

NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

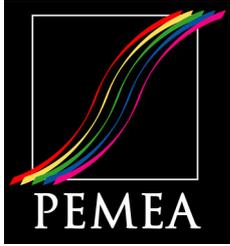
Theme:

Unlocking the Potentials of Assessment in
Reimagining Curriculum and Instruction

25-27 August 2022
via Microsoft Teams

NCEME 2022 Partners





NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

Table of Contents

04 Messages

University President of St. Paul University Quezon City

President and CEO of Amicus Koi Solutions, Inc

Founding President of the Philippine Educational Measurement and Evaluation Association

Founding Adviser of the Philippine Educational Measurement and Evaluation Association

Ex-Officio President of the Philippine Educational Measurement and Evaluation Association

President and Chairman of the Philippine Educational Measurement and Evaluation Association

Conference Chair and Vice President of the Philippine Educational Measurement and Evaluation Association

Keynote Speaker: Dr. Diosdado M. San Antonio

Keynote Speaker: Atty. Nepomuceno A. Malaluan

14 NCEME 2022 Working Groups

15 About PEMEA

Board of Trustees (2021-2023)

Milestones from June 2021 to August 2022

PEMEA Divisions and Honorary Members

Fellows and Timeline of Conferences

How to become a Member

21 NCEME 2022 Program at a Glance

Day 1 Program of Activities

Day 2 Program of Activities

Day 3 Program of Activities

PEMEA Student Congress

25 About the Keynote Speakers

26 Plenary Talk Speakers

27 Panel Discussions

Panel Discussion 1: Assessment practices in flexible / hyflex learning

Panel Discussion 2: Using assessment data in transforming curriculum and instruction

Panel Discussion 3: Challenges of student assessment: Lessons from COVID-19 lockdown

30 PEMEA Learning Sessions

Session 1: Remote learning without internet

Session 2: Innovation in assessment: The case of home schooling

Session 3: Conduction program evaluation from start to finish

32 Concurrent Paper Presentations (A1 - A3, B1 - B3, C1 - C3)

35 Abstracts of Paper Presentations

44 PEMEA Student Congress 2022

Managing return to school anxiety

Maximizing safe digital spaces

46 Partners and Sponsors



in partnership with





MESSAGE

A grace-filled day, everyone! It is with sincere gratitude that I welcome our PEMEA partners and all of you who made time for this national conference on measurement and evaluation. As Educators, we realize the premium that we put on assessments, both formative and summative and all other innovative techniques in measuring both the needs and level of readiness of our students as we re-imagine, re-invent and re-design the curriculum to answer the learning requirements of our beneficiaries-- the students.

We have learned that the curriculum is the backbone of teaching and learning and it guides us in the delivery of instruction of a particular program or discipline. It requires tedious effort to develop one to ascertain us, curriculum developers that the courses that we are going to offer and the strategies that will serve as vehicle in their delivery will assist us in carrying out the tripartite function of teaching: instructional planning, instructional delivery and instructional assessment.

If we were to determine which should come first, planning or assessment, we get bogged down because we are always on the premise that assessment should be last to make a prognosis on how far the students have learned. We discount and undermine the value of prior assessment on learning needs to gather solid data where we can base the development of a curriculum. I would not venture long on this because I might pre-empt our distinguished speaker for today. What I have shared is very basic information on the value of assessment in reimagining the curriculum. I am very sure that our speaker(s) for these three days armed with their educational advancement and practice will be able to share, enlighten, and even challenge all of us to likewise re-invent our own curriculum in our academic institution.

As believers and advocates of continuous search for a more relevant, meaningful, realistic and adequate curriculum, let us journey with and listen to our speakers who will lead us in discovering the great potential of assessment in re-imagining and re-engineering our curriculum. Our gratitude goes to our PEMEA organizers and speakers for the continuing academic updating, discovering enriching in crafting a curriculum that will ensure us of the development of a uniquely imagined graduate.

To all our participants, welcome to days of learning, relearning and unlearning! Thank you and God bless us all

SR. MARIA NILDA MASIRAG, SPC
University President, St. Paul University Quezon City



MESSAGE

It is an honour to be one of the partners of the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) in their conduct of the National Conference on Educational Measurement and Evaluation (**NCEME 2022**).

COVID 19 has forced all of us to embrace and transition to the 21st Century Digital Transformation as quickly as we can. It did not give us an opportunity to plan, stop and re-plan. We were placed in the situation that did not allow us for rehearsals. PEMEA faced this challenge head on when they continued providing webinars and conferences to address the challenges, provided guidelines and shared best practices since assessment is one of the crucial processes in education.

This year's theme of "*Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction*" will open additional opportunities for knowledge sharing and to hear from various speakers their insights that will be beneficial to all of us in the education space.

Amicus KOI Solutions wishes to congratulate the PEMEA Board of Trustees in their unselfish pursuit for knowledge sharing!

MA. RHODORA M. SANTOS
President and CEO, Amicus KOI Solutions



MESSAGE

Good day and Mabuhay!

In August 2008, the first National Conference on Educational Measurement and Evaluation (NCEME) was organized, where the Philippine Educational Measurement and Evaluation Association (PEMEA) was born as a professional organization. One more NCEME was held in 2010 and succeeded by the first International Conference in 2012 and every other year, alternating it with NCEME.

This year's **NCEME 2022** is held virtually via Microsoft Teams on August 25-27, 2022, with the theme "*Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction.*" Two former Department of Education Undersecretaries in the person of **Dr. Diosdado M. San Antonio** and **Atty. Nepomoceno A. Malalauan** will grace this conference. Other researchers and scholars of educational measurement and evaluation also share cutting-edge theories and practices in responding to the call to transform and reimagine curriculum and instructions post-pandemic.

I am honored to greet and welcome all our distinguished keynote and plenary speakers, discussants, presenters, and participants to the **NCEME 2022**. Historically, we are also doing this conference virtually for the first time, maximizing the potential of technology and responding to the challenges of the present pandemic.

We hope that our goal to acquire knowledge and principles, and strategies to maximize the potential of assessments in reimagining curriculum and instructions will be realized by your active participation and engagement in this virtual conference. While we are now back in school, we still are challenged dramatically by the COVID-19 pandemic; we are rising above by tapping the potential of this challenge to pursue our pursuit of knowledge and sharing our viewpoints on how to unlock the power of student assessment in transforming and reimagining curriculum and instruction.

I am optimistic that this event is added break for educational measurement and evaluation specialists, educators, scholars, researchers, and students to gain new and state-of-the-art knowledge and understanding of student assessment and evaluation. More importantly, I hope this event will allow us to flourish professionally in educational measurement and evaluation and restore our ties with colleagues who would also encourage us professionally.

I also wish to congratulate the present PEMEA Board and this year's program committee for their incredible determination in organizing this event. I pray for another empowering and liberating experience and great success of this event.

Stay safe... Thank you, and Godspeed!

Maraming salamat sa inyong lahat!

RICHARD DLC. GONZALES, PhD
Founding President and Chairman, PEMEA



MESSAGE

After about 29 months of online learning enforced by the threats of the pandemic, educational institutions are transitioning back to in-person classes because of a lower risk for the COVID-19 virus in many areas.

Going back to face-to-face classes, however, does not mean going back to “normal”—what we were used to doing pre-pandemic. Schools must now re-examine their programs of study and modes of instruction to ensure that what was learned from the remote learning experiences in the last couple of years are integrated into educational practices responsive to the growing demands of Education 4.0.

True to its primary goal of “promoting standards in various areas of education through appropriate and proper assessment,” the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) once again leads the way in responding to the challenges of this transition.

PEMEA offers various opportunities for participants in its 2022 virtual National Conference on Educational Measurement and Evaluation (**NCEME 2022**) to explore the theme of “*Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction.*” Through plenary sessions, panel discussions, paper presentations, and parallel learning sessions/workshops, **NCEME 2022** will provide exciting possibilities for the use of assessment in enhancing educational effectiveness in this new era.

As we face novel realities, it is our task as educators to prepare our students well for a cyber-dominated world. We need to align our teaching and learning processes and systems with technological advancements. This would mean changing some traditional practices, including assessment, to make our graduates better prepared for the evolving world of work.

I have no doubt that participants will emerge from this conference immensely enriched by the virtual interactions with speakers and fellow participants.

As I thank God for letting us see the looming end of the COVID-19 pandemic, I also thank the PEMEA Board of Trustees for spearheading this national gathering on a timely theme.

ROSE MARIE SALAZAR-CLEMEÑA, PhD, RPsy, RGC
Founding Adviser, PEMEA



MESSAGE

The educational system in the Philippines is beginning to partly conduct classes face to face and, at the same time, some learners opt to continue with remote learning. This varied modality has made some adjustments on how educators conduct classroom and home-based assessment.

The Philippine Educational Measurement and Evaluation Association (PEMEA) is adept in their contribution on the evolving landscape of assessment. The conference this year focuses on “*Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction.*” This theme looks at the importance of assessment in the direction taken by instruction to make it relevant for learners.

Assessment is commonly seen as separate with instruction and provide information to determine how much students have learned. We need to look at assessment beyond a post instructional activity but rather integrated with instruction. When assessment is integrated with instruction, it provides information on what kind of instruction is useful for learners, it tracks if learners are progressing overtime, and it aids in decision whether another round of instruction is needed. These functions of assessment are seen when educators constantly assess while they teach. Assessment practices would vary depending if the assessment is done face to face or remote or both. There are online applications that allows to monitor learners in the conduct of assessment. However, there are still a majority of learners who have low access to devices and technology. Alternative means are provided to these learners and majority are transitioned to full face to face learning.

Congratulations and more power to the board members of the Philippine Educational Measurement and Evaluation Association, headed by the President Dr. Marilyn Balagtas, for organizing the **NCEME 2022**.

CARLO P. MAGNO, PhD
Ex-Officio President and Chairman, PEMEA



MESSAGE

Welcome to the virtual 2022 National Conference on Educational Measurement and Evaluation (**NCEME 2022**)!

This year's theme "*Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction*" highlights one of the important purposes of educational assessment, that is to inform or reform curriculum and instruction. Assessment informs if the intended curriculum has been attained as a result of effective instruction. Assessment likewise reforms the curriculum if its valued targets for student learning and its revealed achieved outcomes are not aligned with what the curriculum values and what instruction emphasizes. Hence, assessment plays a major role in shaping the curriculum and in directing instruction to ensure that students learn what is essential to succeed in life.

To further explain how to unlock the potentials of assessment in reimagining what curriculum and instruction should emphasize, PEMEA is fortunate to have invited two keynote speakers who played then a very important role at the Department of Education when the Philippines participated in International Large-Scale Assessments in 2018 to 2022 to inform where the country is in the global education arena and what the curriculum should be in basic and teacher education given the assessment outcomes. PEMEA is grateful to **Dr. Diosdado M. San Antonio**, former DepEd Undersecretary for Curriculum and Instruction, and **Atty. Nepomuceno A. Malaluan**, former DepEd Undersecretary and National Coordinator of International Large-Scale Assessments, as they are the best to open the discussion on how to unlock the potentials of assessment at the classroom up to international level in reimagining what the curriculum should value that instruction should pick up to produce the desired learning outcomes for our Filipino learners. PEMEA is likewise grateful to its partners, sponsors, speakers, presentors, and participants for making this conference worth their time, effort, and trust to be a venue for learning and professional development.

NCEME 2022 aims to actively engage K to 12 and higher education teachers, educational researchers, school administrators, curriculum developers, policy makers, assessment practitioners and other education stakeholders who are members, followers, or supporters of PEMEA in a discussion on the (1) current trends and innovations in curriculum and instruction in Philippine education, (2) assessment practices in flexible learning, and (3) use of assessment in transforming curriculum and instruction.

May this conference provide you meaningful takeaways on how to unlock assessment to help you reimagine the Philippine curriculum and classroom instruction in this global health pandemic!

Maraming salamat po sa inyong pagtitiwala sa PEMEA!

MARILYN U. BALAGTAS, PhD
President and Chairman, PEMEA
Oversight, NCEME 2022



MESSAGE

To our esteemed resources persons, participants, partners and sponsors, I would like to extend a very warm welcome to the virtual 2022 National Conference on Educational Measurement and Evaluation or **NCEME 2022**.

Holding this **NCEME 2022** is very timely as we start going back to school for face to face or flexible learning set-up. For the last two and a half years, we have faced a lot of challenges not only in terms of curriculum and instruction, availability and use of technology, and achieving expected student learning outcomes but also in terms of assessing students' learning. This conference aims to discuss these challenges and how we will move forward.

The Philippine Educational Measurement and Evaluation Association, Inc (PEMEA) conducts national and international conference alternately every year. For this year, we will have the national conference and the main objective of the **NCEME 2022** is to engage teachers, researchers, administrators, and other education stakeholders in a series of discussions regarding challenges, trends and innovations in curriculum and instruction, assessment practices in flexible learning, and evidence-based practice. Specifically, this conference aims to develop among the participants knowledge and competencies on matters and/or issues concerning student assessment, particularly on the use of assessment data for improving teacher effectiveness and learning outcomes, international large-scale assessments, and assessment strategies in flexible learning set-up. We will also have learning sessions on innovations in education and on educational program evaluation. Lastly, we will hold a student congress which will help students manage return to school anxiety and maximize safe digital spaces.

Again, thank you for participating in this year's national conference and we wish you an enjoyable and rewarding experience.

VIOLETA C. VALLADOLID, PhD
Vice President, PEMEA
Conference Chair, NCEME 2022

Message from Keynote Speaker



To the organizers of this prestigious gathering of experts and enthusiasts on educational measurement and evaluation, please take my profoundest congratulations for holding this conference with the theme: *"Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction."* I am deeply honored to be given the privilege of rendering a keynote talk on this very timely theme.

Truly, focusing on the crucial role played by assessment in efforts to reimagine curriculum and instruction during this time, characterized by Jamais Cascio as *Brittle, Anxious, Nonlinear and Incomprehensible* (BANI), enables us educators to be more aware of the need to find better ways of ensuring that the youngsters under our care are equipped with the essential 21st century skills.

Among the challenges in determining the effectiveness of our efforts to develop future-ready citizens is in the area of assessing 'soft' skills, which cannot be measured effectively via traditional paper and pen tests. The expertise of the Philippine Educational Measurement and Evaluation, Inc. (PEMEA) will absolutely be of great help to us educators in finding better ways of 'soft' skills assessment.

The Department of Education is set to unveil the updated Kto10 basic education curriculum very soon. It is definitely an attempt to address key findings of the recent curriculum review indicating the need to streamline our list of competencies to be developed among the Filipino youngsters. The streamlined curriculum will hopefully enable our fellow teachers to have sufficient time to cover essential lessons so that the learners will master these foundational competencies for lifelong learning.

Attempts to foster higher learning outcomes are likely to succeed when all educational stakeholders are engaged. May PEMEA, DepEd and the whole Philippine society continue to join forces in finding effective ways of making the Filipino youngsters learn!

Mabuhay!

