Officer-In-Charge
Commission on Higher Education

2018-0828-196_cmp_PATEF-UPDATE 14th Annual Convention

Advisory No. 213, s. 2018
October 23, 2018

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)

14th ANNUAL NATIONAL CONVENTION OF THE PHILIPPINE ASSOCIATION FOR TEACHERS
OF EDUCATIONAL FOUNDATIONS-UNITED PROFESSIONALS
FOR THE DEVELOPMENT AND ADVANCEMENT
OF TEACHER EDUCATION

The Philippine Association for Teachers of Educational Foundations-United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE) will conduct the 14th Annual National Convention with the theme Education 4.0: Challenges and Directions from November 28 to 30, 2018 at the Heritage Hotel Manila, Pasay City.

The conference aims to:

1. keep abreast with the trends and developments on digital technologies in education,
2. engage in meaningful discussions on the issues surrounding the globally-connected and technology-fueled learning,
3. share best practices and researches on digitally-driven instruction, and
4. establish linkages with agencies and institutions that promote quality teacher education.

The target participants are teachers, educators, school administrators from public and private schools, researchers, and other education stakeholders.

Participation of 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.

For more information, contact:

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Website: www.patef-update.org

Program of Activities

DAY 1

November 28, 2018 (Wednesday)

8:00 - 9:00	REGISTRATION/Snacks	PATEF-REX SECRETARIAT
9:00 – 9:30	Opening Program	
	National Anthem	
	Invocation	
	Welcome Remarks	DR. CELIA M. ILANAN President, PATEF-UPDATE, Inc.
	Statement of the Purpose of the Convention	DR. ROSANNI M. DEL MUNDO Program Chair and Vice President, PATEF-UPDATE, Inc.
	Message	ATTY. DOMINADOR D. BUHAIN Chairman and President Rex Book Store, Inc.
	Introduction of the PATEF-UPDATE Officers & Board Members & Participants	DR. RAQUEL G. LARANG Assistant Secretary PATEF-UPDATE, Inc.
	Introduction of the Keynote Speaker	DR. CELIA M. ILANAN President, PATEF-UPDATE, Inc.
9:30 – 10:30	Keynote Address: Education 4.0: Challenges and Directions	DIR. JOCELYN DR. ANDAYA Director, Bureau of Curriculum Development Department of Education (DepEd)
10:30 – 12:00	Plenary Speaker 1 Redesigning Learning Spaces for 21st Century Learners	PROF. ANNA CHERYLLE M. RAMOS Director, Educational Technology Center University of Santo Tomas (UST)
12:00 – 12:30	Open Forum	PROF. MA. LUZ T. BADIOLA Moderator Board Member, PATEF-UPDATE, Inc.
12:30 – 1:30	Lunch Break	
1:30 – 3:00	Plenary Speaker 2: The Architecture of Education Enterprise	PROF. ALLAN BORRA Director, Information Technology Services De La Salle University (DLSU)

3:00 – 3:30	Open Forum	PROF. MA. LUZ T. BADIOLA Moderator Board Member, PATEF-UPDATE, Inc.
3:30 – 4:00	Health Break	
4:00 – 5:30	Plenary Speaker 3: Information and Knowledge Management in Teacher Education	MR. JOHANNES PAULUS B. ACUNA Data Architect, National Government Portal Project Department of Information, Communication and Technology (DICT)
5:30 – 6:00	Open Forum	DR. RAQUEL Q. LARANG Moderator Assistant Secretary, PATEF-UPDATE, Inc.

DR. MARILOU C. PANTALEON
Officer of the Day

PROF. EDNA IMELDA F. LEGAZPI
Master of Ceremonies

Day 2

November 29, 2018 (Thursday)

8:00 – 8:30	Preliminary Activities Synthesis of Day 1	
8:30 – 10:00	Plenary Speaker 4: Technology for Teaching and Learning	MR. JAYVEE CABARDO Director, Education Technology Unit Asia-Pacific College
10:00 – 10:30	Open Forum/ Health Break	DR. ROSANNI M. DEL MUNDO Moderator, Vice President, PATEF-UPDATE, Inc.
10:30 – 12:00	Plenary Speaker 5: Teaching in Transition The rise of Open Education, MOOCs, Inclusivity and Lifelong Learning	MR. GALVIN RADLEY L. NGO, M.Ed. CEO, Woohoo Learning Lab Coordinator for Education Technology and Innovations, Ateneo Institute for the Science and Art of Learning and Teaching (SALT)

12:00 – 12:30 **Open Forum**

PROF. EDNA IMELDA F. LEGAZPI

Moderator
 Auditor, PATEF-UPDATE, Inc.

12:30 – 1:30 **Lunch Break**

1:30 – 5:30 **Paper Presentations**

PROF. MELISSA ALMA R. ORENCIA

Moderator
 Board Member, PATEF-UPDATE, Inc.

***Working Health Break**

DR. MARILOU C. PANTALEON

Officer of the Day

DR. RAQUEL Q. LARANG

Master of Ceremonies

Day 3

November 30, 2018 (Friday)

7: 45– 8:15 **Preliminary Activities**

Synthesis of Day 2

8:15 – 9:15 **Plenary Speaker 6:**

Quality Assurance in
 Technology-driven Education

MS. CECILIA T. UBARRA

Managing Director
 Knowledge Community, Inc. and
 Former Education and Government Affairs
 Manager of Intel Technology Philippines, Inc.

9:15 – 9:30 **Open Forum**

DR. GLENDA O. DE LARA

Moderator
 Board Member, PATEF-UPDATE, Inc.

***Working Health Break**

9:30 – 10:45 **Plenary Speaker 7:**

Education 4.0: Moving Beyond
 Technological, Pedagogical,
 Content Knowledge in
 Teacher Education

DR. EDIZON A. FERMIN

Director for Innovation Development
 Miriam College

10:45 – 11:00	Open Forum	PROF. EDNA IMELDA F. LEGAZPI Moderator Auditor, PATEF-UPDATE, Inc.
11:00 – 12:15	Plenary Speaker 8: The Teachers in Schools as Innovation Ecosystems: Perspectives for Teacher Educators	DR. EDIZON A. FERMIN Director for Innovation Development Miriam College
12:15 – 12:30	Open Forum	PROF. EDNA IMELDA F. LEGAZPI Moderator Auditor, PATEF-UPDATE, Inc.
12:30 – 1:15	Closing Program	
	Impressions	SELECTED PARTICIPANTS
	Message	DR. MA. ANTOINETTE C. MONTEALEGRE OIC, Office of the President Philippine Normal University
	Awarding of BEST Paper Presenters and Posters	DR. BERT J. TUGA Board Member, PATEF-UPDATE, Inc. and Chair, Paper Evaluation & Awards Committee
	Closing Remarks	DR. ROSANNI M. DEL MUNDO Vice President and Program Chair PATEF-UPDATE, Inc.
	Distribution of Certificates	DR. MARILOU C. PANTALEON Board Member, PATEF-UPDATE, Inc.
1:15 – 2:00	Lunch Break Home Sweet Home	

PROF. VICTORIA J. DELOS SANTOS
Officer of the Day

PROF. MA. LUZ BADIOLA
Master of Ceremonies

Keynote Speaker

Dir. JOCELYN DR. ANDAYA



Dr. Jocelyn dela Rosa Andaya is currently Director IV, Bureau of Curriculum and Development of the Department of Education (DepEd). She also leads the Senior High School National Task Force of DepEd. Her extensive career in the said agency includes OIC, Office of the Director, Bureau of Secondary Education; OIC, Executive Director, National Council for Children Television; and Director III, Bureau of Secondary Education. She was educated at the University of the Philippines-Diliman, the University of Sydney in Australia, and De La Salle University-Manila. She has published books for English in secondary levels, and is affiliated in several organizations like the National Council for Cultural Education, National Organic Agricultural Board, and the Philippine Science High School Board.

