PEMEA

ICEME 2023

International Conference on Educational Measurement and Evaluation

ICEME 2023

Theme: Learning Loss Assessment and Recovery
- Relevance and Directions in Post-pandemic

With 10.00 CPD units for
Licenced Professional Teachers

24 - 26 August 2023
Diamond Hotel, Manila
Online: Microsoft Teams

ICEME 2023 Partners

Table of Contents

Messages 5

President Ferdinand R. Marcos Jr. 6
Secretary Sara Z. Duterte 7
Sen. Sherwin Gatchalian 8
Dr. Sungsup Ra 9
Dr. David M. Fetterman 10
Dr. Ina V.S. Mullis 11
Mr. Don Timothy Buhain 12
Ms. Ma. Rhodora M. Santos 13
Dr. Bert Jazmin Tuga 14
Sr. Maria Nilda Masirag, SPC 15
Dr. Ronie L. Mataquel 16
Dr. Rose Marie Salazar-Clemeña 17
Dr. Richard DLC. Gonzales 18
Dr. Carlo P. Magno 19
Dr. Marilyn U. Balagtas 20
Dr. Violeta C. Valladolid 21

ICEME 2023 Committees 22

ICEME 2023 Scholars 23

About PEMEA 25

History 26
Vision, Mission, Core Values, and Goals 27
Board of Trustees 2021-2023 28
Division Chairs and Co-Chairs 2021-2023 29
Milestones (August 2022 to August 2023) 30
Nominees for Board of Trustees 2023-2025 31
Board of Trustees 2023-2025 34
Membership 35
How to Become a Member 36
Honorary Members and Fellows 37

Timeline of Previous ICEME and NCEME 41

Table of Contents

43 **Program at a Glance**

44 Day 1
46 Day 2
47 Concurrent Sessions A1-A4
49 Concurrent Sessions B1-B4
51 Concurrent Sessions C1-C4
53 Day 3
54 Student Congress

55 **About the Speakers**

56 Day 1
64 Day 2
70 Day 3
74 Student Congress

77 **Abstracts**

78 Day 1
82 Day 2
84 Day 3
86 Student Congress
88 Concurrent Sessions A1-A4
96 Concurrent Sessions B1-B4
104 Concurrent Sessions C1-C4

112 **Partners and Sponsors**

124 **Photos**

125 Day 1
127 Day 2
129 Day 3

MESSAGES

MESSAGE

FERDINAND R. MARCOS JR.

President of the Republic of the Philippines

During my last State of the Nation Address, I emphasized that learning recovery will be at the forefront of our education agenda. Taking to heart the lessons of the pandemic, we must fortify and enrich the knowledge gained by our learners who are returning from alternative delivery modes and blended learning methodologies to ease and enhance their transition to face-to-face classes.

It is thus important that we measure their performance through tried and tested methods that would assess and identify gaps in their learning so that we can facilitate their growth and learning recovery.

Hence, I commend the **Philippine Educational Measurement and Evaluation Association, Inc.** for advancing the ethical practice of measurement and evaluation metrics to be at par with global and international standards. I hope that this **2023 International Conference on Educational Measurement and Evaluation** will expedite the exchange of ideas and practical insights on how to improve the quality of education in the country and help learners become more resilient.

Let us, therefore, work together to guarantee that no learner will be left behind and that all their needs will be addressed. With all of us working as one, we can ensure the success of our efforts to provide better quality education for all Filipinos.

I wish you a meaningful and productive conference.

Ferdinand R. Marcos Jr.

Manila
August 24, 2023

MESSAGE

SARA Z. DUTERTE

Secretary of the Department of Education

Assalamualaikum.

Let me congratulate the **Philippine Educational Measurement and Evaluation, Inc. (PEMEA)** on successfully hosting the 2023 International Conference on Educational Measurement and Evaluation (ICEME2023).

In our shared pursuit of academic excellence, your theme, "Learning Loss Assessment Recovery: Relevance and Directions in Post-Pandemic," stands as a beacon of optimism and growth.

With so much disruption and change over the past year, it is more important than ever to have efficient systems for measuring and evaluating learning.

Identifying students' strengths and weaknesses, monitoring their development over time, and making well-informed curriculum, instruction, and assessment decisions are crucial during the learning recovery period.

Let this event serve as the foundation for revitalized partnerships, innovative solutions, and informed policies that will impact the future of education.

May the insights gained and connections made at ICEME2023 propel us toward a future in which education thrives despite the challenges and disruptions we face.

Your attendance at this conference demonstrates your unwavering dedication to attaining the MATATAG Agenda. Let us work together, united in our belief in education's transformative power.

Maging MATATAG tayo tungo sa isang Bansang Makabata at Batang Makabansa.

Lahat — para sa Diyos, sa bayan, at sa bawat pamilyang Pilipino.

Shukran.

SARA Z. DUTERTE
VICE PRESIDENT OF THE PHILIPPINES
SECRETARY OF THE DEPARTMENT OF EDUCATION

AUGUST 24, 2023

@Inday Sara Duterte @indaysara @indaysaraduterte

KEYNOTE SPEAKER

MESSAGE FROM THE

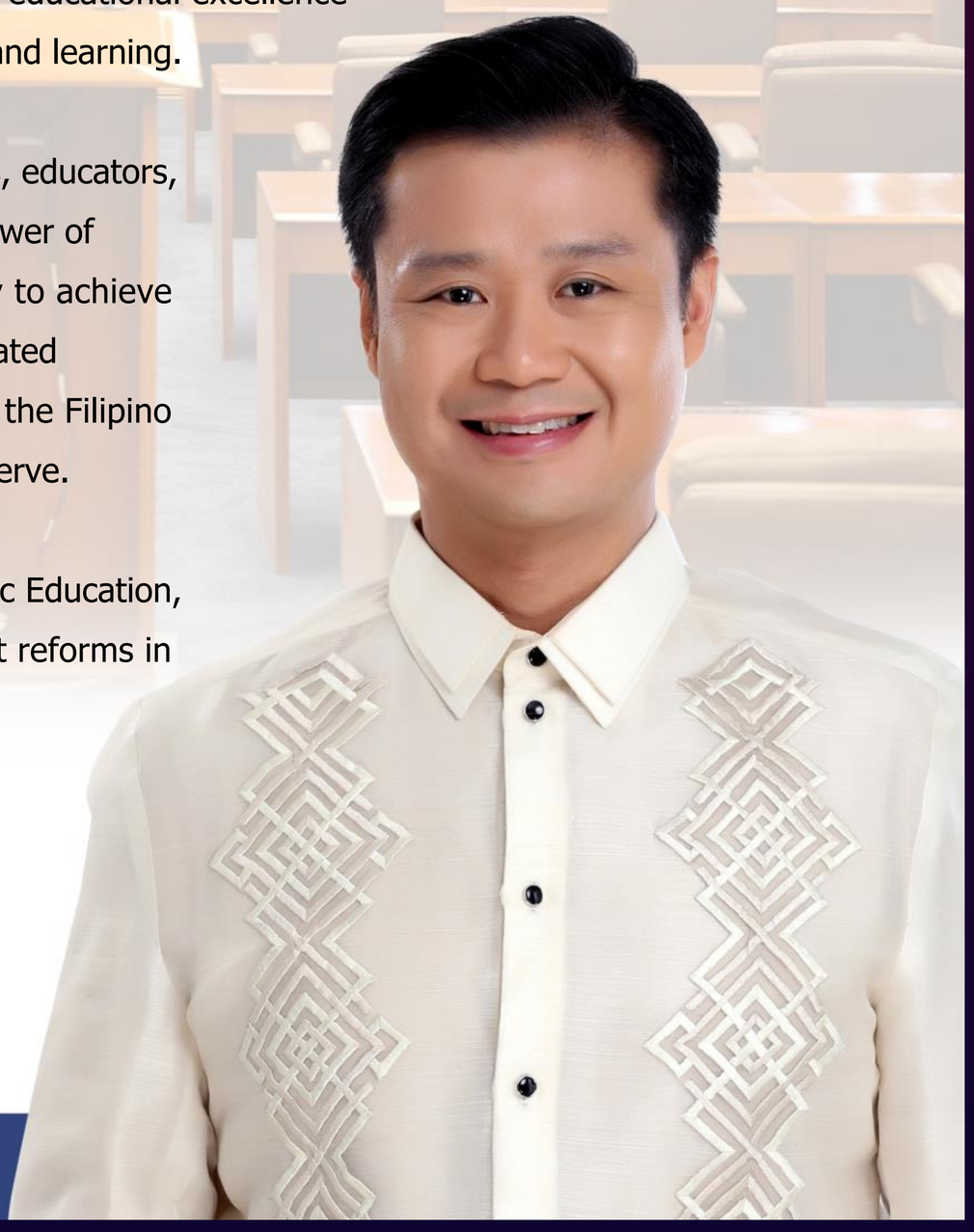
OFFICE OF SENATOR WIN GATCHALIAN

My warmest greetings to the **Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA)** under the leadership of **President Marilyn U. Balagtas, Ph.D.**, and **Vice President Violeta C. Valladolid, Ph.D.** as it holds its **2023 International Conference on Educational Measurement and Evaluation (ICEME 2023)**.

As a policymaker, robust research and reliable data stand as essential pillars in the formulation of laws. This conference offers a significant opportunity to underscore the importance of large-scale assessments, which are pivotal for advancing the education sector in the country. We acknowledge the invaluable role fulfilled by PEMEA in championing educational excellence through its commitment to high quality teaching and learning.

To our esteemed educational leaders, researchers, educators, administrators, and experts, let us harness the power of wisdom, teamwork, and creativity in our journey to achieve unparalleled educational brilliance. Through unabated synergy, we will have the privilege of witnessing the Filipino youth receive the quality education they truly deserve.

As the chairman of the Senate Committee on Basic Education, I will always be your ally in pursuing for pertinent reforms in the education sector. **Let's WIN this together!**



Senator Win Gatchalian

www.WinGatchalian.com

KEYNOTE SPEAKER

DR. SUNGSUP RA

Deputy Director General of Asian Development Bank

Dear colleagues,

I am very honored and pleased to join as the keynote speaker for the International Conference on Education Measurement and Evaluation (ICEME2023) organized by the Philippine Educational Measurement and Evaluation, Inc. (PEMEA). The objective of the conference is to engage K-12 and higher education teachers, educational researchers, school administrators, curriculum developers, policy makers, assessment practitioners and other education stakeholders in discussions on the:

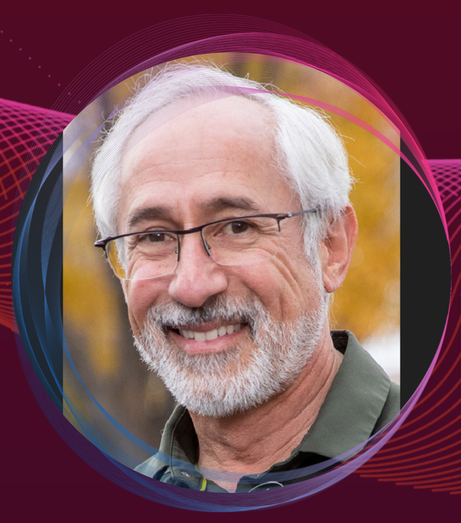
1. The impact of pandemic disruptions on student achievement and growth,
2. The role of assessments in monitoring students' learning loss,
3. Assessment policies, plans and Initiatives for learning recovery in the international and local settings, and
4. Effective teaching and assessment strategies for students' learning recovery.

It is already over three years since the pandemic started, we can already see and will continue to see its impact on students' learning outcomes. This is why the topic of the conference remains very relevant among us educators. Learning assessments lie at the very heart of education, important both for teachers and learners on their educational journey. It empowers us to gauge progress, identify areas for improvement, and celebrate the remarkable achievements of our students. As educators, we understand that assessment is not just about numbers and grades; it is a powerful tool that shapes the future of our learners and equips them with the skills and knowledge necessary to thrive in an ever-changing world.

I encourage you to actively participate in the conversations, engage with other attendees of the conference, and seize every opportunity to exchange insights and experiences. This is a unique chance to forge new connections, foster collaborations, and strengthen our collective ability to positively impact the lives of our students.

Dr. Sungsup Ra

Deputy Director General, Sectors Group
Asian Development Bank



KEYNOTE SPEAKER

DR. DAVID M. FETTERMAN

President and CEO, Fetterman & Associates

The world is changing. People are no longer willing to be told how poorly they are doing or what does not work. People want to learn how to build their capacity and evaluate their own performance. They want to use evaluation to improve their performance, not to demoralize, demonize, and stigmatize. People no longer tolerate evaluation being done to them. It is time to conduct evaluations with, for, and by people.

Stakeholder involvement approaches offer a variety of rigorous approaches to monitor and assess performance. Self-evaluations and external evaluations are not mutually exclusive. They can work together to enhance learning, while ensuring accountability.

It is my hope and desire that we continue to use all the tools in our toolkit to enhance our insights and performance, including self-assessment and external assessment strategies. Together we can contribute to the success of each and every student and to the nation in the process.

Dr. David M. Fetterman

President and CEO, Fetterman & Associates

KEYNOTE SPEAKER

INA V.S. MULLIS, PHD

Executive Director, TIMSS & PIRLS International Study Center

Good day. It is an honor to be able to participate in this International Conference on Educational Measurement and Evaluation (ICEME 2023) on August 24 to 26, 2023.

On behalf of IEA's TIMSS & PIRLS International Study Center at Boston College, I want to offer our congratulations to the Philippine Educational Measurement and Evaluation Association (PEMEA) for organizing and holding this outstanding series of international conferences.

Educating today's students for tomorrow's future is an enormously complicated and challenging endeavor for any country and international large-scale assessments such as TIMSS (Trends in International Mathematics and Science Study) can provide valuable information about the progress being made. The TIMSS assessment model for improving educational systems includes accompanying the achievement results with context data about important variable related to students' homes, schools, curricula, and instruction. Considering achievement in light of other major factors that influence teaching and learning can help improve the effectiveness of the educational system.

We are proud that the Philippines has been active in IEA (International Association for the Evaluation of Education Achievement) for many years and in TIMSS since its first international assessment in 1995. In 2019, TIMSS assessed students in 64 countries around the world, with 58 countries participating at the fourth grade including the Philippines.

PEMEA provides an important arena for international dialogues actively promoting and supporting practice and research in the field of measurement and evidence-based decision-making in education. Let us continue to work together toward new levels of excellence in education worldwide.

INA V.S. MULLIS, PhD

Executive Director, TIMSS & PIRLS International Study Center

MESSAGE

MR. DON TIMOTHY BUHAIN

CEO of Rex Education

My warmest greetings to the Philippine Educational Measurement and Evaluation Association (PEMEA) and all participants of the 2023 International Convention on Educational Measurement and Evaluation (ICEME).

To hold ICEME in a hybrid capacity has allowed us to connect with educators and advocates from all corners of the globe, broadening our horizons on what we can discuss, share, and continue to do for strengthening our education systems. PEMEA's mission is, "To enhance individual and institutional effectiveness through innovative, collaborative, and responsive intervention programs in educational measurement and evaluation." Rex Education is one of the many institutions that benefit from all the research and efforts you make.

As we recognize and work toward addressing learning losses, we also set our sights on the future, with educational measurement and evaluation as key elements in fortifying the foundations of education. Thank you, PEMEA, for promoting standards in various areas of education, providing technical assistance to educational institutions and industries, and enhancing and maintaining proper assessment practices.

I hope that all attending educators, academics, and advocates can bring home with them the lessons that are imparted in this year's convention. Let's all continue to collaborate for the learners and the institutions that help them succeed. May all your learnings carry you forward, and toward a better tomorrow for all our learners.

Thank you, everyone. May the good Lord bless you and the good work that you do.

Don Timothy Buhain

Chief Executive Officer

MESSAGE

MA. RHODORA M. SANTOS

President and CEO of Amicus Koi Solutions, Inc.

I have been part of the virtual convention and webinars organized by Philippine Educational Measurement and Evaluation Association (PEMEA) since the start of Covid19 in 2020. As an association, they have surpassed the challenges of pandemic and the lack of opportunity for face-to-face conventions and series of webinars. PEMEA did not hesitate to embrace technology in their pursuit to provide necessary and relevant topics to their members and extended invitations to non-members.

We can look back when we delivered the first virtual conference of ICEME in 2021 we had apprehensions and at the same time excitement for the new journey. With ICEME 2023 in hybrid mode, invited experts and participants will join us face-to-face and online. It will once again prove to us that sharing information and collaboration from speakers based here in Philippines and Internationally will defy physical location in continuing to share their expertise.

The 2023 International Convention on Educational Measurement and Evaluation (ICEME) with the theme “Learning Loss Assessment and Recovery: Relevance and Directions in Post-Pandemic” will allow to look back and continue to move forward based on what we have learned. The invited keynote speakers, panel discussants and paper presenters are all experts in their chosen field. The relevant studies and statistics that will be shared will surely provide all of us with real data and results that we could use in the betterment of the educational measurements and evaluation.

Thank you, participants, for continuing to put your trust in PEMEA. We highly appreciate all speakers who have shared their talents.

Amicus KOI Solutions wishes to congratulate PEMEA Board of Trustees for providing directions in proper conduct of assessment. May you continue to share your God given talents and skills to our educators and learners.

Ma. Rhodora M. Santos

President and CEO

MESSAGE

BERT JAZMIN TUGA, PHD

President of Philippine Normal University

On behalf of the Philippine Normal University, the National Center for Teacher Education, I congratulate the Philippine Educational Measurement and Evaluation Association (PEMEA) for organizing the 2023 International Conference on Educational Measurement and Evaluation with the theme Learning Loss Assessment and Recovery: Relevance and Directions in Post-Pandemic. This could not have come at a better time as the world slowly moves forward from the aftermath of the COVID-19 pandemic, which gravely affected the education sector.

Undoubtedly, education stands as an enduring cornerstone not only in shaping the holistic development of each individual but also in strengthening the very foundation of nation-building. In light of this profound significance, it is incumbent upon our dedicated educators and diligent researchers to embark upon a perpetual journey to continually innovate the curriculum to keep pace with the fast-changing landscape of education, both in the national and international contexts.

Being an educator myself, I firmly advocate for a heightened commitment to regularly review and update current pedagogical and assessment practices. Learning loss is quite problematic, especially at a time when the Philippines had been preparing to address the results of international student assessment in the basic education sector. There is a need for experts and researchers to continuously work in order to refine methodologies and propose solutions to the pressing concerns facing both educators and learners in the country. It is through conferences such as this that we provide an opportunity for our fellow academics to engage in thought-provoking discourse, impart pioneering insights, and chart a course toward an educational reform that is attuned to the ever-evolving global community.

Once again, congratulations PEMEA! May this event provide a platform for the convergence of the greatest minds in order to share innovations amongst each other and eventually, to the concerned agencies and legislators, to potentially address the issues confronting the Philippine education system.

Bert Jazmin Tuga, PhD

President

MESSAGE

SR. MARIA NILDA MASIRAG, SPC

President of St. Paul University Quezon City

My sincere felicitations to PEMEA!

Through the years PEMEA has been an active collaborator of the St. Paul of Chartres Education Ministry in the Philippines. There is no doubt that I did not even have a second thought when it requested to set up its office in St. Paul University Quezon City because I personally salute the organization for doing great in the field of education and related fields.

Indeed, the epistemic or cognitive and aleatory or unexpected elements of uncertainty brought about by the covid19 pandemic challenged the educational landscape and the global community! Yet, PEMEA remained undaunted in generously sharing its expertise and services. Towards the transition to the “now” normal and the road to recovery, PEMEA and its partners served as the “North Stars” in helping all educators and administrators through the different webinars for assessments and evaluation to veer away from compromising quality teaching and learning processes.

I would like to congratulate PEMEA for organizing this 2023 International Conference on Educational Measurement and Evaluation (ICEME 2023) to be held through hybrid modality on August 24 to 26, 2023 with the theme, “Learning Loss Assessment and Recovery - Relevance and Directions in Post-Pandemic.” Aptly, the theme epitomizes the role PEMEA represents in the academic and other professional fields of education. I join you in your goals to (a) demonstrate individually or in teams advanced knowledge and understanding on teaching and assessment strategies, policies, plans, and initiatives in addressing learning loss and learning poverty and in accelerating learning gains and learning recovery; (b) demonstrate individually or in teams advanced knowledge and skills in the discussion, evaluation and application of research findings relevant to learning loss/gains/poverty/recovery during and after the pandemic; (c) show high substantial degree of independence in critically discussing, evaluating, and reflecting on evidence-based strategies and assessment in monitoring learning loss/gains/poverty and in supporting student learning recovery; and (d) show leadership and initiatives in discussing and evaluating policies, plans, or strategies to address learning loss/gains/poverty and to accelerate student learning recovery.

Kudos to the officers, organizers, members, and all the partners of the Philippine Educational Measurement and Evaluation Association (PEMEA)! May God keep you safe and bless you abundantly.

Sr. Maria Nilda Masirag, SPC

President

MESSAGE

RONIE L. MATAQUEL, ED.D, PH.D

President of United Federation of Fil-Am Educators

On behalf of the United Federation of Fil-Am Educators (UNIFFIED INC), it is my utmost pleasure to extend a warm welcome to all esteemed K-12 and higher education professionals, educational researchers, policymakers, and fellow education stakeholders to the PEMEA 2023 International Conference on Educational Measurement and Evaluation (ICEME2023).

As we navigate the aftermath of the pandemic, I commend PEMEA's conference initiative that aims to facilitate high-level discussions, evaluations, and demonstrations of advanced knowledge, skills, and initiatives to address the educational challenges caused by the pandemic and the profound impact that Covid-19 has had on education. The conference theme, "Learning Loss Assessment and Recovery: Relevance and Directions in the Post-Pandemic Era," critically examines the impact of pandemic disruptions on student achievement and effective teaching and assessment strategies for students' learning recovery. It also serves as a platform for valuable knowledge-sharing and collaboration.

Let this occasion shed light on the experiences of learning loss, identify emerging challenges and opportunities, and focus on the pivotal roles of assessment, policies, and innovative initiatives in facilitating learning recovery. We will dedicate discussions to effective strategies educators can employ to facilitate learning recovery and ensure a robust educational experience for all students. Together, let us explore how these elements can effectively support the resurgence of education in the post-pandemic era. This conference is not merely a dialogue forum but a call for action. It presents an opportunity for all of us to shape the future of education collaboratively, embracing new directions in the post-pandemic era.

As we embark on this educational renewal and recovery journey, UNIFFIED is honored to be one of PEMEA's partners. We eagerly anticipate future partnerships with hopes to help strengthen the foundations of our educational systems. Again, thank you for your presence and contributions to this remarkable conference. Let us work together to make a lasting impact on education.

Ronie L. Mataquel, Ed.D, Ph.D

President

MESSAGE

ROSE MARIE SALAZAR-CLEMEÑA, PHD, RPSY, RGC

Founding Adviser of PEMEA

From a virtual National Conference on Educational Measurement and Evaluation (NCEME) in 2022, the Philippine Educational Measurement and Evaluation, Inc. (PEMEA) now shifts to a hybrid mode for its 2023 International Conference on Educational Measurement and Evaluation (ICEME2023).

The return to a face-to-face conference, coupled with a virtual mode for some who cannot be physically present in the assembly, is a sign of the times. The World Health Organization's declaration of an end to COVID-19 as a public health emergency and the subsequent lifting of the state of public health emergency throughout the Philippines now make a return to in-person meetings possible. At the same time, however, our experiences of online sessions during the pandemic—whether for work or personal-social purposes—have made virtual gatherings still a viable option for many of us, even after the pandemic.

The challenges to the education system during the three-year pandemic were numerous. The cumulative effect of these challenges on students' academic achievement has been recorded, globally and locally, in terms of learning loss. But all is not lost. As there is a large evidence of drops in test scores, so are there proofs of successful interventions made. It is therefore fitting and timely that PEMEA has chosen “Learning Loss Assessment and Recovery: Relevance and Directions in Post-Pandemic” as its theme for ICEME2023.

With its impressive line-up of speakers and resource persons, ICEME2023 promises to be another venue for stimulating discussions and sharing of experiences among educators, researchers, and assessment professionals that will benefit our teachers and learners as we continue to contend with the damages caused by the COVID-19 pandemic. I congratulate the PEMEA Board of Trustees for putting together this highly relevant conference. And I wish all participants a meaningful hybrid assembly.

God bless us all.

Rose Marie Salazar-Clemeña, PhD, RPsy, RGC

Founding Adviser

MESSAGE

RICHARD DLC. GONZALES, PHD

Founding Chairman and President of
PEMEA

I am pleased to warmly greet the highly anticipated International Conference on Educational Measurement and Evaluation, ICEME 2023. This conference is organized by the Philippine Educational Measurement and Evaluation Association (PEMEA), whose members are renowned experts in the field. This conference aims to provide a platform for researchers, educators, and practitioners to come together and engage in insightful discussions and collaborative exchanges.

Amidst the evolving education landscape after the COVID-19 pandemic, the significance of educational measurement and evaluation has never been greater. As we strive for educational effectiveness and equity, this conference endeavors to examine the latest advancements, challenges, and best practices in this critical field. So, PEMEA offers this conference with the theme “Learning Loss Assessment and Recovery: Relevance and Directions in Post-Pandemic.” With the main theme comes the sub-themes i) Impact of Pandemic Disruptions on Student Achievement and Growth, ii) Role of Assessment in Monitoring Students’ Learning Loss, iii) Assessment Policies, Plans, and Initiatives for Learning Recovery (Local and International), and iv) Effective Teaching and Assessment Strategies for Students’ Learning Recovery. These will all be unpacked by internationally renowned experts and scholars in educational assessments and evaluation.