DR. DIOSDADO M. SAN ANTONIO

Former Undersecretary for Curriculum and Instruction
Department of Education

Message from Keynote Speaker



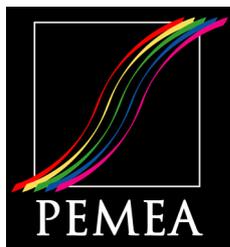
At all levels of any educational system, assessment plays the crucial role of providing feedback that will inform policymakers, school leaders, teachers, and other stakeholders of how the system is doing now, and how we can improve moving forward. This role is magnified further by the current status of basic education in the country.

More than three years since the COVID-19 pandemic began, our schools continue to recover from the learning loss caused by the prolonged disruption of face-to-face classes. The road to recovery and improvement requires education professionals, teachers most especially, to be skilled in maximizing assessment results to serve as their guidepost in improving their teaching strategies. Our learners come from different backgrounds with varying needs and unique challenges; assessments are critical in helping us provide differentiated support so that all of them can cope and get back on track in their education.

With its theme "*Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction*", the 2022 National Conference on Educational Measurement and Evaluation (**NCEME 2022**) will surely contribute to equipping teachers and stakeholders in the education sector for the challenges that each of us face in our own schools and organizations.

I would like to thank and congratulate the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) and its partners for continuing to provide learning opportunities such as the NCEME. I hope that this conference will be fruitful for all of us. May events such as the NCME serve as an opportunity for us to draw fresh ideas and inspiration from each other, as we all persevere towards a better future for the Filipino youth.

ATTY. NEPOMUCENO A. MALALUAN
Former Undersecretary
Department of Education



NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

Working Groups

Oversight

Marilyn Balagtas, PhD

Program and Documentation

Chair: Violeta Valladolid, PhD

Members: Richard Gonzales, PhD

Carlo Magno, PhD

Marife Mamauag, PhD

Teresita Rungduin, PhD

Finance

Chair: Marie Antoinette Aliño, MS

Member: Mary Antoinette Vargas, PhD

Registration and Evaluation

Chair: Alejandro Ibañez, MA

Member: Kim Gatdula

Scientific Presentations

Chair: Adonis David, PhD

Member: Teresita Rungduin, PhD

Souvenir Program and Collaterals

Chair: Arian Anderson Rabino, MA

Marketing and Invitation

Chair: Neil Pariñas, PhD (cand.)

Member: Roxanne Ibalobor, PhD

Technical Support

Chair: Pedrito Aton, PhD (cand.)

Technical Platform Partner

Amicus KOI Solutions

Chair: Rhodora Santos

Members: Jay Quito

Charisse Elaine Candelario

NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

Philippine Educational Measurement and Evaluation Association, Inc.



History of the Philippine Educational Measurement and Evaluation Association

The Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) is a professional organization of educational measurement and evaluation specialists, researchers, and educators in the Philippines. It was created in August 2008.

The PEMEA was born during the National Conference on Educational Measurement and Evaluation (NCEME) held on August 6-8, 2008 at the College of Saint Benilde (CSB) Hotel in Manila. NCEME was organized by Dr. Leticia M. Asuzano and Dr. Rose Marie Salazar-Clemeña, Co-Directors of the Institute of Educational Measurement, Evaluation, and Statistics (IEMES) in collaboration with CSB's Center for Learning and Performance Assessment.

It was meant to be a venue for the trained professionals who were graduates of the Master of Science in Educational Measurement and Evaluation (MSEDMEV) of De La Salle University, Manila, to promote quality assessment practices in the Philippines. The theme of the conference "*Developing a Culture of Assessment in Learning Organizations*" invited assessment practitioners and professionals to discuss the latest trends, practices, and technologies in educational measurement and evaluation in the Philippines.

PEMEA's goals as a professional organization are the following:

- to promote standards in various areas of education through appropriate and proper assessment
- to provide technical assistance to educational institutions and industries in the areas of instrumentation, assessment practices, benchmarking, and process of attaining standards
- to enhance and maintain the proper practice of testing, assessment, measurement, and evaluation in both local and international levels
- to enrich the theory, practice, and research on evaluation and measurement

The first batch of PEMEA Board of Trustees (BOT) was elected in 2008. The elected officers and members were as follows:

1. Dr. Richard DLC. Gonzales as Founding President and Chairman (University of Santo Tomas Graduate School)
2. Neil O. Pariñas as Vice President (De La Salle–College of Saint Benilde)
3. Dr. Lina A. Miclat as Secretary (De La Salle–College of Saint Benilde)
4. Dr. Marife M. Mamaug as Treasurer (De La Salle–College of Saint Benilde)
5. Dr. Belen M. Chu as PRO (Philippine Academy of Sakya)

The other founding board members elected were:

1. Dr. Carlo P. Magno (De La Salle University, Manila)
2. Dr. Dennis Alonzo (University of Southeastern Philippines, Davao City)
3. Dr. Paz H. Diaz (Miriam College)
4. Ma. Lourdes M. Franco (Center for Educational Measurement)
5. Ms. Jimelo S. Tipay (De La Salle–College of Saint Benilde)
6. Dr. Evelyn Y. Sillorequez (Western Visayas State University)

In the succeeding year, the founding BOT organized the 2nd NCEME. It was then planned that every two years, it shall conduct its international conference. PEMEA will also offer Continuing Professional Development Programs anytime in the year.

In 2010, the PEMEA was also registered at the Securities of Exchange Commission and became an affiliate member of the International Test Commission. PEMEA also started publishing its professional journal, the *Educational Measurement and Evaluation Review* (EMER) with Dr. Carlo P. Magno as its first Editor-in-Chief, together with the *Assessment Handbook*, a specialty division publication.



PEMEA Board of Trustees 2021 - 2023

Executive Officers



President and Chairman
Marilyn U. Balagtas, PhD
University Professor and Dean
Philippine Normal University, Manila



Vice President
Violeta C. Valladolid, PhD
Research Coordinator, ITEO
De La Salle University, Manila



Executive Secretary
Alejandro S. Ibañez, MA
SEA-PLM Policy and Program Specialist
SEAMEO Secretariat, Bangkok



Assistant Secretary
Arian Anderson Rabino, MA
Senior Specialist for Survey Research
Standard and Poor's (S&P Global)



Treasurer
Marie Antoinette C. Aliño, MS
Faculty
St. Paul University, Quezon City



Assistant Treasurer
Pedrito A. Aton, PhD (cand.)
Academic Head
Trinity University of Asia, Quezon City



External Relations Officer
Neil O. Pariñas, PhD (cand.)
Head, Center for Faculty and Institutional Research
De La Salle-College of Saint Benilde, Manila



Auditor
Marie Antoinette J. Sunga-Vargas, PhD
Faculty
University of Santo Tomas, Manila

Board Members



Adonis P. David, PhD
Vice President for Research, Planning, and Quality Assurance
Philippine Normal University, Manila



Ma. Roxanne B. Ibalobor, PhD
Special Assistant for Lasallian Research
De La Salle-College of Saint Benilde, Manila



Marife M. Mamauag, PhD
Director-Consultant, University Research and Coordination
Liceo de Cagayan University



Teresita T. Rungduin, PhD
Dean, Office of Student Affairs and Student Services
Philippine Normal University, Manila



Jerome A. Ouano, PhD
Faculty
De La Salle University, Manila



Carlo P. Magno, PhD
Ex-Officio President and Chairman, PEMEA
CEO, Center for Learning & Assessment Development-Asia



Richard DLC. Gonzales, PhD
Founding President and Chairman, PEMEA
Chief Executive Advisor, Inno-Change International Consultants



Rose Marie S. Clemeña, PhD, RPsy, RGC
Founding Adviser, PEMEA
Vice President, Divine Word College of Legazpi



PEMEA Milestones from June 2021 to August 2022

- Renewed and New Institutional Members
 - Center for Educational Measurement, Inc. (CEM)
 - Liceo de Cagayan University
 - Philippine Normal University
 - REX Institute for Student Excellence (RISE)
 - St. Paul University, Dumaguete
 - St. Paul University, Quezon City
 - University of Science and Technology Philippines, Cagayan de Oro
- PRC-accredited CPD provider for Professional Teachers until February 2025
- Partnership with Nestle Philippines for Test Development Projects
 - Assessment of Filipino Learners' Healthy Habits
 - Completed August 2021
- Webinar by Test Development Division
 - Cognitive and Non-Cognitive Constructs: Nature and Measure
 - October 30, 2021 via MS Teams
- Webinar by Special Education / Early Childhood Assessment Division
 - Assessment in Early Childhood Education
 - December 4, 2021 via MS Teams
- Webinar by Language Testing Division (5 CPD Points)
 - Current State and Future Prospects of Language Assessment in the Philippines
 - April 2, 2022 via MS Teams
 - **80 Professional Teachers** trained and awarded with points
- Joint Webinar with REX Education and REX Academy (5 CPD Points)
 - Assessment in Action:
Implementing Evidence-Based Practice to Improve Instruction
 - May 7, 2022 via Zoom (synchronous session)
 - **130 Professional Teachers** trained and awarded with points

 - June 22 to July 3, 2022 (asynchronous sessions)
 - **933 Professional Teachers** trained and awarded with points
- Memorandum of Agreement with University of Rizal System for the conduct of:
 - 1st URS International Multidisciplinary Research and Extension Conference
- NCEME 2022 (9 CPD Points)
 - August 25-27, 2022 via MS Teams

PEMEA Honorary Members

PEMEA Division Chairs and Co-Chairs

June 2021 - May 2023

School and Industrial Testing Division

Chair: Violeta Valladolid, PhD
Co-Chairs: Teresita Rungduin, PhD
Belen Chu, PhD

Test Development Division

Chair: Marife Mamauag, PhD
Co-Chair: Marilyn Balagtas, PhD

Psychometrics and Educational Statistics Division

Chair: Jerome Ouano, PhD
Co-Chairs: Christine Joy Ballada, PhD
Carlo Magno, PhD
Mary Anne Vargas, PhD

Educational Evaluation Division

Chair: Roxanne Ibalabor, PhD
Co-Chairs: Richard Gonzales, PhD
Niclie Tiratira, PhD
Arian Anderson Rabino, MA

Language Testing Division

Chair: Neil Pariñas, PhD (cand.)
Co-Chair: Jennie Jocson, PhD

Special Education Assessment / Early Childhood Division

Chair: Adonis David, PhD
Co-Chair: Florabel Suarez, PhD (cand.)

Computer-Based / Online Assessment Division

Chair: Alejandro Ibañez, MA
Co-Chairs: Jonathan Macayan, PhD
Toni Rose Piñero

2008

Maria Leticia Asuzano

2010

Alexa Abrenica
Irma Coronel
Victor Franco FSC
Diana Guild
Milagros Ibe
Anders Jonsson
Armin Luistro FSC
Rosamarie Salazar-Clemena
Mona Valisno

2012

Ramon Bacani
Hefer Bembenuatty
Madhabi Chatterji
Maria Di Benedetto
Thomas Oakland
Ester Ogena
Timothy Teo
Judy Wilkerson

2014

Esther Care
John Pegg
Ken Vine

2015

Peter Grimes
Dina Ocampo

2016

Bill Atweh
Rachel Brugis
Richard Gonzales
Joy Hardy

2017

Joyce Andaya
Rita Roscoe

2018

Jimmy Dela Torre
Lo Sing Kai

2021

Lorin Anderson
Elizabeth Randolph
Rick Stiggins
Max Walsh



PEMEA Fellows

2010	2012	2014	2016	2018
Dennis Alonzo	Marilyn Balagtas	Marie Antoniete Alino	Johnny Amora	Louie Cagasan
Pedrito Aton	Ryan Francis Cayubit	Christine Joy Ballada	Gina Gonong	Remedios Fuentes
Quintin Atienza	Adonis David	Ma. Roxanne Ibalobor	Ma. Angeles Lapeña	Alejandro Ibañez
Marcelina Ayson	Alexander Flor	Jennie Jocson	Jonathan Macayan	Arian Anderson Rabino
Norma Baluca	Benjamin Flor	Marcos Lopez	Cheryl Olvida	Kevin Santos
Belen Chu	John Addy Garcia	Armenia Montañó	Joyce Orillosa	Eliza Valdez
Paz Diaz	Charito Gonzales-Fuggan	Rita Ramos	Zenaida Piano	Julie Valencia
Ma. Lourdes Franco	Royce Hernandez	Teresita Rungduin	Tonie Rose Pinero	
Fraide Ganotice	Edythe Padama	Florabel Suarez	Jasmine Pinugu	
Richard Gonzales	Jose Pedrajita	Violeta Valladolid	Amalia Roldan	2021
Carlo Magno	Sterling Plata		Arnulfo Reganit	Dexter Ngo
Marife Mamauag	Niclie Tiratira	2015	Josefina Sembrano	Ma. Rhodora Santos
Lina Miclat	Ethel Agnes Valenzuela		Christina Sison	
Neil Parinas	Marie Ann Vargas	Philip Purnell		
Nelson Rose	Fely Villavicencio			
Fermina Salazar				
Marcelo Salazar				

Timeline of PEMEA International and National Conferences

2008	1st National Conference on Educational Measurement and Evaluation Developing a Culture of Assessment in Learning Organizations	Angelo King International Center, CSB Hotel
2010	2nd National Conference on Educational Measurement and Evaluation Educational Assessment in a Knowledge Society	Angelo King International Center, CSB Hotel
2012	1st International Conference on Educational Measurement and Evaluation Educational Assessment in a Multicultural Learning Environment	Traders Hotel Manila
2014	2nd International Conference on Educational Measurement and Evaluation Educational Assessment and Quality Assurance in a Borderless Society	Hotel H20 Manila
2015	3rd National Conference on Educational Measurement and Evaluation 21st Century Student Assessment Across Levels and Disciplines	Manila Grand Opera Hotel
2016	3rd International Conference on Educational Measurement and Evaluation Role of Evaluation in Educational Program Transformation and in Internationalization	New World Manila Bay Hotel
2017	4th National Conference on Educational Measurement and Evaluation Innovations and Issues in Assessment in the K to 12 and Higher Education Institutions	Winford Hotel
2018	4th International Conference on Educational Measurement and Evaluation Progress in Educational Assessment: The Past, Present and Future Perspectives	Hotel Jen Manila
2019	5th National Conference on Educational Measurement and Evaluation Assessment in Education 4.0: Targets, Tools and Trends	Bayleaf Hotel Manila & Mapua University
2021	5th International Conference on Educational Measurement and Evaluation Assessment in the New Normal: Issues, Challenges and Prospects	Virtual Edition



Membership Process

Prospective members should follow the process and instructions provided below:

1. Completely fill out and sign the Membership Application Form
2. Submit the accomplished membership form via email (pemeasecretariat@gmail.com)
3. The membership committee will review the application
4. Once approved, the Secretariat will send the confirmation and payment details via email
5. Submit the bank transfer / scanned deposit slip via email

*NOTE: Due to restrictions brought by the pandemic, response to applications or membership inquiries may take a while

Membership for Junior Affiliates, Affiliates, and Professionals is only valid for a year which will last until **31st of December regardless of the date of their application or renewal. After that, memberships are deemed inactive unless they are renewed the following year. Renewal of membership can start every January the following year.