Education 4.0 : Challenges and Directions

We are in the precipice of a world where those things that we have been exposed and accustomed to are quickly fading into obsolescence brought about by technology and we are left with no choice but to take a leap and dive.

This technology has ushered in the fourth industrial revolution or what others call Industry 4.0. This has brought about rapid globalization as geographic boundaries collapse through advancement in technology, strong emergence of artificial intelligence, robotics and the internet of things among others and consequently, led to knowledge explosion and the changing value drivers of people. These are upon us and tremendously affect our lives, and how we work. Needless to say, all of these have impact on education.

As these changes bring about several opportunities and massive changes in society particularly in job requirements, it is imperative that education must and should respond to these by ensuring that the learners are afforded meaningful and relevant education which will help them compete in this new world.

It also behooves the education sector to meet the knowledge and skills-set requirements of the industry through new ways of learning, new ways of teaching and new ways of working.

Thus, the Department of Education needs to be able to harness the potential of digital technologies in the classroom, emphasize lifelong learning and capacitating the teachers to meet the demands of Industry 4.0

The future of learning will be dramatically different in school and throughout life. Education cannot remain a bystander and watch all these unfold whilst remaining and holding on to educational theories and principles and practices that are no longer relevant in the 21st century.

Plenary Speaker 1

Prof. ANNA CHERYLLE KELSEY M. RAMOS



Prof. Anna Cherylle Kelsey M. Ramos, is currently the Director of the University of Santo Tomas (UST) Educational Technology Center. She is a certified eLearning Specialist through a scholarship granted by the Federal Government of Germany and Global Campus 21 e-Academy; and a Digital Literacy alumna of the distinguished Australian Fellowship Awards (2015) from Queensland University of Technology. Her postgraduate scholarship on Instructional Media Production and Management from the Katholieke Universiteit Leuven (KU Leuven – Belgium), was instrumental for garnering the Grand Prize (Professional Category) – Biotech Shorties for the animated film, “Discovering the Extraordinary in our Ordinary Lives,” a national video-making competition, organized by the International Service for the Acquisition of Agri-biotech Applications (ISAA) and the Southeast Asian Regional Center for Graduate Study and Research in Agriculture – Biotechnology Information Center (SEARCA-BIC). She is currently a contributing writer for Cyber Safety and Responsible Digital Citizenship under SEAMEO-INNOTECH.

She spearheaded the Rapid eLearning Course Development Program, a teacher-training for e-learning practitioners, which earned the Philippines the 2014 Blackboard Catalyst Award Winner for Staff Development during the Blackboard World 2014 in Nevada, USA. This project was also recognized by the Blackboard Asia-Pacific Region (APAC) as the first Asian country entry to win in the prestigious competition, which was likewise given another distinction – Catalyst Awards for Staff Development-APAC Region – during the Teaching and Learning Asia Conference 2014 in Singapore.

In her brilliance in technology, she is designated by Blackboard, as the e-learning leader of the Philippine Blackboard Users Group (PBUG). She has also worked with UNESCO ICT for Education (Bangkok), and as Coordinator for Resource and Distribution Training Center (RDTC). The UST-RDTC, under her leadership, was recognized as the Best Innovative Teacher Education Program Initiative by PAFTE. Her e-learning leadership was further validated when she received the "Greatest Individual Contribution to Education Inclusion" by the Edutech Asia Awards 2017 in Singapore.

Redesigning Learning Spaces for 21st Century Learners

As educators have rapidly integrated 21st century skills of communication, collaboration, creativity and critical thinking into a technology infused classrooms, the demand to redesign the learning environment has been a parallel necessity all over the world particularly among school leaders, policy makers and administrators. This session highlights evidence-based research results, innovative pedagogies and trends in the effective design of learning spaces in combining the appropriate mix of technology, pedagogy and physical space. Principles of eduscape and framework for 21st century learning environments will focus on how to have a lasting impact and meaningful change for the whole school community in the effective design of technology-rich learning experiences.

Plenary Speaker 2

PROF. ALLAN B. BORRA



Prof. Allan B. Borra is at present, the Project Executive of ERP Project for DLSU and the Director of DLSU's IT Services. Prior to his current position, his services and expertise as consultant, director, project lead and author and assistant professor in various DLSU networks, units and colleges were all very productive to the institution.

Moreover, he became a technical consultant for COMELEC (2002 to 2008) where he took part in a pool of IT consultants who planned and prepared for the 2004 automated election system using the Automated Counting Machine (pre PCOS) technology. He also took part in the conduct of an informal audit of the IT systems and IT organization of COMELEC.

Prof. Borra is a TOGAF 9.1 - Certified (The Open Group Architecture Framework) , as well as an author of various research and managed projects of SAFE, DOST, PCIEERD and PCASTRD. He has also published several papers in scholarly publications along the areas of Computers, Grammar, Statistics, Filipino , among others.

He has taught various courses on Technology and Governance, Enterprise Architecture, Compiler Theory , Algorithm Complexity and Analysis , Web Application Development and other computer-related areas. He has earned units in PhD in Computer Science in DLSU Taft and he finished both his MS in Computer Science (.1999) and BS Computer Science (1996) from UP Los Banos.

The Architecture of Education Enterprise

Managing a school is already complex in itself. Preparing brick and mortar schools for the digital future is a gordian knot that if wrong decisions are made, or did nothing to innovate, may disrupt or even render our schools irrelevant.

This talk is about a discipline, a mindset, a framework called Enterprise Architecture. We take a look at the perspective of managing and strategizing the ICT of educational institution through Enterprise Architecture. We define what an enterprise is. We define what an architecture is, in the context of an enterprise architecture. The Open Group Architecture Framework (TOGAF) will be elaborated and its methodology will be discussed. It is intended to show that the methodology can ensure that ICT and innovation investments are aligned with overall institutional goals and strategies. Practical examples and realization of benefits of Enterprise Architecture shall be shown based on case studies.

Plenary Speaker 3

Mr. JOHANNES PAULUS B. ACUÑA



Mr. Johannes Paulus Acuna is currently a Data Architect and Technical Consultant at the Department of Information and Communications Technology (DICT). His professional engagements include part time teaching at De La Salle University-Manila; Information Technology Specialist Consultancy at the Asian Development Bank (ADB); Information Technology Specialist Consultancy at the Policy Development and Planning Bureau of the Department of Social Welfare and Development (DSWD); Data Architect and Technical Consultancy at the Department of Information and Communications Technology (DICT); Information Technology

Specialist Consultancy at the World Bank; Database Programmer Consultancy at the National Anti-Poverty Commission (NAPC); and Information Technology Specialist Consultancy at the Catholic Relief Services (CRS).