This conference is an intellectual nexus and a platform for meaningful exchange among education practitioners, policymakers, and researchers. I encourage everyone to take advantage of the networking opportunities, where you can connect with like-minded professionals and establish valuable collaborations. Join us in fostering international collaboration, knowledge sharing, and professional growth to advance educational measurement and evaluation. I am confident that your presence and contributions will enrich the conference and contribute to its overall success. We look forward to welcoming you to the International Conference on Educational Measurement and Evaluation and witnessing a productive and engaging event.

Thank you and Mabuhay!

Richard DLC. Gonzales, PhD

Founding Chairman and President

MESSAGE

CARLO P. MAGNO, PHD

Ex-Officio President of PEMEA

This year the International Conference on Educational Measurement and Evaluation is involved in addressing learning loss through the use of assessment. The post pandemic has led to initiatives to mitigate learning loss through policies that include intervention to further accelerate students learning. The session in the conference looks at the functional role of assessment to detect such loss of learning in order to propose relevant policies, plans, interventions and actions. Assessment become functional in deciding effective actions when results point to specific skills that needs to be addressed, rethinking effective approaches to teach the skills, determining the progress of the learning, and eventually the effect of such actions. Assessment gives policymakers the direction and the lens how policies are shaped and how monitoring and evaluation is done in the implementation.

In some regions in the Philippines, evaluation was built into the Learning Recovery Plan and its implementation. The Department of Education in the National Capital Region, initiated by the regional director, has systematically used standardized tools to evaluate the priority areas of the learning recovery that includes (1) effective instruction and learners performance, (2) learning and development, and (3) cost for instructional acceleration. These aspects were further evaluated through a meta evaluation process conducted by the region. As a result, as of March 2023, the number of non- readers from 40% declined to 5%. These results from the use of systematic assessment, monitoring, evaluation, and meta evaluation made such a difference.

I would like to congratulate the board members of the Philippine Educational Measurement and Evaluation for gathering people who took part in addressing learning loss as headed by the President Dr. Marilyn Balagtas and Vice President Dr. Violeta Valladolid.

Carlo P. Magno, PhD

Ex-Officio President

MESSAGE

MARILYN U. BALAGTAS, PHD

President and Chairman of PEMEA

Warm greetings to everyone joining onsite and/or online the first ever hybrid International Conference on Educational Measurement and Evaluation (ICEME) 2023 of the Philippine Educational Measurement and Evaluation, Inc. (PEMEA)! This 2023 is the 6th ICEME of PEMEA since its founding in 2008. Two years ago, amidst the global health pandemic, PEMEA conducted its virtual ICEME 2021, with renowned educators and speakers known globally in the field of education, particularly in Educational Assessment and Evaluation, who discussed issues, challenges, and prospects in assessment in the new normal. This year's ICEME 2023 shows a period of recovery from COVID-19 and hopefully from its negative impact on students' learning. ICEME 2023 echoes PEMEA's hope as it talks about post-pandemic assessment and shows its innovation as it goes hybrid in providing a venue for the discussion of its conference's theme, "Learning Loss Assessment and Recovery: Relevance and Directions in Post-Pandemic". Such theme shows uses of assessment for different purposes and directions as it can determine learning loss on one side but can likewise show learning recovery on the other side. ICEME's hybrid format illustrates one method for learning recovery through making quality learning accessible in onsite and online modalities. Its conduct with partners from state and private educational institutions, education industries, and professional organization shows unity among stakeholders as another form of learning recovery.

Before and during the pandemic, PEMEA continued to serve the nation particularly in providing venues for discussion of issues and trends; problems and their solutions; and policies and their corresponding programs in the field of Educational Measurement and Evaluation. In this post-pandemic era, PEMEA commits to continue contributing not just to shedding light on learning loss but more on giving advice and taking action to recovery not only from COVID-19, but more importantly, from the learning crisis that besets the Philippine educational system. The ICEME2023 aims to engage K-12 and higher education teachers, educational researchers, school administrators, curriculum developers, policy makers, assessment practitioners, and other education stakeholders in a discussion on the (a) impact of the pandemic disruptions on student achievement and growth; (b) role of assessments in monitoring students' learning loss, (c) assessment policies, plans, and Initiatives for learning recovery in the local and international settings, and (d) effective teaching and assessment strategies for students' learning recovery. We are confident that the eminent speakers and resource persons that we have invited to talk about relevant topics to the program's theme, in different formats from keynote and plenary speeches to panel discussions and paper presentations, and the facilitation of PEMEA officers and trustees including its partners from Rex Education, PNU, SPUQC, UNIFFIED, and Amicus Koi Solutions that you will find the ICEME 2023 relevant and responsive to the directions of the post-pandemic assessment.

We hope for your active engagement and productivity in the ICEME 2023 and for your longing to put into action your takeaways to prevent learning loss and hasten learning recovery among learners of different ages, races, and places across this planet Earth.

Thank you very much.

Marilyn U. Balagtas, PhD

President and Chairman

MESSAGE

VIOLETA C. VALLADOLID, PHD

Conference Chair and Vice President of
PEMEA

I would like to extend a very warm welcome to our esteemed resources persons, participants, partners, and sponsors to the 2023 International Conference on Educational Measurement and Evaluation or ICEME2023.

School closure during the COVID-19 pandemic has forced schools to shift to online learning and has affected the students in all aspects. The COVID-19 pandemic has created the largest disruptions of education systems in history, affecting more than 1.5 billion learners around the world. One of the adverse effects of school closures is learning loss. In the past year, learning loss was estimated to be equivalent to roughly half a year's worth of learning during the pandemic. This conference aims to discuss the challenges brought about by learning loss and the policies and initiatives implemented for learning recovery in the national and international settings. The role of assessment in monitoring of learning loss and in advancing learning recovery will also be discussed in this conference. Indeed, holding this ICEME2023, with the theme "Learning Loss Assessment and Recovery: Relevance and Directions in Post-Pandemic" is very timely and relevant to all education stakeholders.

For this year's international conference, we have brought together international and local experts, researchers, and educational administrators to engage education stakeholders in a series of high-level discussions to address current educational issues and concerns on students' learning and to support educational reforms. We have also invited researchers to present their research findings on the current and emerging instructional, assessment and school management practices in addressing learning loss and advancing learning recovery. Lastly, we will hold a student congress with the theme "The Changing Landscape of Student Assessment: On AI Use, Learning Outcomes, and Online Testing".

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

Violeta C. Valladolid, PhD

Conference Chair and Vice President

ICEME 2023

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4. Jan Westhine D. Baluran
5. Charlene E. Baruel
6. Dory Lace L. Bustillo
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3. Norsimah Rigaro Lumabao
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7. Jimson A. Degracia
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2. Loida De Guzman
3. Damaso Educalan
4. Engr. Daisy Orcine
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6. Rhoda Lazaro
7. Alma Rabusa
8. Archie Longasa
9. Leandro Jose Angeles
10. Sherwin Vill S. Soto

PEAC Scholars

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2. Mark Anthony A. Corres
3. Ardrian D. Malangen
4. Herbert M. San Pedro
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10. Angel Lhi F. Dela Cruz
11. Vincent D. Campos

ABOUT PEMEA

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.

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. Mamauag 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)

VISION, MISSION, CORE VALUES, AND GOALS OF PEMEA

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.

Vision

An internationally-recognized professional organization pushing forward high-quality theory, research, and practice in educational measurement and evaluation in the Asia and Pacific Region.

Mission

To enhance individual and institutional effectiveness through innovative, collaborative, and responsive intervention programs in educational measurement and evaluation.

Core Values

Service
Professionalism
Inclusivity
Collaboration
Excellence

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

PEMEA BOARD OF TRUSTEES

YEAR 2021 - 2023

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Divine World College of Legazpi

PEMEA DIVISIONS

YEAR 2021 - 2023

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Co-Chairs:
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Co-Chairs:
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Co-Chairs:
- Florabel S. Suarez, MS. CAND.
- Armenia B. Montano

LANGUAGE TESTING DIVISION

Chair:
Neil O. Pariñas, PH.D. CAND.
Co-Chair:
- Jennie V. Jocson, PH.D.

TEST DEVELOPMENT DIVISION

Chair:
Maria Felicitas M. Mamauag, PH.D.
Co-Chair:
- Marilyn U. Balagtas, PH.D.

EDUCATIONAL EVALUATION DIVISION

Chair:
Roxanne B. Ibalobor, PH.D.
Co-Chairs:
- Richard DLC. Gonzales, PH.D.
- Niclie L. Titatira, PH.D.
- Arian Anderson Rabino, MA

COMPUTER-BASED/ ONLINE ASSESSMENT DIVISION

Chair:
Alejandro S. Ibanez, M.A.
Co-Chair/s:
- Jonathan V. Macayan, PH.D.
- Toni Rose Piñero

PEMEA MILESTONES
AUGUST 2022 TO AUGUST 2023

Conduct of the NCEME
- August 25-27, 2022 via MS Teams
- 280 participants
- Awarded 9.0 CPD Points by PRC

Conduct of Student Congress
- August 27, 2022 via MS Teams
- 145 participants

Support to the University of Rizal System for Its 1st International Multidisciplinary Research and Extension Conference
- November 17-18, 2022
- 204 participants
- Awarded 5.0 CPD Points by PRC

Hybrid Year-End Meeting
- December 18, 2022 at Lime Hotel Manila, CCP Complex, Pasay

Participation in DepEd's Call for Stakeholders' Review of the Proposed K to 10 Curriculum in May 2023

Participation as a member of the Technical Working Group that reviewed the Proposed ARAL Bill in the Senate

Conduct of the CPD on Program Evaluation
- July 18, 2023 via MS Teams
- 204 participants
- Awarded 5.0 CPD Points by PRC

Conduct of the CPD on Computer-Based Testing
- July 19, 2023
- 204 participants
- Awarded 5.0 CPD Points by PRC

Conduct of the ICEME and Student Congress
- August 24 to 26, 2023
- Diamond Hotel Manila and via MS Teams
- Awarded 10.0 CPD Points by PRC

NOMINEES FOR PEMEA BOARD OF TRUSTEES (2023-2025)

MARIE ANTONIETTE C. ALIÑO

- Faculty and Program Chair for General Education, St. Paul University Quezon City
- MS in Educational Measurement & Evaluation, De La Salle University, Manila
- Served as Asst. Treasurer of PEMEA 2018-2021; Treasurer of PEMEA 2021-present
- Co-authored 3 papers on scale validation that were published in SCOPUS Q1 indexed journal
- Served as Resource Speaker in Seminars/Webinars/Workshops
- Served as item writer and item validator in different test construction activities

CHRISTINE JOY ATOTUBO BALLADA

- Dean of Student Affairs, De La Salle University, Manila
- Ph.D. in Educational Psychology, major in Quantitative Methods, De La Salle University
- Vice-President of PEMEA from 2018 to 2020 and Conference Chair for the NCEME 2019 and the ICEME 2020
- Member of a team of DLSU professors who designed and implemented an online teacher training course for private school teachers under the PEAC system
- Participated in the PEAC Learning Recovery Study led that examined the learning recovery efforts of PEAC schools and gave recommendations to improve learning after the pandemic
- Applied Fetterman's Empowerment Evaluation in the field of Student Affairs practice through an evaluation study that examined the Frosh Orientation program of DLSU

DANDA CRIMELDA I. BUHAIN-GARCIA

- Publishing Director/Chief External Affairs, REX Education / RISE
- Doctor of Philosophy in Business Administration (*Honoris Causa*) major in Management and Transformation Leadership by BEST and Cambridge Training College
- Master's in Entrepreneurship at the Ateneo Graduate School of Business (ongoing)
- Master's in Business Administration in 2021 from EPM and Associates Graduate Extension in Dubai in partnership with the Philippine Christian University
- Co-created the Rex Institute for Student Excellence, Inc. (RISE), the assessment and research arm of Rex Group of Companies, and has been its first Managing Director in 2016
- Instrumental in the development of at least 200 standards-based and competency-based 21st century assessment products for use by public and private schools in the Philippines and abroad
- Co-authored research article on the analysis of the alignment of the K to 12 Mathematics and Science curriculum to the TIMSS Mathematics and Science Framework in a Scopus-indexed EURASIA Journal in Mathematics, Science and Technical Education

BELEN M. CHU

- Graduate School Professor, Arellano University-Legarda, Manila
- PhD in Educational Psychology, Major in Human Development and Learning, De La Salle University
- Served PEMEA for 2 terms as External Relations Officer, 4 terms as Treasurer
- Conducted seminars, workshops and webinars on Test Construction to teaching faculty
- Initiated the construction and development of entrance test tools for the student admission as the Head of the guidance department
- Chaired and maintained the evaluation procedures of all the areas included in the PAASCU during accreditation visits

NOMINEES FOR PEMEA BOARD OF TRUSTEES (2023-2025)

ALEJANDRO S. IBAÑEZ

- Project Manager, Policy and Program Specialist, SEA-PLM Secretariat / SEAMEO Secretariat
- Obtained his Masters and Bachelor's degree in Sociology from the University of the Philippines, Los Baños
- Executive Secretary of the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA)
- Focused on strengthening collaboration and exchanges between and among participating countries to improve system and school level policy and practice in basic education through the SEA-PLM surveys and other studies
- Published articles in journals such as the Philippine Sociological Review and Educational Measurement and Evaluation Review

BRANDO C. PALOMAR

- Associate Dean, Faculty of Science, Technology and Mathematics, Philippine Normal University
- Doctor of Philosophy (Science Education and Assessment), The Education University of Hong Kong
- Handled courses in the Education University of Hong Kong related to educational measurement and evaluation for graduate students
- Served as panel member and adviser to graduate students pursuing MA in Educational Assessment and Evaluation
- Co-published articles related to measurement and evaluation (e.g. Assessment practices in Philippine Higher STEAM Education at the Journal of University Teaching & Learning Practice; and Self-professed Proficiency of Philippine Higher Education Teachers of STEAM Disciplines at the Philippine Journal of Science)

DARWIN C. RUNGDUIN

- Dean, College of Liberal Arts and Sciences, Colegio de San Juan de Letran-Manila
- Doctor of Philosophy in Psychology (major in Personality Psychology minor in Social Psychology), University ofthe Philippines-Diliman
- Served as lead person in the transition to outcome-based education (OBE) most especially in conducting educational assessment in higher education in the Colegio de San Juan de Letran-Manila
- Developed the framework and monitor the implementation of the non-graded approach of Religious Education in the Colegio de San Juan de Letran-Manila
- Conducted training to select DepEd teachers in analyzing data based on SOLO-based assessment
- Conducted and published research on the area of educational assessment

MARIA RHODORA M. SANTOS

- President and CEO, Amicus Koi Solutions Philippines Inc.
- MS Engineering, CyberSecurity Compliance and Policy, George Washington University, USA
- Founder and part owner of Amicus KOI Solutions, a Women Owned Business registered in USA, Australia, and Philippines as Microsoft Solution Partner
- Has over 2 decades of experience in all facets of software development, program and project management, solution planning, user training, and operations support
- Involved in project management of transformation programs in Australia, French Polynesia Territories, United States of America, Europe, Middle East and Philippines

NOMINEES FOR PEMEA BOARD OF TRUSTEES (2023-2025)

FLORABEL SANTACERA SUAREZ

- Psychometrician, Psychvantage Psychological Services
- MS Psychology (Psych. Measurement; Candidate), De La Salle University, Manila
- Served as Chairperson of the Early Education and SPED Division of PEMEA (2018–May 2021) and spearheaded the Division Meeting during the national and international conventions
- Served as Co-Chairperson of the Early Education and SPED Division of PEMEA from June 2021-Present
- Conducted psychological assessment for DepEd learners in various provinces in Region 6
- Conducted seminars for DepEd R6 teachers on: “Learner’s Emotional Intelligence” and “Teachers’ Emotional Intelligence”

NICLIE L. TIRATIRA

- Director, Research & Development, University of Rizal System
- PhD in Educational Psychology, De La Salle University, Manila
- PEMEA BOT, 2012-2021
- Initiated the Collaboration between the University of Rizal System and PEMEA on the International Multidisciplinary Research and Extension Conference
- Utilized research outputs in doing extension service titled “Psychological Intervention Program for the Social Health Workers of Tanay, Morong, Pilliala and Baras, Rizal”
- Commercialization of copyrighted research output titled, “Worktext in Psychological Assessment”

VIOLETA C. VALLADOLID

- Director, Institutional Testing and Evaluation Office, De La Salle University, Manila
- Master of Arts (MA) in Psychology, University of the Philippines, Diliman, Quezon City
- Ph.D. in Educational Research, Evaluation, and Measurement, De La Salle University, Manila and was awarded for Outstanding Dissertation
- Licensed Psychologist and Psychometrician
- A Fellow of the United Board for Christian Higher Education in Asia (UBCHEA) and spent her fellowships at the Chinese University of Hong Kong in 2011 and at Gonzaga University, Spokane, Washington in 2012
- Served as a resource person in the areas of assessment, evaluation and research and has delivered research papers in local and international conferences and published research papers in books and journals
- Has established network with experts in the field of education, psychology, counseling, statistics, and assessment being the Vice-President of the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) and a member of Psychological Association of the Philippines (PAP)

PEMEA BOARD OF TRUSTEES

YEAR 2023-2025

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ROSE MARIE SALAZAR-CLEMEÑA, PH.D.
FOUNDING ADVISER
Divine World College of Legazpi

PEMEA MEMBERSHIP

Types of Membership	Educational Qualifications	Membership Fee
Junior Affiliates	• Open to all • College Students with Degree Programs in Social Sciences, Education, Management or related degree (Undergraduate)	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

HOW TO BECOME A MEMBER OF PEMEA

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.

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

HONORARY MEMBERS AND FELLOWS

HONORARY MEMBERS

[Article III Section 2 Item G of PEMEA's By-Laws]

The nominees shall be individuals whom the association has invited to provide the keynote speech or to serve as a plenary speaker during the major conferences organized by PEMEA biannually. In addition, they are recognized experts in line with measurement, assessment, and evaluation who have contributed exceptionally in the field through their publications and/or educational assessment practice. The honorary members could be invited to serve as consulting editors in the official PEMEA Journals.

FELLOWS

[A[Article III Section 2 Item B of PEMEA's By-Laws]

The nominees shall be individuals whose occupation and professional activities are primarily in the advancement of educational measurement and evaluation, and as a profession.

In addition, they must satisfy at least three of the following criteria including membership to the organization for at least 2 years:

1. Must have obtained at least a Master's degree in Education, major in Educational measurement and Evaluation, or in any related disciplines. Such master's degree must have been based in part of a scientific thesis/dissertation of acceptable standards on a problem in educational measurement and evaluation and which is conferred by a graduate school of recognized handling;
2. Must have published at least one research work of acceptable standards on a problem in educational measurement and evaluation;
3. Must have demonstrated professional competence in educational measurement and evaluation;
4. Must have been a member of good standing of the Association for at least two years prior to the confinement of this status.

PEMEA HONORARY MEMBERS AND FELLOWS 2023

HONORARY MEMBERS

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SENATE OF THE PHILIPPINES

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ASIAN DEVELOPMENT BANK

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FETTERMAN AND ASSOCIATES, USA

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BOSTON COLLEGE, USA

DR. BERNARDO N. SEPEDA
NRCP, DOST

DR. BERT J. TUGA
PHILIPPINE NORMAL UNIVERSITY-MANILA

SISTER MA. NILDA C. MASIRAG, SPC
ST. PAUL UNIVERSITY – QUEZON CITY

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REX EDUCATION

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FORMER UNDERSECRETARY
DEPARTMENT OF EDUCATION

DR. CARLO P. MAGNO
CENTER FOR LEARNING AND ASSESSMENT DEVELOPMENT - ASIA

FELLOWS

DR. BRANDO PALOMAR
PHILIPPINE NORMAL UNIVERSITY-MANILA

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COLEGIO DE SAN JUAN DE LETRAN

DR. DARWIN RUNGDUIN
COLEGIO DE SAN JUAN DE LETRAN

DR. DANDA CRIMELDA I. BUHAIN-GARCIA (H.C.)
REX EDUCATION

PEMEA HONORARY MEMBERS 2008-2021

2008

- Maria Leticia Asuzano +

2010

- Alexa Abrenica
- Irma Coronel
- Victor Franco FSC
- Diana Guild
- Milagros Ibe +
- Anders Jonsson
- Armin Luistro FSC
- Rose Marie Salazar-Clemeña
- Mona Valisno

2012

- Ramon Bacani
- Hefer Bembenutty
- 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 TO 2021

2010

- Dennis Alonzo
- Pedrito Aton
- Quintin Atienza
- Marcelina Ayson
- Norma Baluca
- Belen Chu
- Paz Diaz
- Ma. Lourdes Franco
- Fraide Ganotice
- Richard Gonzales
- Carlo Magno
- Marife Mamauag
- Lina Miclat
- Neil Pariñas
- Nelson Rose
- Fermina Salazar
- Marcelo Salazar

2012

- Marilyn Balagtas
- Ryan Francis Cayubit
- Adonis David
- Alexander Flor
- Benjamin Flor
- John Addy Garcia
- Charito Gonzales-Fuggan
- Royce Hernandez
- Edythe Padama
- Jose Pedrajita
- Sterling Plata
- Niclie Tiratira
- Ethel Agnes Valenzuela
- Marie Ann Vargas
- Fely Villavicencio

2014

- Marie Antoniete Alino
- Christine Joy Ballada
- Ma. Roxanne Ibalobor
- Jennie Jocson
- Marcos Lopez
- Armenia Montaño
- Rita Ramos
- Teresita Rungduin
- Florabel Suarez
- Violeta Valladolid

2015

- Philip Purnell

2016

- Marie Antoniete Alino
- Christine Joy Ballada
- Ma. Roxanne Ibalobor
- Jennie Jocson
- Marcos Lopez
- Armenia Montaño
- Rita Ramos
- Teresita Rungduin
- Florabel Suarez
- Violeta Valladolid

2018

- Louie Cagasan
- Remedios Fuentes
- Alejandro Ibañez
- Arian Anderson Rabino
- Kevin Santos
- Eliza Valdez
- Julie Valencia

2021

- Dexter Ngo
- Ma. Rhodora Santos

TIMELINE OF PEMEA INTERNATIONAL AND NATIONAL CONFERENCES

1st National Conference on
Educational Measuremen and Evaluation
Developing a Culture of Assessment in Learning Organizations

2008

Angelo King International Center, CSB Hotel

2nd National Conference on
Educational Measurement and Evaluation
Educational Assessment in a Knowledge Society

2010

Angelo King International Center, CSB Hotel

1st International Conference on
Educational Measurement and Evaluation
Educational Assessment in a Multicultural Learning Environment

2012

Traders Hotel Manila

2nd International Conference on
Educational Measurement and Evaluation
Educational Assessment and Quality Assurance in a Borderless Society

2014

Hotel H2O Manila

3rd National Conference on
Educational Measurement and Evaluation
21st Century Student Assessment Across Levels and Disciplines

2015

Manila Grand Opera Hotel

3rd International Conference on
Educational Measurement and Evaluation
Role of Evaluation in Educational Program Transformation and in Internationalization

2016

New World Manila Bay Hotel

TIMELINE OF PEMEA INTERNATIONAL AND NATIONAL CONFERENCES

4th National Conference on Educational Measurement and Evaluation *Innovations and Issues in Assessment in the K to 12 and Higher Education Institutions*	**2017**	**Winford Hotel**
4th International Conference on Educational Measurement and Evaluation *Progress in Educational Assessment: The Past, Present and Future Perspectives*	**2018**	**Hotel Jen Manila**
5th National Conference on Educational Measurement and Evaluation *Assessment in Education 4.0: Targets, Tools and Trends*	**2019**	**Bayleaf Hotel Manila & Mapua University**
5th International Conference on Educational Measurement and Evaluation *Assessment in the New Normal: Issues, Challenges and Prospects*	**2021**	**Via MS Teams**
6th National Conference on Educational Measurement and Evaluation *Unlocking the Potentials of Assessment in Reimagining Curriculum and Instruction*	**2022**	**Via MS Teams**
6th International Conference on Educational Measurement and Evaluation *Learning Loss Assessment and Recovery: Relevance and Directions in Post-pandemic*	**2023**	**Diamond Hotel Philippines and via MS Teams**

ICEME 2023 PROGRAM AT A GLANCE

DAY 1

PROGRAM OF ACTIVITIES

MORNING SCHEDULE

Date: August 24, 2023
Emcee: Dr. Marie Antonette J. Sunga-Vargas
Officer of the day: Dr. Roxanne B. Ibalobor

Time	Activity	Speaker / Moderator
7:30-9:00 AM	REGISTRATION	
9:00-9:45 AM	OPENING CEREMONIES Invocation National Anthem WELCOME ADDRESS & SETTING OF OBJECTIVES MESSAGE FROM PEMEA PARTNERS PRESIDENTIAL ADDRESS	 **Dr. Violeta C. Valladolid** *Vice President & ICEME2023 Program Chair* **Mr. Don Timothy I. Buhain** *CEO, RISE (Rex Education)* **Dr. Bert J. Tuga** *President, Philippine Normal University* **Dr. Marilyn U. Balagtas** *President, PEMEA*
9:45-10:00 AM	HEALTH BREAK	
10:00-10:05 AM	INTRODUCTION OF THE KEYNOTE SPEAKERS	**Dr. Richard DLC Gonzales** *Founding President, PEMEA*
10:05-10:45 AM	KEYNOTE 1 ***Learning Loss is Real: An Analysis of COVID-19 Student Learning Loss (INTERNATIONAL)***	**Dr. Sungsup Ra** *Deputy Director General, Sectors Group* *Asian Development Bank* *Moderated by* ***Dr. Niclie L.Tiratira***
10:45-11:30 AM	KEYNOTE 2 ***State and Directions of the Philippine Education in the Post-Pandemic Era***	**Hon. Sherwin T. Gatchalian** *Senator, 19th Congress, Senate of the Philippines* *Moderated by* ***Dr. Carlo P. Magno***
11:30-12:00 NN	PEMEA Business Meeting **Awarding of Honorary Members and Fellows** **Recognition of Partners and Sponsors** **President's Report** **Treasurer's Report**	**Dr. Richard DLC. Gonzales,** *Founding PEMEA President* **Mr. Neil Pariñas,** *PEMEA BOT* **Dr. Marilyn U. Balagtas,** *PEMEA President* **Ms. Marie Antoniette C. Aliño,** *PEMEA Treasurer*