Types of Membership	Educational Qualifications	Membership Fee
Junior Affiliates	- Open to all - College Students with degree programs in Social Sciences, Education, Management, or any related degree (undergraduates)	Php 150.00
Affiliates	- Open to all - College graduates with degree programs in Social Sciences, Education, Management, or any related degree	Php 500.00
Professionals	- Open to all - With Graduate degree (MA, MS, etc) in Social Sciences, Education, Management, or any related degree	Php 750.00
Fellows	- For selected individuals only - Upon invitation and approval from the PEMEA Board of Trustees	
Institutional	- For institutions and organizations	Php 20,000.00

Bank Account Details

Name of Account: PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION
Account Number: 4103-0466-32
Bank: Bank of the Philippine Islands
Branch Address: Masangkay-Mayhaligue

For more information about membership and activities, you may inquire through:
pemeasecretariat@gmail.com

PROGRAM OF ACTIVITIES

Day 1 (August 25, 2022)

via Microsoft Teams

Emcee: Mr. Arian Anderson Rabino , S&P Global Market Intelligence Officer of the day: Dr. Marife M. Mamaug , Liceo de Cagayan University		
8:00 AM - 8:30 AM	REGISTRATION / Acknowledgment of Partners and Sponsors	
8:30 AM - 8:45 AM	PRELIMINARIES Invocation Philippine National Anthem	c/o St. Paul University, Quezon City
8:45 AM - 9:00 AM	Welcome and Statement of Purpose	Dr. Violeta C. Valladolid Vice President, PEMEA Conference Chair, NCEME 2022 De La Salle University, Manila
9:00 AM - 9:15 AM	Opening Message	Sr. Nilda Masirag, SPC University President St. Paul University, Quezon City
9:15 AM - 9:30 AM	Presidential Address and Introduction of Keynote Speaker	Dr. Marilyn U. Balagtas President and Chairman, PEMEA Philippine Normal University, Manila
9:30 AM - 10:30 AM	Keynote Address	Dr. Diosdado M. San Antonio Former Undersecretary for Curriculum and Instruction Department of Education
10:30 AM - 10:45 AM	BREAK / Acknowledgment of Partners and Sponsors	
10:45 AM - 12:00 PM	Plenary Talk 1: Current trends and innovations in curriculum and instruction in Philippine education	Dr. Amelia C. Fajardo Executive Director, Asia Pacific Research Association on Curriculum Studies University of the Philippines
		Moderated by: Dr. Teresita T. Rungduin Board Member, PEMEA Philippine Normal University, Manila
12:00 PM - 1:00 PM	LUNCH BREAK / Acknowledgment of Partners and Sponsors	
1:00 PM - 1:30 PM	BUSINESS MEETING President's Report	Dr. Marilyn U. Balagtas President and Chairman, PEMEA Philippine Normal University, Manila
	Treasurer's Report	Ms. Marie Antoinette C. Aliño Treasurer, PEMEA St. Paul University, Quezon City
1:30 PM - 2:30 PM	Introduction of Keynote Speaker	Dr. Richard DLC. Gonzales Founding President and Chairman, PEMEA University of Santo Tomas / Cagayan State University
	Keynote Address: DepEd's response to Philippines' performance in International Large-Scale Assessments (PISA, TIMSS, SEA-PLM)	Atty. Nepomuceno A. Malaluan National Coordinator for International Large-Scale Assessments Department of Education
2:30 PM - 3:30 PM	Panel Discussion 1: Assessment practices in Flexible/Hyflex Learning	Dr. Carlo Magno Founder, Center for Learning and Assessment Development-Asia
		Dr. Dennis Alonzo Lecturer, University of New South Wales-Sydney
		Mr. Cyruz N. Caruz Master Teacher II, DepEd Division of Pasig
		Moderated by: Mr. Neil O. Pariñas External Relations Officer, PEMEA De La Salle-College of Saint Benilde, Manila
3:30 PM - 3:45 PM	BREAK / Acknowledgment of Partners and Sponsors	
3:45 PM - 4:45 PM	Panel Discussion 2: Using assessment data in transforming curriculum and instruction	Dr. Marilyn U. Balagtas President and Chairman, PEMEA Philippine Normal University, Manila
		Dr. Richard DLC. Gonzales Chief Executive Advisor, Inno-Change International Consultants, Inc. University of Santo Tomas / Cagayan State University
		Dr. Teresita T. Rungduin Board Member, PEMEA Philippine Normal University, Manila
		Moderated by: Mr. Pedrito A. Aton Asst. Treasurer, PEMEA Trinity University of Asia, Quezon City

NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

Philippine Educational Measurement and Evaluation Association, Inc.

PROGRAM OF ACTIVITIES

Day 2 (August 26, 2022)

via Microsoft Teams

Emcee: Dr. Roxanne Ibalobor , De La Salle-College of Saint Benilde Officer of the day: Dr. Violeta Valladolid , De La Salle University		
7:45 AM - 8:00 AM	ATTENDANCE / Acknowledgment of Partners and Sponsors	
8:00 AM - 8:10 AM	PRELIMINARIES Invocation Recap of NCEME 2022 Day 1	
8:10 AM - 9:00 AM	Plenary Talk 2: Developing ILSA assessment resources	Mr. Leo Rafer De Velez Chairman of the Board / Chief Technology Officer Frontlearners, Inc.
		Moderated by: Ms. Marie Antoinette C. Aliño Treasurer, PEMEA St. Paul University, Quezon City
9:00 AM - 10:00 AM	Panel Discussion 3: Challenges of student assessment: Lessons from COVID-19 lockdown	Dr. Maria Laarni Carla C. Paranis Education Program Supervisor, DepEd NCR
		Dr. Alvin B. Barcelona Faculty, Philippine Normal University, Manila Faculty, University of Asia and the Pacific
		Dr. Jovito C. Anito Faculty, Jose Rizal Memorial State University
		Moderated by: Mr. Neil O. Pariñas External Relations Officer, PEMEA De La Salle-College of Saint Benilde, Manila
10:00 AM - 10:15 AM	BREAK / Acknowledgment of Partners and Sponsors	
10:15 AM - 12:00 PM	Concurrent Paper Presentations A1: Assessment of non-cognitive constructs	Moderated by: Dr. Adonis P. David Board Member, PEMEA Philippine Normal University, Manila
	Concurrent Paper Presentations A2: Flexible learning and teaching	Moderated by: Dr. Teresita T. Rungduin Board Member, PEMEA Philippine Normal University, Manila
	Concurrent Paper Presentations: A3: Classroom assessment	Moderated by: Mr. Pedrito A. Aton Asst. Treasurer, PEMEA Trinity University of Asia, Quezon City
12:00 PM - 1:00 PM	LUNCH BREAK / Acknowledgment of Partners and Sponsors	
1:00 PM - 2:45 PM	Concurrent Paper Presentations B1: Assessment of performance	Moderated by: Dr. Adonis P. David Board Member, PEMEA Philippine Normal University, Manila
	Concurrent Paper Presentations B2: Educational issues	Moderated by: Dr. Teresita T. Rungduin Board Member, PEMEA Philippine Normal University, Manila
	Concurrent Paper Presentations B3: Issues in assessment	Moderated by: Mr. Pedrito A. Aton Asst. Treasurer, PEMEA Trinity University of Asia, Quezon City
2:45 PM - 3:00 PM	BREAK / Acknowledgment of Partners and Sponsors	
3:00 PM - 4:45 PM	Concurrent Paper Presentations C1: Online learning and assessment	Moderated by: Dr. Adonis P. David Board Member, PEMEA Philippine Normal University, Manila
	Concurrent Paper Presentations C2: Planning and quality assurance	Moderated by: Dr. Teresita T. Rungduin Board Member, PEMEA Philippine Normal University, Manila
	Concurrent Paper Presentations C3: Education during COVID-19	Moderated by: Mr. Pedrito A. Aton Asst. Treasurer, PEMEA Trinity University of Asia, Quezon City

PROGRAM OF ACTIVITIES

Day 3 (August 27, 2022)

via Microsoft Teams

Emcee: Mr. Arian Anderson Rabino , S&P Global Market Intelligence Officer of the day: Dr. Violeta C. Valladolid , De La Salle University		
7:45 AM - 8:00 AM	ATTENDANCE / Acknowledgment of Partners and Sponsors	
8:00 AM - 8:10 AM	PRELIMINARIES Invocation Recap of NCEME Day 2	
8:10 AM - 9:00 AM	Acknowledgment of Partners and Sponsors	
9:00 AM - 10:00 AM	Parallel Learning Sessions / Workshops LS1: Remote learning without internet	Dr. Rodney T. Cajimat Faculty, Nueva Vizcaya State University-Bambang Campus Moderated by: Mr. Pedrito A. Aton Asst. Treasurer, PEMEA Trinity University of Asia, Quezon City
	Parallel Learning Sessions / Workshops LS2: Innovations in assessment: The case of home schooling	Dr. Darwin Rungduin Dean, Colegio de San Juan de Letran, Manila Dr. Teresita T. Rungduin Board Member, PEMEA Philippine Normal University, Manila Moderated by: Dr. Roxanne Ibalobor Board Member, PEMEA De La Salle-College of Saint Benilde, Manila
	Parallel Learning Sessions / Workshops LS3: Conducting program evaluation: From start to finish	Dr. Marife M. Mamauag Board Member, PEMEA Liceo de Cagayan University Moderated by: Ms. Marie Antoinette C. Aliño Treasurer, PEMEA St. Paul University, Quezon City
10:00 AM - 11:30 AM	PEMEA Division Meetings	School and Industrial Testing Division Chair: Violeta Valladolid, PhD Co-Chairs: Teresita Rungduin, PhD Belen Chu, PhD Test Development Division Chair: Marife Mamauag, PhD Co-Chair: Marilyn Balagtas, PhD Psychometrics and Educational Statistics Division Chair: Jerome Ouano, PhD Co-Chairs: Christine Joy Ballada, PhD Carlo Magno, PhD Mary Anne Vargas, PhD Educational Evaluation Division Chair: Roxanne Ibalobor, PhD Co-Chairs: Richard Gonzales, PhD Niclie Tiratira, PhD Arian Anderson Rabino, MA Language Testing Division Chair: Neil Pariñas, PhD (cand.) Co-Chair: Jennie Jocson, PhD Special Education Assessment / Early Childhood Division Chair: Adonis David, PhD Co-Chair: Florabel Suarez, PhD (cand.) Computer-Based / Online Assessment Division Chair: Alejandro Ibañez, MA Co-Chairs: Jonathan Macayan, PhD Toni Rose Piñero
11:30 AM - 12:00 PM	Closing Messages	Dr. Rose Marie Salazar Clemeña Founding Adviser, PEMEA Divine Word College of Legzapi Ms. Rhodora M. Santos President and CEO, Amicus KOI Solutions
	Awarding of Certificates Awarding of Best Paper Presentations	Dr. Violeta C. Valladolid Vice President, PEMEA Conference Chair, NCEME 2022 De La Salle University, Manila
12:00 PM - 1:00 PM	LUNCH BREAK / Acknowledgment of Partners and Sponsors	

PROGRAM OF ACTIVITIES

STUDENT CONGRESS (August 27, 2022)

via Microsoft Teams

Emcee: Mr. Arian Anderson Rabino , S&P Global Market Intelligence Officer of the day: Dr. Violeta C. Valladolid , De La Salle University		
12:30 PM - 1:00 PM	REGISTRATION	
1:00 PM - 1:15 PM	PRELIMINARIES Invocation Philippine National Anthem	c/o St. Paul University, Quezon City
1:15 PM - 1:30 PM	Opening Remarks and Introduction of Resource Speakers	Dr. Richard DLC. Gonzales Founding President and Chairman, PEMEA University of Santo Tomas / Cagayan State University
1:30 PM - 2:30 PM	Plenary Talk: Managing return to school anxiety	Dr. Marie Antoinette Sunga-Vargas Auditor, PEMEA University of Santo Tomas, Manila
2:30 PM - 4:00 PM	Panel Discussion: Maximizing safe digital spaces	Dr. Juan Robertino D. Macalde Senior Specialist/Head, SEAMEO-INNOTECH
		Dr. Ryan V. Lansangan Faculty, UST Junior High School
		Ms. Rhodora M. Santos President and CEO, Amicus KOI Solutions, Inc.
		Moderated by: Dr. Richard DLC. Gonzales Founding President and Chairman, PEMEA University of Santo Tomas / Cagayan State University
4:00 PM - 4:15 PM	Awarding of Certificates Closing Remarks	Dr. Violeta C. Valladolid Vice President, PEMEA Conference Chair, NCEME 2022 De La Salle University, Manila

Keynote Address 1

Day 1, August 25, 2022, 9:30 AM - 10:30 AM
via MS Teams

Moderated by

Marilyn U. Balagtas, PhD

President and Chairman, PEMEA

Philippine Normal University

ABOUT THE KEYNOTE SPEAKER

Dr. Diosdado M. San Antonio is former Undersecretary for Curriculum and Instruction of the Department of Education.

He was the Regional Director for DepEd Region IV-A CALABARZON from February 2013 to May 2019. Prior to this role, he was the Assistant Regional Director for Region V Bicol, Bureau of Secondary Education, and DepEd Ligao City between July 2009 to February 2013.

Dr. San Antonio is a recipient of various awards including the Presidential Award for Career Executive Service Officers 2019, Outstanding Alumnus 2019 in the field of Education by Bicol University, Dangal ng Bayan Award (Exemplary Public Official) 2019 by the Southern Tagalog Region Civil Service Commission, among others.

Dr. San Antonio obtained both his Doctor of Philosophy in Education and Master of Leadership and Management Education from University of Newcastle, Australia. He also has a Master of Arts in Education from Bicol University.

Keynote Address 2:

DepEd's response to Philippines' performance in international large-scale assessments (PISA, TIMSS, SEA-PLM)

Day 1, August 25, 2022, 1:30 PM - 2:30 PM
via MS Teams

Moderated by

Richard DLC. Gonzales, PhD

Founding President and Chairman, PEMEA

University of Santo Tomas / Cagayan State University

ABOUT THE KEYNOTE SPEAKER

Atty. Nepomuceno A. Malaluan is former Undersecretary and Chief of Staff of the Office of the Secretary of DepEd.

Before joining DepEd, he was corporate secretary and trustee of Action for Economic Reforms (AER), a policy analysis and research organization working on macroeconomic and governance issues, which he co-founded in 1996. At AER, he was involved in policy work on water, electricity, industrial policy, and other development concerns. His written work in these areas have been published as book chapters, monographs, and newspaper columns and articles.

He was also involved in public campaigning and advocacy. He was co-convener of the Right to Know. Right Now! Coalition (R2KRN), a campaign network working for the passage of the Freedom of Information (FOI) Act, which has grown to involve more than 100 organizations coming from media, the academe, the church, labor, business, and civil society organizations.

As a lawyer, he extended legal support and representation to his various organizations, as well as to select public interest advocacies.

At present, he represents the Department in the Cabinet Assistance System (CAS), the inter-agency support unit of the Cabinet where cabinet directives are coordinated. His office implements, in coordination with various offices of the Department, the special assignments of the Secretary as well as CAS directives to DepEd. His office also monitors the implementation of the top priorities of the Secretary, and provides supplemental initiatives to ongoing programs.