He attended varied training programs locally and internationally, funded by the Asian Development Bank and World Bank. Among the trainings he completed were the Advanced User Training Using Microsoft SQLServer; Microsoft Dynamics CRM 2011 Training; Administration and Development Training Using SYBASE IQ; Administration and Development Training Using Microsoft SQL Server Database; Information Technology Project Management; Geographic Information System Training; Yellowfin Training on Administration and Report Writing; Information Systems Audit Training; and Microsoft SQLServer 2008 Database Development.

He completed his Bachelor of Science in Computer Science with specialization in Software Technology at the De La Salle University-Manila and is currently completing his Master of Science in Information Technology at the same learning institution.

Information and Knowledge Management in Teacher Education

The perceived success of Information and Knowledge Management (IKM) initiatives are often associated with the adoption of ICT in IKM activities. However, it is important to recognize that if the underlying and fundamental concepts of IKM are not fully understood, any ICT intervention will always fall short on its promise and objective. This session shall provide an overview about the Data Management Body of Knowledge (DMBOK) and provide guidance on how its eleven (11) Knowledge Areas relate to IKM in Teacher Education.

Plenary Speaker 4

PROF. JAYVEE M. CABARDO



Mr Jayvee M . Cabardo has been the Director for Education Technology at the Asia Pacific College since 2010. Among his multiple qualifications in line with IT- related concerns include being a Higher Education professor, It Solution Provider, IT Trainer / Public Speaker, Microsoft Education Ambassador, Microsoft Innovative Educator Expert , Server Management / Administration and Network Management / Administration.

His rich experience in the field of information and technology brought him to work as Senior Engineer and Technical Support Team Leader in Riyadh Palace (2008-2010); Consultant / Higher Education Professor in San Beda College, Alabang (2007-2008 ; 2011 - 2012) and Network and Systems Administrator in Asia Pacific College (March 2002 - April 2007)

His professional affiliations include membership in the following organizations : Phil. Computer Society , Phil. Society of Information Technology Educators , Philippine eLearning Society , Microsoct Education Ambassador and DLSU Dasmaringas Alumni Association. Mr. Cabardo finished his MA in Information Management from Asia Pacific College in 2010 and BS in Computer Science from DLSU Dasmaringas in 2002.

Technology for Teaching and Learning

This talk on Technology for Teaching and Learning is about understanding today's learners, the role of academe in digital transformation age and some success stories of our implementation of educational technology in Asia-Pacific College.

Plenary Speaker 5

Mr. GALVIN RADLEY L. NGO, MAEd



Mr. Galvin Radley Ngo is currently the Chief Executive Officer (CEO) of Woohoo Learning Lab, an education technology professional learning company. He has a MA in Educational Administration from Ateneo de Manila University and is currently a part-time lecturer at the Education Department and core member for Innovation and Education Technology at the Ateneo Science and Art of Learning and Teaching (SALT). Previously, he has also served as an Education Technology Specialist for the Basic Education Sector Transformation Program, through Cardno, Inc., where he provided technical support to the Department of Education Information and Communication Technology (DepEd-ICT) Service Department, in the area of technology evaluation, integration, and ICT literacy. He is also the former Coordinator of the New Experiences with Technology (NExT) Team of Xavier School, where he led the One2OneOne Program Initiative, IT Support, and the Computer Education Department.

He is also an Apple Distinguished Educator and an Apple Professional Learning Consultant. He was a resource speaker in the Reading Association of the Philippines Convention; Philippine International Conference for Technology in Education; DepEd Literacy Program; Techonomy Forum; Digitech Manila; and Google for Education Forum.

Mr. Ngo is inclined to researches related to professional development, adult learning, technology integration, and distance and blended learning pedagogy.

TEACHING IN TRANSITION

The rise of Open Education, MOOCs, Inclusivity and Lifelong Learning Chief Executive Listener. Social Media Manager. Cloud Computing Specialist. These are a few roles that were previously unheard of, and have emerged in the workplace in the past 10 years. According to the 2018 World Economic Forum Future of Jobs report, a wave of new technologies and trends have disrupted various business models and are predicted to pose several challenges and opportunities globally in the near future. Driven by changes brought about by increasing access to high-speed mobile internet, artificial intelligence, wide adoption of big data analytics and cloud technology, various types of organizations (and society) will inevitably undergo shifts

in the hows and whats of everyday life and practice (Source: Future of Jobs Survey 2018, World Economic Forum). Technology has become a prime mover of disruption in various industries, but how about in education? Given the challenges and opportunities that we face, how might we create opportunities for every learner, not just today, but even for an unforeseeable future?

Plenary Speaker 6

MS. CECILIA T. UBARRA



Ms. Cecilia T. Ubarra is presently the Managing Director of Knowledge Community, Inc., a non-profit organization dedicated to working with different stakeholders in the development of the Philippine education system.

Prior to her current position, she served as the Education and Government Affairs Manager of Intel Technology Philippines, Inc. for six years. She managed and grew the K-12 education programs of Intel Corporation in the Philippines in the fields of ICT in Education and STEM among others. While she was Intel's Education Manager, more than 50,000 Filipino teachers were trained in the effective use of technology in teaching and learning, and Filipino high school students thrived under the STEM program resulting to several awards in annual international science and math competitions.

Prior to joining Intel in 2005, she worked for nine years at the Asian Institute of Management (AIM) in different capacities involving program development and management, training, research and case-writing. While she was at AIM, she also taught Political Science and Governance subjects at the De La Salle University.

She graduated from the University of the Philippines – Diliman Campus with a Bachelor's Degree in Political Science and a Master's Degree in Public Administration.

Quality Assurance in a Technology-Driven Education

The impetus for technology-enabled learning and teaching is accelerating in the Philippines fueled by rapid innovations in education technology and a large base of digital natives enrolled in higher education.

The presentation will give an overview of standards, guidelines and benchmarks for quality in technology-enhanced education systems.

The objective of the presentation is to enhance the participants' understanding on how to: ensure that all aspects of their education processes specifically course design, delivery and maintenance are addressed by their institution's quality assurance procedures; and effectively harness the potential of the quality assurance procedures to drive forward the enhancement of the students' learning experience.

Plenary Speaker 7 and 8

Dr. EDIZON A. FERMIN



Dr. Edizon A. Fermin is the Director for Innovation Development of Miriam College (formerly Maryknoll) where he previously served as its first male High School Principal, Assistant Principal for Academic Affairs, Subject Area Coordinator in English, and Director for Basic Education. He took up Bachelor of Secondary Education major in English and graduated Cum Laude, Master's Degree in Language Education, and Doctoral Degree in Language Planning and Policy from the University of the Philippines-Diliman.