DAY 1

PROGRAM OF ACTIVITIES

AFTERNOON SCHEDULE

Date: August 24, 2023
Emcee: Dr. Marie Antonette J. Sunga-Vargas
Officer of the day: Dr. Roxanne B. Ibalobor

Time	Activity	Speaker / Moderator
1:00-1:45 PM	PLENARY 1 **Admission to Higher Education: Considerations and Challenges in a Changing World**	**Dr. Anat Ben-Simon** *Former President, International Association for Educational Assessment* *Moderated by **Dr. Niclie L.Tiratira***
1:45-3:00 PM	PANEL DISCUSSION 1 ***IMPACT OF PANDEMIC (LEARNING LOSS)*** ***Impact of Pandemic on Filipino Students' Learning*** ***National Learning Loss Assessment Results: Philippine Assessment for Learning Loss Solution (PALLS)***	**Ms. Krupskaya (Kay) M. Añonuevo** *Chief, Technical Specialist, EDCOM2* **Dr. Richard R. Jugar** *Dean of Education, San Carlos University* *Reactor: **Dr. Grace H. Aguiling-Dalisay*** *President & CEO, CEM* *Moderated by **Mr. Neil O. Pariñas***
3:00-3:15 PM	HEALTH BREAK	
3:15-3:30 PM	PRESENTATION OF BOT CANDIDATES	**Dr. Marife M. Mamauag** *Chair, PEMEA COMELEC*
3:30-4:45 PM	PANEL DISCUSSION 2 ***ROLE OF ASSESSMENT IN MONITORING LEARNING LOSS AND SUPPORTING LEARNING RECOVERY*** ***Role of Assessment in Post Covid-Education*** ***Corresponding Assessment Protocols for Learning Loss and Gaps: What is the Difference?*** ***Role of Large-Scale Assessment in Learning Recovery***	**Atty. Nepomuceno A. Malaluan** *Former Undersecretary, Department of Education* **Dr. Carlo P. Magno** *Founder, Center for Learning and Assessment Development* **Mr. Alejandro S. Ibanez** *SEA-PLM Project Manager and Policy and Program Specialist* *SEAMEO Secretariat, Bangkok* *Reactor: **Prof. Ma. Angeles G. Lapeña*** *Director and Chief Technical Adviser, GRACE* *Moderated by **Mr. Pedrito A. Aton***

DAY 2

PROGRAM OF ACTIVITIES

MORNING AND AFTERNOON SCHEDULE

Date: August 25, 2023
Emcee: Dr. Roxanne B. Ibalobor
Officer of the day: Mr. Pedrito A. Aton

Time	Activity	Speaker / Moderator
8:00-8:30 AM	OPENING/ SYNTHESIS OF YESTERDAY'S SESSIONS/ ANNOUNCEMENTS	
8:30-9:00 AM	ELECTION OF NEW BOTs	
9:00-9:45 AM	KEYNOTE 3 ***Leveraging Educational Assessment and Evaluation to Build Better Education Systems***	**Dr. David M. Fetterman** *President and CEO, Fetterman & Associates* *Moderated by **Mr. Neil O. Pariñas***
9:45-10:00 AM	HEALTH BREAK	
10:00-10:30 AM	PLENARY 2 ***Overview Of Learning Recovery Post-COVID-19: Regional and International Roadmaps for Learning Recovery***	**Dr. Margarete Sachs-Israel** *Chief of Section for Inclusive Quality Education* *UNESCO Bangkok, Asia and Pacific Regional Bureau for Education* *Moderated by **Mr. Neil O. Pariñas***
10:30-12:00 NN	PANEL DISCUSSION 3 ***OVERVIEW OF LEARNING RECOVERY POST-COVID-19: REGIONAL AND INTERNATIONAL ROADMAPS FOR THE LEARNING RECOVERY*** ***Analysis of K-12 Assessment Policies and Their Responsiveness to SDGs*** ***Reopen, Recover, and Resilience in Education: Guidelines for ASEAN Countries*** **UN Initiatives in Transforming Philippine Education** **Research Roadmap for Science and Technology Post Covid-19**	**Dr. Marilyn U. Balagtas** *Dean of Graduate Studies and Teacher Education Research* *Philippine Normal University* **Dr. Roger Yap Chao Jr** *Asst Director/Head of Education, Youth and Sports* *The ASEAN Secretariat* **Mr. Nicholas M. Tenazas** *Education Specialist, UNICEF-Philippines* **Dr. Bernardo N. Sepeda** *Executive Director, National Research Council of the Philippines* *Moderated by **Ms. Marie Antoniette C. Aliño***
1:00-5:00 PM	PARALLEL PAPER PRESENTATION	

A1 - A2

CONCURRENT PAPER PRESENTATIONS

MANILA DIAMOND HOTEL | VIA MICROSOFT TEAMS

Date: August 25, 2023	**Concurrent Session A1: Strategic Interventions for Students' Learning**
Time: 1:15 - 2:30 PM	**Theme: Teaching and Assessment Initiatives and Strategies for Students' Learning Recovery**
Session Chair / Moderator: Neil O. Pariñas	

Paper No.	Title	Researchers	Modality
A1-1	Improving Students' Academic Performance in Mathematics 8 Using Filipinized Competency-Based Instruction (FIL-CBI) Approach	**Leandro Jose O. Angeles** *Gen. Licerio Geronimo Memorial National High School*	Online
A1-2	Impact of English-Language Series with Subtitles on the English Proficiency of Grade 12 Students from a Private Learning Institution in Tacloban City	**Shannen Faith E. Soria** *Liceo del Verbo Divino, Inc.*	Online
A1-3	Effect of Strategic Intervention Material with Augmented Reality on Improving Students' Engagement, Comprehension, and Attitude Towards Science	**Melandro D. Santos** *Timoteo Paez Integrated School* Josephine S. Feliciano *Science Education Institute- Department of Science and Technology*	Online
A1-4	Participation in International-Large Scale Assessment: Opportunities and Challenges in the Post-Pandemic Era	**Jay-Art F. Agustin** *Tarlac State University* Marilyn U. Balagtas *Philippine Normal University*	Online

Date: August 25, 2023	**Concurrent Session A2: Towards School-Based Interventions**
Time: 1:15 - 2:30 PM	**Theme: Teaching and Assessment Initiatives and Strategies for Students' Learning Recovery**
Session Chair / Moderator: Marie Antoniette Alino	

Paper No.	Title	Researchers	Modality
A2-1	Back to Graduate School: Inputs for Intervention Program	**Gilbert S. Arrieta** *Philippine Normal University*	Online
A2-2	E-learning Tools and Methodologies: Perceived Level of Efficacy and Its Relationship With Select Professional Profile	**Damaso I. Educalan** *SDO City of Malolos – Bulihan Elementary School*	Online
A2-3	The Social Cognition, Learners' Needs and Mathematical Problem-Solving Skills of Grade 5 Learners: Basis for an Intervention Program	**Loida B. De Guzman** *Highway Hills Integrated School*	Online
A2-4	Assessment of Private Schools Operation during the Community Quarantine: Basis for a Learning Recovery Plan	**Jocelyn Baniago** Jay R San Pedro Cecilia Sy *iACADEMY Nexus Campus*	Onsite

A3 - A4

CONCURRENT PAPER PRESENTATIONS

MANILA DIAMOND HOTEL | VIA MICROSOFT TEAMS

Date: August 25, 2023	**Concurrent Session A3: Instrument Development and Validation**
Time: 1:15 - 2:30 PM	**Theme: Teaching and Assessment Initiatives and Strategies for Students' Learning Recovery**
Session Chair / Moderator: Niclie L. Tiratira	

Paper No.	Title	Researchers	Modality
A3-1	The Validity and Reliability of the Culture Fair Intelligence Test in Filipino	**Victorius Q. Bibera** *Trinity University of Asia*	Onsite
A3-2	Towards the Development of an Achievement test for Grades 1 to 10	**Pia Marie Therese P. Papa** Mary Nela S. Aguila *Global Resources for Assessment Curriculum and Evaluation*	Onsite
A3-3	Development of Panukat ng Ginhawa Buhay: An Initial Validation	**Darwin C. Rungduin** *Colegio de San Juan de Letran* Teresita T. Rungduin *Philippine Normal University*	Onsite
A3-4	Creating 21st Century Assessments in Different Modalities: A Response for Access to Quality Learning in the Post-Pandemic Era	**Danda Crimelda Buhain-Garcia** Paulo Formalejo Edwin Barba, Jr *RISE-Rex Book Store* Marilyn U. Balagtas *Philippine Normal University*	Onsite

Date: August 25, 2023	**Concurrent Session A4: Understanding the Learner**
Time: 1:15 - 2:30 PM	**Theme: Teaching and Assessment Initiatives and Strategies for Students' Learning Recovery**
Session Chair / Moderator: Pedrito Aton	

Paper No.	Title	Researchers	Modality
A4-1	Understanding the Learner's Course Completion in the New Norm: Graduation Cohort Analysis	**Jay R San Pedro** Cecilia Sy Jocelyn Baniago *iACADEMY Nexus Campus*	Onsite
A4-2	Self-Perception of Grade 12 ABM Students in a Private Educational Institution in Tacloban City Toward Their College Readiness	**Edizon A. Argota** Donnalyn R. Daloraya *Liceo del Verbo Divino, Inc.*	Online
A4-3	Learning Gaps: Clarifying Educational Beliefs and Values Toward Understanding of the Conversation, Pedagogical, and Policy Implications	**Elen Joy Alata -Bruza** *St. Scholastica's College, Manila* Jennifer Dimzon *Life Academy International*	Online
A4-4	Assessing the Performance of Grade 7 Students In Solving Operations on Integers: Basis for the Development of Strategic Intervention Material	**Leroy A. Flores** *President Ramon Magsaysay State University*	Online

B1 - B2

CONCURRENT PAPER PRESENTATIONS

MANILA DIAMOND HOTEL | VIA MICROSOFT TEAMS

Date: August 25, 2023	**Concurrent Session B1: Assessing Learning Loss and Achievement**
Time: 2:45 - 3:45 PM	**Theme: Assessment of Students' Learning Loss**
Session Chair / Moderator: Neil O. Pariñas	

Paper No.	Title	Researchers	Modality
B1-1	Predictors of Students' Achievement Scores During Pandemic and Post-Pandemic	Theresse M. Dela Cruz Pia Marie Therese P. Papa **Arnelli B. Atentar** Jillian S. Navarrete Rose Arvie R. Dela Cruz Samantha Mae A. Bringas Christel Joy T. Velasco *Global Resources for Assessment Curriculum and Evaluation*	Onsite
B1-2	The Preparation and Challenges In the Licensure Examination for Teachers: The Case of Social Studies Repeaters	**Francis Edward A. Blanco** *Bataan Peninsula State University*	Onsite
B1-3	Learning loss during emergency remote instruction: What do test scores say?	**Jonna Marie A. Lim** *De La Salle University*	Onsite

Date: August 25, 2023	**Concurrent Session B2: Factors of Academic Performance**
Time: 2:45 - 3:45 PM	**Theme: Assessment of Students' Learning Loss**
Session Chair / Moderator: Marie Antoniette Alino	

Paper No.	Title	Researchers	
B2-1	Bridging the Reading Literacy Gap: Identifying the Socioemotional Factors that Foster Reading Literacy among JHS with Reading Difficulties	**Angeline Mercado** *Center for Educational Measurement, Inc.*	Onsite
B2-2	Predictive Association Between Academic Performance and Aptitude Test	**Mary Louise S. Pimentel** Josephine C. Visande *University of Science and Technology of Southern Philippines*	Online
B2-3	Screen Time and Sleep Condition Among Grade 12 Students of a Private Educational Institution in Tacloban City	**Vanessa C. Collera** *Liceo del Verbo Divino, Inc.*	Online

B3 - B4

CONCURRENT PAPER PRESENTATIONS

MANILA DIAMOND HOTEL | VIA MICROSOFT TEAMS

Date: August 25, 2023	**Concurrent Session B3: Assessing Students' Learning**
Time: 2:45 - 3:45 PM	**Theme: Assessment of Students' Learning Loss**
Session Chair / Moderator: Niclie L. Tiratira	

Paper No.	Title	Researchers	Modality
B3-1	Assessing the State of the Grade 11 STEM Students' Retention Using Digital Note-Taking in a Private Catholic Educational Institution	**Francis Kim V. Navarette** *Liceo del Verbo Divino, Inc.*	Online
B3-2	Exploring the Use of Linear-On-The-Fly-Testing on Student Assessment for the Post-Pandemic Era	**Edwin C. Barba, Jr.** *RISE - REX Bookstore* Marilyn U. Balagtas *Philippine Normal University*	Online
B3-3	Enhancing Junior High School Students Reading Literacy by Examining the Connections Between Performance, Reading Habits, and Attitude: A Case Study	**Noelyn H. Curutan** *Center for Educational Measurement, Inc.*	Onsite

Date: August 25, 2023	**Concurrent Session B4: Factors of Students' Learning**
Time: 2:45 - 3:45 PM	**Theme: Assessment of Students' Learning Loss**
Session Chair / Moderator: Pedrito Aton	

Paper No.	Title	Researchers	Modality
B4-1	Association Between Active Commuting to School and Academic Performance of Grade 7 Student Commuters in a Private Catholic Educational Institution	***Ronnie O. Daganasol*** *Liceo del Verbo Divino, Inc.*	Online
B4-2	Improving Grade 12 Learners' Research Skills Using Inquiries, Investigation, and Immersion Standardized Modules	**Daisy M. Orcine** *Pres. Corazon C. Aquino High School*	Online
B4-3	Exploring Blended Learning Modality in Teaching Physical Education: The Case of a Private School	**Lourd Ive Maderazo Visbal** *Liceo del Verbo Divino, Inc.*	Online

C1 - C2

CONCURRENT PAPER PRESENTATIONS

MANILA DIAMOND HOTEL | VIA MICROSOFT TEAMS

Date: August 25, 2023	**Concurrent Session C1: Initiatives in the Post-Pandemic Era**
Time: 4:00 - 5:00 PM	**Theme: Impact of Pandemic Disruptions on Student Achievement and Growth**
Session Chair / Moderator: Neil O. Pariñas	

Paper No.	Title	Researchers	Modality
C1-1	Exploring Realistic Mathematics Education in Statistics Teaching for Post-Pandemic Use	**Melanie M. Lalim** Marilyn U. Balagtas *Philippine Normal University*	Onsite
C1-2	Portfolio Assessment in Homeschooling: Trends and Applications in the Post-Pandemic Era	**Adrian D. Lampos** Marilyn U. Balagtas *Philippine Normal University*	Online
C1-3	Using Ochave's ABCD Model in Evaluating a Master's Program in Educational Assessment and Evaluation: Basis for a Post-Pandemic Program Offering	Alexis C. Pradillada A Jay-Art Agustin Edwin Barba, Jr. **Ruby Del Rosario** Marilyn U. Balagtas *Philippine Normal University*	Online

Date: August 25, 2023	**Concurrent Session C2: Educational Experiences During the Pandemi**
Time: 4:00 - 5:00 PM	**Theme: Impact of Pandemic Disruptions on Student Achievement and Growth**
Session Chair / Moderator: Marie Antoniette Alino	

Paper No.	Title	Researchers	Modality
C2-1	Exploring Teachers' Narratives of the Assessment Process in a Modular Learning Modality	Richard DLC Gonzales *Inno-Change International Consultants Inc.* **John Lawrence T. Ambrocio** *University of Cagayan Valley* Rhoda C. Lazaro Alma M. Rabusa Archie C. Longasa *Department of Education, Gattaran Central District*	Online
C2-2	Unpacking People's Understanding and Experiences of Distance Learning in Selected Secondary Schools in Partido District	**Christina Lim** Luz Tria, Yumi Vivien De Luna *Partido State University*	Online
C2-3	Assessment Practices of Teachers in a Teacher Education Institution (TEI) During the Covid-19 Pandemic	**Martin L. Nobis, Jr.** *University of Eastern Philippines-Laoang Campus*	Onsite

C3 - C4

CONCURRENT PAPER PRESENTATIONS

MANILA DIAMOND HOTEL | VIA MICROSOFT TEAMS

Date: August 25, 2023	**Concurrent Session C3: Analysis of Learners' Competencies**
Time: 4:00 - 5:00 PM	**Theme: Impact of Pandemic Disruptions on Student Achievement and Growth**
Session Chair / Moderator: Niclie L. Tiratira	

Paper No.	Title	Researchers	Modality
C3-1	Student engagement in co-curriculars before and during the pandemic: Evidence and insights on holistic learning recovery and growth	Stella Marie M. Urbiztondo **Lexie C. Estacio** Cecilia M. Resurreccion Ma. Concha B. De la Cruz *University of Asia and the Pacific*	Onsite
C3-2	Math Motivation and Performance of Junior High School Students In Blended Learning	**Sherwin Vill S. Soto** *Gen. Licerio Geronimo Memorial National High School*	Online
C3-3	Social and Emotional Learning Competency Among Elementary Pupils in a Private Catholic Educational Institution in Tacloban	**Dean Brando M. Cinco** *Liceo del Verbo Divino, Inc.*	Online

Date: August 25, 2023	**Concurrent Session C4: The Pandemic Effect and Technology-Oriented Learning**
Time: 4:00 - 5:00 PM	**Theme: Impact of Pandemic Disruptions on Student Achievement and Growth**
Session Chair / Moderator: Pedrito Aton	

Paper No.	Title	Researchers	Modality
C4-1	An Analysis of College Students' Perceived Learning Loss and Gains in Online Learning	**Violeta C. Valladolid** *De La Salle University* Rene S. Valladolid *De La Salle- College of Saint Benilde*	Onsite
C4-2	The Aftermath of COVID-19 Pandemic: Examining Teacher's Self-Efficacy and Mental Health	**Ms. Yumi Vivien V. De Luna** *Partido State University*	Onsite
C4-3	The Technological-Innovative-Entrepreneurial Readiness (TIER) Model: Humanizing Careers in STEM for Industry 4.0	**Maria Felicitas M. Mamauag** *Liceo de Cagayan University*	Online

DAY 3

PROGRAM OF ACTIVITIES

MORNING SCHEDULE

Date: August 26, 2023
Emcee: Dr. Marife M. Mamauag
Officer of the day: Mr. Pedrito A. Aton

Time	Activity	Speaker / Moderator
8:00-8:30 AM	OPENING/ SYNTHESIS/ANNOUNCEMENTS	
8:30-9:15 AM	KEYNOTE 4 ***Effective Teaching Strategies for Student Learning Recovery Post-Covid***	**Dr. Ina V.S.Mullis** *Executive Director, TIMSS & PIRLS International Study Center* *Moderated by **Dr. Niclie L. Tiratira***
9:15-9:30 AM	ANNOUNCEMENT OF NEW BOTs	
9:30-9:45 AM	HEALTH BREAK	
9:45-11:30 AM	PANEL DISCUSSION 4 **ASSESSMENT STRATEGIES FOR LEARNING RECOVERY** ***Learning Recovery Actions of Private Secondary Schools Participating in ESC Program*** ***How will TVET Curriculum and Implementation and Evaluation Transform, Advance, and Innovate in the Post-Pandemic Era?: Reflections for the Philippines*** ***DepEd Region 5 Initiatives on the Implementation of the Learning Recovery Plan***	 ***Dr. Miguel Q. Rapatan*** *De La Salle University* **Dr. Richard DLC Gonzales** *Chief Executive Advisor/Lead Education & Skills Development Specialist* *Inno-Change International Consultants, Inc.* **Dr. Gilbert T. Sadsad** *Regional Director, Department of Education Region V* *Moderated by **Mr. Neil O. Pariñas***
11:30-12:00 NN	CLOSING CEREMONIES Oath Taking of BOTs 2023-2025 Awarding of Certificates to Participants Evaluation Oath Taking and Challenge to BOTs 2023-2025 Closing Remarks	 **Dr. Rose Marie S. Clemeña** *Founding Adviser, PEMEA* *President, Asian Psychological Services and Assessment* **Sr. Ma. Nilda C. Masirag, SPC** *President, St. Paul University, Quezon City* **Ms. Ma. Rhodora M. Santos** *President and CEO, Amicus Koi Solutions*

DAY 3

PROGRAM OF ACTIVITIES

AFTERNOON SCHEDULE

Date: August 26, 2023
Emcee: Dr. Marife M. Mamauag

Time	Activity	Activity
1:00-4:00 PM	OPENING CEREMONIES Invocation National Anthem Opening Remarks	 **Dr. Marilyn U. Balagtas** *President, PEMEA*
	Introduction of Resource Speakers	**Dr. Teresita T. Rungduin** *PEMEA Board Member and Chair, Student Congress*
	PLENARY	
	The Ethics of Using AI for Academic Purposes	**Dr. Krizna Rei M. Palces** *Director, University Center for Gender and Development* *Philippine Normal University* *Moderated by* ***Dr. Marife M. Mamauag***
	PANEL DISCUSSION	
	The Role of Teachers in Teaching About AI and Using it to Improve Learning Outcomes	**Dr. Christopher F. Sasot** *GS Quality Assurance Coordinator* *Polytechnic University of the Philippines*
	Strategies to Overcome Learning Loss	**Dr. Gem Juvi Gabison-Oca** *Vice-President, UNIFFIED Inglewood Chapter*
	The Fairness, Validity, and Reliability of Online Exams	**Ms. Ma. Rhodora M. Santos** *President and CEO, Amicus Koi Solutions* *Moderated by* ***Mr. Alejandro Ibanez and Ms. Marie Antoniette C. Aliño***
	Closing Remarks	**Dr. Violeta C. Valladolid** *Vice-President, PEMEA*

ABOUT THE SPEAKERS

KEYNOTE ADDRESS 1

Learning Loss is Real:
An Analysis of COVID-19 Student Learning Loss

Day 1 - August 24, 2023
10:05 AM - 10:45 AM

DR. SUNGSUP RA is the Chief Sector Officer, Sustainable Development and Climate Change Department, ADB. He leads ADB-wide strategies, knowledge, partnership, and innovations of the education, energy, finance, health, transport, urban, and water sectors. Prior to his current role, Mr. Ra was Director of the South Asia Human and Social Development Division (SAHS) and Chair of the Education Sector Group for more than ten years. Since he joined ADB in 2001, he worked in various leadership capacities including as Director of the Pacific Strategy and Special Operations, as Senior Advisor to the Managing Director General, and as Deputy Country Director for Bangladesh and Nepal.

As a strategic and innovative leader, he led high-level policy dialogues with developing countries and significantly contributed to ADB's recent expansion in the social sector. During the COVID-19 pandemic period, he led ADB's emergency response in health, education, and social protection in South Asia. He is actively involved in global initiatives such as the international financing facility for education, pandemic response and preparedness, and energy transition.

Prior to ADB, Mr. Ra worked with public and private entities such as Samsung and Korean National Pension. He also taught at leading universities such as International Christian University, University of Tokyo, Korea University, and University of Illinois at Urbana-Champaign. He holds a Doctorate Degree in Economics from the University of Illinois at Urbana-Champaign, United States.

Moderated by
Niclie L. Tiratira, PhD
Director, Research & Development
University of Rizal System

KEYNOTE ADDRESS 2

State and Directions of Philippine Education in the Post-Pandemic Era

Day 1 - August 24, 2023
10:45 AM - 11:30 AM

SENATOR WIN GATCHALIAN's main advocacy is quality education for the future of the Filipino youth in his more than two decades in public service. As a three-term mayor and two-term congressman of Valenzuela City, uplifting the education sector has become the pillar of his governance, as he believes that attaining quality education is a key to ending poverty.

Upon his Congress stint in 2013, his vision to nationalize Valenzuela's premier education system has turned into reality. His successful run in the Senate made him prove that achieving free tertiary education is possible when he initiated the Free Higher Education Act, which has benefited more than two million young Filipinos to date.

Aside from ensuring that every Filipino—regardless of age, social status, or class—has a right to free basic education, he also underlines the significance of producing well-rounded and globally competent teachers in improving our country's educational system through the passage of the Excellence in Teachers Education Act. Further, he guarantees that our out-of-school marginalized learners are given a second chance to return to school by championing the Alternative Learning System or ALS.

In addition to his role as the Chairman of the Senate Committee on Basic Education, he also serves as the Co-Chairperson of the most comprehensive effort to reform the country's education system, the Second Congressional Commission on Education or EDCOM II.

He was also conferred with honorary degree of Doctor of Education, honoris causa, by the country's National Center for Teacher Education—the Philippine Normal University.