He graduated with a BS Economics degree at the University of the Philippines, Diliman in 1994, where he won 2nd place, Gerardo Sicat Award for Best Undergraduate Papers. He obtained his Bachelor of Laws at the same University in 2001, and was admitted to the Philippine Bar in 2002.

NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

Philippine Educational Measurement and Evaluation Association, Inc.

Plenary Talk 1:

Current trends and innovations in curriculum and instruction in Philippine education

Day 1, August 25, 2022, 10:45 AM - 12:00 PM

via MS Teams

Moderated by

Teresita T. Rungduin, PhD

Board Member, PEMEA

Philippine Normal University

Amelia C. Fajardo, PhD

Dr. Fajardo is an Associate Professor for Curriculum Studies and Teacher Education at the College of Education of the University of the Philippines in Diliman, Quezon City. She obtained her PhD in Education major in Curriculum and Instruction at Hiroshima University Faculty of Education with a World Council in Curriculum and Instruction President's Award for Outstanding Research. She has received various research fellowship grant and teaching awards, which include the ERASMUS MUNDUS Research Fellowship at Lucian Blaga University, FULBRIGHT Senior Research Fellowship at Air University, Montgomery, Alabama, Milagros Ibe Teaching Excellence Award 2015, and Maximina J Velasquez Teaching Excellence Award 2017.

Dr. Fajardo is past resident of PHILAJAMES (Association of former Japan Ministry of Education Scholars), Founding Vice-President of Pacific Early Childhood Education Research Association (PECERA Philippine Chapter), Adviser of UP College of Education Curricularist Society, and Founding President of the Asia Pacific Research Association on Curriculum Studies, Inc. 2017- present.

Plenary Talk 2:

Developing ILSA assessment resources

Day 2, August 26, 2022, 8:10 AM - 9:00 AM

via MS Teams

Moderated by

Marie Antoinette C. Aliño, MS

Treasurer, PEMEA

St. Paul University Quezon City

Leo De Velez, MBA, MLA

Mr. De Velez is the founder of Frountlearners, Inc. Frontlearners, Inc. helps students reach their full potential by helping teachers with more engaging learning materials and freeing more time for coaching students. It is about blending technology into the classroom, transforming the learning dynamics and leveling up ahead. Frontlearners blended learning materials include lessons and quizzes which are fully aligned with DepEd's K-12 curriculum and can be accessed even when offline. The lessons range from Grade 1 level up to the Senior High School level. They have even included PSHS Exam reviewers and mock exams covering English, Math, Science, and Abstract Reasoning.

Leo De Velez graduated from UP Diliman. He took his Masters of Liberal Arts (MLA), Mathematics for Teaching at Harvard University Extension School. He finished BS Mechanical Engineering, cum laude and as a DOST Scholar at the University of the Philippines, 1981-1986. He was the first placer in the Mechanical Engineering Board Examination in 1990. He also finished his MBA at U.P., 1998-2000. He studied in Philippine Science High School, 1977-1981. Leo has numerous accomplishments in his field of occupations. Leo was formerly Vice President for Supply at Pilipinas Shell, and Principal Service Manager at Shell Eastern Petroleum Pte. Ltd, in Singapore.

Panel Discussion 1:

Assessment practices in flexible/hyflex learning

Day 1, August 25, 2022, 2:30 PM - 3:30 PM

via MS Teams

Moderated by

Neil O. Pariñas, PhD (cand.)

External Relations Officer , PEMEA

De La Salle-College of Saint Benilde

ABSTRACT

This session describes how assessment is conducted in a hyflex learning environment where learners are presented in both face to face and online. The session begins by explaining the different models of hyflex learning. These models are translated how assessment is integrated before the lesson, during the lesson and after the lesson. The specific roles of the teachers during assessment are also described.

Carlo P. Magno, PhD

Dr. Magno is the founder of the Center for Learning and Assessment Development-Asia. His specialized area is on measurement, evaluation, and the analysis of test data particularly that of Item Response Theory. He was trained in Structural Equations Modeling in Freie Universitat in Berlin, Germany. He has constructed several standardized measures, scales, and tests for various purposes in the educational context. He received numerous awards in line with his research work such as the Outstanding Scientific Paper in Social Science in 2008 by the National Academy of Science and Technology, Honorary Regional Adviser of Time Taylor International, SEAMEO INNOTECH Research Fellow, and the 2011 Outstanding Young Scientist in the Republic of the Philippines. He is one of the 200 renowned Global Scientist given recognition by the Global Science Academy. He published over 110 publications in scientific, refereed, and abstracted journals. He was recently ranked at top 2 in the Philippines Scientists and University in Education by the Scientific Index as of 2022.

Dennis Alonzo, PhD

Dr. Alonzo is a test and scale developer, program evaluator, curriculum designer, and applied statistician. His area of interest revolves around Assessment for Learning (AfL) particularly in supporting teachers to make highly contextualized, consistent, fair and trustworthy assessment decisions to effectively support student learning. He has been involved in a number of international and national research projects. He also researches on a broad range of topics including student IT experiences, blended and online learning, standards-based assessment, and learning analytics to help inform curriculum design, professional development and policy. He has received various scholarships from the Philippines and Australian governments and a public diplomacy scholarship from the Ministry of Foreign Affairs of Korea. He was a former Dean of Education of the University of Southeastern Philippines before joining the University of New South Wales.

Cyrus N. Caruz

Mr. Caruz is a Master Teacher II and TVL teacher of Sta Lucia High School. He has been teaching for 18 years in the Division of Pasig City. A Graduate of BSE major in History at Rizal Technological University, Pasig Campus. He started teaching as Job Order Teacher from 2000 to 2003 and became a permanent Teacher I from 2003 to 2016 in junior high school. He was awarded an Outstanding Teacher in 2010. He obtained units in Master of Public Administration in PUP Manila and Master of Science in Information Technology at Rizal Technological University. In 2016, he took short courses in the ICT field like Computer Systems Servicing and Animation and Visual Graphic Design NC III in 2018. In October 2016, he transferred to Senior High School of Kapitolyo High School as TVL-CSS Teacher II. He transferred again to Sta Lucia High School and was designated as TVL Subject Group Head. As TVL Subject Group Head, he manages two(2) specializations: ICT with specializes in Computer Systems Servicing NC II and HE specializes in Food Technology: Bread and Pastry, FBS and Cookery NC II.

Panel Discussion 2:

Using assessment data in transforming curriculum and instruction

Day 1, August 25, 2022, 3:45 PM - 4:45 PM

via MS Teams

Moderated by

Pedrito A. Aton, Phd (Cand.)

Asst. Treasurer, PEMEA

Trinity University of Asia, Quezon City

ABSTRACT

The discussion of Dr. Balagtas focuses on the basic role of assessment in transforming curriculum and instruction. She explains the formative and summative role of assessment and some approaches in conducting research on assessment to inform or transform curriculum and instruction. She highlights the use of curriculum mapping with assessment framework as one way of finding out possible gaps between the intended and implemented curriculum that could possibly explain the attained curriculum. She also introduces assessment-based practice where improvement in curriculum and instruction could be based on the outcomes of student assessment at the international and national levels. She also illustrates practice-based assessment where practices of a high performing country in an international large-scale assessment are compared with a low performing country. Then whatever are the practices of this benchmarked country could inform the needed transformation in the curriculum and instruction of the country targeted for transformation like the case of the Philippines.

Marilyn U. Balagtas, PhD

Dr. Balagtas is currently the University Professor and the Dean of the College of Graduate Studies and Teacher Education Research of the Philippine Normal University. She finished her Doctor of Philosophy in Educational Research & Evaluation at the University of the Philippines-Diliman and her Master of Arts in Education with specialization in Mathematics Education and Bachelor of Elementary Education (BEED) with specialization in Mathematics at the then Philippine Normal College (PNC) now University. She has been formally trained in Educational Evaluation at SEAMEO-RECSAM Malaysia; Professional Education and Research at Queensland University of Technology (QUT), Brisbane, Australia; and Curriculum Analysis by the International Association for the Evaluation of Educational Achievement (IEA) in Warsaw, Poland. She was awarded a post-doctoral fellowship for Leadership in Research by the University of New England, Australia in 2019. She is currently the President of the Philippine Educational Measurement and Evaluation Association (PEMEA), has been the President of the United Professionals for the Development and Advancement of Teacher Education, Inc. (PATEF-UPDATE), and the Philippine Association for Teachers of Educational Foundations (PATEF).

ABSTRACT

The presentation of Dr. Gonzales is part of the panel discussion on Using Assessment Data in Transforming Curriculum and Instruction. It focuses on maximizing the power of assessment to measure and recover learning losses. The presentation discusses the impact of school closures during the pandemic, the learning loss challenge, and implementing assessments to measure learning levels and tract recovery. The central theme of the presentation is the role of assessment and its use in informing practice and policy toward reimagining the curriculum and instruction.

Richard DLC. Gonzales, PhD

Dr. Gonzales is presently a Staff Consultant at the Asian Development Bank, Chief Executive Advisor of Inno-Change International Consultants, Inc, an ISO 9001:2015 certified research, training, and consulting firm based in the Philippines, a Fellow of the Southeast Asian Ministers of Education Organization (SEAMEO) and a former Senior Education Specialist of the World Bank/IBRD Education Practice Group for the Middle East and North Africa and East-Asia Pacific Regions.

He is a seasoned global education professional with technical knowledge and operational experience in achieving education policy reforms that result in enhanced student outcomes. He has worked with and advised governments in the Asia-Pacific and the Middle East, and North Africa on designing and implementing education sector policies that are contextually relevant and aligned with the latest global knowledge on what works. His professional goal is to contribute and lead efforts to enhance school and classroom practices so that all children have an equal opportunity to learn. He has a strong track record in leading international teams and analytical work, setting strategic direction, program design, portfolio management, and managing complex education and social sector programs, especially in the area of student learning assessment, monitoring and evaluation, and TVET/skills development. He is a licensed Psychometrician and certified assessment psychologist with extensive experience working with international and multi-lateral organizations in low-, middle- and high-income countries. He completed a Ph.D. in Education, major in Research, Evaluation, and cognates in Psychology, Master of Science in educational measurement and evaluation, and a graduate diploma in cognitive psychology. He recently completed a Diploma Course in Project Management from the University of California, Irvine.

Panel Discussion 2 (continued):

Using assessment data in transforming curriculum and instruction

Day 1, August 25, 2022, 3:45 PM - 4:45 PM

via MS Teams

Moderated by

Pedrito A. Aton, PhD (Cand.)

Asst. Treasurer, PEMEA

Trinity University of Asia, Quezon City

ABSTRACT

The discussion of Dr. Rungduin is part of the panel discussion in using assessment in transforming curriculum and instruction.

Teresita T. Rungduin, PhD

Dr. Rungduin is a Professor of Developmental and Clinical Psychology. Currently she is the program coordinator of the Behavioral and Social Science cluster in the Graduate Teacher Education Faculty (GTEF). Tessa is also a faculty-researcher at the Educational Policy Research and Development Center (EPRDC) where she is the Head Secretariat of the Research Ethics Committee at the Philippine Normal University.

Her training in psychology started at the Philippine Normal University where she took her Bachelor of Arts in Psychology and pursued her degree in Master of Arts in Education with specialization in School Psychology in 2001. She continued specializing in this discipline at the University of the Philippines-Diliman where she earned both her Master of Arts in Psychology and Ph.D. in Psychology in 2011.

Her research areas are in forgiveness and well-being, development throughout the lifespan, social cognition, gender, and neuroscience education. Her work in communities and women motivated her to conduct studies on how university programs impact the lives of women. She published journal articles on topics concerning parental involvement, inter and intrapersonal perspectives of forgiveness, sociocultural understanding of death among children, and emotions from a collectivist perspective. At present, she spearheads a Commission on Higher Education (CHED) funded-research project on exploring warmth and competence as a component of social cognition among students about their teachers.

Panel Discussion 3:

Challenges of student assessment: Lessons from COVID-19 lockdown

Day 2, August 26, 2022, 9:00 AM - 10:00 AM

via MS Teams

Moderated by

Neil O. Pariñas, PhD (cand.)

External Relations Officer , PEMEA

De La Salle-College of Saint Benilde

Maria Laarni Carla Cayanan-Paranis, PhD, RGC, LPT

Dr. Paranis is currently the Press Relation Officer of the Philippine Guidance and Counseling Association. She is the Chairperson of the Publication Committee, the Editor-In-Chief of Tagapamatnubay, the Official Newsletter of the PGCA, and the Managing Editor of The Guidance Journal, the official research journal of the PGCA.

She is also the Executive Vice-President of the Association of Guidance Counselors and Career Advocates in the Philippines. She represents the guidance job group to the DepEd TWG on Mental Health and worked in the Technical Working Group (TWG) on the Policy of Comprehensive Guidance and Counseling Program and Services in DepEd. She served as module writer of homeroom guidance modules and career guidance program modules.

She received her undergraduate and master's degree from the Philippine Normal University and Doctor of Philosophy in Education major in Educational Administration from the University of the Philippines, Diliman. She is a licensed teacher, a Registered Guidance Counselor, a Career Service Eligible and Career Executive Service Written Examination passer.

Currently, she is an Education Program Supervisor of Field Technical Assistance Division of DepEd National Capital Region. She is also serving as college and graduate school professor at the Pamantasan ng Lungsod ng Valenzuela and University of Caloocan City. She was a former Senior Education Program Specialist in Schools Division of City of Meycauayan, OIC-Principal of City of Meycauayan Vocational Senior High School, Guidance Counselor and OIC-Head Teacher of Edukasyon sa Paggapakatao of Valenzuela National High School, Head of Guidance and Placement Center of The National Teachers College, and OIC of Office of Student Affairs of the City of Meycauayan Polytechnic College. She was awarded as Model Supervisor (2021), recipient of Career and Self-Development Award (2021), and Kahanga-hanga Award (2020-2021) in DepEd NCR.

Alvin Barcelona, PhD

Jovito Anito, PhD

Parallel Learning Sessions / Workshops

Day 3, August 27, 2022, 9:00 AM - 10:00 AM
via MS Teams

Learning Session 1: Remote learning without internet

Moderated by

Pedrito A. Aton, PhD (cand.)

Asst. Treasurer, PEMEA

Trinity University of Asia

Rodney T. Cajimat, PhD

Dr. Cajimat is a college professor at the College of Teacher Education, Nueva Vizcaya State University – Bambang Campus and currently designated in this University as the focal person for the Southeast Asian Technical and Vocational Education and Training. Dr. Cajimat finished his degree in Doctor of Philosophy in Science Education major in Biology at De La Salle University, Manila where he was an outstanding dissertation awardee. He was also a part of the team of researchers from the Philippines who participated in the Action Research to Innovate Science Teaching (ARTIST) Project, a co-funded project of the Erasmus+ Programme of the European Union.

He was the Vice President of the Biology Teachers Association of the Philippines – De La Salle University Chapter (2019-2021). He is also a member of the Foundation for Upgrading the Standards of Education in the Philippines. Moreover, he is the current Chair of the Educational Policies Section of the Division I (Governmental, Educational and International Policies) of the Department of Science and Technology - National Research Council of the Philippines. He is actively involved in the activities of DOST-NRCP where he is an expert speaker and consultant of the NRCP BRITER Project – Back2Basics.

