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Evaluation Mechanism in an Age of Sustained Disruptions in Education

Br. Armin A. Luistro FSC

*PEMEA National Conference on Educational
Measurement and Evaluation*

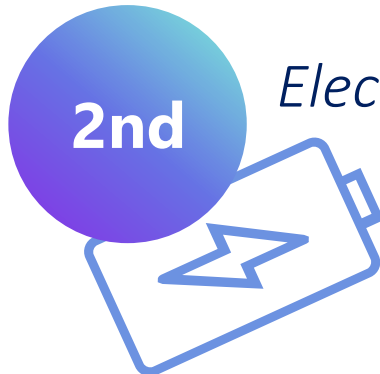
22 August 2019

INDUSTRIAL REVOLUTIONS



*Electronics &
Information Technology*

3rd



Electricity

2nd



4th

*Communications &
Connectivity Systems*



- *Mobility is easier and cheaper*
- *Information is more readily accessible*
 - *Power of communications has grown exponentially*



IMPACT OF
4TH INDUSTRIAL REVOLUTION



EMERGING ISSUES

Higher education is being
made readily accessible
to the general population

———— **MASSIFICATION**

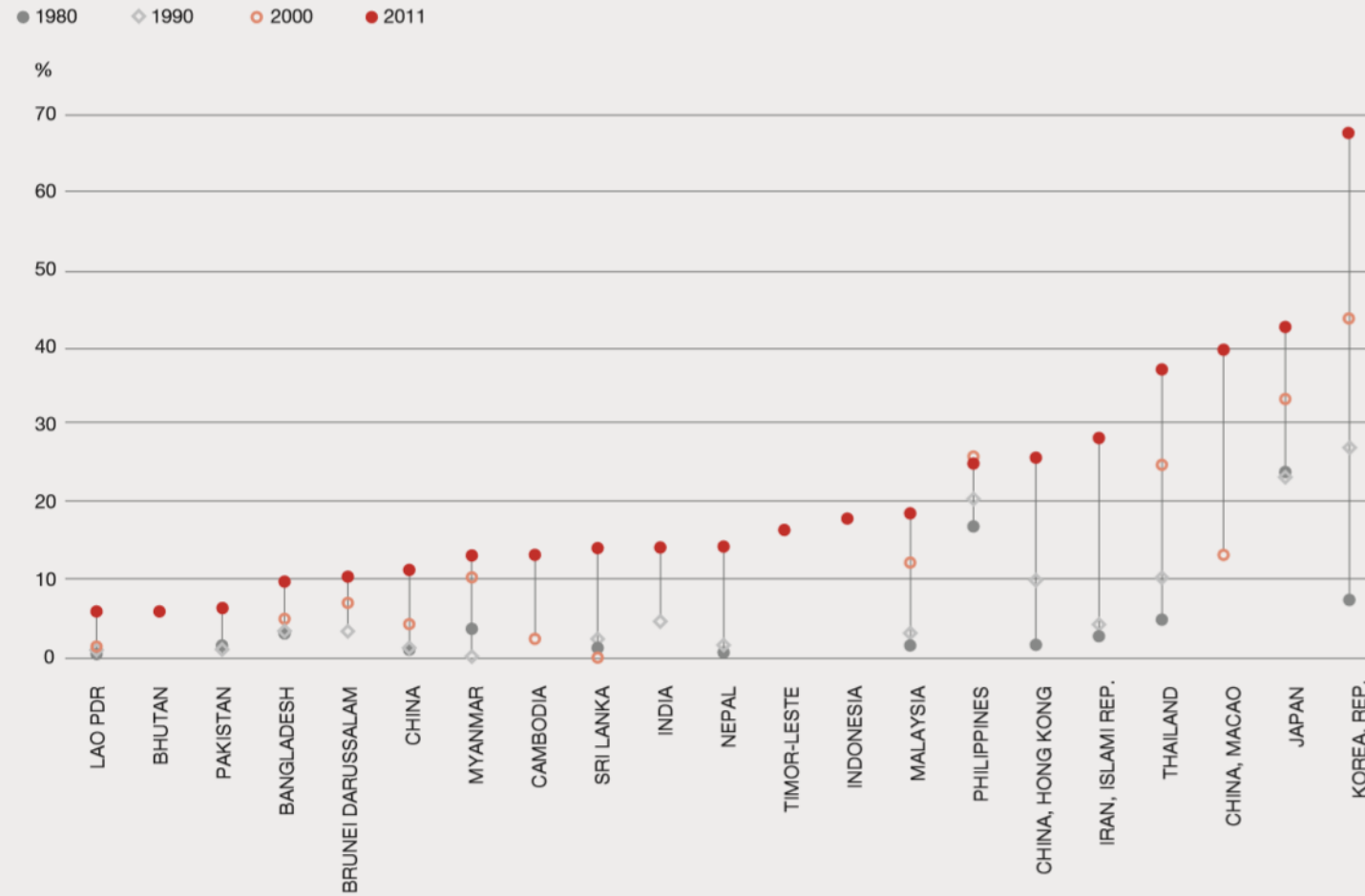
Helps to supply the high
demand of education