Moderated by
Carlo P. Magno, PhD
Ex-Officio President, PEMEA
Center for Learning and Assessment Development - Asia

PLENARY TALK 1

Admission to Higher Education: Considerations and Challenges in a Changing World

Day 1 - August 24, 2023
1:00 PM - 1:45 PM

DR. ANAT BEN-SIMON is the CEO of the National Institute for Testing and Evaluation (NITE) in Jerusalem. Prior this position Dr. Ben-Simon headed the Department of Computer-Based Testing, directed the Israeli National Assessment of Educational Progress, the development of MATAL - a computerized test battery for the diagnosis of learning disabilities, and headed the language processing unit, which involves the development of tools for automated essay scoring and text analysis. Dr. Ben-Simon developed many test-batteries for assessment of cognitive skills and learning progress of K-12 students.

Dr. Ben-Simon obtained her Ph.D. degree in Psychology specializing in Psychometrics, from the Hebrew University of Jerusalem. She taught for 15 years in the Psychology Department of the Hebrew university. Dr. Ben-Simon has just finished a 3-years term as the president of the International Association for Educational Assessment (IAEA).

Moderated by
Niclie L. Tiratira, PhD
Director, Research & Development
University of Rizal System

PANEL DISCUSSION 1

IMPACT OF PANDEMIC (LEARNING LOSS)

Day 1 - August 24, 2023

1:45 PM - 3:00 PM

Impact of Pandemic on Filipino Students' Learning

KRUPSKAYA (KAY) MEDEL AÑONUEVO is the Chief Technical Specialist of EDCOM2. She has taught, facilitated, and created learning experiences for 20 years. As a teacher/facilitator/designer, she believes in whole-body learning, collaboration through inquiry-based conversations, and transformative engagement. This teaching-learning philosophy is embodied in her Soc Sci 1 classes at UP Diliman and her professional learning community (PLC) sessions with teachers and leadership sessions with young leaders.

Kay has led project and program teams in basic education. From early literacy to edtech solutions in high school, she has been in charge of overall implementation, training design, the development of teaching-learning materials, and coordination with DepEd.

Kay is also a basic education writer, editor, researcher, and policy reviewer. Her writing and research have been on inclusive education and financing, teacher development, blended learning, ALS, and impact evaluations of programs.

Kay aspires to help harmonize the education sector through her leadership and technical work.

Kay holds a bachelor's degree in Psychology from the University of the Philippines (Diliman). She graduated Magna Cum Laude and was awarded the Most Outstanding Student in the SocialSciences by the Pi Gamma Mu Honor Society. She has an MA in Educational and Differential Psychology at Ludwig-Maximilians-Universitaet in Munich.

PANEL DISCUSSION 1

IMPACT OF PANDEMIC (LEARNING LOSS)

Day 1 - August 24, 2023
1:45 PM - 3:00 PM

National Learning Loss Assessment Results:
Philippine Assessment for Learning Loss Solution (PALLS)

DR. RICHARD JUGAR is a member of the core team of PALLS or the Philippine Assessment for Learning Loss Solutions, which is a public service project of the University of San Carlos and Thames International. He is a professor of teacher education and the current Dean of the University of San Carlos School of Education.

Concurrently, he also serves as Project Director of the DOST-SEI CBPSME program and as Institutional Consultant for Basic Education. He teaches graduate courses in professional education and research. His most recent project involvements include Creative Thinking in Science (2018-2020, Australia) and Tuning Asia - Southeast (2016-2019, Spain). He is the main Subject Area Group Coordinator for Teacher Education in the CALOHEA Project (Teacher Education Group, University of Groningen) through the Erasmus+ Program.

His research interests revolve around classroom/program assessment and evaluation, teacher education, basic and higher education, student workload, research instrumentation, and conceptual change and science process skills. He heads the work on Student Workload Analysis in Philippine Higher Education at USC and is currently piloting the development of USC's institutional Flexible Learning Plan (FLP). Dr. Jugar recently joined the Transformative Academic Practice for Higher Education (TAPHEP) Project in collaboration with the University of Liverpool (UoL) headed by the University of the Philippines – Los Baños (UPLB) as funded by the Commission on Higher Education (CHED).

Reactor:
Grace H. Aguiling-Dalisay, PhD
President & CEO
Center for Educational Measurement

Moderated by
Neil O. Pariñas
PEMEA External Relations Officer
De La Salle-College of Saint Benilde

PANEL DISCUSSION 2

ROLE OF ASSESSMENT IN MONITORING LEARNING LOSS AND SUPPORTING LEARNING RECOVERY

Day 1 - August 24, 2023
3:30 PM - 4:45 PM

Role of Assessment in Post-Covid Education

ATTY. NEPOMUCENO A. MALALUAN has been a Senior Fellow and Trustee of Action for Economic Reforms (AER), which he co-founded in 1996. AER is a public interest organization that conducts policy analysis and advocacy on key socio-economic issues.

In AER he has been working on industrial policy, energy, governance, and other development concerns. In July 2016, he took a leave from AER when he was appointed Undersecretary at the Department of Education (DepEd). He represented DepEd in the Cabinet Assistance System, the interagency support unit of the Cabinet where cabinet directives are coordinated. He supervised priority reform programs in DepEd, such as the Transformation of the National Educators Academy of the Philippines, Sulong Edukalidad, the setting up of an education futures program under the Office of the Secretary, and the deployment of a Learning Continuity Plan during the COVID pandemic. He also played a major role in the development of the Basic Education Development Plan 2030.

Upon completion of his co-terminus government appointment on June 30, 2022, he rejoined AER, and has added education to his work portfolio. Malaluan has degrees in economics and law from the University of the Philippines, Diliman.

PANEL DISCUSSION 2

ROLE OF ASSESSMENT IN MONITORING LEARNING LOSS AND SUPPORTING LEARNING RECOVERY

Day 1 - August 24, 2023
3:30 PM - 4:45 PM

Corresponding Assessment Protocols for Learning Loss and Gaps: What is the Difference?

DR. CARLO P. MAGNO is the founder of the Center for Learning and Assessment Development – Asia. He worked with both private and public schools on the adaption of assessment and utilizing results to improve students' learning. He published over 110 publications in abstracted journals and is the second highest citation in Education ranked by the scientific index as of 2022. He is also ranked 91 in the Philippines for top citations of scholarly works by webometrics and Google scholar with about more than 2,000 citations. Dr. Magno recently worked with the USAID in the implementation of the learning recovery plan in the different regions in the Department of Education, programs to improve and assess literacy, numeracy, and social and emotional learning, and the evaluation and meta evaluation of the impacts of the learning recovery programs.

He was also given grants by several research funding agencies such as the Australian Agency for International Development, Asian Development Bank, Japan International Cooperative Agency, the National Commission on Indigenous Peoples, United States Agency for International Development, and UNESCO.

His awards include outstanding scientific papers in 2008 and 2011 outstanding young scientist in the Philippines given by the National Academy of Science and Technology. Global young scientist from the global science academy, SEAMEO INNOTECH Research fellow, and fellow of Time Taylor International.

PANEL DISCUSSION 2

ROLE OF ASSESSMENT IN MONITORING LEARNING LOSS AND SUPPORTING LEARNING RECOVERY

Day 1 - August 24, 2023
3:30 PM - 4:45 PM

Role of Large-Scale Assessment in Learning Recovery

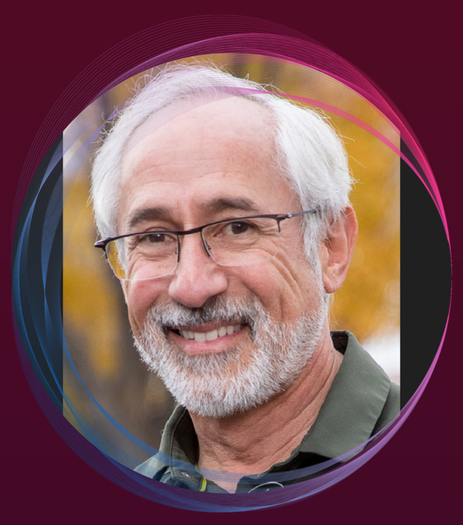
ALEJANDRO S. IBAÑEZ is the Project Manager and Policy and Programme Specialist at the SEAMEO Secretariat based in Bangkok, Thailand. Aside from managing the day-to-day operations of the SEA-PLM Secretariat, he is focused on strengthening collaboration and exchanges between and among participating countries to improve system and school level policy and practice in basic education through the SEA-PLM surveys and other studies.

Prior to his current role, he has worked in the assessment and evaluation field in the Philippines for more than a decade. Currently, he sits as the Executive Secretary of the Philippine Educational Measurement and Evaluation Association, Inc (PEMEA), a professional organization of assessment practitioners and researchers in the Philippines.

He obtained his Master's and Bachelor's degree in Sociology from the University of the Philippines and he has published articles in journals such as the Philippine Sociological Review and Educational Measurement and Evaluation Review.

Reactor:
Prof. Ma. Angeles G. Lapeña
Director and Chief Technical Adviser
Global Resources for Assessment Curriculum and Evaluation, Inc.

Moderated by
Pedrito A. Aton
PEMEA Assistant Treasurer
Trinity University of Asia



KEYNOTE ADDRESS 3

Leveraging Educational Assessment and Evaluation to Build Better Education Systems

Day 2 - August 25, 2023
9:00 AM - 9:45 AM

DR. DAVID M. FETTERMAN is the President and CEO of Fetterman & Associates, an international ethnographic and evaluation consultation firm. He works in a wide range of settings, ranging from townships in South Africa to Google in Silicon Valley. Clients and sponsors include: the U.S. Department of Education, W. K. Kellogg Foundation, Hewlett Foundation, Hewlett Packard Philanthropy, John S. and James L. Knight Foundation, and Arkansas Department of Education. David has also provided consultation services for the: Ministry of Education in Japan, Ministry of Health in Brazil, Ministry of Health in Ethiopia, and Te Puni Kokiri (Ministry of Māori Development) in New Zealand.

He concurrently serves as a member of the faculty at Pacifica Graduate Institute and the University of Charleston. Dr. Fetterman has over 25 years of experience at Stanford University. He was a Consulting Professor of Education in the School of Education and the Director of Evaluation in the School of Medicine at Stanford University. Formerly, he served as a Professor and Research Director at the California Institute of Integral Studies, Principal Research Scientist at the American Institutes for Research, and a Senior Associate and Project Director at RMC Research Corporation. He received his PhD from Stanford University in educational and medical anthropology.

David is a past-president of the American Anthropological Association's Council on Anthropology and Education and the American Evaluation Association. He is a Fellow of the American Anthropological Association and the Society for Applied Anthropology. David received the Top Anthropologist of the Year 2019 Award; George and Louise Spindler Award, for outstanding contributions to educational anthropology; and the Ethnographic Evaluation Award. He also received the Paul Lazarsfeld Award for Outstanding Contributions to Evaluation Theory and the Myrdal Award for Cumulative Contributions to Evaluation Practice—the American Evaluation Association's highest honors.

http://www.drdavidfetterman.com

Moderated by
Neil O. Pariñas
PEMEA External Relations Officer
De La Salle-College of Saint Benilde

PLENARY TALK 2

Overview of Learning Recovery Post-COVID 19: Regional and International Roadmaps for Learning Recovery

Day 2 - August 25, 2023
10:00 AM - 10:30 AM

DR. MARGARETE SACHS-ISRAEL is the Chief of Section for Inclusive Quality Education, UNESCO Multisectoral Regional Office in Bangkok since June 2021. Ms. Sachs-Israelhas over 30 years of experience in education and international development. Before joining UNESCO Bangkok, she was the UNICEF Regional Education Advisor for Latin American and Caribbean. Prior to that, she held the position of Chief Programme Coordinator, UNESCO Institute for Lifelong Learning; and was the UNESCO focal point for the development of the United Nations Education 2030 Agenda at UNESCO Headquarters.

In her capacity as Chief of Section for Inclusive Quality Education, Ms. Sachs-Israel oversees major work of the Section, which includes the SDG4-Education 2030 regional coordination, education policy, planning and management, quality of education, inclusive education, multi-lingual and mother tongue education, ECCE, as well as health education and well-being. In addition, she serves as the UNESCO co-chair of the newly established UN networking group, “Learning and Education 2030+”, co-led by UNESCO Bangkok and UNICEF EAPRO and ROSA.

Moderated by
Neil O. Pariñas
PEMEA External Relations Officer
De La Salle-College of Saint Benilde

PANEL DISCUSSION 3

OVERVIEW OF LEARNING RECOVERY POST-COVID 19: REGIONAL AND INTERNATIONAL ROADMAPS FOR THE LEARNING RECOVERY

Day 2 - August 25, 2023
10:30 AM - 12:00 PM

Analysis of K-12 Assessment Policies and Their Responsiveness to SDGs

DR. MARILYN U. BALAGTAS is the President of the Philippine Educational Measurement and Evaluation Association. Inc. She is currently the Dean of the College of Graduate Studies and Teacher Education Research, Philippine Normal University.

From 2009 to 2017, she was the National President of the United Professionals for the Development and Advancement of Teacher Education (UPDATE) formerly known as Philippine Association for Teachers of Educational Foundations (PATEF).

She earned her Doctor of Philosophy in Educational Research and Evaluation from the University of the Philippines, Diliman in 2006. In 2019, she was a Post-Doctoral Fellow and recepient of Research Leadership Award from the University of New England, Armidale, NSW, Australia.

PANEL DISCUSSION 3

OVERVIEW OF LEARNING RECOVERY POST-COVID 19: REGIONAL AND INTERNATIONAL ROADMAPS FOR THE LEARNING RECOVERY

Day 2 - August 25, 2023
10:30 AM - 12:00 PM

Reopen, Recover, and Resilience in Education: Guidelines for ASEAN Countries

DR. ROGER YAP CHAO JR. is currently Asst. Director/Head of Education, Youth and Sports at the ASEAN Secretariat. Since 2013, he has been engaged in the international education development sector in various capacities in various organizations including UNESCO, UNICEF, the European Commission, DAAD and the British Council. Dr. Chao has published in commissioned international reports, academic journals and edited volumes, and international media on regionalization and internationalization of higher education, teacher education, recognition of higher education, education and the 4th industrial revolution, and refugee education.

He has a PhD on Asian and International Studies from City University of Hong Kong, a European Masters in Lifelong Learning: Policy and Management from a consortium composed of the Danish School of Education, Aarhus University, University of Deusto, and the Institute of Education, University of London, and a Masters in Education (Mathematics) from the University of the Philippines.

PANEL DISCUSSION 3

OVERVIEW OF LEARNING RECOVERY POST-COVID 19: REGIONAL AND INTERNATIONAL ROADMAPS FOR THE LEARNING RECOVERY

Day 2 - August 25, 2023
10:30 AM - 12:00 PM

Research Roadmap for Science and Technology Post Covid-19

A Lasallian formator and religious educator since 1991, **DR. BERNARDO N. SEPEDA** is currently the Executive Director of the National Research Council of the Philippines (NRCP) under the Department of Science and Technology. He was Vice Chancellor for Academics and Research, Dean of the Graduate School and College of Education and Dean of Student Services and Mission at De La Salle Araneta University (2016-2022). He also served as Head of the Adult Accompaniment Office and the Retreat and Recollection Office at De La Salle-College of St. Benilde (2013-2016). He was the Director of the Campus Ministry Office (2005-2010) and Head of Materials Development Office (2011-2012) at De La Salle University Dasmariñas.

He earned his AB Philosophy, cum laude, from the University of Santo Tomas, and his MAEd and EdD in Values and Religious Education, with distinction, from De La Salle University Manila.

He authored the following books: Jose “Ka Pepe” Wright Diokno: Makatao, Makabayan (2010: DLSU and C&E); Caritas Omnia Sustinet: The Spirituality of Discipleship of Bishop Felix Paz Perez (2012: GBR Foundation); A Spirituality of Involvement: Ang Landas ng Buhay Pakikisangkot ng Diyosesis ng Imus (2012: ISA). He co-authored The Virgins of Cavite: History, Arts, Religiosity (2015: DLSUD). He was also published in Boletin Ecclesiastico of UST, Malay of DLSU, and Perspectives in Arts and Humanities Asia of ADMU.

He participated as speaker, paper presentor, facilitator, and/or organizer in various national and international conferences, seminars, and training-workshops. He is a member of the Climate Reality Project Leadership Corps, and a School Supervisor under the Lasallian Schools Supervision Services Association, Inc. (LASSAI). He is a Microsoft Certified Educator and an Associate Member of the NRCP Division 1.

PANEL DISCUSSION 3

OVERVIEW OF LEARNING RECOVERY POST-COVID 19: REGIONAL AND INTERNATIONAL ROADMAPS FOR THE LEARNING RECOVERY

Day 2 - August 25, 2023
10:30 AM - 12:00 PM

UN Initiatives in Transforming Philippine Education

NICHOLAS M. TENAZAS is a managerial-level economist with extensive experience on Basic Education, Higher Education, TVET, and Social Development within the context of private, public and multilateral organizations in the Philippines and abroad. He is currently the Education Specialist of UNICEF-Philippines and former consultant with the World Bank's Education Global Practice. He works on a wide range of education projects in the Philippines, including an impact evaluation and program review of the Department of Education's Alternative Learning System.

Nicki previously worked with ADB on a comprehensive review of Higher Education and TVET in South Asia, as well as with DepEd's planning and project management offices. He has a Master's Degree in Development Economics and a Bachelor's degree in Business Economics from the University of the Philippines.

Moderated by
Marie Antoniette C. Aliño
PEMEA Treasurer
St. Paul University of Quezon City

KEYNOTE ADDRESS 4

Effective Teaching Strategies for Student Learning Recovery Post-Covid

Day 3 - August 26, 2023
8:30 AM - 9:15 AM

DR. INA V. S. MULLIS is a Professor in the Department of Educational Research, Measurement, and Evaluation, Boston College, Lynch School of Education and Human Development from 1994 to present. She is the Executive Director of TIMSS & PIRLS International Study Center, Lynch School of Education and Human Development, Boston College.

For nearly 20 years as TIMSS Executive Director, she makes important innovations in the methods for measuring trends over time, as well as teaching many countries assessment methods and influencing assessment practices internationally. Together with Drs. Michael Martin and Hans Wagemaker, she created PIRLS, the international reading assessment that corresponds to TIMSS. PIRLS Literacy provides an opportunity for developing countries to join international assessments, and ePIRLS to assess online reading comprehension.

Dr. Mullis served on the NAEP Validity Panel for nearly 20 years, conducting validity studies and advising on how best to ensure the validity of the NAEP assessments and guide NAEP into the future. She teaches a graduate course in large-scale assessment, mentors the six to eight graduate students working at the TIMSS & PIRLS International Study Center, and directs a series of doctoral dissertations, with most of these students now professors or working nationally/internationally in assessment (e.g., at NCES, AIR, and the World Bank).

She is a renowned international speaker with numerous presentations on assessment methods and results at IEA, TIMSS, and PIRLS meetings (100 to 200 persons in attendance), and national/international research conferences. Most recent invited keynotes and speeches include National Assessment Governing Board in Alexandria, Virginia; University of Gothenberg in Gothenberg, Sweden; National Academy of Education in Washington, D.C.; Education Writers Association in Boston; The Norwegian Directorate of Education Conference in Oslo; Ukrainian High School Education Debate in Lviv; UNESCO Assessment Symposium in Brazil; IEA International Research Conferences; and the Comparative International Education Society.

Moderated by
Niclie L. Tiratira, PhD
Director, Research & Development
University of Rizal System

PANEL DISCUSSION 4

ASSESSMENT STRATEGIES FOR LEARNING RECOVERY

Day 3 - August 26, 2023
9:45 AM - 11:30 AM

Learning Recovery Actions of Private Secondary Schools Participating in ESC Program

DR. MIGUEL Q. RAPATAN works as consultant to the Private Education Assistance Committee (PEAC) which commissioned him and his team in 2022 to conduct a study on learning recovery initiatives and programs undertaken by private Junior High Schools participating in the Education Service Contract (ESC) program managed by PEAC. He also teaches at the Department of Communication (DLSU-Manila) where he handles graduate courses in the Department's MA in Applied Media Studies. He served as member of a technical working group on flexible learning for the Non-Conventional Higher Education Division of the Commission on Higher Education. He is a member and past two-term Chairperson of the *Manunuri ng Pelikulang Pilipino*, the film critics group which hands out the annual URIAN awards.

PANEL DISCUSSION 4

ASSESSMENT STRATEGIES FOR LEARNING RECOVERY

Day 3 - August 26, 2023

9:45 AM - 11:30 AM

How will TVET Curriculum and Implementation and Evaluation Transform, Advance, and Innovate in the Post-Pandemic Era? : Reflections for the Philippines

DR. RICHARD DLC GONZALES is the Chairman, Chief Executive Advisor, and Lead Education and Skills Development Specialist of Inno-Change International Consultants, Inc., an ISO 9001:2015 certified research training consulting firm based in the Philippines. He also serves as a Staff Consultant for the Asian Development Bank. Concurrently, a Professorial Lecturer at the University of Santo Tomas Graduate School, Philippine Normal University, Manila, and Cagayan State University – Carig Campus.

Dr. Gonzales is an accomplished global education professional with wide-ranging international operations and policy experience working at the country level in Asia-Pacific, the Middle East, and Africa and with global initiatives. 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 education policy and reforms, curriculum and assessment, teacher training and development, monitoring, and evaluation, and TVET/skills development (4IR).

He completed a Ph.D. in Education, major in Research, Evaluation, and cognates in Psychology and Industrial Relations, a Master of Science in educational measurement and evaluation, a graduate diploma in cognitive psychology, and a B.Sc. in Psychology (Cum Laude). He recently completed a Diploma Course in Project Management from the University of California, Irvine, USA.

He is the founding Chairman and President of the Philippine Educational Measurement and Evaluation Association (PEMEA) and presently serves as an Honorary Adviser. He is a Fellow of the Psychological Association of the Philippines (PAP) and a Regular Member of the National Research Council of the Philippines (NRCP). He serves as the Vice-Chair of the NRCP Division 1 (Government, Educational, and International Policies). He is also a member of the International School Psychology Association (ISPA), National Council of Research in Education, USA, American Psychological Association, International Vocational Education and Training Association (IVETA), and Project Management Institute (PMI). He is a member of various scientific and professional journal editorial boards. He was one of the former Associate Editors of the International Journal of School and Educational Psychology (a Scopus Journal published by Routledge Taylor & Francis Group).

Dr. Gonzales was recently awarded the Professional Achievement Award by the University of the Philippines' College of Education Alumni Association and was a recipient of the President Elpidio Quirino Outstanding Educator Award given by the Philippine Embassy of Dhaka, Bangladesh.

PANEL DISCUSSION 4

ASSESSMENT STRATEGIES FOR LEARNING RECOVERY

Day 3 - August 26, 2023
9:45 AM - 11:30 AM

DepEd Region 5 Initiatives on the Implementation of the Learning Recovery Plan

DR. GILBERT T. SADSAD is best known for his outstanding initiatives as a leader in different regions of assignment. In 2016, he was tasked to organize the Regional Office of Negros Island Region in Dumaguete City, where he set up a sub-office in Bacolod City, initiated the opening of various schools, and instigated Project SHAPE (School Heads Advancement for Performance Excellence) in NIR. When he was assigned as OIC- Regional Director in Region IV-B, he introduced the “3 3 3” Strategy of providing service to the clientele; Greater Access to Learning Opportunities in schools without a permit, and mobile processing of government school permits.

At present, he advocates the mantra: DepEd Bicol CARES, SHARES, and SERVES with SMILE, and ensures the smooth delivery of services at the Office through the Document Tracking System. Dr. Sadsad champions the implementation of the Learning Recovery Plan in Region V, the first in the entire country; to address the massive learning loss among early-grade learners brought about by school closures during the pandemic. Through his leadership, DepEd Region V is now able to reverse learning losses and accelerate learning.

Moderated by
Neil O. Pariñas
PEMEA External Relations Officer
De La Salle-College of Saint Benilde

PLENARY TALK
STUDENT CONGRESS

The Ethics of Using AI for Academic Purposes

Day 3 - August 26, 2023
1:00 PM - 4:00 PM

DR. KRIZNA REI M. PALCES is a full time professor at the Philippine Normal University since 2014. He was designated as Senior Program Manager for Philippine Research Center for Teacher Quality from 2016 to 2017, in which he handled a nationwide program for the audit of Teacher Education Institutions' curriculum. As the former Director of Linkages and Internationalization Office, he handled national and international academic events, programs, and affiliations. Dr. Places also served as the Head of the Center for Transformative Education; he managed community extension programs and events.

He designed PNU's syllabi and learning modules for philosophy and related courses in the graduate and undergraduate levels. He also conducted research on multiculturalism, plagiarism, and critical thinking. He contextualized philosophy in the service of teacher education in the context of PNU as the National Center for Teacher Education.

Moderated by
Maria Felicitas M. Mamauag, PhD
Liceo de Cagayan University

PANEL DISCUSSION
STUDENT CONGRESS

Day 3 - August 26, 2023
1:00 PM - 4:00 PM

The Role of Teachers in Teaching About AI and Using it to Improve Learning Outcomes

DR. CHRISTOPHER F. SASOT is an Associate Professor and Graduate School Quality Assurance Coordinator at the Polytechnic University of the Philippines. He finished his PhD in Psychology from the Ateneo de Manila University. He is involved in teaching and research in Psychology, with specialization in social issues.

Dr. Sasot believes that the range of cyberbullying tactics is wide and is continually changing as new technology emerges and different social networking sites pop up. His research on positioning theory inquiry hopes to shed light and possibly solutions to cyberbullying, demonization of community pantries, and other emerging social issues.