His involvements in locally and nationally funded research projects include topics such as innovative pedagogies for remote learning (NVSU), nanoparticles and bio-pesticide for citrus (DOST-PCAARRD), assessment in the new normal and capacitating HEIs in the Philippines (CHED-RECPE) and bridging the gap in remote teaching-learning during the pandemic (DOST-NRCP).

Learning Session 2: Innovations in assessment: The case of Home Schooling

Moderated by

Roxanne B. Ibalobor, PhD

Board Member, PEMEA

De La Salle-College of Saint Benilde

Teresita T. Rungduin, PhD

Dr. Rungduin is a Professor of Developmental and Clinical Psychology. Currently she is the program coordinator of the Behavioral and Social Science cluster in the Graduate Teacher Education Faculty (GTEF). Tessa is also a faculty-researcher at the Educational Policy Research and Development Center (EPRDC) where she is the Head Secretariat of the Research Ethics Committee at the Philippine Normal University.

Her training in psychology started at the Philippine Normal University where she took her Bachelor of Arts in Psychology and pursued her degree in Master of Arts in Education with specialization in School Psychology in 2001. She continued specializing in this discipline at the University of the Philippines-Diliman where she earned both her Master of Arts in Psychology and Ph.D. in Psychology in 2011.

Her research areas are in forgiveness and well-being, development throughout the lifespan, social cognition, gender, and neuroscience education. Her work in communities and women motivated her to conduct studies on how university programs impact the lives of women. She published journal articles on topics concerning parental involvement, inter and intrapersonal perspectives of forgiveness, sociocultural understanding of death among children, and emotions from a collectivist perspective. At present, she spearheads a Commission on Higher Education (CHED) funded-research project on exploring warmth and competence as a component of social cognition among students about their teachers.

Darwin Rungduin, PhD

Parallel Learning Sessions / Workshops

Day 3, August 27, 2022, 9:00 AM - 10:00 AM
via MS Teams

Learning Session 3: Conducting program evaluation from start to finish

Moderated by

Marie Antoinette C. Aliño, MS

Treasurer, PEMEA

St. Paul University Quezon City

ABSTRACT

This learning session is intended for promising evaluation practitioners and school administrators who wish to explore the fundamental aspects of program evaluation as a crucial tool in decision-making. At the end of the session, participants can distinguish the various forms and approaches in carrying out a formal program evaluation, describe in detail the steps to follow in conducting program evaluation, and understand the logic and context by which a program's worth flows. In light of the changing landscape of education due to the ever-evolving technological progress, this session will ultimately help school administrators re-imagine the architecture of curriculum and instruction through assessment and data-driven decisions.

Keywords: *program evaluation, data driven decision-making, evaluation guide*

Maria Felicitas (Marife) M. Mamauag, PhD

Dr. Mamauag is the Director for Research of Liceo de Cagayan University, Cagayan de Oro City since June 2021. She was an Assessment Consultant-Senior Lecturer of the Faculty of Behavioral Sciences, Education and Languages at HELP University, Kuala Lumpur from 2014 to 2021. She earned her MS in Educational Measurement & Evaluation, and PhD in Educational Psychology (major: Measurement and Evaluation) at De La Salle University, Manila. She was a Research Fellow at SEAMEO-INNOTECH, and Research Consultant of various test development projects at the Asian Psychological Services and Assessment Corporation (APSA). She was the Director of the De La Salle-College of Saint Benilde's Center for Learning and Performance Assessment from 2004 to 2013. In recognition of her pioneering projects in career assessment in Malaysia, she was awarded "Emerging Leadership Scholarship" by the Asia Pacific Career Development Association, Inc. 2019. She has developed over 20 standardized educational and psychological tests that are commercially used in the Philippines. She is a founding member, and Chair of the Test Development Specialty Division of the Philippine Educational Measurement and Evaluation Association (PEMEA), Inc., and an active member of the International Test Commission.

CONCURRENT PAPER PRESENTATIONS

A1 - A3
via Microsoft Teams

August 26, 2022

Time: 10:15 AM -12:00 PM

CONCURRENT SESSION A1:

ASSESSMENT OF NON-COGNITIVE CONSTRUCTS

Session Chair/Moderator: Adonis P. David, Ph.D.

Paper No.	Title	Researchers
A1-1	A Measure of Oral Communication Apprehension: Scale Development and Preliminary Validation	Orlando L. Mindoro Milady Love F. Mindoro <i>Romblon State University – Romblon Campus</i>
A1-2	Initial Validation of Social Media Burnout Inventory-Student Survey (SMBI-SS)	Donnies D. Bendicio <i>Polytechnic University of the Philippines</i> Roger P. Turingan <i>Philippine Normal University</i> Marivic T. Tenorio Grace Ann G. Vallesteros Ruth B. Villena Chelsey Viray Patrisha Nicole Yacob Justin Chaze Yumo <i>University of Makati</i>
A1-3	Development and Validation of a Filipino Altruism Instrument	Jenny Marie Diaz Camille Sabordo Jellou Mae Galvez Trisha Jane Florendo Margie Ramos Michael Andrei Baluyot, Benedict G. Antazo <i>Jose Rizal University</i>

CONCURRENT SESSION A2:

FLEXIBLE LEARNING AND TEACHING

Session Chair/Moderator: Teresita T. Rungduin, Ph.D.

Paper No.	Title	Researchers
A2-1	Rapid Assessment of the Immediate Effects of Blended Learning Among Higher Education Teachers in Selected Universities in Camarines Sur in a Pandemic	Cristina Lim Yumi Vivien V. De Luna <i>Partido State University</i>
A2-2	Harmonizing General Education Courses through a Guided Online Autonomous Learning (GOAL) Integrated Output in a Philippine Private Higher Education Institution	Jay R. A. San Pedro Abram Andrew Lumbang iACADEMY NEXUS
A2-3	Teaching Practices and Learning Difficulties in Mathematics Instruction: Students Perspective in PaulSync Modality Context	Kenneth Paul Duran <i>St. Paul University Dumaguete</i>

CONCURRENT SESSION A3:

CLASSROOM ASSESSMENT

Session Chair/Moderator: Pedrito A. Aton, Ph.D. Candidate

Paper No.	Title	Researchers
A3-1	Teaching Effectiveness: Basis For The Development of Assessment Tool	John Michael D. Aquino Sr. Maria Asela B. Chavez, FMA <i>Philippine Normal University</i>
A3-2	Assessment Development in Measuring Students' Context-rich Problem-solving Ability in Physics	Giovanni T. Pelobillo <i>University of Mindanao</i>
A3-3	The Validity and Applicability of Measuring Ability and Achievement in Assessing Readiness for Senior High School	Victorius Q. Bibera <i>Trinity University of Asia</i>

CONCURRENT PAPER PRESENTATIONS

B1 - B3
via Microsoft Teams

Time: 1:00-2: 45

CONCURRENT SESSION B1: ASSESSMENT OF PERFORMANCE
Session Chair/Moderator: Adonis P. David, Ph.D.

Paper No.	Title	Researchers
B1-1	The Use of Science Activities in Teaching Grade 8 Biology	Nadine M. Iraula <i>Partido State University</i>
B1-2	Rating Scale Structure of the Composition Writing Test Rubric (CTW-R) Using the Many-Facet Rasch Measurement Model (MFRMM)	Alexander A. Socalit Jr. <i>Bureau of Education Assessment Department of Education</i>
B1-3	A Validation Study on the Performance Assessment of Standards and Skills (PASS)	Cecilia DC Toledo <i>Lourdes School Quezon City</i>

CONCURRENT SESSION B2: EDUCATIONAL ISSUES
Session Chair/Moderator: Teresita T. Rungduin, Ph.D.

Paper No.	Title	Researchers
B2-1	Maximizing Research Outcomes Through Mentoring: The BSMA Psychology and Counseling Experience	Teresita T. Rungduin, Ph.D. Ria Lorraine H. Pagliawan Clarizz Daniel <i>Philippine Normal University</i>
B2-2	Construction and Validation of Outcomes-Based Education Course Syllabus Evaluation Tool	Domric M Panunciar <i>Cebu Normal University / Central Philippines State University</i> Maria Salud M. Delos Santos, Ph.D. <i>Cebu Technological University Main/ Cebu Normal University</i>
B2-3	Experiences, Challenges and Coping Strategies of Pre-service Teachers in an Online Field Study Course	Joy Talens, Ph.D. <i>De La Salle Lipa</i>

CONCURRENT SESSION B3: ISSUES IN ASSESSMENT
Session Chair/Moderator: Pedrito A. Aton, Ph.D. Candidate

Paper No.	Title	Researchers
B3-1	Analysis of Response Time from Assessments Using Concepts in Survival Analysis	Joemari Olea <i>School of Statistics University of the Philippines Diliman</i>
B3-2	Criterion-Based Review of Teachers' Classroom Performance in The Philippine School in Dubai: Administrators' Perception vs. Teachers' Self-Review	Arturo C. Basbas, Ph.D. <i>University of Bohol</i>
B3-3	Syntactic and Phonetic Proficiencies of College Students: Effects of Using Audio-Recorded Reflections and Feedbacks	Jocelyn L. Gagalang, Ph.D. <i>University of Rizal System</i>
B3-4	An In-Depth Analysis of a Synchronous Learning Platform: Basis For an Intervention Plan	Marissa M. Carale, Ed.D Regidor T. Carale, Ed.D <i>St. Paul University Dumaguete</i>

CONCURRENT PAPER PRESENTATIONS

C1 - C3
via Microsoft Teams

Time: 3:00-4:45

CONCURRENT SESSION C1: ONLINE LEARNING AND ASSESSMENT
Session Chair/Moderator: Adonis P. David, Ph.D.

Paper No.	Title	Researchers
C1-1	Development and Validation of an Academic Self-Efficacy Scale in Online Learning	Marinelle Giahna Santos Wilmar Olegario Margaret Emily Ann Santos Janeth Dolem Jason Idago Marcelo Apostol Benedict G. Antazo <i>Jose Rizal University</i>
C1-2	Diligence in Accomplishing Assignments and Activities in the LMS in the Contexts of Grade 9 Students in Economics: Basis for an Action Plan towards Students' Efficacy	Gregorio R. Sismondo, Ed.D <i>Holy Trinity Academy</i>
C1-3	Investigating the relationship of Open Educational Resource Adoption and Mobile Learning Acceptance of Science Teachers	Joselito Christian Paulus Villanueva <i>Ateneo De Manila University</i>

CONCURRENT SESSION C2: PLANNING AND QUALITY ASSURANCE
Session Chair/Moderator: Teresita T. Rungduin, PhD

Paper No.	Title	Researchers
C2-1	Instructional Leadership For Information And Communication Technology Towards The Development of A Strategic Plan For ICT	Riza Rodrigo Noceto, Ed.D. <i>San Joaquin Kalawaan High School</i>
C2-2	Evaluation of the MBA Faculty Performance and Courses: A Basis for the Development of Graduate Program Quality Roadmap	Antoniette Z. Lacerna, DBA Helen M. Rigor Ronel P. Dela Cruz <i>St. Paul University Quezon City</i>
C2-3	Examining outcomes in a BSMA Program: Insights on Curriculum Planning, Implementation, and Assessment	Teresita T. Rungduin, Ph.D. Seth R. De Guia Christopher S. Gascon <i>Philippine Normal University</i>

CONCURRENT SESSION C3: EDUCATION DURING COVID-19
Session Chair/Moderator: Pedrito A. Aton, PhD Candidate

Paper No.	Title	Researchers
C3-1	Identifying Pathways to Learning Recovery Using Performance Profile of Junior High School Completers	Armi S. Lantano Noelyn H. Curutan <i>Center for Educational Measurement, Inc.</i>
C3-2	A Narrative Analysis of the Life Stories of Working Students this COVID-19	Jacqueline V. Iglesias <i>Nueva Vizcaya State University</i>
C3-3	A Meta-synthesis of Parental Experiences during Covid-19: Implications for Psychological Support	Danilyn Joy L. Pangilinan <i>University of the Philippines Diliman</i>
C3-4	International Lasallian COVID Survey	Aldino Gonzales Ma. Roxanne Ibalobor, Ph.D. Neil Pariñas <i>De La Salle-College of Saint Benilde</i>

Paper Presentation Abstracts

Concurrent Session A1: Assessment of Non-Cognitive Constructs

Day 2, August 26

10:15 AM - 12:00 PM

Moderator: Adonis P. David, PhD

A1-1 A Measure of Oral Communication Apprehension: Scale Development and Preliminary Validation

Orlando L. Mindoro and Milady Love F. Mindoro

Romblon State University – Romblon Campus

The current study makes a contribution to the creation of the Oral Communication Apprehension Scale (OCAS), which measures oral communication apprehension in English oral communication situations in the Philippine context. Items were created by the authors and modified from other scales, including the Communication Apprehension (CA) by Richmond and McCroskey (1998). A preliminary OCAS was modified with a few minor text modifications that were validated. When administered to 100 individuals, the preliminary OCAS produced an internal consistency of .976 using Cronbach's alpha value, and was factor-analyzed to create the construct and the final version. The results of the factor analysis showed that the OCAS had elements for dyad circumstances, group discussions, and meeting situations. The final draft extracted 4 factors with a cumulative variance of 61.614% of the total items and composed of 53 items was established from 68 items original version after running the factor analysis with Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy value of 0.760, and computed significance value of Bartlett's Test of Sphericity ($X^2(98) = 7775.739, p < .05$) which is less than 0.05. This means the distribution was approximately multivariate normal and did not produce an identity matrix.

A1-2 Initial Validation of Social Media Burnout Inventory-Student Survey (SMBI-SS)

Grace Ann G. Vallesteros, Marivic T. Tenorio, Ruth B. Villena, Chelsey Viray, Patrisha Nicole Yacob, Justin Chaze Yumo

University of Makati

Donnies D. Bendicio

Polytechnic University of the Philippines

Roger P. Turingan

Philippine Normal University

The main purpose of the study was to develop the Social Media Burnout Inventory-Student Survey (SMBI-SS) instrument. The method used in this study is the survey method. Data of SMBI-SS were obtained through a questionnaire. There are three (3) aspects of the Social Media Inventory - Student Survey (SMBI-SS) that were examined in this study, indecisiveness, emotional exhaustion, and apathy. The content validity of the SMBI-SS instrument with original ninety-six (96) validated items that had been administered to one-hundred-ninety (190) respondents with the following criteria: 1) 18-24 years old, uses social media for more than four (4) hours and fifteen (15) minutes. The data were analyzed using the Confirmatory Factor Analysis that have been psychometrics criteria, namely model fit and parameters estimate (factor loadings). The conclusion of the confirmatory factor analysis, showed that there are fifty-seven (57) items of Social Media Burnout Inventory-Student Survey (SMBI-SS) that fit the model and are excellent reliable for the person's social media burnout. The test also has good internal consistency due to the fact that it has relatively high Cronbach's Alpha for all the factors except for factor I.1 with 0.573 (poor internal consistency). The factor indecisiveness with two sub-factors which are factor I.1 and factor I.2 yielded an alpha of 0.848 and 0.573, while factor emotional exhaustion had an alpha of 0.884. Moreover, the last factor, apathy has the highest Cronbach's alpha with 0.941 and 0.922 for its sub-factor A.1 and A.2 respectively.