His genius has provided him varied recognitions and awards such as UP Gawad Tsanselor bilang Pinakamahusay na Di-gradwadong Mag-aaral ng Sektor ng Batas at Agham Panlipunan; Miriam College President's Award for Research; Professional Achievement Award of the UP College of Education Alumni Association; and Oscar M. Lopez Award for Educational Leadership.

As an active member of varied local and international organizations such as the international societies of Phi Kappa Phi and Pi Gamma Mu, he has written and refereed articles, delivered lectures, and facilitated trainings on e-learning, literacy, teacher education, sociolinguistics, student affairs program development, and curriculum development in various parts of the country, in the United States, the Russian Federation, and in Southeast Asian countries.

Because of his integrity, intelligence, and potentials, he was invited by the Cultural Affairs of the US Embassy to represent the Philippines in a multicultural program for young leaders in the United States; became part of the training team of the English Language Teaching Contract Scheme or ELTeCS of the British Council; became a visiting scholar in linguistics, philology, and language education at the Pacific National University and the Far Eastern State University of Humanities in the Russian Far East; became a member of Board of Directors of the Philippine Association for Language Teaching, Inc. (PALT); and a member of the Pan-Asian Consortium (PAC) of Language Teaching Societies and the International Association of Teachers of English to Speakers of Other Language.

Dr. Fermin is a member of the Department of Education's (DepEd) Technical Working Group on the K to 12 Curriculum as member of the Learning Area Team for Languages and Multiliteracies. He is also part of the K to 12 Sub-committee of the National Basic Education Commission of the Catholic Educational Association of the Philippines (CEAP). His research on curriculum continuum for Filipino became the basis for the K to 12 Basic Education Framework. Currently, he co-chairs the Commission on Higher Education's Technical Panel in Teacher Education that is responsible for migrating the current Teacher Education Programs to an outcomes-based configuration.

**Effectiveness of the Environmental Education
in Enhancing Preparedness of the Vulnerable
Populations in Coastal Communities
of Manito, Albay**

Ma. Teresa M. Abainza
College of Education
Bicol University

ABSTRACT

Environmental education in the community seeks to empower the people to take control of the environmental factors and issues that affect their lives. Hence a well-planned and strongly supported environmental program can help people cope with problems that confront them as regards the environment. A descriptive-qualitative and quantitative research was conducted among the in-school-youth and out-of-school-youth of Barangay It-ba and Cawit in Manito, Albay to assess the effectiveness of the environmental education in enhancing the preparedness of the vulnerable populations in the coastal community of Manito. Data indicated that the respondents were aware of basic environmental issues and had satisfactory and very satisfactory level of competence but were found to be more concerned with other issues of personal nature. Feedbacks from the participants and observers show that the EE program implemented was very effective in preparing the vulnerable populations for any environmental disaster. Comprehension on fundamental concepts of environment and sustainability needs to be enhanced further through additional authentic activities that have to be monitored. As the academe is a partner in educating people in the community. It is also recommended that the academic institutions should continue to collaborate with the local government in the municipality or city to implement more programs on Environmental education and for wider dissemination or vice versa. Emphasis on application or practice of what have been taught be imperative to ensure holistic and lifelong learning. Hence, every individual must be made accountable for his/her actions that affect the environment. Furthermore, it is imperative for various stakeholders to help each other in promoting environmental concerns.

Keywords: Environmental education, vulnerable populations, coastal community, environment

**Assessment of the BUCE-GAs-NGOs Partnership in the Implementation
of the Laddered Teacher Education Program for Preschool**

Epifania B. Nunez, PhD and Helen M. Llenaresas, Ed.D

Bicol University, Legazpi City

In keeping with the reforms in the Philippines educational system, the K to 12 Program and the Universal Kindergarten, innovation in the Teacher Education Program is essential. This new development brings together various agencies and stakeholders to work collaboratively in achieving the quality of education that the Philippine education intends to achieve. In the context of the challenges encountered in partnership between the teacher education institution and other government and non-government agencies in the implementation of the Program, this study aimed to assess the BUCE-GAs, NGOs partnership in the implementation of the Laddered Teacher Education Program for Preschool. This research used descriptive evaluative method of research in order to 1) identify the impact of partnership using a multi-constituency approach involving the following stakeholders a) students b) faculty c) institution d) community and e) partners in the implementation of the program, 2) assess the TEI-GAs-NGOs partnership in terms of the following dimensions: a) initiation b) nature of collaboration c) scope of collaboration d) process of collaboration and d) scope of potential impact, and 3) develop a Partnership Improvement Plan to improve and sustain the partnership. The study employed focused group discussions, survey, consultative meetings and interview. Results showed that the impact of partnership to different stakeholders along the implementation of the program and competencies namely: a) planning learning experiences, teach and assess learning, b) preparing, use, evaluate and package instructional materials for preschool and c) managing routines and facilitate learning engagement of the students in a friendly environment is favorable to students, faculty, school managers, community and partner agencies. The partnership was highly satisfactory in achieving the expectation of the individual partner organization. The developed collaborative Partnership Improvement Plan for the TEI-GAs-NGOs is designed to strengthen and sustain the partnership among them. Thus will lead to improve early childhood education program in the region.

**Level of Awareness, Comprehension and Competence
on Environment Education of Grade 4 Pupils of Bicol University
Elementary Department, Philippines**

Sherry M. Orozco

Bicol University College of Education

ABSTRACT

Environmental Education means adopting a more holistic approach to education with the goal of producing a better world for the young generations. This study assesses the level of awareness and comprehension on Environmental Education (EE) concepts and level of competence on environmental education skills of the Grade 4 pupils in Bicol University Laboratory School Elementary Department. A developmental-descriptive- evaluative method of research, focus group discussion and questionnaires were used to assess the environmental education of the primary pupils.

The results of the assessment revealed that most of the respondents are not aware of the basic environmental concepts and principles. In addition, the respondents claimed to know very well the 15 statements related to the 7 environmental principles but were found to have a very low percentage in the correct response. Findings also reveal that twenty (20) out of 36 respondents are moderately competent. Moreover, the level of awareness on environmental concepts of the Grade 4 pupils is high, the level of comprehension of the pupils on environmental concepts resulted to its highest level which is I know and understand this very well and the level of competence on environmental skills ranges from moderately aware to highly aware.

Keywords: awareness, comprehension, competence environmental education, environmental program

**Appreciating Literature with the Use of Technology:
Information and Communication Technology Integration
in Teaching Philippine Literature**

Rebecca T. Baguio

College of Teacher Education, Palawan State University

Information and Communication Technology (ICT) has dramatically changed peoples' lives—improving services and products and helping people to live a more fruitful and productive life. Thus, it is widely used in different fields and sectors of the society. In the education sector, it is seen as a tool in amplifying the teaching-learning process. Around the globe, ICT is used to aid teachers and students in building and sharing knowledge. ICT tools can be used in different subjects, including literature, which, for some students, is a “boring” subject. Hence, some students fail to appreciate literature. This prompted the researcher to look at students' appreciation of literature if it will be taught using ICT. The researcher aimed to find out if the students' perception of literature will change before and after ICT integration in teaching Philippine Literature; if there is a significant difference between the students' achievement when lessons in Philippine literature are presented with and without the aid of ICT; and if there is a significant relationship between the grades of the students in their ICT class and their achievement in Philippine literature when ICT is integrated in teaching literature.