Strategies to Overcome Learning Loss

DR. GEM JUVI GABISON-OCA is the Special Education Resource Specialist of the Olympic View Elementary School of the Chula Vista Elementary School District in San Diego and the Vice President of UNIFFIED Inglewood Chapter. She was a pedagogue of New York City Public Schools from 2006 to 2015. Further, she was also the College of Arts & Sciences Dean of Cebu Institute of Technology University from 2003 to 2006 and was the Chair of the Depart of Languages and Literature of University of San Carlos from 2000 to 2001.

PANEL DISCUSSION
STUDENT CONGRESS

Day 3 - August 26, 2023
1:00 PM - 4:00 PM

The Fairness, Validity, and Reliability of Online Exams

MARIA RHODORA M. SANTOS is the founder and part owner of Amicus KOI Solutions, a Women Owned Business registered in USA, Australia, and Philippines as Microsoft Solution Partner. Prior to Amicus KOI Solutions, she held various project management positions in the following industries: telecommunication, software consulting company, airline industry and education. Rhodora was invited as one of the resource speakers in workshops and conventions. She is active in Filipino-Australian community and various projects of Filipino-American community. Rhodora has 20+ years' experience in all facets of software development, program and project management, solution planning, user training, and operations support. She has successfully been involved in project management of transformation programs in Australia, French Polynesia Territories, United States of America, Europe, Middle East and Philippines. The Amicus KOI Solutions logo shows the three intertwined fish following the proverb "give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime." Rhodora's advocacy is to bridge the gap between educators and learners in technology for life-long learning.

Moderated by
Maria Felicitas M. Mamauag, PhD
Liceo de Cagayan University

ABSTRACTS OF KEYNOTE ADDRESSES, PLENARY TALKS AND PANEL DISCUSSIONS

DAY 1 - AUGUST 24, 2023

KEYNOTE ADDRESS 1

Learning Loss is Real: An Analysis of COVID-19 Student Learning Loss

Dr. Sungsup Ra
Deputy Director General, Sectors Group
Asian Development Bank

The COVID-19 pandemic has disrupted education systems worldwide, leading to significant impacts on student learning. The presentation aims to shed light on the reality of learning loss resulting from the pandemic and provide an analysis of its effects and the possible steps forward to recover. Overall, the presentation provides an analysis of COVID-19-induced learning loss, offering a nuanced understanding of its causes and effects especially in Asia and the Pacific, along with suggestions for potential solutions. By recognizing the reality of learning loss, there is a need to work towards implementing effective measures to support students and ensure a more equitable and inclusive education system in the post-pandemic era.

KEYNOTE ADDRESS 2

State and Directions of the Philippine Education in the Post-Pandemic Era

Hon. Sherwin T. Gatchalian
Senator, 19th Congress, Senate of the Philippines

The keynote address covers the Senate's findings and recommendations on learning loss. Based on UNESCO's data, the Philippines has the highest number of days of full school closures. Meanwhile, 60% of the poorest 25% of households have no access to the internet and relied only on the printed modules as their primary mode of learning. This is confirmed by the 2020 World Bank survey, in which the top three barriers to learning among the low income household include lack of access to gadgets, unable to focus without supervision, and limited/no internet access.

DepEd NCR and DepEd Bicol Region initiated the Comprehensive Rapid Literacy Assessment (CRLA) through the support of a foreign development agency. It was found out that by the end of SY 2021-2022, 34% of Grades 1-3 learners in NCR and 75% of Grades 1-3 learners in Bicol Region are not grade-ready. This prompted the filing of Senate Bill No. 1604 or the Academic Recovery and Accessible Learning (ARAL Bill). There are other reform initiatives being considered by EDCOM-2 such as the crucial role of assessment and research, preferably by an independent expert group.

DAY 1 - AUGUST 24, 2023

PLENARY TALK 1

Admission to Higher Education: Considerations and Challenges in a Changing World

Dr. Anat Ben-Simon
Former President, International Association for Educational Assessment

The first two decades of the 21st century were characterized by far-reaching changes in the k-12 education system, in higher education, and in the field of educational assessment respectively. Perhaps the most notable trends were, an increasing use of technology, in teaching, learning, and assessment, a redefinition of the knowledge and skills required for effective functioning and success, both in everyday life and in the workplace, and an increasing criticism of testing and selection practices which indicate social injustice. While most of these trends progressed slowly in the first two decades of the 21st century, they accelerated substantially during the Covid-19 years which presented a great challenge to all education systems as well as examination boards. However, at the same time, these challenges offered a unique opportunity for long overdue reflection and reinvigoration of teaching, learning, and assessment.

The current presentation focuses on admission practices to higher education. First, we will review common approaches, methods, and models for screening candidates. We will then examine their implications for academic institutions as well as for society at large. Special attention will be given to the tension between the desire for excellence and the need for inclusion, and different ways to forge a balance between these two goals. Following, we will review leading considerations in planning an admission system for higher education, including a review and analysis of assessment tools commonly used around the world that may have a decisive effect on the adoption of this or that method. Then we will review different tools used to sort candidates with an emphasis on the advantages and disadvantages of each tool.

Finally, we will review some current and prospective trends in the field of higher education and explore their potential implications on the design of the admission system.

PANEL DISCUSSION 1

Impact of Pandemic on Filipino Students' Learning

Ms. Krupskaya (Kay) M. Añonuevo
Chief, Technical Specialist, EDCOM2

Learning loss and recovery is a priority area of the Second Congressional Commission on Education (EDCOM2). Based on the presentations shared during the EDCOM2 meeting on learning recovery: a) children who had not acquired foundational literacy skills before the pandemic struggled (compared to those who already had the foundational literacy skills before the pandemic b) Grade 6 learners' critical thinking and problem-solving skills went down, whereas their information literacy skills stayed the same, and c) in a study looking at private school students' learning loss, the learning loss is higher at the upper-grade levels. The range of learning losses emphasizes the need for widespread use of assessments to assess learning loss
and make targeted learning recovery interventions. Assessments are also critical for investigating the long-term socio-emotional effects of the pandemic on students' learning, as well as anticipating the support schools and teachers need to provide continuing student remediation.

National Learning Loss Assessment Results: Philippine Assessment for Learning Loss Solution (PALLS)

Dr. Richard R. Jugar
Dean of Education, San Carlos University

Thames International and the University of San Carlos adopted the ADB Framework in coming up with the first national baseline indicative data on learning loss. A total of 3,600 Grades 1 to 12 students from 18 private schools across the country were given tests that covered the third and fourth quarter Most Essential Learning Competencies (MELCS) in Math, English and Science. The Philippine Assessment for Learning Loss Solutions (PALLS) is a free online assessment tool that measures indicative proficiency in light of the concept of recency. Test takers answered a total of 75 multiple choice items for the three core subjects of their previous grade level.

With 60% as the standard passing score, results show below passing marks for Science and Mathematics; only English registered a barely passing mark. Based on the mean score trends across grade levels, the older the students, the lower the results. Therefore, the magnitude of learning loss is much higher at the upper grade levels. The recommendations include periodic and granular assessment; remediation programs with technology, tv, online support; teacher upskilling; and, tutor recruitment and training.

DAY 1 - AUGUST 24, 2023

PANEL DISCUSSION 2

Role of Assessment in Post-Covid Education

Atty. Nepomuceno A. Malaluan
Former Undersecretary, Department of Education

Large-scale assessments, both national and international, will play a key role in addressing the challenge of quality in basic education, including the system-wide learning recovery from the impact of COVID 19. The Philippine government, through the Department of Education (DepEd), has embraced large scale assessments as a key indicator of education quality, with specific targets specified in the Philippine Development Plan 2023-2028 for National Achievement Tests, and improved ranking for the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). To be truly significant, however, large scale assessments must serve their purpose, and not be relegated to unused data. DepEd can facilitate this by taking important steps that may be regarded as low-hanging fruit. First, integrate large-scale assessment results in the Enhanced Basic Education Information System. Second, make the data available within and outside DepEd for research and analysis. Third, include large scale assessment outcomes in planning, monitoring and evaluation at national, regional, division and school levels. Fourth, publish technical information on the large-scale assessments used by DepEd so that they are well understood by the education community, and by the schools and relevant DepEd units to foster alignment with curriculum, teaching, and classroom assessment. Fifth, make a comprehensive professional development course on DepEd's assessment system a compulsory offering for teachers, school leaders and relevant units. Sixth, facilitate and promote inter-school exchanges on effective school management and teaching practices in terms of school-level large-scale assessment performance. Seventh, allocate an appreciable portion of DepEd' research budget to rigorous and high-quality analysis of large scale assessment and context data to inform national policy and school-level interventions.

Corresponding Assessment Protocols for Learning Loss and Gaps: What is the Difference?

Dr. Carlo P. Magno
Center for Learning and Assessment Development-Asia
United States Agency for International Development (USAID) ABC+ RTI

The session distinguishes learning loss and learning gap conceptually and statistically. Data from large scale assessment on fundamentals skills involving literacy and numeracy are used to demonstrate the difference between learning loss and gap. Estimation of learning loss is derived from actual performance of learners resulting in no progress or decline on performance. Gap is estimated given the distance between the actual performance and the projected performance. Two kinds of learning gaps are estimated, vertical and horizontal gaps using both classical test theory and item response theory. Given such results, initiatives on the learning recovery priorities of three regions in the Philippines are presented.

DAY 1 - AUGUST 24, 2023

PANEL DISCUSSION 2

Role of Large-Scale Assessment in Learning Recovery

Mr. Alejandro S. Ibañez
SEA-PLM Project Manager and Policy and Program Specialist
SEAMEO Secretariat, Bangkok

The global learning recovery landscape reveals a stark reality wherein merely 1 in 5 countries had an explicit and comprehensive strategy or plan to recover and accelerate learning after reopening of schools. This stems from a recently published report of the World Bank that further says that only less than a third of countries implemented policy measures known to be cost-effective in improving learning. The report concluded that most countries did not fully comprehend the necessity for learning recovery and learning acceleration. This glaring policy gap is compounded by a lack of understanding surrounding the imperative of learning recovery, often stemming from fragmented and inconsistent data collection efforts. To address these challenges, the proposed solution is a menu of assessment options where International Large-Scale Assessments (ILSA) play a crucial role.

I argue that ILSA, as exemplified in the case of the Southeast Asia Primary Learning Metrics (SEA-PLM), provides paramount significance to education systems in three (3) pivotal dimensions: i) first, as a source of valid and reliable data in alignment with national, regional, and global educational objectives, ii) second, as a mechanism for spotlighting equity-centered concerns, amplifying the focus and voices within marginalized groups, and iii) third, as a catalyst for sustained, system-wide monitoring of learning outcomes. Addressing the data fragmentation predicament necessitates embracing a diverse array of assessment options, with ILSA emerging as a potent resource for continuously gauging learning achievements. This was best exemplified in the case of the Southeast Asia Primary Learning Metrics (SEA-PLM), as the first regional large-scale assessment in the region. The SEA-PLM 2019 data, through the crafted proficiency levels in the measured cognitive areas, were found to align on SDG 4.1.1a and 4.1.1b indicators making the reporting of these indicators possible at the national and regional-levels. SEA-PLM 2019 also reported on the knowledge, attitudes, and behavior of students in terms of global citizenship and other related issues. This component of the assessment contributes to reporting on SDG 4.7, particularly advancing sustainable development and global citizenship concepts and constructs.

Notably, SEA-PLM unveils nuanced insights into equity-focused concerns, delving into factors impacting diverse learners, including low-performing readers, learning gender-based learning disparities, influential student and school-level determinants of academic resilience, teachers' work conditions, and nexus between learning outcomes and children's well-being. These findings serves as a vital bedrock for shaping policy responses and steering educational agenda at the national-level. The cyclical nature of the data collection further fuels longitudinal analysis, enabling continuous monitoring of learning outcomes against the backdrop of education benchmarks, such as the UN SDG 4 2030.

In conclusion, ILSA emerges as a pivotal cross-national assessment strategy, empowering countries to fortify data collection, thereby yielding profound insights that underpin evidence-driven policy making across various tiers of the education system.

DAY 2 - AUGUST 25, 2023

KEYNOTE ADDRESS 3

Leveraging Educational Assessment and Evaluation to Build Better Education Systems

Dr. David M. Fetterman
President and CEO, Fetterman & Associates

Empowerment evaluation was introduced to the field by Dr. David Fetterman, during his presidential address at the American Evaluation Association. It is practiced in over 18 countries and operates in places ranging from Google and Hewlett-Packard to townships in South Africa. It was used to help bridge the digital divide in communities of color across the nation. It was also used by Stanford University's School of Medicine and the California Institute of Integral Studies, as they prepared for and passed their accreditation site visit.

Empowerment evaluation is designed to place evaluation in the hands of community and staff members. The more that people conduct their own evaluations the more credible the findings and recommendations, largely because they own them. Ownership contributes to credibility which in turn contributes to sustainability. An empowerment evaluator or critical friend facilitates the process, while the community retains control of it. The presentation will highlight the theory, concepts, principles, and steps of the approach.

Dr. Fetterman will highlight contemporary empowerment evaluation examples presented in his new book Empowerment Evaluation and Social Justice: Confronting the Culture of Silence. One of his case examples includes a USAID-funded initiative designed to help eliminate tuberculosis in India. A second Starbucks and Feeding America funded empowerment evaluation is focused on food justice, working with food banks across the country as they apply a racial equity lens to
their work. The aim in both examples is to demonstrate how to facilitate an empowerment evaluation when a pre-existing evaluation and work plan are operating in place.

Empowerment evaluation is also inexorably bound to the pursuit of social justice. It is a guiding principle in empowerment evaluation. The empowerment evaluation case studies provide in this presentation will highlight the powerful role of an empowerment evaluation in pursuit of social justice.

PLENARY TALK 2

Overview of Learning Recovery Post-COVID 19: Regional and International Roadmaps for Learning Recovery

Dr. Margarete Sachs-Israel
Chief of Section for Inclusive Quality Education
UNESCO Bangkok, Asia and Pacific Regional Bureau for Education

This presentation describes the impact of COVID-19 on student achievement in Asia- Pacific, particularly how prolonged school closures profoundly disrupted education and learning, and deepened pre-existing disparities and low learning outcomes in education. Large scale assessments monitor learning at the system level and can be highly effective in raising awareness and informing policy. LSA can be used comparatively, serving benchmarking purposes. In countries with data from earlier learning assessments, the impact of COVID-19 on learning outcomes can be measured more accurately.

It also enumerates some of the effective assessment and teaching strategies for learning recovery. Within the RAPID Learning Recovery Framework, diagnostic assessment is used to assess where learners are in their learning, in order to prioritize learning areas for increased catch-up learning. Diagnostic assessment is vital in the context of learning loss and learning gaps. There is a need to clarify the learning expectations (what the learner is expected to know and know-how by the end of the grade cycle), and the learning progression (how the learner reaches the level of expectations). This form of assessment allows teachers to identify learning gaps before a new teaching and learning unit, grade, cycle so that they can adapt their instruction and provide adequate support to each student.

Towards the end, the presentation explains UNESCO's work in supporting quality learning. One example to address learning gaps is to build teachers' capacity in assessment for learning and learner-centered pedagogies in Asia and Pacific.

DAY 2 - AUGUST 25, 2023

PANEL DISCUSSION 3

Analysis of K-12 Assessment Policies and Their Responsiveness to SDGs

Dr. Marilyn U. Balagtas
Dean of Graduate Studies and Teacher Education Research
Philippine Normal University

This study aims to provide advice to policy makers on the areas for improvement in the four assessment policies in the K to 12 assessment program to be at par with global standards of quality, equality, and equity in basic education. Analysis was done to determine the level of responsiveness of four K to 12 assessment policies formulated by the Department of Education on some Sustainable Development Goals (SDG) 4.0 indicators on quality, SDG 5.0 indicators on equality, and SDG 10.0 indicators on equity. Through document analysis, coding was done to determine the indicators in the four assessment policies that could represent the purpose, process, practice, and product of assessment categorized into some SDG 4.0, 5.0, 10.0 indicators. The study revealed gaps in how the pre-pandemic classroom, national, and system assessment policies were crafted including the interim assessment policy that DepEd has released during the pandemic. Given the identified gaps and inconsistency in policy statements to capture the SDG indicators, it is recommended for DepEd to revisit and reformulate its classroom, national, system, and interim assessment policies to ensure consistency in their target purpose, process, practice, and product to attain global quality, equity, and equality in basic education in the post-pandemic era.

Reopen, Recover, and Resilience in Education: Guidelines for ASEAN Countries

Dr. Roger Yap Chao Jr.
Assistant Director/Head of Education, Youth and Sports
The ASEAN Secretariat

The learning crisis existed even before the COVID-19 pandemic and as we move forward to address the learning crisis there is a need to learn from the lessons learned during the COVID pandemic. The need to ensure that schools remain open during pandemics and disasters, approaches to recover learning, and the urgent need to transform education to be more resilient are just some of these lessons. The Reopen, Recover & Resilience in Education: Guidelines for ASEAN Countries provide key actions/initiatives to address these challenges. The presentation provides key highlights and recommendations of these guidelines.

UN Initiatives in Transforming Philippine Education

Mr. Nicholas M. Tenazas
Education Specialist, UNICEF-Philippines

UNICEF considers the key deprivations for Filipino children such as malnutrition, poverty, drop in immunization, lack of basic drinking water, various forms of violence, etc. The learning trajectory pre- and post-COVID is affected by the length of school closure, as well as the presence of armed conflict. The RAPID framework is used in laying down UNICEF initiatives to transform Philippine education:

- Reach (advocacy for pre-school and school reopening; pre-school and school enrolment campaigns; early detection of DDDs)
- Assess (kindergarten to grade 4 longitudinal study; learning loss prediction model; rapid assessments when schools reopened; International Large-Scale Assessment: Southeast Asia –Primary Learning Metrics)
- Prioritize (support on curriculum refinement; 8-week learning recovery program in Region 8)
- Increase (lesson exemplars for new Kto10 curriculum; multigrade program; School in a Bag and Learning Passport; Digital stories and apps for STEM, with functionalities for CWD; system support for ALS)
- Develop (MHPSS assessment of PH; extensive work on health, nutrition, WASH, and child protection; disaster response)

Research Roadmap for Science and Technology Post Covid-19

Dr. Bernardo N. Sepeda
Executive Director, National Research Council of the Philippines

Our main objective is to present the Harmonized National Research Agenda 2022-2028 focusing on the priority topics in the five major areas of Science, Technology, and Innovation (STI) Research Development. We will briefly describe a transdisciplinary research approach as the way to go. We will then present the updated STI Research Development roadmaps being implemented by the Department of Science and Technology, which is the lead agency that implements the matter. We will show opportunities for collaboration that we can explore as researchers and scientists, especially those that we implement in the NRCP. I will close with some potential moving forward actions as we realize our vision as a nation viz a viz the 17 SDGs.

DAY 3 - AUGUST 26, 2023

KEYNOTE ADDRESS 4

Effective Teaching Strategies for Student Learning Recovery Post-Covid

Dr. Ina V.S. Mullis
Executive Director, TIMSS & PIRLS International Study Center

This Keynote presents fourth grade results from the TIMSS 2019 international assessment of mathematics and science in 58 countries around the world including the Philippines. Placing the results for the Philippines in an international context can provide valuable insights into future directions for invigorating the country's educational system post COVID-19. To provide the best information possible to help improve mathematics and science teaching and learning, TIMSS has developed a model for examining the contexts for teaching and learning mathematics and science that includes a number of home, school, and classroom factors. Collecting background information from students' parents, their principals and teachers, as well as the students themselves offers a way to consider students' educational achievement in relation to various aspects of the educational system. The presentation will cover home SES, school environment (e.g., emphasis on academic success and school safety), curriculum, classroom instruction, and student attitudes.

PANEL DISCUSSION 4

Learning Recovery Actions of Private Secondary Schools Participating in ESC Program

Dr. Miguel Q. Rapatan
De La Salle University

In line with its mandate to provide varied forms of support for private schools to deliver quality education, the Private Education Assistance Committee or PEAC commissioned a study to inquire into how private secondary schools (Junior High School level) participating in the Educational Service Contract (ESC) program are designing and undertaking learning recovery programs as they re-open in their respective milieus. Due to the lack of available data on these schools' efforts to address various challenges related to the delivery of instruction during the time when schools shutdown their campuses, a baseline profile of schools' Learning Recovery Actions or LRA was obtained through a survey. The survey consisted of 51 items covering both selected response items and open-ended questions in relation to identified context variables such as geographic location, school size, tuition rates, faculty turnover, student drop-out rates, and certification status. A total of 1,789 schools answered the survey (the number represents 50.06% of the total number of ESC schools which is 3,574). Data on schools were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation. The schools' demographic data served as the independent variable and the schools' LRA was treated as the dependent variable. Correlation and linear regression analyses were conducted using the open-source software JASP Version 0.16.3 (2022). For the responses in the open-ended questions, the study utilized NVIVO 12 Plus. Word charts and word clouds were established along with thematic maps that showed patterns and relationships in the various comments given by survey respondents.

In general, the findings and results show that there is widespread perception of learning loss in the schools that participated in the survey based on results of classroom-based assessments, online tasks in the schools' Learning Management System, and in some schools, in standardized tests. However, the schools' descriptions of learning loss differ widely from current articulations of learning loss in various research. Consequently, their understanding has resulted in Learning Recovery Actions that do not involve much use of data analysis and in-depth examination of students' learning difficulties in accomplishing certain competencies. In comparison to other studies on schools' experiences of LRA, the statistical and thematic maps comparative analyses underline the importance of considering school context factors in relation to LRA such as enrolment, certification status, region poverty incidence and learning modality. In the case of PEAC Junior High Schools, the factor of enrolment and regional poverty incidence may indicate the school's capacity to do LRA; certification status may point to the presence of a school's quality assurance system to support and sustain LRA; and the combination of learning modalities may suggest the school's ability to provide differentiated forms of LRA.

DAY 3 - AUGUST 26, 2023

PANEL DISCUSSION 4

How will TVET Curriculum and Implementation and Evaluation Transform, Advance, and Innovate in the Post-Pandemic Era? : Reflections for the Philippines

Dr. Richard DLC Gonzales
Chief Executive Advisor/Lead Education & Skills Development Specialist
Inno-Change International Consultants, Inc.

The disruption of the COVID-19 pandemic to the school system has been overwhelming. The Technical and vocational education and Training (TVET) particularly suffered from the school closure as training and assessing practical skills are main its main features, and it is so hard to do them remotely or online. TVET intrinsically requires hands-on and face-to-face training. This presentation describes some experiences of selected countries and how TVET halted skills development and assessment activities during the COVID-19 pandemic. From these experiences, this paper will provide insights into how the TVET curriculum implementation and evaluation in the Philippines will transform, advance, and innovate in the post-pandemic era and remain steadfast for any further natural and contrived shocks.

DepEd Region 5 Initiatives on the Implementation of the Learning Recovery Plan

Dr. Gilbert T. Sadsad
Regional Director, Department of Education Region V

COVID-19 pandemic compelled education communities to implement lengthy school closures and remote instruction which resulted in devastating learning loss among the most vulnerable learners in the early grades. As schools reopened after the pandemic, there was a need for a cohesive Learning Recovery Program to reverse learning losses and accelerate learning through the implementation of interventions that focused mainly on helping early-grade learners acquire foundational skills. Cognizant of this, the Department of Education Regional Office V implemented the 8-Week Learning Recovery Curriculum at the start of School Year 2022-2023, after a regional literacy assessment revealed that a substantial number of learners in Grades 1-3 could not read. The contextualized literacy curriculum taught by the early-grade teachers used formative assessments to group students based on their reading abilities and provide differentiated instruction on literacy that addressed the learners' specific reading difficulty and learning pace for eight weeks. A regional assessment given after the implementation of the 8-week learning recovery program showed significant improvement in the reading ability of learners in Grades 1-3, but a sizable subset of learners could not still read as expected in their grade level. Therefore, the schools continued with remedial interventions in the form of pull-out classes and after-school intervention classes throughout the school year. These learning recovery practices in Region V resulted in a much-improved reading ability of Grades 1 to 3 learners.

DAY 3 - AUGUST 26, 2023

STUDENT CONGRESS PLENARY TALK

The Ethics of Using AI for Academic Purposes

Dr. Krizna Rei M. Palces
Director, University Center for Gender and Development
Philippine Normal University

Since the release of ChatGPT last November of 2022, various institutions across the globe have taken great interest in narrow AIs, particularly language model AIs. Among those institutions, the academe has been most alarmed, citing concerns about a novel method of intellectual dishonesty that challenges academic integrity. Due to lack of reliable AI detection software, many institutions have prohibited the use of AI in accomplishing outputs. Some universities, however, have integrated the use of AI, employing citation protocols. In both cases of AI prohibition and AI integration, this study argues that academic equity will worsen. In cases of AI prohibition, an analysis of: 1) the feasibility of a reliable AI detection software; 2) the costs of an institutional subscription to AI versus the average institutional funds per year; 3) and the costs of faculty training versus faculty development funds shall show that educational equity will worsen. In cases of AI integration, an analysis of: 1) the costs of an institutional subscription to AI versus the funds per year; 2) the costs of a personal subscription versus the monthly family income; 3) and the costs of faculty training shall show that educational equity shall also be negatively affected. This article shall also discuss how a review of the contemporary principles of assessment must take place in terms of the AI revolution.