A1-3 Reconfiguring Assessment in Online Education: Lens from Teachers and Learners during Pandemic

Jenny Marie Diaz, Camille Sabordo, Jellou Mae Galvez, Trisha Jane Florendo, Margie Ramos, Michael Andrei Baluyot, and Benedict G. Antazo

Jose Rizal University

The present study aimed to develop an instrument for altruism that is contextualized in the Filipino setting. Following an exploratory sequential mixed method design, findings from the first phase revealed four major themes: materialistic assistance, internal reward, social obligation, and concern for others. In the second phase, findings from exploratory factor analyses ($N = 200$) suggested a four-factor solution consisting of 13 items that is congruent with the a priori factor structure while confirmatory factor analyses ($N = 463$) indicated adequate model fit for both four-factor and second-order models. Reliability analyses suggested adequate internal consistency estimates for both the subscales and the total score while tests for convergent validity indicated that associations with related constructs were significant and in the expected direction. Overall, the results provided strong support for the validity and reliability of the novel instrument in measuring altruism among Filipinos.

Paper Presentation Abstracts

Concurrent Session A2: Flexible Learning and Teaching

Day 2, August 26

10:15 AM - 12:00 PM

Moderator: Teresita T. Rungduin, PhD

A2-1 Rapid Assessment of the Immediate Effects of Blended Learning Among Higher Education Teachers in Selected Universities in Camarines Sur in a Pandemic

Cristina Lim and Yumi Vivien V. De Luna

Partido State University

This study aims to assess the effects of blended learning in terms of teachers' readiness and intensity of adoption; and document the challenges, coping strategies and the benefits that resulted from such adoption. This study utilized both quantitative and qualitative approaches. The qualitative approach employed key informant interviews (KIIs) and focus group discussions (FGDs). Research results show that teachers' views on blended/flexible learning are highlighted by the key words online, modular, limited face-to-face and technology-based/computer assisted. Preparatory activities conducted includes participation in orientation/webinar/trainings on online platform, surfing resource materials, purchasing new laptop and upgrading their internet subscription. Becoming more innovative in teaching styles and more knowledgeable on the latest online technology were considered as top positive things gained. Under challenges in the implementation, it shall be noted that most of these are related to students which includes not getting 100% participation due to their lack of resources and limited internet access, management of student's progress and emotional health, ensuring integrity in outputs and creating an effective self-paced learning. Continuous institution-wide trainings on computer-based instructions, intensive workshop on module making and formulation of policy and guidelines for the gradual shift from blended to face-to-face were the major recommendations of the study.

A2-2 Harmonizing General Education Courses through a Guided Online Autonomous Learning (GOAL) Integrated Output in a Philippine Private Higher Education Institution

Jay R A. San Pedro and Abram Andrew Lumbang

iACADEMY NEXUS

In response to the looming number of assessments that learners are facing during the remote learning scheme, the need to harmonize and integrate the assessments is inevitable at tertiary level.

As observed, learners are struggling to adapt with the new norm of learning and a special attention with the assessments given to them. At the tertiary level, assessments are drawn from general education and professional courses that have various degrees of difficulty and volume. With this, the researchers explored harmonizing and integrating assessments for General Education courses as reflected in the CMO No. 20, Series of 2013. In pursuant of the study, the researchers considered several phases to harmonize and integrate the General Education courses following the underpinning principles of an action research. To substantiate, learners were asked about their experiences toward each term. With this, the learners deem that the integrated output is highly appropriate to their Guided Online Autonomous Learning. However, future implementers need to reconsider the creative, social-related output, feedback mechanism, and flexibility of the integrated output design. Thus, the results can be used as a basis for formulation of policies attuned to instruction, assessment, and curriculum.

A2-3 Teaching Practices and Learning Difficulties in Mathematics Instruction: Students Perspective in PaulSync Modality Context

Kenneth Paul Duran

St. Paul University Dumaguete

In this new normal mode of teaching and learning, teachers and students interact in virtual classrooms. This study examines the teaching practices and learning difficulties in Mathematics instruction as perceived by students among Junior High School students. A sample of 176 students form part of the study. The main instrument used was a validated and reliable self-made questionnaire. Pearson (r) and point-biserial coefficients of correlation were employed to test the relationship between the teaching practices observed by students and their profiles, and the extent of difficulties encountered. The z-test was used to determine if there is any significant difference in students' perceptions of the teaching practices and the extent of difficulties when grouped according to selected profile: sex and grade level. Results reveal a significant relationship between the teaching practices observed by students and their profile: age, sex, grade level, and scholastic rating. Moreover, there is a substantial relationship between the teaching practices observed by students and the extent of their difficulties encountered, specifically in scientific attitude, independent attitude, confidence in mathematics, enjoyment of mathematics, and value of mathematics. Paulinian teachers' teaching practices must emphasize the value of mathematics as this helps diminish learner difficulties which has been critical in online learning.

Paper Presentation Abstracts

Concurrent Session A3: Classroom Assessment

Day 2, August 26

10:15 AM - 12:00 PM

Moderator: Pedrito A. Aton, PhD (cand.)

A3-1 Teaching Effectiveness: Basis for the Development of Assessment Tool

John Michael D. Aquino and Sr. Maria Asela B. Chavez, FMA

Philippine Normal University

Teachers have an important role to play in delivering quality education (SDG4). The quality of teaching that they deliver to students greatly affects them. This participatory action research (PAR) argues that there are gaps that need to be addressed in teaching effectiveness; (a) look at it with a common 'lens' using a conceptual framework, (b) measure it to ensure that students receive quality education and acquire the skills they need for national development, and (c) develop an assessment tool. This research designed a conceptual framework on teaching effectiveness based on the results of the focus group discussions with key informants (bottom-up evaluation) in selected midlevel administrators (coordinators), teachers, students, and alumni from selected sectarian higher education institutions. The researchers also developed indicators and identified items to assess teacher effectiveness through an assessment tool. Teaching effectiveness argues that key players i.e., Teacher's Pedagogy, Content, and Knowledge, Learner's performance in school, and adaptation of institutions in Outcomes-Based education are important components in a learning organization. The results revealed that the teaching effectiveness is evident in teachers who exhibit pedagogy, content and knowledge, possess good qualities, humanistic and professional approach, adopt and use varied technologies and online applications to facilitate learning, employ life integration in their lessons, anchored on the school's VMGO, program, course outcomes, and activities. It contributes to student learning. This research concludes that the indicators revealed on the PAR must be used for further research specifically in designing an assessment tool in measuring teaching effectiveness.

A3-2 Assessment Development in Measuring Students' Context-rich Problem-solving Ability in Physics

Giovanni T. Pelobillo

University of Mindanao

This study developed a 17-item physics problem-solving ability to measure the students' performance in solving context-rich problems. In this process, 8 students were interviewed on how they solve physics problems. Qualitative analysis showed 37 latent attributes that describe their ability. Attributes were surveyed to 370 students to establish psychometrics via rating scale-graded response model (RS-GRM) and to ensure psychometric assumptions through Mokken's scale analysis (MSA). Analyses showed that there are 17 valid items or set of outcomes in designing assessment tasks that define what is to be learned as a problem solver. It represents a unidimensional construct (SRMSR=0.043) that provides more information to person ability that ranges from -2.0 to +2.0 values (SE2=0.81). The measurement information generated useful information in describing the students' problem-solving ability. It also demonstrated a 3-ordered response expectations that could represent the solver's actual reasoning as a cognitive structure. This study noted that the ordered response requires further study and exploration.

A3-3 The Validity and Applicability of Measuring Ability and Achievement in Assessing Readiness for Senior High School

Victorius Q. Bibera

Trinity University of Asia

The primary objective of this research study was to validate the constructs used in assessing readiness for Senior High School. The SHS Readiness Assessment is composed of three components: ability, achievement, and interest test. The measurement of specific abilities of SHS Readiness Assessment has undergone reliability estimation and construct validation based on the convergent comparison of the measure to National Career Assessment Examination (NCAE). Evidence of reliability and validity is seen in the SHS Readiness Assessment's Core Competencies (Ability Test). The achievement potential measures of the SHS Readiness Assessment have also undergone criterion-related validation. The results show that the achievement potential measures are indeed capable of predicting school grades in Senior High School. The occupational interest scales of the SHS Readiness Assessment were checked for construct validation through confirmatory factor analysis. Proposed unidimensional factor structure did not show a good model fit. Additional statistical tests were checked on some factors to see if unidimensional interpretation will hold but it seems it cannot support a unidimensional interpretation. The SHS Readiness Assessment is a useful measurement tool to assess readiness for Senior High School provided that several procedures are accomplished to make it psychometrically sound.

Paper Presentation Abstracts

Concurrent Session B1: Assessment of Performance

Day 2, August 26

1:00 PM - 2:45 PM

Moderator: Adonis P. David, PhD

B1-1 The Use of Science Activities in Teaching Grade 8 Biology

Nadine M. Irala

Partido State University

The K to 12 science education curriculum of the Philippines stresses the conduct of inquiry-based, interactive and learner-centered activities. This study determined the effect of the developed science activities to the Grade 8 students' conceptual understanding, science skills and attitude towards Biology in one heterogenous section at Ocampo National High School, Ocampo, Camarines Sur, with Directed Activities Related to Texts, Inquiry-based and Collaborative features. This study utilized a descriptive-developmental method with a pre-experimental one-group pretest-posttest design. Purposive sampling was used with 22 Grade 8 students as participants. T-test for dependent sample was used to determine if a significant change occurred in the students' conceptual understanding and science skills, while mode was used to determine the frequently occurring responses of the students in the attitude questionnaire as well as if the students developed a favorable attitude towards Biology. In conceptual understanding, the overall result in the pretest is 33.42 interpreted as Low Mastery while the overall result in the posttest is 55.60 interpreted as Average Mastery. There was a significant change between the pretest and posttest results with a mean gain of 13.32 and a p-value equal to 0.000. In science skills, the overall result in the pretest is 29.41 interpreted as Low Mastery while the overall result in the posttest is 45.75 also interpreted as Low Mastery. Though the overall pretest and posttest results are both interpreted as Low Mastery, still, there was a significant change between the overall pretest and posttest results with a mean gain of 5.23 and a p-value equal to 0.000. The attitude towards Biology of the students changed favorably from a pretest mode result of 2 interpreted as Disagree to a posttest mode result of 4 interpreted as Agree. Hence, the science activities significantly improved the students' conceptual understanding, science skills and attitude towards Biology.

B1-2 Rating Scale Structure of the Composition Writing Test Rubric (CTW-R) Using the Many-Facet Rasch Measurement Model (MFRMM)

Alexander A. Socalit Jr.

Bureau of Education Assessment, Department of Education

The Many-Facets Rasch Measurement Model (MFRMM), an extension of the Rasch model, was used in this study to address the deleterious sources of measurement bias that the Classical Test Theory (CTT) cannot fully resolve in a rater-mediated English Composition Writing Test (CWT). The CWT is a single summative writing assessment that measures the English writing ability of Grade 5 Filipino learners that were selected from 173 schools across the country through a two-stage random sampling. A total of 3,780 written outputs were scored using the Composition Writing Test Rubric (CWT-R) by 75 trained raters, three raters per composition, following a partially crossed design. Despite the engagement of multiple raters and the complexity of the scoring design and criteria, the rating scale categories of the CWT-R were found to be correctly ordered, and it functioned as intended based on the quantitative and qualitative evaluation guidelines of the MFRMM. These findings have implications on the scoring criteria and procedures of rater-mediated assessments, such as the CWT, and in making valid interpretations of the results from this type of assessment.

B1-3 A Validation Study on the Performance Assessment of Standards and Skills (PASS)

Cecilia DC Toledo

Lourdes School Quezon City

The study analyzed the relationship between the PASS pre – tests and post – tests scores in relation to the academic performance of students in Science, Math and English. Participants were 534 students from Grades 7 to 10 in a private school in Quezon City. The PASS pre – test and post – test scores were provided by GRACE, an organization that provides curriculum – based measurement for the school and was used as the predictor variable in the study while student's scores of their quarterly tests were averaged and was used as the basis for academic performance of the students. Results show that in general, the PASS pre – tests predict students' academic performance of students except in English 9 where a low correlation was found. Results of the association between the post – test and academic performance show moderate to strong correlation except in English 9. Results of the paired sample t – test indicate that there is significant difference between the pre – test and post – test except in Science 10 and Math 10. It is suggested that validation studies from other partner schools may also be conducted and that the school use the result of this study to help them in curriculum planning.

Paper Presentation Abstracts

Concurrent Session B2: Educational Issues

Day 2, August 26

1:00 PM - 2:45 PM

Moderator: Teresita T. Rungduin, PhD

B2-1 Maximizing Research Outcomes through Mentoring: The BSMA Psychology and Counseling Experience

Teresita T. Rungduin, Ria Lorraine H. Pagliawan, and Clarizz Daniel

Philippine Normal University

There is a professional obligation among senior researchers to mentor junior researchers and help them achieve their full potential. Such a research mentoring program is implemented at the Psychology and Counseling program of the Philippine Normal University-Manila in the implementation of the Bachelor of Science-Master of Arts In Psychology and Counseling Straight Program. The BS/MA Psychology program is a 5-year course that includes 3 years of undergraduate training and 2 years of graduate training. In the said program, students are mentored and supervised by graduate faculty members starting in their research courses at the undergraduate level. A survey conducted among 2nd-year to 4th-year BS/MA revealed positive results on student attitudes toward research and perceptions of research mentorship, highlighting the importance of research mentoring and its outcomes for student researchers.

B2-2 Construction and Validation of Outcomes-Based Education Course Syllabus Evaluation Tool

Domric M Panuniar1

Cebu Normal University / Central Philippines State University

Maria Salud M. Delos Santos

Cebu Technological University Main/ Cebu Normal University

In the strive of improving the quality of tertiary education in the Philippines, Outcome-Based Education was adopted leading to the paradigm shift of education in the country. This study aims to create an assessment tool that is valid and reliable to determine the level of integration of OBE in the course syllabus available in Higher Education Institutions. The tool has the appropriate statements to measure the level of integration of outcomes-based education in the course syllabus created by the faculties in Higher Education Institutions. As the content is taken from the CHED Handbook on Typology, OBE, and Institutional Sustainability Assessment (2014) only minor suggestions were recommended by the experts who are purposely selected and rated with the overall mean of 3.67 which has very clear and relevant statements aligned to its purpose. Furthermore, the result of a .96 internal consistency coefficient which is greater than the minimum of .70 (Robinson, 2009; Taherdoost, 2016; Whitley, 2002) as a whole using Cronbach's Alpha. Thus, it is recommended that the Commission of Higher Education CHED and Higher Education Institutions HEI's use the evaluation tool in assessing the outcomes-based course syllabus, especially during the CHED - Regional Quality Assessment Team (RQAT) visit.