The experimental research/approach was used in the study in which two classes in Philippine Literature were used as respondents. ICT integration was used in teaching the lessons in one class while the other class was taught without ICT integration. A validated test was used before and after ICT integration in class. The test followed the lessons as presented in the syllabus and lesson guides prepared for the subject.

At the end of the semester, it was found out that the students' achievement in Philippine Literature when lessons are presented with the aid of ICT is significantly higher than that of the students' achievement when lessons are presented without its aid. The findings suggested that the students appreciate literature more when it was taught using ICT.

**Facebook short response: The 10/90 Model and Comment-and-reply Strategy
in Keeping Students Academically and Emotionally Engaged Online**

Reynald M. Cacho

Philippine Normal University, South Luzon

Abstract

This paper presents an action research project designed to explore in-depth how a Facebook group comment-and-reply strategy is integrated as the flexible learning activity (FLA) in an undergraduate teacher education program literature course. It describes the nature, patterns and nuances of the short responses and how teacher-student and student-student interactions in the online course enrichment activities are formed. Data was gathered through content analyses of comments and replies including an online forum. Although action research is limited by its generalizability and focus, the study yields innovative and interactive ways of keeping students to be academically and emotionally engaged through the consistently prevailing 10/90 model ratio of teacher and students online content contribution shared respectively. Apart from the generally positive theme generations and active interactions of students, pedagogical online functions of teacher and student-student connections are introduced to support how the project became a viable platform for idea expression, fun, freedom and flexibility, and more creative way of converting students' regular online social media behaviors into educational works. Considerations for the next cycle via Facebook group or related platforms are also extended. Finally, data-driven results with student stakeholders' inputs justifiably espouse relevant theoretical propositions and pedagogical model or lessons for both teacher-practitioners and academic researchers to try in different setting, in other courses, and/or to investigate further.

Keywords: action research; comment and reply; content analysis; Facebook; flexible learning activity; literature; social networking site; teacher education

Summary of Oral Presentation

Name of Presenter	Title of Paper
Education 4.0 and Sustainability	
Ma. Teresa M. Abainza <i>Bicol University</i>	EFFECTIVENESS OF THE ENVIRONMENTAL EDUCATION IN ENHANCING PREPAREDNESS OF THE VULNERABLE POPULATIONS IN COASTAL COMMUNITIES OF MANITO, ALBAY
Epifania B. Nunez <i>Bicol University</i>	ASSESSMENT OF THE BUCE-GAS-NGOs PARTNERSHIP IN THE IMPLEMENTATION OF THE LADDERED TEACHER EDUCATION PROGRAM FOR PRESCHOOL
Sherry M. Orozco <i>Bicol University</i>	LEVEL OF AWARENESS, COMPREHENSION AND COMPETENCE ON ENVIRONMENT EDUCATION OF GRADE 4 PUPILS OF BICOL UNIVERSITY ELEMENTARY DEPARTMENT, PHILIPPINES
Education 4.0: Teaching and Learning	
Rebecca T. Baguio <i>Palawan State University</i>	APPRECIATING LITERATURE WITH THE USE OF TECHNOLOGY: INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION IN TEACHING PHILIPPINE LITERATURE
Reynald M. Cacho <i>Philippine Normal University</i>	FACEBOOK SHORT RESPONSE: THE 10/90 MODEL AND COMMENT-AND-REPLY STRATEGY IN KEEPING STUDENTS ACADEMICALLY AND EMOTIONALLY ENGAGED ONLINE
Education 4.0 and the 21st Century Skills	
Monera Salic-Hairulla	DEVELOPMENT OF INSTRUCTIONAL KIT IN ECOSYSTEM USING INFOGRAPHICS

Poster Presentations

Socio-Economic Profile of Seaweed Farmers

**Margie P. Deita, Nilde S. Alderete, Evaline L. Apura,
Remia C. Fuentes, Teresita D. Sina-on**

Iloilo Science and Technology University
Barotac Nuevo Campus, Barotac Nuevo, Iloilo

Tiabas, San Dionisio, Iloilo is a rural barrio bounded by coastal areas and the primary means of living of the people is seaweed farming and fishing. The seabed in that area provides them an advantageous spot to cultivate seaweeds that they can sell whether fresh or dried, raw or processed to augment their income to provide food for their tables and finance their other basic needs from clothing, shelter and education.

This study was conducted to determine the socio-economic data on the profile of seaweed farmers, the roles of women and challenges encountered during farming and ascertain factors that would help improve their lives as a whole. The researcher-made questionnaire were given to 200 respondents providing the data in this descriptive survey. This paper is part of the project study of Iloilo Science and Technology University entitled “Valorization of Brown Seaweeds Through Extraction for Fruit and Fish Postharvest Preservation” funded by the USAID-STRIDE. Results showed that 96.5 % of the respondents considered seaweed farming as their main occupation and 77.5% considered seaweed farming as their main source of income. 58.5% started farming in their prime age while 41.5% started when they were very young. Although, they professed that seaweed farming had helped them economically, majority of them still want their children to finish college and find better jobs because majority of them reached only until high school. Both male and female respondents, whether young or old are involved in the planting, cultivation and harvest of seaweeds. Likewise, reproductive chores like child care, household chores and the like were also shared by members of the family. The findings also showed that despite the length of time they spend in farming, the income they earned is barely sufficient and their lives were admittedly almost the same as the time they started seaweed farming. Most of them live in single room houses made of light materials and their way of living is considered to be very basic and simple because they enjoyed very few amenities in their homes. The progress brought about by seaweed farming is negligible because they are still facing difficulties brought about by environmental (high tide, typhoon, fishing methods, and long months before harvest) factors that destroy their production of seaweeds and economic factors (lack of supplies/materials they can use during cultivation). Although several government and non-government agencies have come and participated in the endeavors of the residents to utilize seaweeds to improve their lives, they are still appealing to the government to help them process seaweeds into other edible products that would augment their income during lean months, provide them trainings and seminars on other endeavors so that they would not be totally dependent on seaweed farming and give them health and medical care and information dissemination on health, hygiene and sanitation.

Keywords: seaweed farmers, socio-economic profile, source of income, process seaweeds

Poster Presentations

Kasaysayan: Revisiting History Among 21st Century Learners

Eric DS. Ebro

Instructor, President Ramon Magsaysay State University

The study explores and describes the perceptions and experiences of 21st century learners of History. The research is a descriptive in design yet phenomenological and qualitative in approach. The purposive group of twenty-five BSED Social Studies major students, selected through comprehensive sampling served as the participants. The data were gathered from the open-response survey which were analyzed through thematic analysis method. The survey included questions that were initially asked during the preliminary class discussions but were textualized in a survey form. The survey questions centered on the perceptions and experiences of learners of History. The generated themes focus on the learners' perceived significance of learning History, their interest, expressions attributed in learning History, the challenges they encountered, the ways they prefer to learn History and their commitment to develop more the appreciation of learning History. Generally, 21st century learners find happiness (Saya) in learning History as revealed by the findings of the study. Learners are typically committed to share the acquired knowledge and values in History. However, the learners are challenged because of their prior impression on the traditional approach in learning History. Findings of the study show, that the ethical use of Information and Communications Technology (ICT) must be integrated in teaching and learning History. Through guided media and technology use, learning of History may go beyond the classroom discussion, which may eventually lead to greater appreciation of learning History.