STUDENT CONGRESS PANEL DISCUSSION

Strategies to Overcome Learning Loss

Dr. Gem Juvi Gabison-Oca
Vice-President, UNIFFIED Inglewood Chapter

Since schools have reopened in the US post COVID, educators have been trying to address student learning loss. 2022 statewide tests countrywide showed a significant drop in terms of the number of students meeting state standards in Math and English Language Arts. San Diego County showed a decrease of 7 percentage points in Math and 4 percentage points in English language Arts. These are by far the largest drops since statewide testing has been implemented. Such numbers have erased five years of growth in math scores and nearly all growth in English scores. Having observed that learning loss has widened the academic gaps of the students in the Olympic View Elementary Resource Specialist program (General Education students with Special Education services) caseload, interventions and programs have been implemented. The program continued its “needs based approach” to identify where the students are at, leveraged technology for learning, offered tutoring or extended school supports, developed individualized plans, strengthened partnership with home and ascertained building effective relationships through the Leader in Me program with all stakeholders.

The Fairness, Validity, and Reliability of Online Exams

Ms. Ma. Rhodora M. Santos
President and CEO, Amicus Koi Solutions

The concerns on online exams fairness, validity and reliability were magnified in 2020 when Covid19 pandemic forced the Philippine educational system to quickly adopt technology in teaching. Based on studies, the concerns about reliability of online learning and exams started way back in the 1980s and early 1990s when technology has started to move ahead and provides flexibility of where we need and want to study. The discussion about fairness is nothing new as stated by Amy Gibson in their studies about “academic dishonesty is a concern at any educational level.” The numerous studies trying to look at academic dishonesty provides insights into what are the concerns and potential recommendations that educational institutions could adopt and consider avoiding questions whether the results of online exams are fair, valid, and reliable. The implementation of online proctoring tools and strategies to prevent and detect academic dishonesty in online exams has helped various schools and universities. As students start to have maturity and increased ethical responsibility in utilizing the online exams has yielded reliable online exam results.

ABSTRACTS OF PAPER PRESENTATIONS

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A1: Strategic Interventions for Students' Learning

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Neil O. Pariñas

A1-1 Improving Students' Academic Performance in Mathematics 8 Using Filipinized Competency-Based Instruction (FIL-CBI) Approach

Leandro Jose O. Angeles & Sherwin Vill S. Soto
Gen. Licerio Geronimo Memorial National High School

One of the definitive struggles of modular learners is understanding Math instructional materials written in English. This study is focused on identifying the effectiveness of Filipinized Competency-based Instruction (Fil-CBI) in teaching Mathematics. Twenty-four (24) Grade 8 learners were selected to participate in the study. The participants were divided into two groups with statistically the same level as previous Math performance. Both groups took a 25-item pretest and posttest involving one of the identified least mastered skills in Mathematics 8. The teacher-researchers facilitated a modular learning session in between the conduct of the pretest and posttest. The control group used instructional material written completely in English, while the experimental group utilized the Fil-CBI instructional material. Although both groups showed an improvement based on the comparison of the pretest and posttest, the result of the one- tailed independent t-test indicated that the experimental group outperformed the control group ($p < .05$). This confirms the effectiveness of the Fil-CBI approach in comparison with the traditional approach of using English as the medium of instruction in Math self-paced instructional material.

A1-2 Impact of English-Language Series with Subtitles on the English Proficiency of Grade 12 Students from a Private Learning Institution in Tacloban City

Shannen Faith E. Soria
Liceo del Verbo Divino, Inc.

English has become increasingly the vehicle language used for global communication. English language learners have several academic difficulties in learning English as a second language, like reading and writing which are prerequisites for writing essays to completing job applications. However, audiovisual resources with subtitles are one of the strategies to engage learners in the modern classroom. This study aims to determine whether English– language series with subtitles (ELSWS) can be a useful strategy for improving students' English proficiency. Quasi-experimental design was employed wherein English proficiency of 107 Grade 12 students was assessed using the English–Language Proficiency Assessment. The findings revealed a mean of 25.5 interpreted as "Good to Average" but when correlated with their frequency of watching ELSWS showed a weak negligible relationship as there is no significance in terms of their grammar, vocabulary, and reading comprehension. Hence, the frequency of watching ELSWS does not guarantee English proficient students. It is recommended to explore other variables influencing students' English proficiency upon watching ELSWS and aid teachers in optimizing it as a strategy to improve their proficiency.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A1: Strategic Interventions for Students' Learning

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Neil O. Pariñas

A1-3 Effect of Strategic Intervention Material with Augmented Reality on Improving Students' Engagement, Comprehension, and Attitude Towards Science

Melandro D. Santos[1] & Josephine S. Feliciano[2]
[1]Timoteo Paez Integrated School, [2]Science Education Institute-Department of Science and Technology

The study aimed to determine the effect of Strategic Intervention Material in Teaching with Augmented Reality (SIMaTAR) on the mastery of earth science concepts, engagement, and attitude towards science during the SY 2021-2022. Quasi-experimental and descriptive methods of research was utilized to determine the effect of the mobile augmented reality application. Participants were purposively selected sixty (60) Grade 8 students, composed of 30 as control group and another 30 as experimental group. Research instruments includes the Attitude Towards Science Assessment Form, Pre- and Post-test for the Mastery of Earth Science Concepts, Student's Engagement Survey Form and Focus Group Discussion Interview Form. This study revealed that there is significant improvement in student's learning outcomes as well as their level of engagement in online science. There is no change in all indicators of students' attitude towards science after Augmented Reality (AR) implementation. On the other hand, there is a significant difference found between the post-test of experimental and control group. The excellent students' index of satisfaction supports the premise that AR can increase the learning interest and motivation of students that eventually improve performance. Furthermore, the findings revealed that the utilization of AR could substantially improve the teaching and learning process by increasing their level of engagement in online science class. The utilization of AR application in classroom teaching yielded high engagement among students and improved their time on-task compared with non-digital learning activities. This technology could serve as a supplementary learning material for both intervention and enrichment lessons.

A1-4 Participation in International-Large Scale Assessment: Opportunities and Challenges in the Post-Pandemic Era

Jay-Art F. Agustin[1] & Marilyn U. Balagtas[2]
[1]Tarlac State University, [2]Philippine Normal University

The results of International Large-Scale Assessments (ILSAs) participation have impacted many education systems in the world, including the Philippines'. This paper identified the opportunities and challenges in the participation in ILSAs of the Philippines and the recommended possible actions to gain from its results. The paper drew out the opportunities and challenges from studies and literature on ILSAs in journals and other reliable resources on the Internet published within 2012 to 2023. The opportunities identified include the forming of a comprehensive monitoring system, generating insight for curriculum reforms, responding to the call of internationalization, and establishing a longitudinal database. Challenges identified include major curriculum reviews following ILSA participation, misinterpretation of ILSA results, and politics involved in the process of ILSA participation. Finally, recommendations were given to address the issues on the benefits of ILSA participation. Continuous ILSA participation, proper interpretation of ILSA results, alignment of classroom-based and national assessments to ILSAs, and inclusion of ILSA in future policy making were some recommendations given.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A2: Towards School-Based Interventions

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Marie Antoniette Alino

A2-1 Back to Graduate School: Inputs for Intervention Program

Gilbert S. Arrieta
Philippine Normal University

For various reasons, graduate students stopped or became inactive from their studies. Eventually, some discontinued but others returned to continue. During the enrollment for the first term of academic year 2022-2023, a significant number of Educational Leadership and Management (EDLM) students returned to the graduate school. Noticing this data, this study was conducted to find out the reasons and other factors related to leaving and returning to the graduate school. It also looked into the experiences of the students on their return to graduate studies including their insights on how they can be assisted. Using the phenomenological method, there were ten participants in the study who were monitored for five months. It was found out that the graduate students temporarily stopped because of leadership tasks and health concerns. They returned to continue fulfilling their dream in earning a graduate degree with the support of their family. In their return, they were apprehensive in the beginning but eventually became comfortable with the support of their professors and classmates. They were refreshed, motivated and acknowledged the responsiveness of the professors and university staff on their concerns. The active involvement of the EDLM student organization was helpful in providing updates and pertinent information. The findings suggested that the support and understanding of professors be sustained and the communication system be improved. Therefore, communication, monitoring, mentoring, orientation on policies and procedures and strong involvement of the EDLM student organization may be considered as inputs for an intervention program.

A2-2 E-learning Tools and Methodologies: Perceived Level of Efficacy and Its Relationship With Select Professional Profile

Damaso I. Educalan
SDO City of Malolos – Bulihan Elementary School

This research study explicates on how to empower or transform educators who are better equipped to deal with the twenty-first century challenges and to seize twenty-first century opportunities so that they will be aware in preparing e-learning tools and methodologies this coming school year 2020-2021. A study by Bradbury (2016); LiTze and Hung (2015); Graham (2001); and Kolb (1984) backing that blended e-learning as core activity and the traditional way of learning as complementary medium for maintaining a concrete interaction between students and teachers. There were 200 public school teacher respondents who participated in the study. The researcher was utilized a semi-structured interview and a 36 – item questionnaire with 1 – 5 Likert Scale adapting Shahzad and Javed. Based on the correlational analysis, it finds out that the relationship between the years in teaching among public school teacher respondents to their perceived level of efficacy were not significant. While in the Educational Attainment of the respondents to their perceived level of efficacy, it reveals that the lowest degree of relationship (0.115) which had a weak correlation and significant verbal interpretation, fell under the behavioral intentions. While, Facilitation Conditions and Social Influence were not significant.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A2: Towards School-Based Interventions

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Marie Antoniette Alino

A2-3 The Social Cognition, Learners' Needs and Mathematical Problem-Solving Skills of Grade 5 Learners: Basis for an Intervention Program

Loida B. De Guzman
Highway Hills Integrated School

This study is intended to determine the social cognition, learner needs, and mathematics problem-solving skills of Grade 5 students to establish a strong foundation for an intervention program using descriptive and correlational methods. The target population for the study was the fifth-grade children at Highway Hills Integrated School. 45 pupils in Grade 5 were involved in this study; 20 of them were from the 9th section and 25 from the 12th section. According to the data, these students do very well in the learning environment and have a high level of social cognition. However, they are beginning to recognize the missing word in a problem, as well as the supplied data that was utilized to solve it and the discernment of viable solutions. It was shown that there is no significant relationship between learners' social cognition, their learning environment, and their problem-solving abilities. This suggests that even though social cognition and the learning environment have a high correlation, there is no relationship to the students' problem-solving abilities. Therefore, Project FOCUS is advised to improve learners' ability to solve mathematics problems.

A2-4 Assessment of Private Schools Operation during the Community Quarantine: Basis for a Learning Recovery Plan

Jocelyn Baniago, Jay R San Pedro, & Cecilia Sy
iACADEMY Nexus Campus

The abrupt switch of schools operation has been aggravating among school leaders, educators, parents, and students, especially during the initial phase of the community quarantine. Innovating school operations through offering various alternative learning modalities and support were provided to mitigate the impact of the community quarantine to the student's learning progress. As school operations are migrating to the new norm of offering educational services, a learning recovery plan should be reconsidered by academic leaders and educators. With this, an assessment of the private schools operations was carried out to identify the different facets of a learning recovery plan that can be endorsed for implementation within the research locale through a descriptive research design. Thus, the academic leaders and educators from private schools in one of the school divisions in the National Capital Region, Philippines were considered in this study. It revealed that the private schools operations were severely affected in regard to enrollment, drop-out and retention rate, number of teaching and non-teaching personnel, and auxiliary/ancillary services. These findings were used as a basis for a learning recovery plan to address the severity of challenges encountered in terms of enrolment, finances, human resource management, school facilities and equipment, stakeholders' engagement, and student's academic performance.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A3: Instrument Development and Validation

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Niclie L. Tiratira

A3-1 The Validity and Reliability of the Culture Fair Intelligence Test in Filipino

Victorius Q. Bibera
Trinity University of Asia

The primary objective of this research study was to validate the Culture Fair Intelligence Test in Filipino (CFIT). The CFIT is a test of general mental capacity and was developed for use with children and adolescents aged from 8 ½ to 17 years. The study is intended for Grades 4 to 6 pupils and Grades 7 to 10 students from the Trinity University of Asia Basic Education Department with the objective of including 100 students per level (total of 800 respondents). To ensure the applicability of the test to the local test takers, Philippine Psychological Corporation (PhilPsyCor) has translated its instructions to the country's national language, Filipino using the standard best practices in translating test. The measurement of general intelligence test of the CFIT has undergone reliability estimation and construct validation based on the convergent comparison of the measure to Otis-Lennon School Ability Test (OLSAT). Evidence of reliability and validity is seen in the CFIT General Intelligence score. The achievement potential measures of the CFIT have also undergone criterion-related validation. The results show that the achievement potential measures are capable of predicting school grade in Filipino. Moreover, the study seeks to explore the psychometric properties of the CFIT to further measure its reliability.

A3-2 Towards the Development of an Achievement test for Grades 1 to 10

Pia Marie Therese P. Papa & Mary Nela S. Aguila
Global Resources for Assessment Curriculum and Evaluation

In 2012, the K-12 Basic Education Curriculum Framework was constituted by the Department of Education (DepEd) to develop Filipinos' readiness and mastery for the 21st Century world of work (DepEd, 2012). To further aid educators and guide students in measuring their proficiency in the core subjects of Philippine education, the Performance Assessment of Standards and Skills-Revised (PASS-R) was designed and developed. In the process of test development of PASS-R, it underwent a series of writing and review by subject matter experts in English, Mathematics, Science, Filipino, and Araling Panlipunan to establish its content validity. It also utilized the item response theory analysis using a 3- parameter logistic model (3PL), which uses discrimination, difficulty, and guessing as parameters. Across grades 1 to 10, 2,037 items in English, 1,664 items in Mathematics, 2,256 in Science, 1,804 in Filipino, and 1,812 items in AP were administered to students of 24 schools across Luzon, Visayas, and Mindanao islands of the Philippines for pilot testing. The initial development resulted in a 40-item test for grades 1-3, a 50-item test for grades 4-6, a 60-item test for grades 7-9, and a 70-item test for grade 10. Recommendations for further validity studies are provided in this research.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A3: Instrument Development and Validation

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Niclie L. Tiratira

A3-3 Development of Panukat ng Ginhawa Buhay: An Initial Validation

Darwin C. Rungduin[1] & Teresita T. Rungduin[2]
[1]Colegio de San Juan de Letran, [2]Philippine Normal University

Indigenizing ginhawa may allow explorations of its psychological dimensions contextualizing Filipino behaviors. However, its personal, fluid, and dynamic nature may pose a challenge regarding how it may be explored locally. This study attempts to objectively assess the Filipino concept of ginhawa and develop a scale showing a comprehensive description encompassing its dimensions. The study used 146 online participants. Items were generated and tested for ginhawa dimensions. Factor analysis identified internal (panloob) and external (panlabas) ginhawa subscales, and some items were eliminated due to weak factor loading. Convergent and divergent validities of the scale were also established. This Ginhawa Scale offers a culturally responsive measurement to assess ginhawa using its bi-dimensional features.

A3-4 Creating 21st Century Assessments in Different Modalities: A Response for Access to Quality Learning in the Post-Pandemic Era

Danda Crimelda Buhain-Garcia[1], Paulo Formalejo[1], Edwin Barba, Jr.[1], & Marilyn U. Balagtas[2]
[1]RISE-Rex Book Store, [2]Philippine Normal University

The COVID-19 global health pandemic has tested the adaptability and creativity not only of schools to continue education amidst crisis but also the assessment companies that provide services to these schools in the administration, analysis, and reporting of assessments to inform the quality of student learning. Hence, during the lockdown, the Rex Institute for Student Excellence, Inc., (RISE), an assessment company in the Philippines, has used this period to create 21t century paper-based and AI-proctored online assessment products and services to reach out to more Philippine schools needing access to quality assessment tools and services. RISE has developed various tests for diagnostic, formative, and summative purposes for Grades 4 to 11 in Mathematics, Science, English, Filipino, and Araling Panlipunan. These tools help address the learning crisis revealed by the dismal results of the International-Large Scale Assessments that the Philippines has participated in, such as the Program for International Student assessment, Trends in International Mathematics and Science Study, and the Southeast Asia Primary Learning Metrics. Given all these challenges brought by the pandemic and ILSAs, RISE aimed to describe the processes and the challenges it has experienced in creating paper-based and AI-proctored assessment tools to inform the quality of learning and thereby inform relevant instruction in basic education schools during the post-pandemic era. The narrative begins with the process in the review and revalidation of the test items up to their finalization, printing and uploading to the platform for online assessment. The experiences and the challenges of the students, administrators, and developers were sought as basis of this narrative. The results revealed different stories that could inform teachers, educators, and schools attempting to migrate to assessments either in face to face or online modalities. The study offers recommendations to test developers and schools on how to sustain the quality of assessment products and services and how to address the challenges in conducting assessments in different modalities in the post-pandemic era.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A4: Understanding the Learner

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Pedrito Aton

A4-1 Understanding the Learner's Course Completion in the New Norm: Graduation Cohort Analysis

Jay R San Pedro, Cecilia Sy, & Jocelyn Baniago
iACADEMY Nexus Campus

Unprecedented disruption to the learning process was evident due to the pandemic COVID-19. In addition, precedent studies revealed that the learning disruption, loss, and completion is high as a learner advances in the ladder of education. It was also observed that learners opted to discontinue in pursuing their studies due to various reasons. With this, an initial investigation with the learner's course completion through a graduation cohort analysis was carried out in a Philippine Private Higher Education Institution. A quantitative-qualitative research design was considered. Results showed that gender ($r = 0.236$, $p = 0.001 < 0.05$) and residency ($r = 0.105$, $p = 0.006 < 0.05$) are positively correlated to the length of course completion. On one hand, graduation cohort analysis revealed that 79% of the learners were able to complete their course on-time with an average of 3.72 years and standard deviation of 1.09 years to complete their respective course program. In addition, financial, mental-health, and resources were the emerging reasons for discontinuation of their learning progress. The salient results of this study can be a basis to address relevant issues in offering educational services in the new norm.

A4-2 Self-Perception of Grade 12 ABM Students in a Private Educational Institution in Tacloban City Toward Their College Readiness

Edizon A. Argota & Donnalyn R. Daloraya
Liceo del Verbo Divino, Inc.

Students, even high achievers, encounter challenges in transitioning from high school to college due to lack of readiness. In the Philippines, K to 12 program was implemented to equip Filipino students with relevant competencies for college and life skills; however, discrepancies in its effectiveness have been evident in the existing literature. In fact, the Philippines today still ranks low in subjects like English, Mathematics, and Science, because students lack literacy and numeracy skills resulting in the K to 12 graduates not yet ready for college. To address such discrepancy, this quantitative study employing descriptive-correlational design was conducted among purposely selected 15 Grade 12 ABM students in a private educational institution in Tacloban City. It aims to determine their self-perception of their overall college readiness in terms of academic, social, and emotional readiness using an adapted checklist from Magnaye (2020) and correlate it with their actual college readiness using a standardized test. The data collected were analyzed by deriving the weighted mean and bivariate Pearson correlation. Findings revealed that student-respondents consider themselves holistically ready for college with accumulated mean of 3.08 interpreted as Prepared, and their accumulated Scholastic Ability Index of 90 interpreted Average. There is a very low negative correlation between their self-perception and actual college readiness with -.04 coefficient value. It is recommended that basic education institutions acquire standardized tests readily available for use and design enrichment programs to achieve the competencies expected of them which consequently improve their confidence to pursue higher education.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION A:
TEACHING AND ASSESSMENT INITIATIVES AND STRATEGIES FOR STUDENTS' LEARNING RECOVERY

CONCURRENT SESSION A4: Understanding the Learner

Day 2 - August 25, 2023
1:15 - 2:30 PM

Moderator: Pedrito Aton

A4-3 Learning Gaps: Clarifying Educational Beliefs and Values Toward Understanding of the Conversation, Pedagogical, and Policy Implications

Elen Joy Alata –Bruza[1] & Jennifer Dimzon[2]
[1]St. Scholastica's College-Manila, [2]Life Academy International

The COVID-19 pandemic has unveiled new dilemmas and intensified persistent problems in education. The terms learning gap, learning loss, learning poverty, and unfinished learning have become popular and have been used interchangeably to refer to the adverse impacts of COVID-19 on the academic achievement of learners worldwide. How schools, stakeholders, and institutions operationally define these terms determine, to a large extent, the kind of management that will match the goal of filling such concerns and the pertinent needs of the teachers and learners. A deficit-based discussion focuses on the concept of "lost learning" and of students being "behind" a well-established benchmark of achievement. This somehow adds trauma to their experience whereas a holistic and an asset-based approach to the discussion prefers "unfinished" learning to imply giving students time they need to succeed in learning knowledge and skills they missed during the pandemic. This study seeks to examine how the terms learning loss, learning poverty, learning gaps, and unfinished learning are used in literature and what their implications are on policy, on the teachers, learners, and on the teaching-learning process. It also clarifies the underlying educational beliefs and values behind the conversations.

A4-4 Assessing the Performance of Grade 7 Students In Solving Operations on Integers: Basis for the Development of Strategic Intervention Material

Leroy A. Flores
President Ramon Magsaysay State University

This study aimed to assess the performance of Grade 7 students in solving problems involving operations on integers as the basis for the development of a Strategic Intervention Material. Through a descriptive research design, the data from 284 Grade 7 students in Iba District, Division of Zambales who are typically adolescents, females, and belonging to poor families, were assessed using a test questionnaire aligned with their curriculum. The findings showed that students performed well in addition, multiplication, and division of integers but have shown poor performance in the subtraction of integers. Their performance in addition and subtraction of integers differs significantly from that of their age variable, but not in multiplication and division. In addition, their performance in the four integer operations differs significantly between their sex variable and not with their family monthly income variable. Based on the result of the assessment, the developed Strategic Intervention Material focusing on the rules of subtracting integers which were evaluated as highly appealing, practical, applicable, meaningful, and useful by adequate experts based on three features: acceptability, applicability, and usefulness. The developed strategic intervention material is highly suggested to be implemented to check its effectiveness with the Grade 7 students.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B1: Assessing Learning Loss and Achievement

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Neil O. Pariñas

B1-1 Predictors of Students' Achievement Scores During Pandemic and Post-Pandemic

Theresse M. Dela Cruz, Pia Marie Therese P. Papa, Arnelli B. Atentar, Jillian S. Navarrete
Rose Arvie R. Dela Cruz, Samantha Mae A. Bringas, & Christel Joy T. Velasco
Global Resources for Assessment Curriculum and Evaluation

The COVID-19 pandemic resulted in school closures that interrupted student learning. Such interruptions could cause students to lose learning opportunities and forget what they have already learned. In response, schools employed alternative learning strategies. Considering the impact of the disruption during and after the pandemic, this study examines age, gender, and socio-emotional competencies as predictors of student academic performance. Data from the Performance Assessment of Standards and Skills (PASS) and Assessment of Social and Emotional Competency (ASEC) from grades 1 through 10 were analyzed using multiple linear regression. The results showed that there is a significant relationship (p < 0.001) between English achievement scores and social and emotional competency (SEC) during the pandemic (SY2021-2022) and post-pandemic (SY2022-2023). It was also found that students at higher grade levels scored lower in English, Mathematics, and Science than those at lower grade levels. Although students at higher grade levels had low achievement scores, further analysis showed that students' SEC significantly moderates ($p < 0.001$) the relationship between grade level and achievement scores—the higher the students' SEC level, the higher their achievement scores. The authors provided possible reasons to explain these results as well as recommendations for future studies that can be conducted.

B1-2 The Preparation and Challenges in the Licensure Examination for Teachers: The Case of Social Studies Repeaters

Francis Edward A. Blanco
Bataan Peninsula State University

Teaching, as the noblest profession, requires prospective educators to pass the Licensure Examination for Teachers (LET) to be eligible in having a professional teaching license. Passing the LET is not easy since many prospective educators fail and must retake the exam, affecting LET institutional passing rates of various Tertiary Education Institutions (TEIs). This descriptive single case study investigated the preparation and challenges of the Social Studies LET repeaters that graduated from a state university in Central Luzon. Data were extracted from five (5) participants using purposive sampling. Ethical considerations were strictly followed throughout the investigation. Collected data undergo Braun and Clarke's Thematic Analysis (2006) with the help of qualitative analysis software. Data triangulation including in-depth interviews, memos, and reflective journals, was utilized to ensure credibility. Findings revealed that the major preparation of the LET repeaters was only limited to self-review due to other priorities. At the same time, the challenges encountered were a lack of consistent time management, overconfidence, and social pressure. The study recommended that LET takers need to explore and utilize appropriate forms of preparation to enhance their chances of passing the examination. While TEIs should offer assistance to the repeaters through an extension program that would also help in achieving a higher LET passing rate.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B1: Assessing Learning Loss and Achievement

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Neil O. Pariñas

B1-3 Learning loss during emergency remote instruction: What do test scores say?

Jonna Marie A. Lim
De La Salle University

As Philippine schools prepare to fully reopen after almost three years of closures, stories of loss have dominated, which prompted the present study to investigate the actual impact of emergency remote instruction on student learning. The present study mapped the extent of learning loss experienced by junior high school completers of a private secondary school before and after the emergency remote instruction. Specifically, learning loss was calculated by comparing the standardized test scores a year prior to the pandemic with the most recent scores in Math, Science, and English. Results of the chi-square analysis revealed significant differences between the two cohorts of junior high completers in all three learning areas. The findings suggest that emergency remote instruction of three years led to a significant decline in students' mastery of the target learning competencies, with the deficit more pronounced in Math content areas of Geometry and Algebra. To address the large learning deficits across learning areas, school administrators and teachers should immediately design and implement learning acceleration programs tailored to the individual needs of the junior high completers to prepare them for the demands of senior high school.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B2: Factors of Academic Performance

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Marie Antoniette Alino

B2-1 Bridging the Reading Literacy Gap: Identifying the Socioemotional Factors that Foster Reading Literacy among JHS with Reading Difficulties

Angeline Mercado
Center for Educational Measurement, Inc.