———— **PRIVATIZATION**

Increases mobility of
students and teachers across
the region and the world

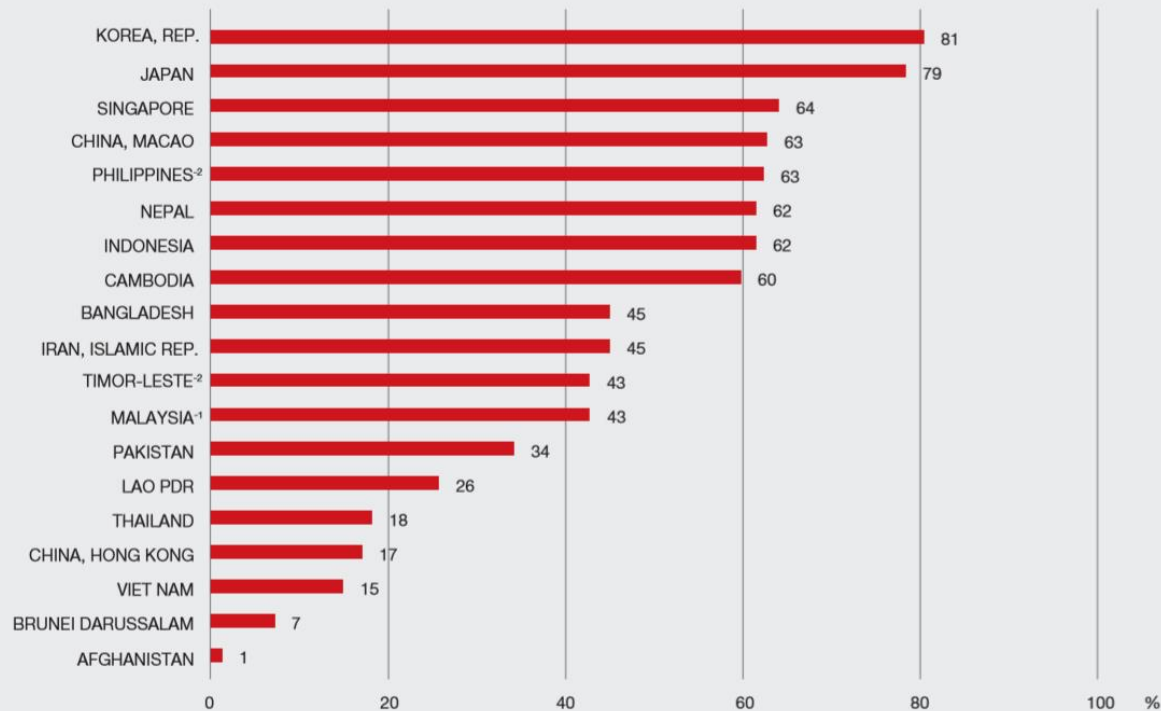
—— **INTERNATIONALIZATION**

Figure 1. Gross enrolment ratios for Bachelor's programmes by country or territory, 1980-2011



Source: UNESCO Institute for Statistics DataLink <http://dx.doi.org/10.15220/2014/ed/sd/2/11>

Figure 6. Enrolment in private higher education institutions as a percentage of total higher education enrolment by country or territory, 2011 or most recent year available



Note: ² Data refer to 2009; ¹ Data refer to 2010.