B2-3 Experiences, Challenges and Coping Strategies of Pre-service Teachers in an Online Field Study Course

Joy Talens

De La Salle Lipa

Field Study courses are an integral part of the teacher education training before Internship program that involves observation, participation and assistantship in the actual school setting. However, flexibility in delivering the course should be resorted to prevent further spread of the Covid19 virus. Thus, this paper explored the experiences and challenges encountered by the pre-service teachers of De La Salle Lipa and the coping strategies they employed in an online Field Study course. Through content analysis, it was found that they have memorable and meaningful experiences although the activities were jam-packed. They claimed that they encountered the following challenges: (1) ineffective time management; (2) lack of motivation; (3) physical and mental health issues; (4) lack of knowledge; (5) personal responsibilities; (6) technology issues; and, (7) course-related issues. They overcame these challenges by: (1) praying; (2) creating a to-do list; (3) talking to friends and classmates; (4) seeking advice from the professors; (5) remembering ones goals in life; (6) enhancing ones knowledge and skills; and, (7) creating a distraction-free zone. Based on the findings, a more calibrated program for Field Study courses should be developed to address the challenges of online teaching and learning.

Paper Presentation Abstracts

Concurrent Session B3: Issues in Assessment

Day 2, August 26

1:00 PM - 2:45 PM

Moderator: Pedrito A. Aton, PhD (cand.)

B3-1 Analysis of Response Time from Assessments Using Concepts in Survival Analysis

Joemari Olea

University of the Philippines Diliman

Several models that analyze assessment data with response time have many strict assumptions, which may give misleading results if these assumptions are violated. This paper aims to provide alternative methodologies for analyzing these types of data by looking at response times as time-to-event data and applying survival analysis concepts. An appeal for using these methodologies is based on how much more flexible these methods are, and how unrestrictive some of them are in terms of their assumptions. This study will demonstrate how these methodologies can be used in a credential form examination to determine the response behavior of flagged students for cheating, and an examination that measures chess skill to identify which items are much more predictive of the real proficiency of a chess player.

B3-2 Criterion-Based Review of Teachers' Classroom Performance in the Philippine School in Dubai: Administrators' Perception vs. Teachers' Self-Review

Arturo C. Basbas

University of Bohol

Many Philippine schools overseas encounter unyielding challenges, with the irresistible majority of teachers getting outstanding ratings, making it challenging to classify which teachers are genuinely exceptional. In specific instances, the evaluation of teachers' classroom performance validates the organizational policies of classroom management. Otherwise, the effect of poor classroom performance is immense, predominantly on the part of students. It is because of this motivation that the authors utilized a quantitative research design to examine the level of teachers' classroom performance using the criterion-based review model on various criteria. The measure is based on weighing the perspectives of purposely selected school administrators and teachers at The Philippine School in Dubai. This paper also explored the significant relationship between the teachers' profile and classroom performance, and the difference between the perspectives of school administrators and teachers' self-review to facilitate and impede meaningful performance review. The results adhere to continuing practices that will increase knowledge, enable impactful learning, develop critical thinking skills, improve problem-solving ability, and equip teachers with pedagogical competence. The findings revealed that both school administrators and teachers shared realistic feedback about teachers' classroom performance.

B3-3 Syntactic and Phonetic Proficiencies of College Students: Effects of Using Audio-Recorded Reflections and Feedbacks

Jocelyn L. Gagalang

University of Rizal System

This study determined the syntactic and phonetic proficiencies of college students; their significant relationship and differences; and documents the syntactic and phonetic errors committed, problems encountered, and solutions offered. Analyzed audio recordings were 238 from 14-week submissions of 17 second-year Psychology students taking English 2. Using Mean, Pearson r , and Analysis of Variance (ANOVA), audio recordings data were statistically examined and interview responses were thematically analyzed. The results of the study indicated that audio-recorded reflections and feedback activity encapsulated in Reading-Reflection-Recording- Feedback (3RF) continuum benefits the college learners. Their syntactic and phonetic proficiency levels were found very good and fair respectively. Meanwhile, no significant relationship existed between the two linguistic aspects. Analysis of the common errors revealed subject-verb agreement and consonant sounds misarticulation. Respondents reported problems with background noise corresponding with records at nighttime as a solution. Continuation of the activity was endorsed.

Paper Presentation Abstracts

Concurrent Session C1: Online Learning and Assessment

Day 2, August 26

3:00 PM - 4:45 PM

Moderator: Adonis P. David, PhD

C1-1 Development and Validation of an Academic Self-Efficacy Scale in Online Learning

Marinelle Giahna Santos, Wilmar Olegario, Margaret Emily Ann Santos, Janeth Dolem

Jason Idago, Marcelo Apostol, and Benedict G. Antazo

Jose Rizal University

The present study aimed to develop and validate an instrument that measures academic self-efficacy among tertiary students in the online learning setting. Through the use of an exploratory sequential mixed method design, findings from the first phase yielded several themes which were used as the basis of the initial items. In the second phase, findings from exploratory factor analyses suggested a three-factor solution consisting of 16 items while confirmatory factor analyses indicated adequate model fit for both three-factor and second-order models. Reliability analyses using Cronbach's alpha and McDonald's omega suggested adequate internal consistency estimates for both the subscales and the total score while tests for convergent validity indicated that associations were significant and in the expected direction. Overall, the results provided strong support for the validity and reliability of the instrument and its potential to be used in future studies that aim to examine the role of academic self-efficacy among students given the present online learning setup.

C1-2 Diligence in Accomplishing Assignments and Activities in the LMS in the Contexts of Grade 9 Students in Economics: Basis for an Action Plan towards Students' Efficacy

Gregorio R. Sismondo

Holy Trinity Academy

Pandemic compelled schools to provide delivery of learning in a more flexible manner and Holy Trinity Academy were among the schools provided this through fully online learning and home-based learning modalities. Despite the flexibility it provided, some students still failed to submit their assignments and activities in the LMS. Because of this alarming situation, the researcher was motivated to conduct this action research. This was conducted during the school year 2021-2022. Twenty-three students were purposively selected and descriptive phenomenology was used. Responses of the student were derived using a questionnaire sent to them through the google form. Open-minded reading was used to derive meanings and themes. Based on the findings, distractions, lack of time, and stress were the factors identified by the students affecting their diligence which are classified under environmental conditions, time and emotional conditions. Furthermore, they believed that promptness, initiative in answering and submitting the activities, positive mindset and proper management of time are helpful in their diligence. Finally, they recommended to lessen the activities in the modules, provide enough reminders, give clear instruction, expand the date of submission, and give enough motivation to enhance their diligence. It is hereby recommended that parents should ensure a conducive environment at home. Parents and teachers should ensure that students are not exposed to stressful situations. Teachers should follow-up students' conditions. The activities in the modules are in the right amount and the schedule of submission is set in a reasonable time. Students must apply proper time management, initiative, and conscientious observance of the reminders. Lastly, an action plan for students' efficacy was created.

C1-3 Investigating the relationship of Open Educational Resource Adoption and Mobile Learning Acceptance of Science Teachers

Joselito Christian Paulus Villanueva

Ateneo De Manila University

With most of teaching done via remote learning in the light of the Covid-19 pandemic, teachers are challenged to bridge the digital divide among learners with the use of worthwhile learning contents. The use of open educational resources (OER) has been increasingly explored to address such need for free, equitable yet credible learning content. And with the advent of many mobile learning technologies to aid education during these times, it is also fitting to know how teachers perceive and accept these technologies. This research investigates a relationship between the teachers' adoption of OERs and their level of mobile learning acceptance. This study was conducted with 104 Science Educators. This study primarily examined the teachers' state of OER adoption ranging from their familiarity, usage and its eventual practice. Mobile learning acceptance was also investigated and described by six factors namely: Flexibility, Suitability, Enjoyment, Efficiency, Economic and Social. Correlation and regression analyses were conducted to investigate the relationship and predictability of the M-learning acceptance factors to OER adoption. Results have indicated that Science teachers are quite familiar with open educational resources yet reported a strong agreement in adopting or continually utilizing open educational resources. Relationship between mobile learning acceptance and open educational resources adoption indicated a moderate positive correlation between M-learning parameters.

Paper Presentation Abstracts

Concurrent Session C2: Planning and Quality Assurance

Day 2, August 26

3:00 PM - 4:45 PM

Moderator: Teresita T. Rungduin, PhD

C2-1 Instructional Leadership for Information and Communication Technology: Towards the Development of A Strategic Plan For ICT

Riza Rodrigo Noceto

San Joaquin Kalawaan High School

This study aims to determine the instructional leadership for ICT among leaders and teachers in the division of Pasig City. The researcher employed mixed convergence - quantitative and qualitative methods. There were 321 teachers and 10 principals that served as respondents. In the qualitative method, 10 subjects served as informants. The researcher used an online survey for the Quantitative part, and online interview for the Qualitative part. Furthermore, triangulation was utilized, in which both data are collected at about the same time and are given equal emphasis. The findings revealed that fully practiced inferred on the extent of practice of instructional leadership for ICT in terms of digital practice, ICT maturity, assessment and roles with ICT, while mostly practiced on leadership for collaboration. However, there was a significant difference on the extent of practice of Instructional Leadership for ICT except on the assessment and roles with ICT. Transformational leadership style is espoused by the instructional leaders for ICT in the Division of Pasig. Moreover, there was a strong positive correlation between the leadership styles and extent of practice of instructional leadership for ICT. On the other hand, it was concluded that lack of funds to provide adequate access to internet connection to successfully integrate ICT in teaching and learning, lack of relevant and effective training to facilitate utilization of ICT and lack of ICT learning resources are the challenges emerging in the instructional leadership for ICT. It was concluded that creation of ICT teams to delegate responsibilities and give technical assistance in handling ICT matters and the collaboration in leading, sharing and improving ICT expertise through Learning Action Cell sessions and actual training are best practices with regards to instructional leadership for ICT. Furthermore, a strategic plan has been proposed which contains the area of emphasis based on the results of the study.

C2-2 Evaluation of the MBA Faculty Performance and Courses: A Basis for the Development of Graduate Program Quality Roadmap

Antoniette Z. Lacerna, Helen M. Rigor, and Ronel P. Dela Cruz

St. Paul University Quezon City

Quality is essential in light of the various challenges and changes affecting graduate education in the Philippines. Because what higher education institutions provide is less tangible than those in product marketing, the total of other impressions count. As a result, the teaching behaviors of faculty and the quality of courses play an important part in ensuring a very excellent student learning experience. Results of the study reveal high ratings on the teaching and course quality of the MBA program both with weighted means of 4.94 in a five-point Likert scale. Also, findings indicate that there is no significant difference in the respondents' perception of teaching and course quality indicators. Based on the thematic analysis of the students' qualitative evaluation of the faculty performance and the courses that they have already taken, four principal themes have emerged, namely: (1) faculty relational competence, (2) faculty professional competence, (3) course relevance, and (4) course delivery. Recommendations are developed as a basis for the development of a roadmap related to faculty and instruction such as but not limited to curriculum improvement and faculty development.

C2-3 Examining outcomes in a BSMA Program: Insights on Curriculum Planning, Implementation, and Assessment

Teresita T. Rungduin, Seth R. De Guia, and Christopher S. Gascon

Philippine Normal University

Curriculum evaluation is an integral part in enhancing educational activities and courses to align it with the ever-changing expectations of the national and global community. The present study aims to determine the extent of competencies learned in courses among students under the Bachelor of Science-Master of Arts in Psychology and Counseling, and identify competencies that are being applied in the work setting among the graduates. Respondents for this curriculum evaluation consists of 102 students from Philippine Normal University-Manila currently enrolled in the program and 31 alumni (N= 133) which were gathered using a stratified random sampling technique. Respondents completed a questionnaire consisting of close and open ended queries about their experiences within the program. Data gathered from the respondents were then analyzed using descriptive analysis and responses on open-ended questions were subjected to thematic analysis. Results showed that both alumni and undergraduate students see the relevance of the curriculum to the demands of the industry. The knowledge and skills learned by the alumni are aligned with their job descriptions and they feel a sense of competence in addressing work tasks and promotion requirements. On the other hand, the undergraduate students reported that they are confident with what they learned and are able to discuss the main concepts in Psychology with fellow students. Recommendations for program improvement involve focus on certain courses that require statistical mastery; teachers who are practicing in the field; and a curriculum that allows students to be able to breathe and absorb the lessons. Lastly, this paper discusses the potential implications and recommendations to improve the current program based on the results of the study.

Paper Presentation Abstracts

Concurrent Session C3: Education During COVID-19

Day 2, August 26

3:00 PM - 4:45 PM

Moderator: Pedrito A. Aton, PhD (cand.)

C3-1 Identifying Pathways to Learning Recovery Using Performance Profile of Junior High School Completers

Armi S. Lantano and Noelyn H. Curutan

Center for Educational Measurement, Inc.

As the Philippine education system starts adapting to the new normal and schools begin to reopen, it is ensuing to understand the extent of adverse effect which the Covid 19 pandemic has brought into the system. The Education Development Trust (2021) of the UNESCO's Global Education Coalition has documented that school closures and subsequently, limited to no access to formal education due to lack of online connectivity during the closure, resulted in deficiency in learning worldwide. In its effort to aid schools in their learning recovery planning, the Center for Educational Measurement, Inc. (CEM), the pioneer testing and research institution in the Philippines, is conducting a series of studies to document the achievement level of basic education students. Particularly, this study focuses on the junior high school completers' performance in the CEM K to 12 Achievement Test in English, Mathematics and Science Grade 10. Posttest data gathered in SY2020-2021 and SY2021-2022 are analyzed to determine possible learning loss and/or learning gain acquired during the pandemic in each of the subject areas and their respective content areas and cognitive skills. Further analysis describing the students' performance in terms of geographic location is examined. Implications on curriculum and instruction are discussed.

C3-2 A Narrative Analysis of the Life Stories of Working Students this COVID-19

Jacqueline V. Iglesias

Nueva Vizcaya State University

The COVID-19 pandemic has caused various mental and economic difficulties for young people worldwide. In such circumstances, it is vital to identify what kind of support university students need to continue their studies, and this qualitative research provides essential insights into this. Using Dewey's Theory of Experience as a theoretical lens as well as Labov model component, this narrative research focused on the specific experiences of working students this COVID-19 pandemic in their academic persistence in college. Narrative reports and interview guides were the sources of stories from the three college students. Their aspirational capital, acceptance of their financial problem, is the starting point of their story. Various turning points were illustrated that explored the continuity of experiences and interaction of the participants with family, relative, friends, teachers/instructors, school and neighborhood and coping with isolation and forming new hobbies which are encouragement and validation of their self-efficacy and self-worth from significant others, positive feeling towards the challenges, differentiating types of goals and career exploration and planning. Concepts such as self-efficacy, task valuing, aspirational capital, positive feelings, goal setting and career exploration and planning were derived related to academic persistence.