A bulk of research in reading literacy focuses on the enablers and the challenges that students encounter as they improve their reading skills. There is also a particular interest in students with learning disabilities related to reading (e.g., dyslexia). Nevertheless, there are only a few papers that focus on the socioemotional experiences of students with such learning disabilities. This paper summarizes and compares the socioemotional experiences at home and at school of students with symptoms of learning disabilities related to reading. Primarily, it attempts to take a look at what kinds of socioemotional support from home and school are likely to enable students with reading difficulties to cope. With the help of reading experts, two junior high school teachers identified students with learning disability symptoms related to reading. These students were grouped based on their performance on an English reading test (i.e., low, average, high). It was found that students who perceive brave space and support from their English teacher are likely to score high on a reading test. High scorers also tend to have more time outside school and read beyond what is require of them in class. This will hopefully give directions for supporting students with reading difficulties specially during the times of learning recovery.

B2-2 Predictive Association between Academic Performance and Aptitude Test

Mary Louise S. Pimentel & Josephine C. Visande
University of Science and Technology of Southern Philippines

This research paper examined the predictive value of two aptitude tests, the Kuhlmann Anderson Test (KAT) and a teacher-made web-based test, on the academic performance of first-year students of a Science and Technology University in the Philippines. A standardized test assessed the cognitive skills related to the learning process, while the web-based test measured an individuals' ability in science, English, and math. The study utilized data from the actual test takers and enrolled first-year students from 2019-2020. The sample was selected using Slovin's Formula, and academic performance was measured using the general weighted average (GWA), verified through the school grading portal. The multiple linear regression results $F(4, 340)=12.396$, $p=0.001$, R square=.127 indicated that both Kuhlmann Anderson Test and English were statistically significant to the prediction, $p < .05$, having Kuhlmann Anderson Test predicted academic performance, $p=0.008$. Likewise, English showed prediction to academic performance, $p=0.003$. Standardized tests, therefore, proved to have better predictive performance over teacher-made tests forwarding the recommendation that standardization of tests in the universities can better place students in their career paths.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B2: Factors of Academic Performance

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Marie Antoniette Alino

B2-3 Screen Time and Sleep Condition Among Grade 12 Students of a Private Educational Institution in Tacloban City

Vanessa C. Collera
Liceo del Verbo Divino, Inc.

Pandemic caused students to be more exposed to electronic devices as they pursued their education through distance learning. It has increased their screen time which leads to a longer time of staying awake at night. This research study aims to determine the relationship between screen time and sleep conditions among Grade 12 students. A descriptive-correlational design was utilized to gather the data from 106 Grade 12 student-respondents in a private Catholic educational institution in Tacloban City. Adapted questionnaire was administered to measure the sleep condition indicator and screen time-based sedentary behavior developed by Espie et al. (2014) and Rey-Lopez et al. (2012), respectively. The data were analyzed using frequency distribution, percentage, mean, and Pearson r correlation. Results indicated that screen time and sleep condition have a weak positive correlation which implies when screen time increases, the longer the respondents stay awake at night. However, it does not significantly affect the quality and timing of their sleep. The study recommends students have a complete sleep of 8-10 hours a day, so they can be more active during the day.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B3: Assessing Students' Learning

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Niclie L. Tiratira

B3-1 Assessing the State of the Grade 11 STEM Students' Retention Using Digital Note-Taking in a Private Catholic Educational Institution

Francis Kim V. Navarette
Liceo del Verbo Divino, Inc.

Schools temporarily shut down when COVID-19 struck the world leaving teachers to conduct their lessons remotely like online learning. Its advantages became prevalent as more schools observed improved information retention among students. This study aims to determine if digital-based learning aids Grade 11 STEM students to retain information when taking notes digitally in a blended mode of learning. A descriptive quantitative research design was used to survey 102 respondents with the instrument adapted from Granito et al. (2012) on the effect of technology on a student's motivation and knowledge retention. The results indicated a mean of 3.79 interpreted as high which denotes that they mostly agree on digital note-taking improving the retention of their lessons. It cannot be overlooked that they also use learning devices for entertainment and can sometimes be a source of distraction. It is recommended that teachers provide activities that integrate technology for students to use their learning devices for the reason that students retain information when using digital note-taking.

B3-2 Exploring the Use of Linear-On-The-Fly-Testing on Student Assessment for the Post-Pandemic Era

Edwin C. Barba, Jr.[1] & Marilyn U. Balagtas[2]
[1]RISE - REX Bookstore, [2]Philippine Normal University

One emerging model of computer-based testing (CBT) is the linear-on-the-fly-testing (LOFT). This study explores its characteristics and use in different educational institutions as basis in providing recommendations in its adoption as platform in assessing student learning gains, loss and poverty in this post-pandemic era. A qualitative meta-synthesis was used to review and integrate findings from published studies from 2001 to 2022. The study reveals that LOFT is favored by educational institutions as it uses a linear testing design with fixed length and items but can automatically be assembled to create unique but parallel test forms. This model offers increased test security, varied test formats, flexible administration schedules, and more accurate and efficient creation of parallel test forms through creation of a fixed item bank. The researcher recommends use of LOFT as a viable alternative to the traditional paper-and-pen tests applied in student assessment and even in certification, licensure, and entrance examinations in the Philippines in this post-pandemic era as a better platform in assessing learning gains, loss, and poverty of students in any educational institution.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B3: Assessing Students' Learning

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Niclie L. Tiratira

B3-3 Enhancing Junior High School Students Reading Literacy by Examining the Connections between Performance, Reading Habits, and Attitude: A Case Study

Noelyn H. Curutan
Center for Educational Measurement, Inc.

Initiatives have been implemented to provide students with the reading skills they need to become proficient and independent readers. One initiative, Basa Pilipinas (Read Philippines), a USAID-funded project, transformed reading instruction, improved reading delivery systems, increased access to quality reading materials nationwide, and tested innovative models for reading remediation and ICT integration in reading classrooms. Other promising interventions that have been proposed for developing competent independent readers include developing effective reading habits and positive attitudes. Reading habits provide a study schedule that students often follow consistently whereas an individual's attitudes are their favorable or negative evaluation toward objects, persons, groups, issues, or concepts. Separate studies have indicated a positive relationship between reading habits and academic achievement in English and that study attitudes were connected to academic achievement. This paper aims to add to the research base by examining how reading performance, habits and attitudes relate to one another among Grade 9 students at a public school in Mindanao using student profiles and reading test data. The school was particularly selected as several provinces in the region have high rates of dropout, below-average enrolment rates, and low reading and math performance. The findings show that students' reading test performance varies depending on their habits and attitudes. Supporting students' routines and attitudes could contribute to the recovery of learning.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B4: Factors of Students' Learning

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Pedrito Aton

B4-1 Association between Active Commuting to School and Academic Performance of Grade 7 Student Commuters in a Private Catholic Educational Institution

Ronnie O. Daganasol
Liceo del Verbo Divino, Inc.

Commuting has become indispensable to people's daily lives, particularly students whose commuting is described as active commuting to school (ACS). They are confronted with some preexisting traffic issues resulting in stress and exhausted muscles during travel. The threat posed by COVID-19 now even compounds as they transition to limited face-to-face learning. Investigating how it affects the student's academic performance at the onset of a blended mode of learning is crucial, especially in how the school can facilitate this transition from online learning to onsite learning. This study primarily aims to determine the relationship between ACS and students' academic performance. A descriptive correlational research design was employed to achieve this objective. Data were collected using an adapted instrument developed by Mchelu (2015) and Pajarillo-Aquino (2019) in 84 randomly selected Grade 7 student commuters who qualified for the inclusion criteria. The findings showed that the accumulated average of the respondents is 89.708, which means they are very satisfactory in their performance. Their level of perceived effects toward commuting is interpreted as high, with an overall mean of 3.574. The coefficient value for the correlation between the two variables is .336, with a relationship level of weak positive correlation and a significance level of .002. Thus, the perceived effects of commuting on the respondents do not significantly affect their academic performance. It is recommended that teachers design learning opportunities for students to improve their personal development and social engagement with the school community.

B4-2 Improving Grade 12 Learners' Research Skills Using Inquiries, Investigation, and Immersion Standardized Modules

Daisy M. Orcine
Pres. Corazon C. Aquino High School

This action research aims to determine the impact of standardized modules on the research skills of 12th-grade students at President Corazon C. Aquino High School (PCCAHS), located in the Baseco slum area. The study is based on the independent learning paradigm, emphasizing the value of students taking responsibility for their education while getting peer assistance and guidance. Thirty 12th-grade students from Matiyaga class will be selected as participants based on their first-semester grades. The main instrument for data collection will be a validated 30-item multiple-choice pre-test and post-test, both of which will be teacher-made and taken from the modules used in the second semester of the academic year 2022-2023. The research will use a one-group pretest posttest design. This means that the outcome of interest will be measured before and after a specific intervention is given to the same group of participants. This action research will contribute to the existing literature on standardized modules' effectiveness in improving students' research skills. The study's findings may have implications for developing effective teaching strategies that promote independent learning and communication in educational settings. Finally, the study's conclusion showed how effective the same modules were in the face-to-face lessons, like in the modular and online classes, due to the pandemic. Standardized Inquiries, Investigations, and Immersion modules improved research skills by 89.76%.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION B: ASSESSMENT OF STUDENTS' LEARNING LOSS

CONCURRENT SESSION B4: Factors of Students' Learning

Day 2 - August 25, 2023
2:45 - 3:45 PM

Moderator: Pedrito Aton

B4-3 Exploring Blended Learning Modality in Teaching Physical Education: The Case of a Private School

Lourd Ive Maderazo Visbal
Liceo del Verbo Divino, Inc.

Blended Learning (BL) is an educational modality in which traditional in-person classes are supplemented or assisted by technology through online sessions. This study aimed to explore the implementation of BL in teaching Physical Education (PE). This study utilized a qualitative approach, specifically a case study design. In collecting the data, a self-made semi-structured interview guide was utilized in interviewing three (3) PE teachers and twenty (20) learners who were the participants of the study. The data obtained from the participants were analyzed using the case study analysis structure. The results of the study are divided into two sections. On the one hand, the first section focused on the manner of implementation of BLM in teaching PE which revealed four (4) major themes: (1) blended learning through rotational cycle; (2) blended learning via suitable teaching methodologies; (3) making blended learning work by considering problems, issues, and concerns; (4) addressing concerns of blended learning modality through a specific coping strategies. On the other hand, the second section presented different pros and cons in preparing materials, teaching the learners, doing performance tasks and written tasks, and attending classes. In conclusion, despite being planned before the implementation, using blended learning, especially during online classes, is challenging to both teachers and students of PE. Finally, it is recommended to evaluate the implementation of this modality in teaching practical courses, such as PE, and create a plan to ensure the effective utilization of blended learning.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C1: Initiatives in the Post-Pandemic Era

Day 2 - August 25, 2023
4:00 - 5:00 PM

Moderator: Neil O. Pariñas

C1-1 Exploring Realistic Mathematics Education in Statistics Teaching for Post-Pandemic Use
Melanie M. Lalim & Marilyn U. Balagtas
Philippine Normal University

The COVID-19 has resulted in significant global learning loss particularly in mathematics. Such pandemic impact necessitates exploration of more effective teaching approaches to address learning loss. Several studies suggest that Realistic Math Education (RME), is an effective approach in improving students' mathematical understanding. Hence, this study explored the use of RME in teaching Statistics before and during the pandemic as input to its use this post pandemic era. This qualitative-phenomenological study explored use of RME in the teaching of Statistics of selected high school teachers who claimed to use its features. The study revealed that teachers adapted RME in consideration of student aptitude and with the inclusion of technology and real-world circumstances. Differentiation and group activities were used in pedagogical methods and their materials made use of traditional and modern techniques. Portfolio reviews and peer tutoring were used in student assessment. Although some RME features were adapted in teaching approaches, the study revealed insufficient RME-based implementation. Through the integration of the research findings with other RME features, an instructional model was proposed for possible use in the post-pandemic era to address learning loss and to enhance mathematical understanding and problem-solving in Statistics.

C1-2 Portfolio Assessment in Homeschooling: Trends and Applications in the Post-Pandemic Era
Adrian D. Lampos & Marilyn U. Balagtas
Philippine Normal University

Homeschooling has developed as an alternative educational approach, with an increasing number of families opting for this form of education for their children. As homeschooling gains popularity, the need for effective assessment methods becomes crucial to ensure educational quality and accountability. The use of portfolio assessment or portfolio review in homeschooling has been a longstanding practice and has been utilized by homeschooling providers and families for decades. This literature review explored the use of portfolio assessment in homeschooling, focused on emerging trends and potential future directions. Extensive analysis of scholarly literature, academic databases, and educational journals from 2013 to 2023 was conducted to provide a comprehensive overview. The use of portfolio assessment in homeschooling has several advantages, including the ability to record comprehensive learning experiences, encourage self-reflection, and facilitate individualized education. However, challenges include standardization, reliability, and external evaluation. Future applications include leveraging digital technologies, establishing evaluation standards, and exploring collaborative assessment approaches. This review provides significant insights for educators, policymakers, homeschool providers, and homeschooling parents as it directs them toward more meaningful and valid portfolio assessment to better gauge the learning gains and learning recovery in the post- pandemic era.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C1: Initiatives in the Post-Pandemic Era

Day 2 - August 25, 2023
4:00 - 5:00 PM

Moderator: Neil O. Pariñas

C1-3 Using Ochave's ABCD Model in Evaluating a Master's Program in Educational Assessment and Evaluation: Basis for a Post-Pandemic Program Offering

Alexis C. Pradillada A, Jay-Art Agustin, Edwin Barba, Jr,
Ruby Del Rosario. & Marilyn U. Balagtas
Philippine Normal University

Evaluation plays a vital role in the improvement of any educational program. Hence, this study aims to evaluate a Master's program in Educational Assessment and Evaluation (EAE) offered in a Teacher Education Institution in the Philippines. It made use of the Ochave's ABCD Evaluation Model to evaluate four components of the program where A refers to the characteristics of the students enrolled in the program; B refers to the processes and operations of the program with seven (7) subcomponents that focus on compliance to the standards set by the Commission on Higher Education, program description, program framework, program outcomes, curriculum structure, course offerings, course descriptions, and faculty qualifications; C refers to the outcomes of the program as viewed by the EAE student in relation to the B component; and D refers to the impact of the program to the educational system. The study provides recommendations on the areas for improvement in all the ABCD components of the MA in Educational Assessment and Evaluation, which the implementing institution could consider in the refinement of the program in the post-pandemic era.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C2: Educational Experiences During The Pandemic

Day 2 - August 25, 2023
4:00 - 5:00 PM

Moderator: Marie Antoniette Alino

C2-1 Exploring Teachers' Narratives of the Assessment Process in a Modular Learning Modality

Richard DLC Gonzales[1], John Lawrence T. Ambrocio[2], Rhoda C. Lazaro[3]
Alma M. Rabusa[3], & Archie C. Longasa[3]
[1]Inno-Change International Consultants Inc., [2]University of Cagayan Valley
[3]Department of Education, Gattaran Central District

This study aimed to explore the narratives of teachers who were using a modular learning modality in the assessment process during the COVID-19 pandemic. The researchers conducted a qualitative research design and collected data through interviews with eight (8) teachers with experience with the modular learning approach. The findings from the teachers' narratives revealed that teachers enjoyed the flexibility offered by the modular approach. However, they also reported challenges related to the assessment process, such as keeping track of students' progress and ensuring fairness in grading. The study highlights the need for ongoing support and training for teachers to improve their assessment practices in modular learning. The study provides important insights into the assessment process in modular learning and sheds light on how to improve it and how support learning recovery through systematic student learning assessment.

C2-2 Unpacking People's Understanding and Experiences of Distance Learning in Selected Secondary Schools in Partido District

Christina Lim, Luz Tria, & Yumi Vivien De Luna
Partido State University

The Modular Distance Learning (MDL) emerged as the most appropriate and preferred learning modality for parents with children during the COVID-19 pandemic. This study examined the role of the parents in the implementation of MDL. It was anchored on parental involvement theory which states that parents engage in the children's education. Findings revealed that most parents are not ready for the learning modality due to its abrupt implementation. Most children need assistance in going through the modules. With this, most parents have involved themselves while their children are going through with the learning materials. The most common problem among the parents is the lack of financial resources to be utilized for transportation, school materials and internet connectivity. Generally, majority of the parents said the implementation of the MDL was good because it has taught their children to be more independent and more responsible in doing their tasks. It has contributed to the continuation of learning in spite of the threat brought by the virus. Lastly, the modality has paved way for opportunity for collaboration among parents, teachers and students with the common goal of furthering education to students amidst the pandemic. It has acknowledged the benefits of the home and school partnership in bringing quality education. The study recommends for the education sector to empower and capacitate parents in giving assistance to their children and for the teachers to conduct proper monitoring of the performance of the students through constant communication and consultation with parents.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C2: Educational Experiences During The Pandemic

Day 2 - August 25, 2023
4:00 - 5:00 PM

Moderator: Marie Antoniette Alino

C2-3 Assessment Practices of Teachers in a Teacher Education Institution (TEI) During the Covid-19 Pandemic

Martin L. Nobis, Jr.
University of Eastern Philippines-Laoang Campus

The shift to remote teaching-learning processes and assessment may have significant implications for the quality of teachers who will educate future generations. The study focused on the assessment practices of teachers in a teacher education institution. Specifically, it aimed to: determine the level of assessment tools utilization, experiences, solutions and suggested ways to improve assessment during the pandemic. The assessment tools used by the respondents are essay-type and project-based assessment and performance tasks/demonstration, and the tools rarely used were rearrangement and analogy. The positive experiences were the enhancement of knowledge and skills in technology, enhancement of teaching strategies, enhancement of study habits and low cost, while negative experiences of respondents were low reliability and validity of the assessment, academic dishonesty, late submission, technology-dependent, overloaded outputs to be checked and poor study habits of students. Solutions made were regular monitoring and feedback, conducting an authentic assessment, time management, validation, and counter-checking of students' output. Respondents suggested support from the administration, regular monitoring and feedback, digital tools utilization, utilizing different authentic assessment tools, and conducting a face-to-face assessment.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C3: Analysis of Learners' Competencies

Day 2 - August 25, 2023
4:00 - 5:00 PM

Moderator: Niclie L. Tiratira

C3-1 Student Engagement in Co-Curriculars Before and during the Pandemic: Evidence and Insights on Holistic Learning Recovery and Growth

Stella Marie M. Urbiztondo, Lexie C. Estacio, Cecilia M. Resurreccion,
& Ma. Concha B. De la Cruz
University of Asia and the Pacific

The COVID-19 global pandemic was more than a health crisis. It presented the right opportunity to transform the quality of our students' learning experiences by highlighting the fact that their well-being is interconnected to academic outcomes. In the Southeast Asia region however, academic performance traditionally takes priority over addressing concerns on student well-being. Since studies have found that children with higher levels of emotional, behavioral, and social well-being demonstrate higher levels of academic engagement and achievement, the role of "student affairs" in institutions of higher learning becomes even more imperative. Exploratory research of a private university (student population=2,075) on how they operationalized the holistic development of students' wellbeing was conducted. The study investigated the evidence on learning loss, recovery and growth from student engagement and disengagement in co-curriculars before and during the pandemic. What were tradeoffs and gains from student engagement in academic associations in a remote learning set-up? How can "student affairs" be re-envisioned so it continues to support students' well-being amid disruptions? Insights are shared on how "student affairs" enabled students to focus better on their studies, grow and mature resulting in enhanced student learning outcomes as evidenced by better retention and progress toward graduation.

C3-2 Math Motivation and Performance of Junior High School Students In Blended Learning

Sherwin Vill S. Soto
Gen. Licerio Geronimo Memorial National High School

The study verified the relationship between math motivation and math performance of students in blended learning modality. Using purposive sampling, 180 grade 8 students from a public school in Rizal were selected. The researcher administered a 34-item motivation scale to assess the motivation level and a 30-item math test to determine the level of math performance. Results revealed that the students in blended learning have high motivation (Mean = 3.63; SD =.48). A similar result was found on six out of eight subconstructs of motivation (task, effort, affiliation, social concern, praise, and token). The results of the correlation analysis assert that mathematics motivation and mathematics performance are significantly related to each other (r= .17). The relationship extends to the five subconstructs of motivation. The subconstructs task and effort have a significantly low relationship with math performance. The subconstructs affiliation, social concern, and praise have a significant negligible relationship with mathematics performance. In terms of predictive power, math motivation can predict the math performance of students in blended learning (F (1.178) = 5.264; p = .023). The computed adjusted of .023 suggests that 2.3% of the variance in mathematics performance is accounted for the variance in mathematics motivation. When it comes to the subconstructs of motivation, task, effort, social concern, and praise significantly predict math performance.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C3: Analysis of Learners' Competencies

Day 2 - August 25, 2023
4:00 - 5:00 PM

Moderator: Niclie L. Tiratira

C3-3 Social and Emotional Learning Competency Among Elementary Pupils in a Private Catholic Educational Institution in Tacloban

Dean Brando M. Cinco
Liceo del Verbo Divino, Inc.

Social-emotional competence (SEC) is crucial to an individual's well-being, especially for young children. It is acquired by children through interactions with their peers wherein the school as a vital social context plays a crucial role in developing such competence. However, many schools transitioned to online learning due to restrictions caused by the pandemic inhibiting physical interactions among other learners and teachers. As these restrictions were now gradually lifted and the schools are back to face-to-face classes, this study aims to investigate whether the school promotes student-teacher relationship and school connectedness at optimal conditions to foster SEC. This is quantitative research adhering to descriptive research design where 109 elementary pupils aged 9-12 years old in a private Catholic educational institution were selected through clustered sampling as respondents. The data were collected using Social-Emotional Competence Questionnaire by Zhou and Ee (2012), School Connectedness Scale by Parker et al. (2008) and Student Version of the Teacher Student Relationship develop by Ang et al. (2020) and were analyzed by deriving the mean. The findings showed an overall mean of 4.21 translated as "slightly not true of me" for the statements in the Social-Emotional Competence Scale. Similarly, the relationship with their teacher revealed "somewhat true of me" interpretation with 3.09 mean. Thus, elementary pupils have an average level of SEC. It is recommended that teachers integrate socially interactive learning strategies and establish stronger rapport, and the school administrator provides an engaging learning environment to improve pupils' SEC.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C4: The Pandemic Effect and Technology-Oriented Learning

Moderator: Pedrito A. Aton

C4-1 An Analysis of College Students' Perceived Learning Loss and Gains in Online Learning

Violeta C. Valladolid[1] & Rene S. Valladolid[2]
[1]De La Salle University, [2]De La Salle- College of Saint Benilde

One of the effects of school closures during pandemic is learning loss. Most studies made use of achievement tests for analyzing learning loss and gains. However, learning loss and gain can also be presented in terms of development or deterioration of non-cognitive factors. This study sought to determine the effects of online learning on college students based on Bandura's ternary learning theory. According to Bandura, learning occurs in a social context with a dynamic and reciprocal interaction among three elements: learning behavior, learning cognition (e.g., motivation), and learning environment. Studies also have shown that these variables affect academic performance/outcomes in the online courses. The study involved 360 college students enrolled in hybrid classes who responded to standardized scales. Data were analyzed using descriptive statistics, correlation, and regression analysis. Results showed significant and positive relationships among the three variables. The three variables also significantly predicted perceived academic performance, explaining 53% of the variance in the dependent variable. Students also reported having more learning gains than losses in online learning. It is recommended that teachers come up with teaching strategies, activities and learning environment that will best motivate students in online learning modality. Students are also encouraged to be engaged extensively in their online classes to be able to achieve good learning outcomes.

C4-2 The Aftermath of COVID-19 Pandemic: Examining Teacher's Self-Efficacy and Mental Health

Yumi Vivien V. De Luna
Partido State University

This study aims to provide a process explanation for the effect of COVID-19 pandemic on teachers at its decelerating stage. Specifically, it aims to enhance knowledge on the impact of pandemic through examining their self-efficacy and mental health status, examine the differences on self-efficacy and mental health among relevant variables; and examine the relationships among several constructs of self-efficacy and mental health. Under Mental Health, the results show low for psychological distress, high for psychological well-being and very high for Mental Health Index. The study utilized a quantitative approach employing Kruskal Wallis Test and Spearman Correlation. Results reveal high ability to cope with difficulties encountered under student's engagement (SE), instructional strategies (IS) and online classroom management (OCM). There is a significant difference on self-efficacy along age, years of teaching and mode of teaching. There is also significant difference on level of anxiety and depression along age and rank. A significant correlation was obtained between the areas of self-efficacy with general positive effects. Generally, there is high sense of self-efficacy and low level of psychological distress among teachers during the aftermath of the COVID-19 pandemic. A comparative study on pooled data may then be conducted by including pandemic data as "control group" to determine differences on sense of self-efficacy and mental health during the aftermath of pandemic to validate the claim of the present study. Researchers should consider other potential variables that may affect teacher's self-efficacy and mental health under the post-pandemic contexts.