Source: UNESCO Institute for Statistics and Statistical Table B1 DataLink <http://dx.doi.org/10.15220/2014/ed/sd/2/16>

Country	Public	Private	of which branch campuses of foreign universities
CAMBODIA	34	57	1
CHINA (2011)	1,887	836	13
INDONESIA	83	2,818	–
KOREA, REP.	61	350	2
LAO PDR	22	77	–
MALAYSIA	20	491	9
PHILIPPINES	220	1,636	–
SINGAPORE	5	31	16
THAILAND	98	71	2
VIET NAM (2011)	187	28	1

Notes: – denotes quantity nil.

Sources: Cambodia, Indonesia, Lao People's Democratic Republic, the Republic of Korea and Singapore: World Bank (2012); China: Educational Statistical Yearbooks of China 2011; the Philippines: Commission on Higher Education (2013); Thailand: Office of Higher Education Commission, Ministry of Education (2013); Viet Nam: the Ministry of Education and Training (2013). Data on branch campuses of foreign universities: Cross-Border Education Research Team in the State University of New York Albany (2013)

DataLink <http://dx.doi.org/10.15220/2014/ed/sd/2/12>

EMERGING ISSUES

Higher education is being made readily accessible to the general population

MASSIFICATION

Causes an increase in student-teacher ratio that puts a lot of load on the instructors