Keywords: History education, 21st century learners, phenomenological, active History

Poster Presentations

The Sandwich Generation Among Employees: A Model of Filipino Values

Dr. GLORIA S. SANTOS

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In Exodus 20:12, God gave the commandment: "Honor your father and mother." Hence, sons or daughters who are in between parents or siblings or parents, children and siblings, regarded as sandwich generation provide different types of support to the family circle.

This descriptive research tells about the present 62 employed sons'/daughters' support model to their families. The big majority are married, female, working in different institutions like manufacturing, service businesses, hospitals, banks and schools. Their monthly salary range from less than Php10,000 to Php30,000, though a few are earning over Php 30,000 to more than Php60,000.

The study revealed that the respondents have been very often helping their parents (WM 3.1845), siblings, (WM 3.1567) and children, (WM 3.842) financially. They tighten their own budgets, refrain from engaging in recreational activities and some resort to borrowing or loans just to provide needs of families. More than the majority regard this support as their responsibility, a means to follow God's will and an expression of love.

Most agreed to continue the sandwich generation support model, but a new thought emerge, others have suggested to stop this practice, because they wanted to enjoy their earnings and finish paying their own loans.

It is therefore the Education sector's responsibility to be on the lookout of its Values courses so that guided and informed generation may be able to come up with appropriate wealth sharing schemes for the family to remain solid and the strong foundation of the nation (Nolledo, 1995).

Key words: family economic support values responsibility

Poster Presentations

The Transition First Year Students, AY 2016-2017 and 2017-2018

Dr. Gloria s. Santos

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Abstract

This descriptive research identified the school related and demographic profile of first year students admitted in the university branch during the transition period, AY 2016-2017 and 2017-2018. A total of 274 students were the respondents of the study with descriptive statics as tools of analysis.

It was revealed that a big majority were Secondary School graduates but some have already earned units in college. Respondents were found to have graduated from High School in 2013-2014, 2014-2015 indicating that they left schools for more than two years, however, a few are school leavers for more than 10 years. The major reason for failing to enrol in the Branch after graduation from the secondary level was financial difficulty, and giving way to siblings to pursue their education, because of the situation, some have found employment. The transition period for them have not been difficult as indicated in their good (BEED) and satisfactory academic performance and their agreement on the enjoyment they have experienced in relation to academic and extra-curricular activities. Likewise, they have agreed that their social adjustment had not been difficult.

Their perceived factors to improve their academic performance relates to the sensitivity of their teachers with their learning styles, their engagement or participation in learning activities and their own attitudes towards their studies. Therefore, revisiting the teaching strategies may be considered part of the Faculty Development program and the Guidance Office may also include in their Student Development Programs seminars that will enhance study habits.

Keywords: transition, academic performance, social adjustment

Summary of Poster Presentations

Name of Presenter	Title of Paper
Margie P. Deita, Nilde S. Alderete, Evaline L. Apura, Remia C. Fuentes, Teresita D. Sina-on <i>-Iloilo Science and Technology University</i>	SOCIO-ECONOMIC PROFILE OF SEAWEED FARMERS
Eric DS. Ebro <i>-Ramon Magsaysay State University</i>	KASAYSAYAN: REVISITING HISTORY AMONG 21ST CENTURY LEARNERS
Dr. Cloria S. Santos, Danilo R. Delos Santos, Nora C. Rodriguez <i>-Polytechnic University of the Philippines, Bataan Branch</i>	THE SANDWICH GENERATION AMONG EMPLOYEES: A MODEL OF FILIPINO VALUES
Dr. Gloria s. Santos, Numeriano S. Magpantay <i>-Polytechnic University of the Philippines, Bataan Branch</i>	THE TRANSITION FIRST YEAR STUDENTS, AY 2016-2017 AND 2017-2018

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UNITED PROFESSIONALS FOR THE DEVELOPMENT & ADVANCEMENT OF
TEACHER EDUCATION (PATEF-UPDATE), INC.

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PATEF-UPDATE

(United Professionals for the Development and Advancement of Teacher Education) Inc.

Article I

NAME, NATURE, OFFICE and LOGO

Section 1: The Association shall be known as the PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc.

Section 2: PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. is a non-stock, non-profit, non-partisan and non-sectarian association of professionals from different fields.

Section 3: The main office of PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. shall be at the Philippine Normal University, Taft Avenue corner Ayala Boulevard Manila.

Section 4: The PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. logo is composed of six distinct elements, namely: teachers, book, pen, open hands, torch, and three circles of rays that represent the unique qualities of the association.

4.1 Teachers as the focus of the association's efforts because of their critical role in national and global developments.

4.2 The book as the source of knowledge and information necessary for human development and the pursuit for excellence.

4.3 The pen as the tool for communicating knowledge, skills, values and attitudes to improve the quality of the teaching profession.

4.4 The open hands as the symbol of the association's commitment to serve teachers.

4.5 The torch symbolizes the burning desire of PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. to bring light and inspiration to everyone.

4.6 The three circles of rays represent the three main islands of the Philippines (Luzon, Visayas and Mindanao) to which PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. hopes to extend its advocacy.

Article II PURPOSE

Section 1: PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. is established for the development and advancement of teachers and education. Specifically, the association aims to:

- 1.1 monitor trends, developments and researches in the field of Educational Foundations / Professional Education, in general;
- 1.2 disseminate and share research findings and insights on matters related to Educational Foundations / Professional Education, Teacher Education and Education in general, through conventions, seminar-workshops, publications, and other professional activities;
- 1.3 assist members in their personal and professional advancement through exposure to developments in the field of Teacher Education, the Educational Foundations / Professional Education and Education in general.

Article III MEMBERSHIP AND FEES

Section 1: Membership is open to all professionals from public and private educational institutions and other government and non-government organizations subscribing to the purposes of the Association.

Section 2: Membership shall be classified as follows:

- 2.1 The Founding Members are the first set of officers, advisers, consultants, and members who registered and paid their registration fee at the organizational meeting held on May 12, 2003 at the Philippine Normal University – Manila.
- 2.2 The Regular Members are professionals from public and private educational institutions and other government and non-government organizations who meet the qualifications set by the association and pay their annual membership fees every year and actively participate in the association's annual convention/s.
- 2.3 The Lifetime Members are professionals who apply as lifetime members upon the approval of the Board and who opt to pay the corresponding membership fee.
- 2.4 The Honorary Members on the other hand are advocates of the welfare of teachers and the teaching profession who have significantly promoted the cause of teachers, teaching and education. They have been invited or nominated in recognition of their advocacy and significant contribution to education

2.5. Lastly, the Institutional Members are institutions and organizations that signify their intention to support the cause of teachers and education by paying the institutional membership fee.