C3-3 A Meta-synthesis of Parental Experiences during Covid-19: Implications for Psychological Support

Danilyn Joy L. Pangilinan

University of the Philippines Diliman

This study examined parental experiences during the Covid-19 pandemic/lockdown from 39 journal articles that were published from 2020 to 2021. It aimed to understand the impact of the pandemic/lockdown on parents/guardians and derive implications for psychological support. The articles were synthesized using content and thematic analysis. Eight themes emerged from the findings: challenges with distance/remote learning, psychological well-being of parents, psychological well-being of children, impact on housework, impact on childcare, impact on marital relations, impact on work, and perceptions/attitudes/behaviors during the pandemic/lockdown. The findings revealed that the pandemic and its imposed lockdown brought serious challenges to parents. Working mothers were most affected and in need of psychological/spousal support. Mothers experienced psychological distress and exhaustion from the multiple pressures and conflicting responsibilities at home including childcare and distance/remote learning, and in their jobs. The lack of spousal support and the absence of co-parenting caused stress among women in this aspect. The findings also showed that most parents experienced stress, mental strain, and marital problems during the lockdown. Moreover, the pandemic exacerbated gender inequality leaving mothers the most disadvantaged in housework and childcare.

C3-4 International Lasallian COVID Survey

Aldino Gonzales, Ma. Roxanne Ibalobor, and Neil Pariñas

De La Salle-College of Saint Benilde

An online COVID survey was sent to all Lasallian institutions in 79 countries in early 2020. The purpose of the study was to understand the pressing challenges of these schools. The results indicated how more than 900 Lasallian schools responded in the major areas of pedagogical, institutional, financial, and general school management. Subsequently, four groups of scholars at Lasallian universities in the Philippines, Brazil, and Mexico analyzed these results and wrote short reports with insights about both practical, organizational, pedagogical, and inter-personal realities that deserve our attention today. The report provides a unique global overview of the pandemic's impact on Lasallian education, along with the impressive resiliency and innovative responses of administrators, teachers, parents and students. It is significant for all those interested in how a global Catholic educational organization has moved through this pervasive and ongoing pandemic, facing its challenges and maintaining its core commitments to education, to educators, and to those confided to their care.

PROGRAM OF ACTIVITIES

STUDENT CONGRESS (August 27, 2022)
via Microsoft Teams

Emcee: Mr. Arian Anderson Rabino , S&P Global Market Intelligence Officer of the day: Dr. Violeta C. Valladolid , De La Salle University		
12:30 PM - 1:00 PM	REGISTRATION	
1:00 PM - 1:15 PM	PRELIMINARIES Invocation Philippine National Anthem	c/o St. Paul University, Quezon City
1:15 PM - 1:30 PM	Opening Remarks and Introduction of Resource Speakers	Dr. Richard DLC. Gonzales Founding President and Chairman, PEMEA University of Santo Tomas / Cagayan State University
1:30 PM - 2:30 PM	Plenary Talk: Managing return to school anxiety	Dr. Marie Antoinette Sunga-Vargas Auditor, PEMEA University of Santo Tomas, Manila
2:30 PM - 4:00 PM	Panel Discussion: Maximizing safe digital spaces	Dr. Juan Robertino D. Macalde Senior Specialist/Head, SEAMEO-INNOTECH
		Dr. Ryan V. Lansangan Faculty, UST Junior High School
		Ms. Rhodora M. Santos President and CEO, Amicus KOI Solutions, Inc.
		Moderated by: Dr. Richard DLC. Gonzales Founding President and Chairman, PEMEA University of Santo Tomas / Cagayan State University
4:00 PM - 4:15 PM	Awarding of Certificates Closing Remarks	Dr. Violeta C. Valladolid Vice President, PEMEA Conference Chair, NCEME 2022 De La Salle University, Manila

PHILIPPINE EDUCATIONAL MEASUREMENT & EVALUATION ASSOCIATION

STUDENT CONGRESS 2022

Day 3, August 27, 2022, 1:00 PM - 4:15 PM

via MS Teams

Plenary Talk: Managing return to school anxiety

Marie Antonette J. Sunga-Vargas, PhD, RPsy, Rpm

Dr. Marie Antonette J. Sunga-Vargas is a faculty member of the Department of Psychology, University of Santo Tomas. She is a Clinical Psychologist/Consultant at ChildFam-Possibilities and a Pain Psychologist/ Clinical Psychologist at Manila Doctors Hospital. She completed her Doctor of Philosophy major in Clinical Psychology and Master of Arts in Psychology from UST Graduate School. She is a Registered Psychologist, Psychometrician, and Certified Clinical Psychologist, Assessment Psychologist, and Cognitive Behavior Therapist.

Panel Discussion: Maximizing safe digital spaces

Moderated by

Richard DLC. Gonzales, PhD

Founding President, PEMEA

University of Santo Tomas / Cagayan State University

ABSTRACT

After more than two years of the COVID 19 pandemic and at a time when schools were forced to shift to virtual learning, the digital transformation of the Philippines' education system has been accelerated. However, digital transformation should be accompanied by social responsibility. In this regard, there is a need to understand and promote the responsible and safe use of technology or what is termed digital citizenship education. This presentation will also explain and discuss how to maintain and maximize the prevailing digital space.

Juan Robertino "Robbie" D. Macalde, EdD

Prior to his appointment as Senior Specialist, Dr. Macalde is a full-time consultant for the Central Asia Regional Economic Cooperation (CAREC) Institute of the Asian Development Bank (ADB)'s Central and West Asia Department. He is responsible for the supervision, coordination, and review of course designs and learning materials for the various training programs as well as for monitoring the progress of the participants in the various capacity-building activities of the CAREC Institute.

Dr. Macalde has been the Program Manager and Training Coordinator of the Asian Institute of Management's Development Resource Center. The Center is a provider and facilitator of capacity-building programs for the development community in the Asia Pacific Region and is a member of the World Bank-initiated Global Development Learning Network. Dr. Macalde is also a Professorial Lecturer for the Doctor of Technology Education (DTE) and Master of Arts in Education Management (MEM) programs of the Rizal Technological University (RTU), Faculty-lecturer for the Asian Institute of Management and was formerly an Assistant Professorial lecturer on Human Resource Management and Organizational Development for the Graduate Program of Psychology Department/College of Liberal Arts of the De La Salle University and Special Lecturer in San Beda College, Colegio De San Juan De Letran and DLSU-College of St. Benilde. Dr. Macalde completed his Doctorate Degree in Education, majoring in Educational Administration, and is a graduate of Master of Arts in Education from the Pamantasan ng Lungsod ng Maynila and Bachelor of Arts in Political Science from Adamson University.

Ryan V. Lansangan, PhD

Mr. Lansangan obtained his Master of Arts in Science Education with specialization in Chemistry from the Philippine Normal University, where he also graduated cum laude with a degree in BS in Chemistry for Teachers as a DOST-SEI scholar. His numerous involvements in the field include being a researcher, a lecturer and workshop facilitator, a LET reviewer, and a research consultant and panelist. He has also presented research papers at national and international conferences and published research works in national and international peer-reviewed journals. In the year 2018, he obtained a certificate program sponsored by the University of Santo Tomas and Griffith University of Queensland Australia titled "Strengthening Content Orientation and Pedagogical Expertise of Science and Mathematics Teachers". Currently, Mr. Lansangan is the science academic coordinator of UST Junior High School. In the year 2020, he was awarded the Gawad Santo Tomas or the 2020 Dangal ng UST Most Outstanding Junior High School Teacher. Mr. Lansangan has recently completed his doctorate degree from the Philippine Normal University under the program Doctor of Philosophy in Science Education.

Ma. Rhodora Santos

She is an accomplished Information and Communication Technology professional in all facets of the software development life-cycle from program management, solution planning, requirements, development, testing, post-production, and operations support. She had extensive experience in cross-organizational, diverse and multi-cultural teams experts. Excels at building cohesive, highly productive teams comprised of clients and internal team members. She has strong knowledge of the project management within the telecommunication, information technology, airline industry and education industry. Educator by heart and passionate in sharing knowledge with the advocacy in bridging the gap between educators and learners in technology. Ms. Santos was awarded as an Eminent Alumna of PNU last 2020.

NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

Philippine Educational Measurement and Evaluation Association, Inc.



St. Paul University Quezon City

(ST. PAUL UNIVERSITY SYSTEM)



SPUQC is an ISO certified,
PAASCU and PACUCOA
accredited school



Programs Offered

COLLEGE OF BUSINESS AND TECHNOLOGY

- **BS Business Administration major in:**
 - ✓ Human Resource Management (3 years)
 - ✓ Marketing (3 years)
- **BS Business Administration with straight program in Master in Business Administration (5 years)**
- **BS in Entrepreneurship with specialization in:**
 - ✓ Social Entrepreneurship (3.5 years)
 - ✓ Restaurant Management (3.5 years)
- **BS in Hospitality Management (3 years)**
 - ✓ with specialization in Hotel Management (3.5 years)
- **BS in Information Technology (3 years)**
 - ✓ with specialization in Game Development (3.5 years)
 - ✓ with specialization in Cyber Security (3.5 years)
- **BS in Tourism Management (3 years)**
 - ✓ with specialization in Aviation Management (3.5 years)
- **BS in Accountancy (4 years)**
- **BS in Management Accounting (4 years)**

COLLEGE OF ARTS, SCIENCES AND EDUCATION

- **BA Political Science (3 years)**
- **BA Communication (3.5 years)**
- **Bachelor of Secondary Education major in:**
 - ✓ English (4 years)
 - ✓ Integrated Social Studies (4 years)
- **Bachelor of Inclusive and Special Needs Education (3.5 years)**
- **BA Religious Education (4 years)**
- **BS Biology (4 years)**
- **BS Nursing (4 years)**
- **BS Psychology (3 years)**
- **BS Psychology with HRD Management (4 years)**
- **BS Psychology with straight program in Master of Arts in Psychology (4.5 years)**

GRADUATE STUDIES

- **Master of Arts in Psychology**
- **Master in Business Administration (MBA)**
Specializations: Entrepreneurship, Marketing Management, Human Resource Development, Tourism Management, Hotel and Restaurant Management, Good Governance

SENIOR HIGH SCHOOL

- **Academic Track (HUMSS, STEM, ABM)**
- **Arts and Design specializing in Performing Arts**

TESDA - REGISTERED PROGRAMS

- **Caregiving NC II (WTR 201213062153)**
- **Cookery NC II (WTR 201713062098)**
- **Food & Beverage Services NC II (WTR 201713062099)**
- **2-year Diploma in Executive Assistantship (NTR 0313060183)**

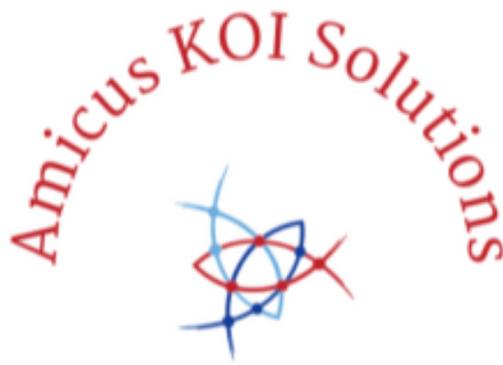
TESDA - ACCREDITED ASSESSMENT CENTER

- **Caregiving NC II (AC-CGV-0213141921146)**
- **Cookery NC II (AC-COK-02131419021147)**
- **Food & Beverage Services NC II (AC-FBS-0213141921148)**

APPLY ONLINE NOW!



Scan QR code or open form link



Microsoft in
Education Global
Training Partner



www.amicuskoi.com

Bridging the gap between educators and
learners in technology

Calling all Educators!

Join our Introduction To Technology
For Educators [Intro2Tech4Educ]
to Get Started with Microsoft Office
365 Education Platform

Register by scanning the QR Code
or sign up via



<https://tinyurl.com/AmicusKOI-IntroOffice365>

Training and Services for the following
core solutions:

- Microsoft Education Program
- Microsoft Mixed Reality
- Project and Portfolio Management
- Cloud Productivity
- Small and Mid-market Cloud Solutions

For information send email to:
info@amicuskoi.com

Quipper

Quipper Philippines Inc. is a Japanese education technology company committed to bring the best education to every corner of the world. Used by over six million students and nearly 400,000 teachers worldwide. Quipper is also the official learning management system of numerous private schools across the Philippines.

Our Products

Quipper LMS

Our Learning Management System Provides 24/7 access for teachers, students, parents, and administrators

Quipper School

PREMIUM

Access to Study Guides, Lesson Guides, Teachers' Content, Reviewers, and Quiz on every topic.

Quipper Video

Access to Video Lessons for Grades 10 to 12.

K-12 Aligned Subjects



What do we Offer?

- ✓ Kinder - Grade 3
- ✓ Grades 4 - 6
- ✓ Junior High School (Grades 7-10)
- ✓ Senior High School (Grades 11-12)

What can you expect in Quipper?

- ✓ Access to a multitude of resources
- ✓ All-year round support
- ✓ Seamless User Experience on mobile and on desktop

Why Quipper?

- Enables teachers to deliver learning experience remotely.
- Elevates students' learning experience.
- Engages parents in an active role.

How can you use Quipper?

- As a primary or supplementary content.
- For advanced / remedial lessons
- In creating a Flipped / Blended learning environment.
- For in-person learning

CONTACT US

Reilyn Remetio
Senior Regional Manager
reilyn.remetio@quipper.com
0998 586 3722 (SMART)
0922 923 3001 (SUN)



The Programme for International Student Assessment (PISA) 2018 reported that ...



In the Philippines, 65% of students reported being bullied at least a few times a month



A majority of students in the Philippines expressed a fear of failure. Some 72% agreed or strongly agreed that, when they fail, they worry about what others think of them



Some 26% of students in the Philippines agreed or strongly agreed that they feel lonely at school.



In the Philippines, 29% of students had skipped a day of school and 61% of students had arrived late for school during that period.



In the Philippines, (only) 31% of students hold a growth mindset.

Is your school doing enough to address these?

Maximize your school's capacities for ensuring that every learner is healthy, safe, engaged, supported, challenged and values-oriented.

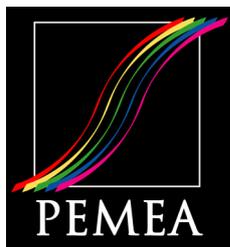
Be a Bawat Paaralan Edukampyon (BPE) Continuum Implementer



THE BPE SUPPORTS THE BASIC EDUCATION DEVELOPMENT PLAN (BEDP) 2030 PRIORITY DEVELOPMENT AREA #4

Strengthening the promotion of the overall well-being of learners in a positive learning environment where learners exercise their rights and experience joy, while being aware of their responsibilities as individuals and as members of society

For more information, email cicsupport@rex.com.ph or call 88577743-44 / 88577793-97



NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation

Thank you for making NCEME 2022 a success!

Partners

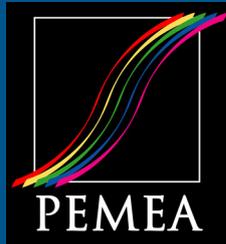


Major Sponsor

Quipper

Minor Sponsor





Philippine Educational Measurement and Evaluation Association, Inc.

PEMEA's present and the first NCEME's logo was inspired and adopted from the item characteristic curves (ICC) of the Item Response Theory (IRT).

The brightly colored curves going beyond the box symbolize the innovation that measurement and evaluation practitioners must take in bringing out enlightened decisions to improve school effectiveness.