Helps to supply the high demand of education

PRIVATIZATION

Commercialization with corporations establishing their own schools

Increases mobility of students and teachers across the region and the world

INTERNATIONALIZATION

Deprives local students of spots in the universities

CREATIVE TENSION

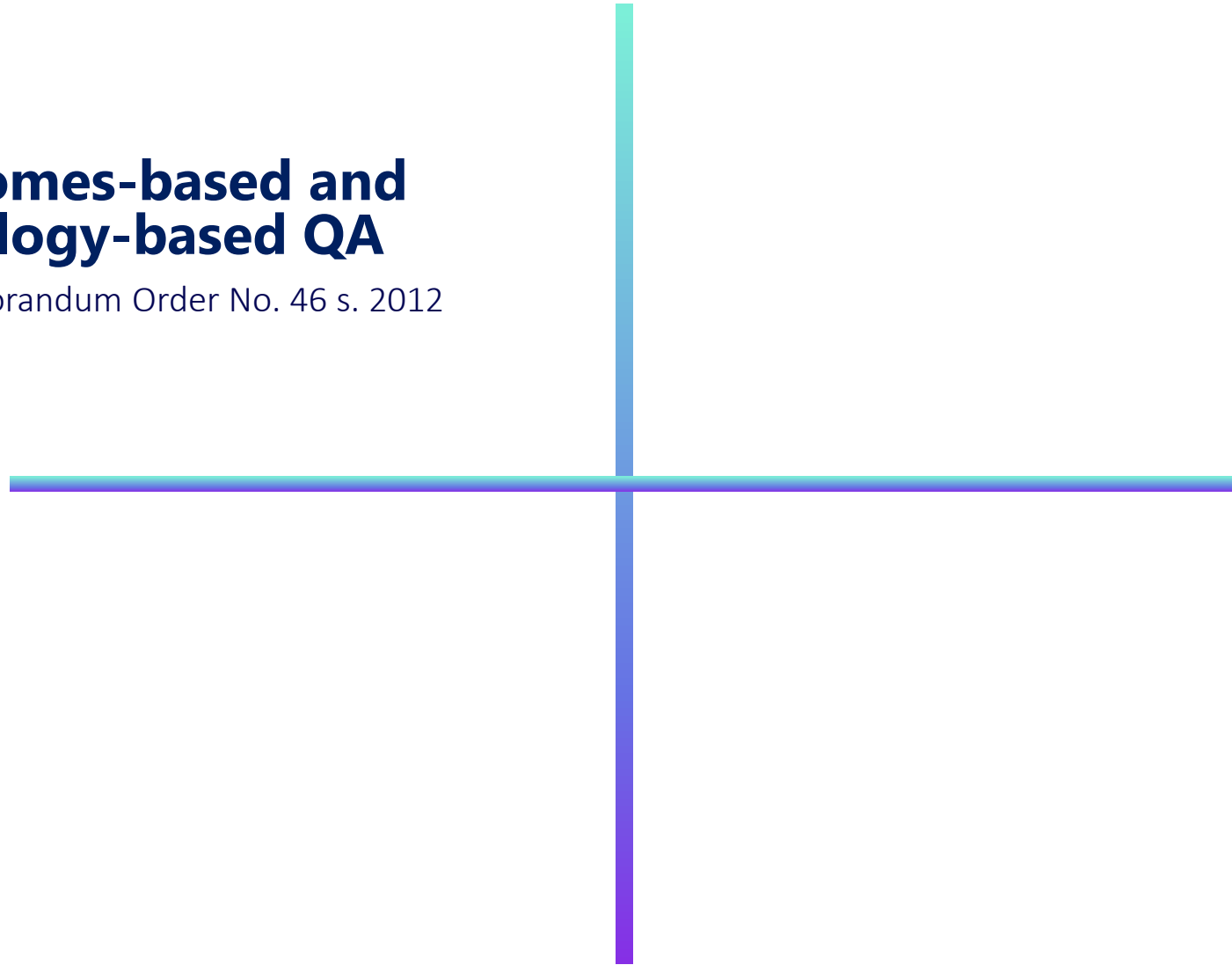
QUESTIONS ON QUALITY

- *Are our teacher-student ratios, research or internationalization targets helping top-ranked institutions to adhere to global standards while at the same time further widening the gap between them and the other struggling local universities?*
- *How should institutions deal with QA metrics that are not aligned with the university's founding mission?*
- *Thus far, what is the over-all impact of QA standards and the highly competitive university rankings on SDG4's goal to ensure equal access to tertiary education, including universities by 2030?*
- *Do we have a measure to determine how effectively universities speak truth to power in a world that thrives in fake news?*



Outcomes-based and typology-based QA

CHED Memorandum Order No. 46 s. 2012





Outcomes-based and typology-based QA

CHED Memorandum Order No. 46 s. 2012

STEM Research or Capstone Project

CHED Memorandum Order No. 25 s. 2015

Outcomes-based and typology-based QA

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STEM Research or Capstone Project

CHED Memorandum Order No. 25 s. 2015



**Learning Management
Systems**

Outcomes-based and typology-based QA

CHED Memorandum Order No. 46 s. 2012

STEM Research or Capstone Project

CHED Memorandum Order No. 25 s. 2015



Learning Management Systems

Philippine Qualifications Framework

shifted their criteria towards an output-based education

however, the PRC has not adjusted their instruments to align with these game-changers

UNIVERSITIES ADAPTING TO TECHNOLOGY

- *How do universities respond to the growing number of employers hiring more individuals without a college degree?*
- *How do universities take full advantage of technology to make education less costly?*
- *How much should we invest in teacher-training on the latest technology, such as the kind of tech-training done for junior and senior high teachers in Australia ?*
- *What is the impact of MOOCs on the way universities are run today?*
- *How rigidly do we define copyright laws in the educational setting?*
- *Is it time to start a copyleft movement?*