Section 3: Members shall register through the Secretariat by filling-out the membership form and paying the corresponding membership fee.

Section 4: The amount of the membership fees are as follows:

4.1 Founding Members – No membership fees will be collected from the founding members as their special privilege.

4.2 Regular Members - The annual fee is four hundred pesos only (P400.00), which may be adjusted as needed, subject to the approval of the Board of Directors on its regular meeting.

4.3 Lifetime Members – The fees to be paid will vary according to the following age brackets:

Ages 20-29	-	P10,000
Ages 30-39	-	P 7,500
Ages 40-49	-	P 5,000
Ages 50-59	-	P 2,500
Ages 60-above	-	P 1,500

4.4. Honorary Members – No fees will be collected since it is invitational or by nomination from the Board.

Section 5: Membership to the association shall be effective upon payment of fees. Regular membership shall take effect for 1 year from the date of payment and maybe renewed every year. New members are accepted anytime.

Section 6: Any increase in the membership fee will be proposed by the board and is subject for approval by the general members.

Section 7: For institutional membership fee, there shall be an affiliation fee of P3000, and P2000 as annual membership for regular members.

Article IV **RIGHTS, DUTIES, AND PRIVILEGES OF MEMBERS**

Section 1: The members have the following rights.

- 1.1 To access information on the programs and activities of the association;
- 1.2 To contribute to the projects and programs of the association;
- 1.3 To make proposals related to the purposes of the organization to the Board of Directors;
- 1.4 To nominate candidates for elections;
- 1.5 To be nominated for elections; and
- 1.6 To vote in the election.

Section 2: The members have the following duties:

- 2.1 To attend general assemblies/conventions/conferences and other activities sponsored/endorsed by the Association;
- 2.2 To promote the goals and purposes of the Association;
- 2.3 To pay the corresponding fees on the nature of their membership (except the Founding, Honorary and Lifetime Members);
- 2.4 To elect the members of the Board of Directors;
- 2.5 To participate in the ratification of the Constitution and By-Laws of the organization during the general assembly meeting.

Section 3: The members have the following privileges:

- 3.1 To avail of ten percent (10%) discount in the registration fee national and regional conventions except for newly-registered members;
- 3.2 To be given updates through print and electronic journals;
- 3.3 To have free access to the association's website;
- 3.4 To participate in UPDATE educational tour/s (local and international);
- 3.5 To contribute articles and researches via UPDATE's publications;
- 3.6 To present their researches in any UPDATE fora (local and international).

Article VI
DUTIES AND FUNCTIONS OF THE BOARD OF DIRECTORS

Section 1: The Board of Directors shall be composed of the Officers of the organization, the Board Members and the Advisory Council, and who shall be governed by the general assembly whose functions include the following:

- 1.1 To decide on matters affecting the association;
- 1.2 To formulate policies, rules and regulations as well as procedures which are beneficial to the association and its members;
- 1.3 To approve the plans, projects and activities of the association;
- 1.4 To remove, suspend or recommend for disciplinary action any officer, board member and member of the association;
- 1.5 To appoint through a Board Resolution a Board Member to fill a position that is vacated provided that such an appointment shall serve only for the unexpired term.

Section 2. The officers shall be composed of the President, Vice President, Secretary, Assistant Secretary, Treasurer, Assistant Treasurer, Auditor, and PRO.

2.1. The following are the functions of the officers.

2.1.1 The President shall:

- 2.1.1.1 preside over the general membership and the Board of Directors' meetings;
- 2.1.1.2 propose the development of objectives and policies and formulate long-range plans, programs, projects and activities subject for the approval of the board of directors;
- 2.1.1.3 manage and supervise the business affairs of the association upon the direction of the Board of Directors;
- 2.1.1.4 initiate or confirm the formulation of the recommendations of the Board prescribed duties, responsibilities, privileges, and honoraria of those serving the association in various capacities;
- 2.1.1.5 oversee the preparation of budget and the statement of account of the association;

2.1.1.6 execute on behalf of the association all contracts, agreements and other instruments which require the approval of the Board of Directors affecting the interest of the association;

2.1.1.7 present reports to the Board and the general membership;

2.1.1.8 represent the association at all functional proceedings and perform such other duties as are incident/s to his/her office or are entrusted to him/her by the Board of Directors;

2.1.1.9 delegate other functions as the need arises.

2.2 The Vice President shall:

2.2.1 provide assistance to the President in carrying out the functions of the presidency;

2.2.2 in case of vacancy in the presidency, assume the office and perform all the above mentioned functions of the President.

2.3 The Secretary shall:

2.3.1 prepare, present and file important documents and minutes of meetings of the general membership and of the Board of Directors;

2.3.2 inform the Board of Directors regarding meetings and other activities of the association;

2.3.3 provide promptly soft or hard copies of minutes of meetings to members of the Board of Directors;

2.3.4 update the website and the directory of the association;

2.3.5 attend to matters assigned by the Board of Directors;

2.3.6 perform other duties that are related to his/her office or are entrusted to him/her by the President or the Board of Directors.

2.4 The Assistant Secretary shall:

2.4.1 help the Secretary in performing all the above-mentioned functions.

2.5 The Treasurer shall:

2.5.1 be responsible for the collection and safekeeping of regular fees and donation/s funds, securities, and bonds and deposit them in the name of the association;

2.5.2 render annual statement showing the financial condition of the association and such other financial reports whenever required by the President and/or the Board of Directors and likewise provide an annual report for the information of the general membership during the general assembly;

2.5.3 keep full and accurate account of receipts and disbursements in the books of the association;

2.5.4 perform other duties related to his/her office or are entrusted to him/her by the President or the board of directors.

2.6 The Assistant Treasurer shall:

2.6.1 help the Treasurer in performing all the above-mentioned functions.

2.7 The Auditor shall:

2.7.1 see to it that all expenditures and disbursements of the association are fully audited at the end of each year;

2.7.2 audit the association's fund quarterly;

2.7.3 sign all the reports submitted by the Treasurer after a thorough auditing process;

2.7.4 perform such other duties as are incident/s to his/her office or are entrusted to him/her by the President or the board of directors.

2.8 The Public Relations Officer (PRO) shall:

2.8.1 be responsible for communicating and disseminating to the association members and other institutions relevant information on any activities and projects of the association.

2.8.2 perform other duties related to his/her office or are entrusted to him/her by the President or the Board of Directors.

Section 3. The Board Members and Advisory Council shall perform all the functions of the Board of Directors and other duties related to their offices or are entrusted to them by the President or the board of directors.

Section 4: The Advisory Council is composed of the Immediate Past Presidents, Founding Adviser and Consultants.

Article VII

STANDING COMMITTEES

Section 1: The following shall be the standing committees and their respective functions:

1.1 Committee on Programs and Continuing Education. This committee shall be composed of the Vice-President as Chair, and two (2) other Board Members. Its duties shall be:

1.1.1 plan and execute program of activities for the Association;

1.1.2 to implement plans for the annual national convention, regional conventions, continuing education programs, and any other conventions, seminars, workshops and the like, that may hereafter be decided upon by the Board.