OUTCOMES-BASED EDUCATION

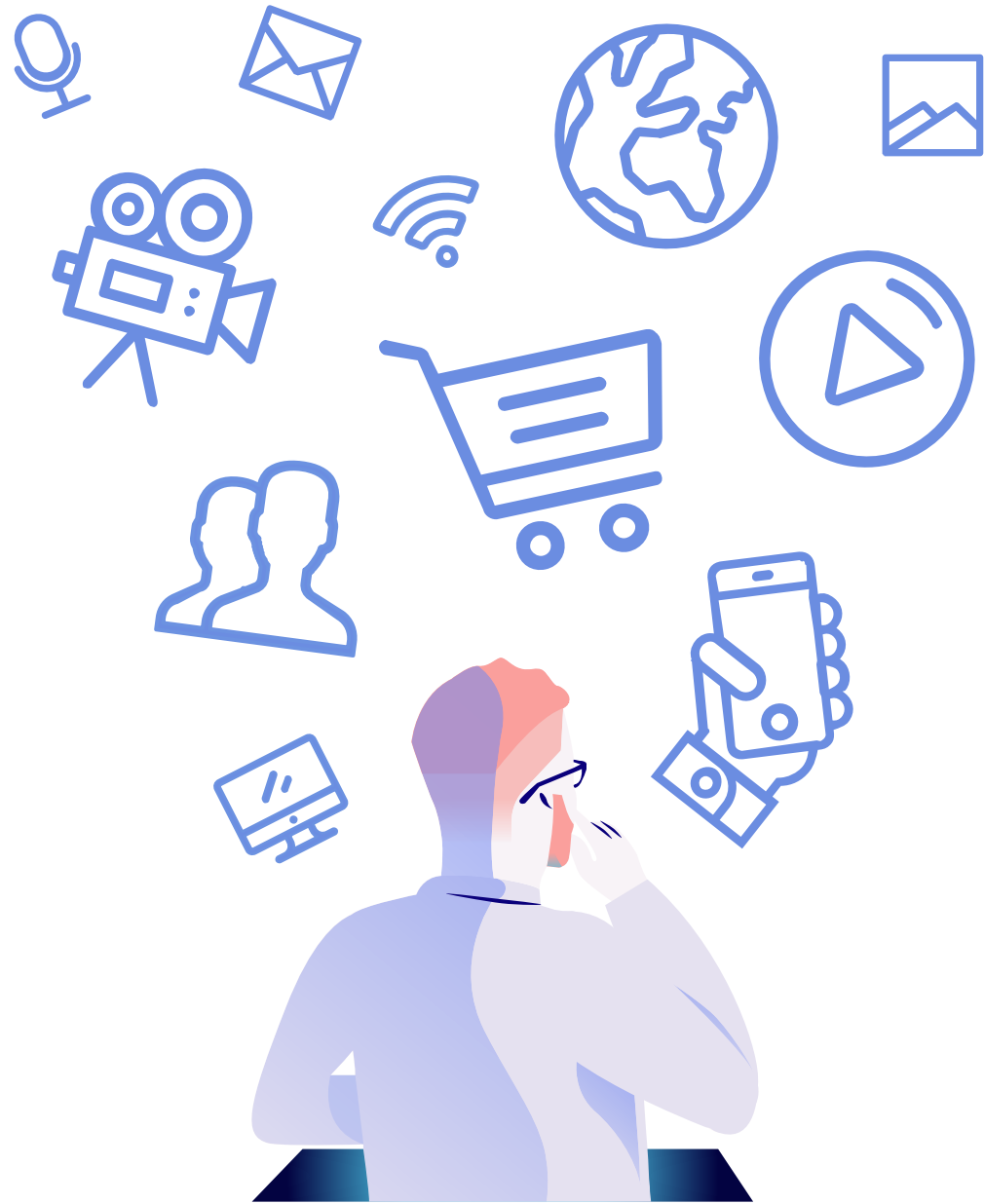
Even institutions that have their own OBE framework are still unable to keep pace with developments in the labor market landscape.

Are we preparing the students for the jobs of the future?