1.2 Committee on Membership. This Committee shall be composed of the Secretary as the Chair, the Assistant Secretary, and the Assistant Treasurer. Its duties shall be to:

1.2.1 recruit members into the Association;

1.2.2 screen and recommend applicants for membership;

1.2.3 keep the roster of all members of the association including all documents pertaining to their membership.

1.2.4. register the Association at Securities and Exchange Commission (SEC).

1.3. Committee on Ways and Means. This Committee shall be composed of the Treasurer as Chair, the Assistant Secretary and another Board Member. Its duties shall be to:

1.3.1 propose and conduct projects that could help generate income to fund the projects of the Association;

1.3.2 supervise the financial operations of the association; and

1.3.3 employ a professional external auditor whose appointment shall be approved by the Board. This auditor shall likewise submit annual written reports to the Board.

1.4 Committee on Publications. This Committee shall be composed of the Public Relations Officer as the Chair, a Board Member and two (2) other members elected by the Board of Directors. Its duties shall be to:

1.4.1 publish the official Newsletter of the Association, Souvenir Programs, as well as the UPDATE Journal.

1.4.2. oversee the continuity of the publications of the Association by encouraging and training potential members of the Board of Directors to actively participate in the production of the said publications.

1.5 Committee on Research and Development. This Committee shall be composed of the Auditor as Chair, a Board Member and two (2) other members elected by the Board of Directors. Its duties shall be to:

1.5.1 propose and conduct the research projects of the Association;

1.5.2 oversee the continuity of the research projects of the Association;

1.5.3 present the research results during the midyear or annual gatherings of the association;

1.5.4 publish the research of the Association in the UPDATE journal.

1.6 Committee on Networking and Socio-Cultural Activities. This Committee shall be composed of two (2) Board Members and two (2) other members elected by the Board of Directors. Its duties shall be to:

1.6.1 propose and conduct the socio cultural and networking activities of the Association;

1.6.2 oversee the continuity of the socio-cultural and networking projects of the Association;

1.6.3. ensure the collegial relationship of the Association and its linkages.

Article VIII ELECTIONS, TERMS AND REMOVAL OF OFFICE

Section 1: Prospective candidates for the Board of Directors must submit their curriculum vitae and signed letter of intent to run to the Election Committee at least two (2) weeks before the elections. The said documents shall be turned-over by the Election Committee to the Board of Directors for screening of the candidates and for possible addition of candidates. The total number of candidates should not be less than twice the existing vacancies nor exceed thrice the number of vacancies.

Section 2: Any member who has been active for one year and attended an annual convention is qualified to run for elections.

Section 3: Only Fifteen (15) members of the Board of Directors shall be elected from the Association's members present during the convention. Then, the elected Board of Directors is entitled to cast only one (1) vote during the election of officers. No proxy vote shall be allowed.

Section 4: The elected Board of Directors should have one representative each for Luzon, Visayas and Mindanao. The top 8 elected to be part of the Board of Directors are entitled to two terms. All those in the 9th and 15th positions elected to be part of the Board of Directors based on the number of votes earned during the election are entitled to one term unless re-elected to office during the scheduled election of officers after serving one term.

Section 5: The committee on elections shall prepare the guidelines for election including procedures and policies for handling complaints and protests subject to the approval of the board of directors.

Section 6: The officers shall hold office for a term of (2) two years subject to one (1) re-election.

Section 7: Any Board of Directors may be removed from office due to the dereliction of duties (e.g. excessive absences, failure to perform assigned and accepted responsibilities by the general membership upon recommendation of the board.)

Article IX. MEETINGS

Section 1: General Membership Meeting is held during the annual convention.

Section 2: Regular Meeting of the Board is held on a quarterly-basis.

Section 3: Special or Emergency Meeting of the Board is held whenever the need arises.

Section 4: During the general membership and board meetings, the quorum shall be a majority of the members (50% plus 1).

Article IX FINANCES

Section 1: All the funds of the association shall be deposited to the bank agreed upon by the Board of Directors.

Section 2: All the funds shall be deposited in a separate passbook under the name of the association with the President and Treasurer as signatories.

Article X AMENDMENTS

Section 1: The Constitution and By-Laws shall be amended through a proposal of at least one-tenth of all members of the Association or a Board Resolution by the Board of Directors to take effect in the succeeding years.

Section 2: Any proposed amendment thereto shall be ratified by the majority of voting members in the annual convention.

Section 3: The Constitution and By-Laws shall be reviewed, modified, adapted, and herewith approved by active members.

This UPDATE Constitution and By-Laws was ratified during the 8th National Convention on June 16-18, 2011 in the presence of its members and Board of Directors.

Article XI EFFECTIVITY CLAUSE

This Constitution and By-laws shall take effect after the term of the incumbent officers 2010-2012.

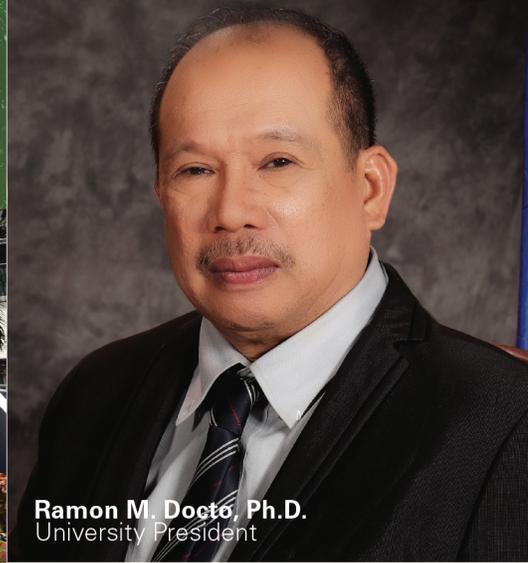
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Master in Public Administration
Diploma in Teaching
Diploma in Social Science Teaching
Diploma in Language Teaching
Graduate Diploma in Cultural Education

SCHOOL OF LAW

Bachelor of Laws

COLLEGE OF BUSINESS AND ACCOUNTANCY

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Bachelor of Science in Business Administration
Bachelor of Science in Entrepreneurship
Bachelor of Science in Public Administration

COLLEGE OF TEACHER EDUCATION

Bachelor of Elementary Education
Bachelor of Secondary Education

COLLEGE OF NURSING & HEALTH SCIENCES

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Diploma in Midwifery

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Bachelor of Science in Criminology

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Bachelor of Science in Electrical Engineering
Bachelor of Science in Mechanical Engineering
Bachelor of Science in Petroleum Engineering

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Bachelor of Science in Environmental Science
Bachelor of Science in Information Technology

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Bachelor of Arts in Political Science
Bachelor of Science in Psychology
Bachelor of Science in Social Work

COLLEGE OF HOSPITALITY MANAGEMENT AND TOURISM

Bachelor of Science in Hospitality Management
Bachelor of Science in Tourism Management

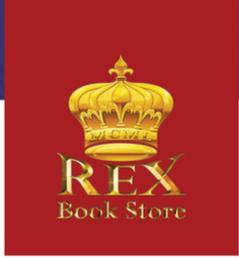
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