Are our universities future-ready?







GENERATION Z

born between 1997 and 2010

DISRUPTION OF GEN ZERS

Entry to the Industry

They want jobs that will allow them to use technology to help others or the environment.

They want an empowering work culture and potential for career growth



They believe in the power of technology and automation to create a more equitable work environment by preventing bias and discrimination

Gen Zers don't just want to work for money, but also work for socially and environmentally responsible organizations



They prefer face-to-face communication in the workplace

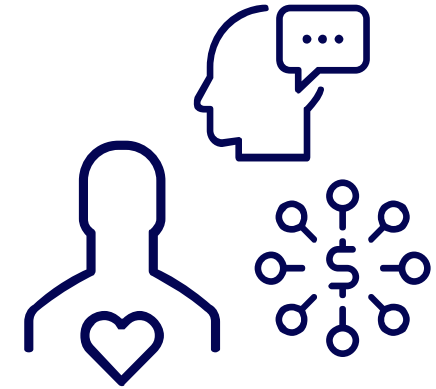


GENERATION Z

born between 1997 and 2010



Tap their technological savviness



Engage in social and civic issues



Teachers as facilitators



Students engage in discussion



Practitioners in lectures

QUESTIONS ON GEN ZERS

As we begin to recognize that Gen Zers are disrupting and will disrupt industries and societies,

- Would QA veterans be willing to set aside academic qualifications and begin trusting industry practitioners to be guides on the sides inside the classroom?*
- Are we able to measure how learners are provided with real-world depth in the workings of industries and the problems of society or insights into the developments affecting our shared future?*



COMPOUNDING CHALLENGE

Preparing Gen Zers and succeeding generations to be citizens of a world powered by AI and related technologies, filled with data and information, and characterized by the fluid nature of future job skills.



Human Component

HIGHER EDUCATION

CHALLENGE OF ASIAN UNIVERSITIES

Asian universities and those located in the developing world had no choice but to follow the standards and compete with Western Universities, which have long been established and now enjoys greater access to resources

MASSIVE CHANGES PUSHED FOR DEVELOPMENT OF DIFFERENT SET OF SKILLS

Organization for Economic
Cooperation and Development
(OECD) advocates the development
of transformative competencies that
are divided into three:

creating new value;
reconciling tensions and dilemmas;
taking responsibility.

Assessment and Teaching of 21st
Century Skills grouped the
competencies to be developed into
four broad categories

ways of thinking;
tools for working;
ways of working;
ways of living in the world.



QUESTIONS ON HOW FAR WE HAVE DEVELOPED “VERSATILISTS”



- *How do we measure the development of 21st century skills on the part of our learners?*
- *Are our constructs in measuring social skills valid? Do we conduct and employ formative assessments to recalibrate our strategies to enable our learners to secure the development or acquisition of the 21st century skills?*
- *How do we employ technologies to allow our learners to effectively evaluate their own progress and for us educators to track their development?*



CREATIVITY

There is no widely used medium to measure creativity in schools. This is primarily because it is no easy task to measure creativity.



Each dimension has three sub-habits which gives a total of fifteen specific traits to consider.

The whole process of measuring creativity is evidently, a tedious undertaking.

CHALLENGE FOR PEMEA

As PEMEA strives for continuous improvement of its criteria, metrics and processes, it is crucial that educators do not simply push aside these human questions.



Universities are under threat and are beset with many challenges



Not only catch up with the pace of technological advancements



Initiate conversations towards providing meaningful education



Gen Zers as agents of social change



GEN ZERS

“Tend to over-analyze and are very competitive. They have their bucket lists at age 20. They have many ideals and when they realize their ideals don’t fit reality, they get disappointed. They give of themselves wholeheartedly, but are hard on themselves, as well.”

CHALLENGES WE FACE

Our attempt to address all these challenges should lead us to another creative tension that should trigger a new disruption in higher education—this time with our educators and the institutions they belong to reinventing assessment in this age of the 4th Industrial Revolution.

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