PAPER PRESENTATION ABSTRACTS

CONCURRENT SESSION C:
IMPACT OF PANDEMIC DISRUPTIONS ON STUDENT ACHIEVEMENT AND GROWTH

CONCURRENT SESSION C4: The Pandemic Effect and Technology-Oriented Learning

Moderator: Pedrito A. Aton

C4-3 The Technological-Innovative-Entrepreneurial Readiness (TIER) Model: Humanizing Careers in STEM for Industry 4.0

Maria Felicitas M. Mamauag
Liceo de Cagayan University

When the Fourth Industrial Revolution started to unfold, the demands of the world of work also changed. The unprecedented Covid-19 pandemic coupled with the ever-changing technology caused more havoc and paradigm shifts in the economy, business, and society in general. It is not only changing the “what” and the “how” of doing things but also “who we are”. This inevitable change certainly brought about disruptions on how we learn, earn, work and live. So how do educational systems better prepare the learners to adapt and harness the disruptions of the Fourth Industrial Revolution as well as the pandemic crisis? Is there a silver-bullet solution to address the issues and challenges that are evolving to better shape the future of the next generation? How does Education 4.0 work to match with Industry 4.0? But how can we humanize learning science and technology for learners to be better equipped with the evolving demands of the workplace in the Fourth Industrial Revolution? The learners must not only be adept with the use of technology but also cultivate a new mindset as well as human skills such as collaborative leadership, social-emotional intelligence and critical thinking. This paper introduces the TIER Model which exemplifies a holistic student formation towards equipping students to become ready to face the demands of the Industry 4.0.

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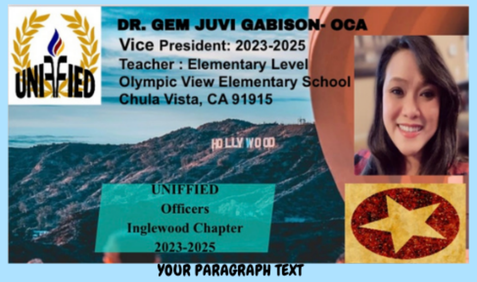

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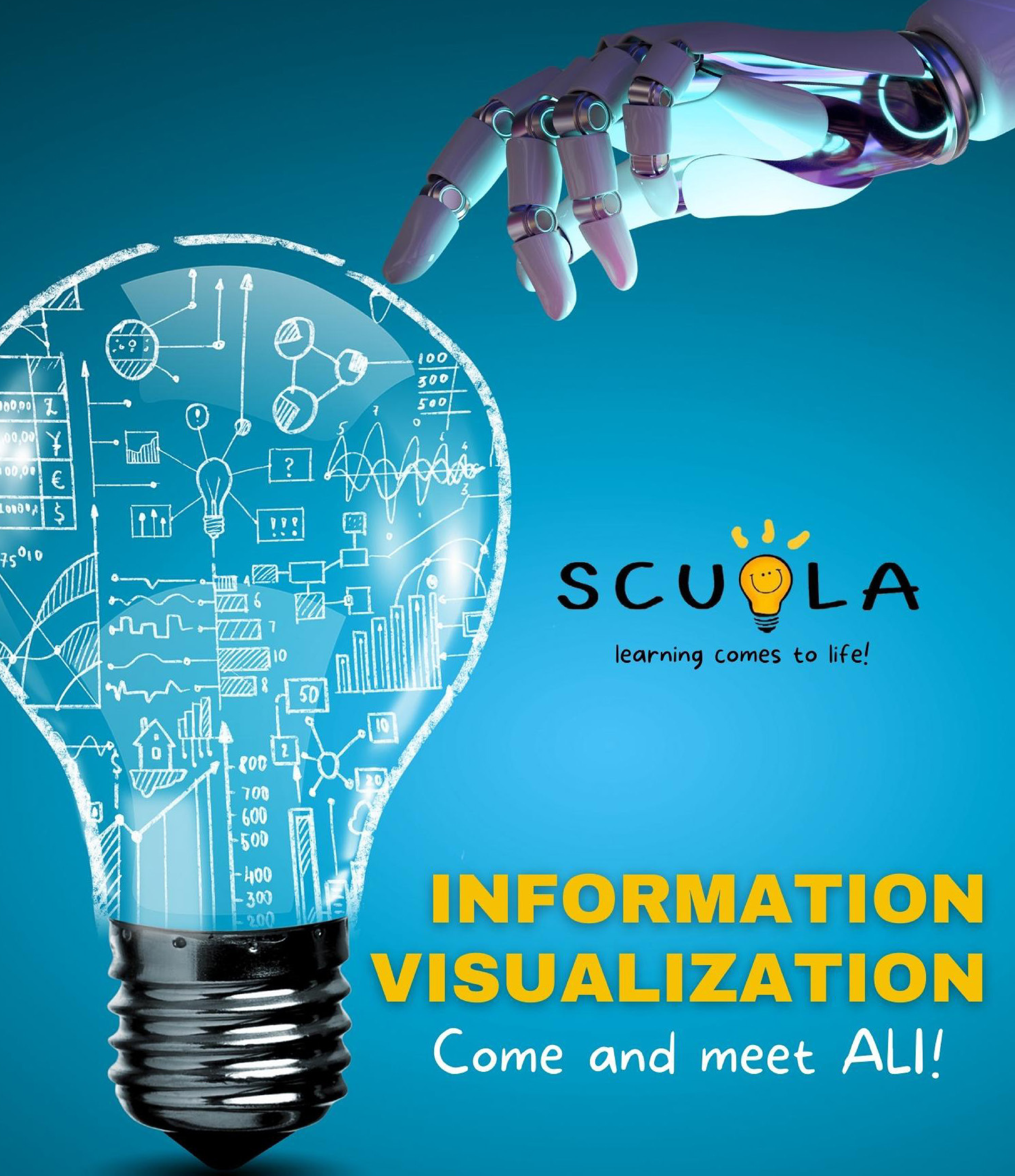

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FOR GRADE 9 OR GRADE 10

ARC | *Assessment of Readiness for College Career*

FOR GRADE 11 OR GRADE 12

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Top 5 Consultants from the Philippines Involved in Consulting Services Contracts under ADB Loan, Grant, and Technical Assistance Projects, 1 January 2018–31 December 2022

Consultant	Sector	Contract Amount ($ million)
International Technology Management Corp.	EDU	8.63
NIRAS Asia Manila Inc.	ANR, EDU, PSM, TRA, WUS	4.86
Inno-Change International Consultants Inc.	EDU, IND	3.12
Save the Children Philippines	PSM	2.85
Endec Inc.	MUL	2.67
Individual Consultants		69.19
Others		23.12
Total		114.44

ANR = agriculture, natural resources, and rural development; EDU = education; IND = industry and trade; MUL = multisector; PSM = public sector management; TRA = transport; WUS = water and other urban infrastructure and services.

Source: Asian Development Bank, 2023

INNO-CHANGE INTERNATIONAL CONSULTANTS, INC.

Our Values

- Integrity
- Commitment
- Respect for Diversity
- Quality
- Innovation

INNO-CHANGE INTERNATIONAL CONSULTANTS, INC. GLOBAL DEVELOPMENT FOOTPRINTS

Southeast Asia

PHILIPPINES:
TA-7997 REG: Strengthening Knowledge Driven Development in South Asian (National Coordinator)
TA-6337 REG: Development Partnership Program for South Asian: Innovative Strategies
TA-9971 REG: Southeast Asian Agriculture, Natural Resources and Rural Development Facility - Phase II - Consultants for PHI: Mindanao Agro-Enterprise Development Project

TIMOR LESTE:
TA-9006 TIM: Policy Planning for Skills Development Program

INDONESIA:
TA-9678 INO: Supporting the Advanced Knowledge and Skills for Sustainable Growth
TA-9229 REG: Support to the Southeast Asian Nations Economic Community - Labor Market Activation Program
TA-6924 REG: Southeast Asia Public Management , Financial Sector, and Trade Policy Facility (Phase II) - HCD2-I-F Labor Market Activation/Skills Development_HCD2-I-F

MYANMAR:
LOAN-3472 MYA: Equipping Youth for Employment Program

CAMBODIA:
TA-9178 CAM: Accelerating Policy Reforms in Secondary Education
LOAN-3472 CAM: Upper Secondary Education Sector Development Program
TA-9397 REG: Preparing Education Sector Programs Facility - Economist
TA-9397 REG: Preparing Education Sector Programs Facility - Gender and Social Development Specialist

South Asia

SRI LANKA:
TA-8253 SRI: Human Capital Development Capacity Implementation Support

BANGLADESH:
TA-9160 BAN: Human Resource Development for Info Tech Engineers (FM Specialist)
TA-9275 BAN: Supporting Fourth Primary Education Development Program
TA-8523 BAN: Supporting Education and Skills Investment Program
TA-6950 BAN: Student Assessment Specialist (International) - Supporting Education Sector Projects (56088-001)

Central and West Asia

KYRGYZSTAN REPUBLIC:
GRANT-0553 KGZ:
Skills for Inclusive Growth Sector Development Program

AZERBAIJAN:
TA-6919 AZE: Preparing the Modernizing Vocational Education and Training for Economic Diversification Sector Development Program

East Asia

MONGOLIA:
TA-9376 MON: Supporting the Development of an Education Sector Plan
TA-6828 MON: Supporting the Implementation of Education Sector Medium-Term Development Plan - Consulting Firm

Pacific

REPUBLIC OF THE MARSHALL ISLANDS:
TA-8552 REG: National Education Planning and Management - Sector Planning (RMI)
TA-9963 REG: Strengthening Social Protection in the Pacific - RMI: Youth Empowerment/ Livelihoods Specialist

FEDERATED STATES OF MICRONESIA:
TA-8552 FSM: National Education Planning and Management Sector Planning (FSM)
TA-8552 REG: National Education Planning Management - Sector Planning

PAPUA NEW GUINEA:
TA-9807 PNG: Preparing the Improved Technical and Vocational Education and Training for Employment - 04 Gender and Inclusive Design Specialist (53083-002)

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Address: Unit 6C High Pointe Building, 1184 Chino Roces Avenue, San Antonio, Makati City, Manila, PH 1203
Email Address: info@inno-change.org

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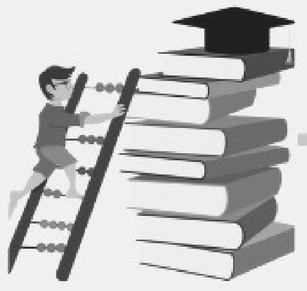


K-12 LEARNING ASSESSMENT PACKAGE

It determines the students achievement in English, Math and Science in the K-12 Curriculum.

SHS PLACEMENT TEST

It determines the academic track appropriate for the student in Senior High School. It includes an Achievement test, Aptitude test and Basic Interest Marker.

SHS LEARNING ASSESSMENT PACKAGE

It determines how well the student achieved in the core subjects based on the K-12 Curriculum.

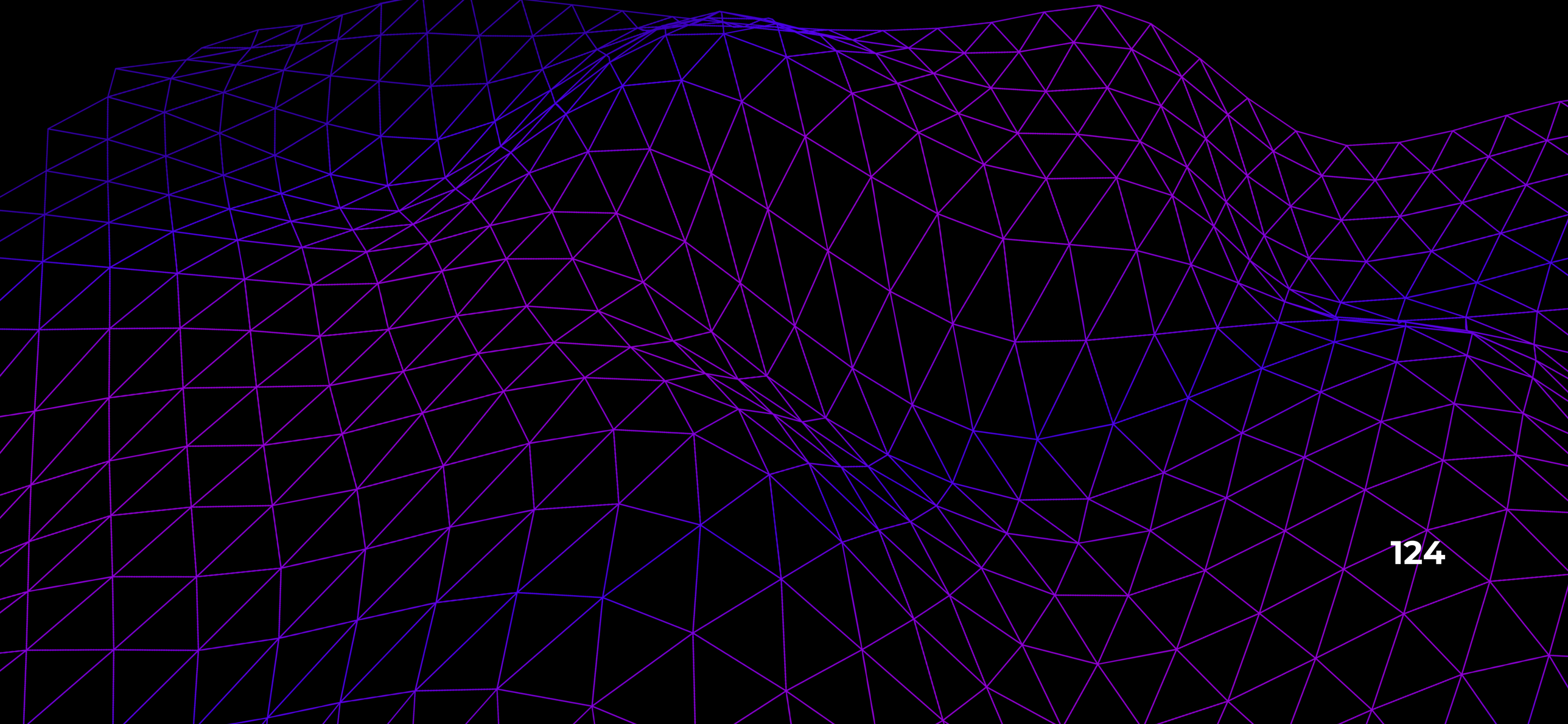
COLLEGE READINESS TEST

It determines the course appropriate for the student in College. It includes an Achievement test, Aptitude test and Occupational Interest Inventory.

OTHER TESTS

- *Resource for Educational Assessment Dynamics-Industry*
- *Scholastic and Mental Ability Test*
- *Aptitude Test*
- *Social and Emotional Learning Scale*
- *Aptitude Test*
- *Critical Thinking Test*
- *Academic Learning Strategy*
- *Mental Health Checklist*
- *Basic Interest Markers*
- *Personality Markers*
- *Inventory for School Motivation*

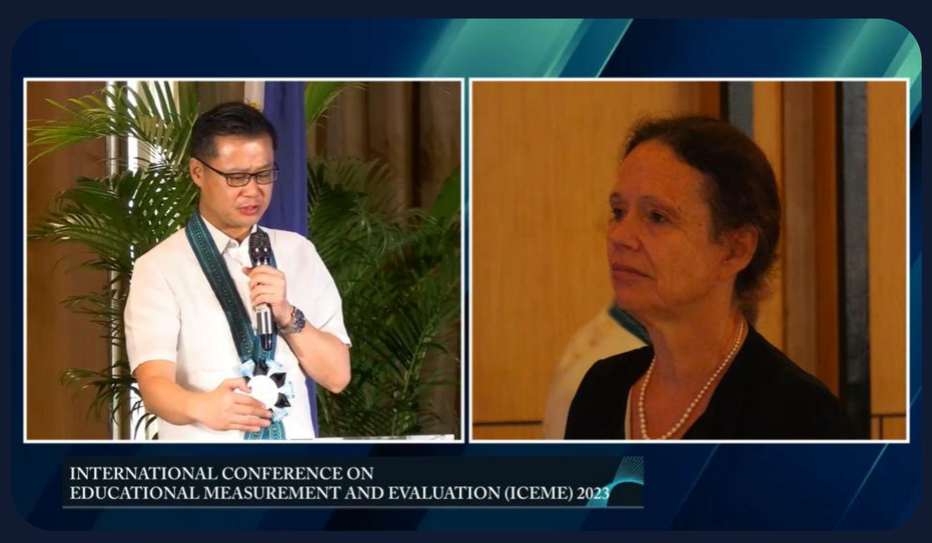
PHOTOS OF ICEME 2023



DAY 1

MR. DON TIMOTHY BUHAIN
CEO, Rise (REX Education)

Philippine Educational
Measurement and Evaluation
Association, Inc. (PEMEA)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DAY 1

DR. MARILYN U. BALAGTAS
President, PEMEA

MS. KRUPSKAYA KAY ANONUEVO
Chief, Technical EDCOM2

ICEME 2023
PEMEA
PANEL DISCUSSION
Dr. Carlo Magno
Founder, Center for Learning and Assessment Development
Corresponding Assessment Protocols for Learning Loss and Gaps: What is the Difference?

DAY 2

Philippine Educational
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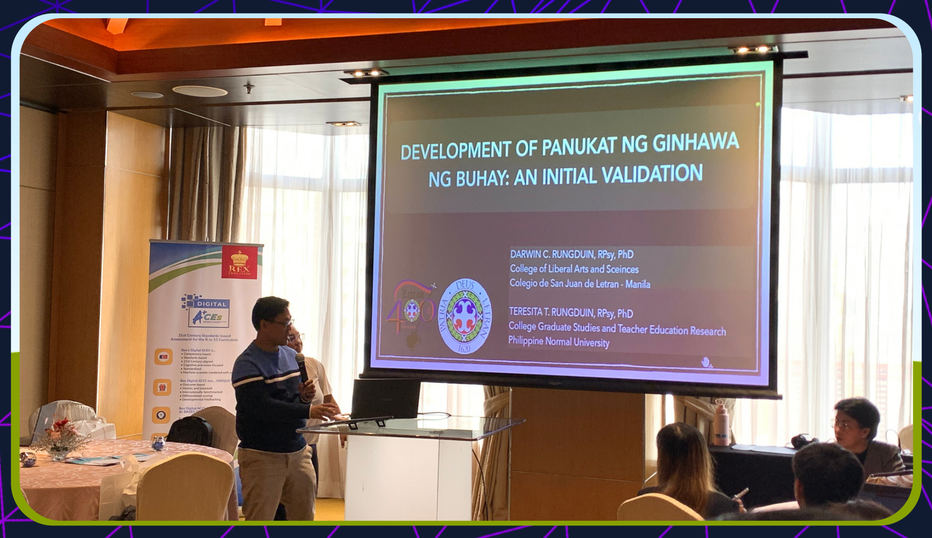
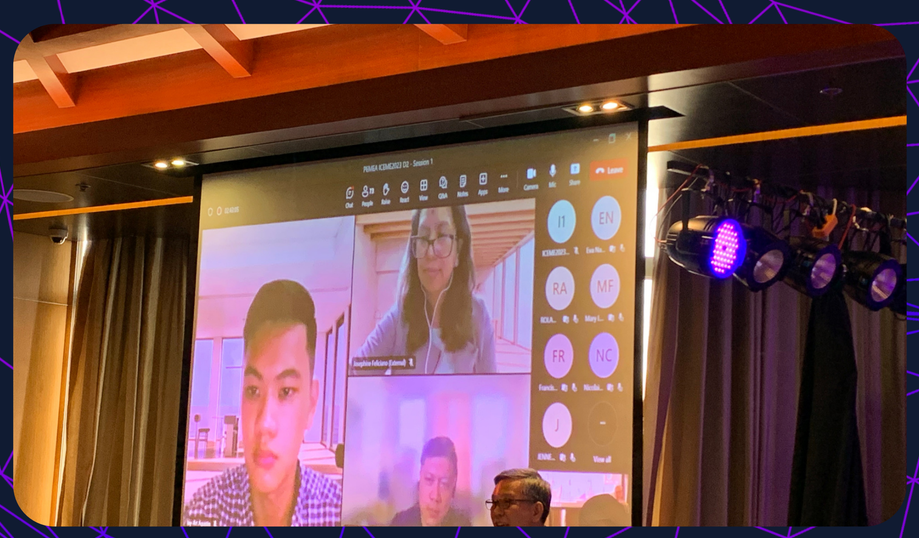
Association, Inc. (PEMEA)
CERTIFICATE OF APPRECIATION

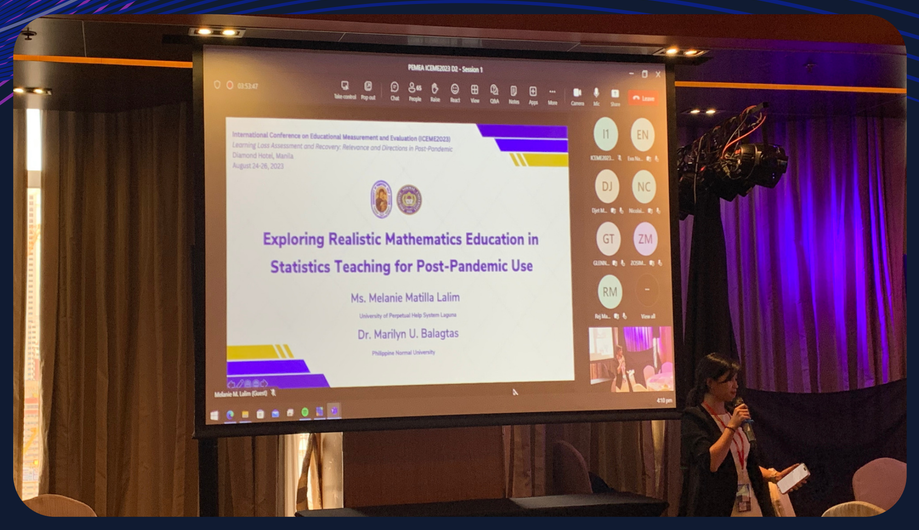
Aspect
Paper-Based Assessment
AI-Proctored Online Assessment


DEVELOPMENT OF PANUKAT NG GINHAWA
NG BUHAY: AN INITIAL VALIDATION
DARWIN C. RUNGDUIN, RPsy, PhD
College of Liberal Arts and Sceinces
Colegio de San Juan de Letran - Manila
TERESITA T. RUNGDUIN, RPsy, PhD
College Graduate Studies and Teacher Education Research
Philippine Normal University



DAY 2

Is there a need .....
to readjust to group learning environments?


Exploring Realistic Mathematics Education in Statistics Teaching for Post-Pandemic Use
Ms. Melanie Matilla Lalim
Dr. Marilyn U. Balagtas

PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION, INC.
Assessing Learning Loss and Achievement
25 August 2023
1:15PM - 2:30PM
Mr. Neil O. Pariñas
Session
Chair/Moderator

The Aftermath of COVID-19: Examining Teachers' Mental Health and Self-Efficacy
International Conference on Educational Measurement and Evaluation
August 24-26, 2023
Yumi Vivien V. De Luna
Partido State University
Camarines Sur

Towards School-Based Interventions
Ma Marie Antonietta Alfio

PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION, INC.
Assessing Learning Loss and Achievement
25 August 2023
1:15PM - 2:30PM

Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA)
CERTIFICATE OF APPRECIATION
Presented to
Dr. Darwin C. Rungduin
as
RESEARCH PRESENTER
on the topic
"Development of Panukat ng Ginhawa Buhay: An Initial Validation"
during
PEMEA's International Conference on Educational Measurement and Evaluation (ICEME 2023)
with the theme
"Learning Loss Assessment and Recovery: Relevance and Directions in Post-Pandemic"
Venue: Diamond Hotel, Manila & MS Teams
Date: August 24-26, 2023

Q&A

DAY 3

Ina Mullis (Guest)
NICLIE TIRATIRA (Guest)
Richard D...
PEMEA Ja...
PEMEA M...
CEM - Pet...
AM
Angel Mer...
M
Mark (Gue...
MA
Mrs. Ma. A...
VC
Vincent D...
RANDEL A...
View all
Dr. Marife Mamauag_LDCU (Guest)
PEMEA-Rhodora Santos
1/10

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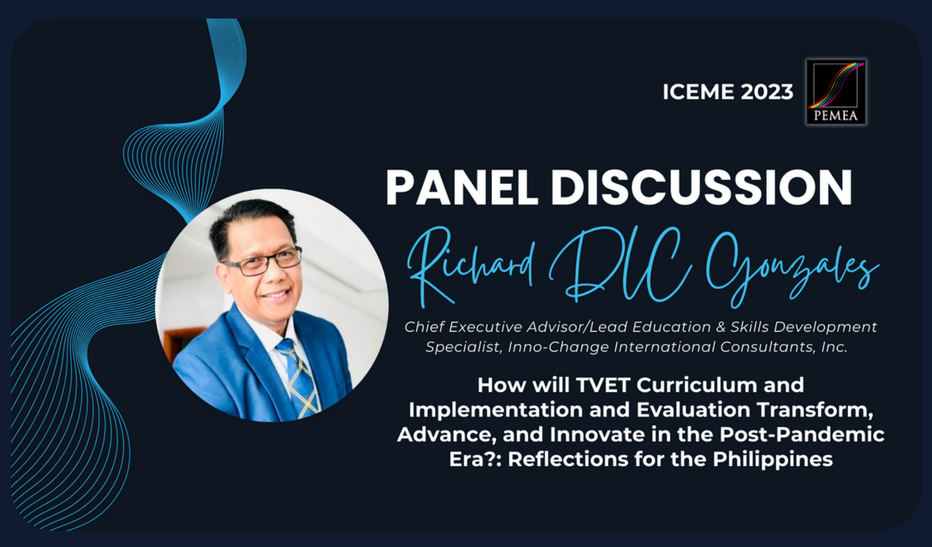
PANEL DISCUSSION
Dr. Miguel Rapatan
De La Salle University
Learning Recovery Actions of Private Secondary Education Schools


ICEME 2023
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PANEL DISCUSSION
Richard DLC Gonzales
Chief Executive Advisor/Lead Education & Skills Development Specialist, Inno-Change International Consultants, Inc.
How will TVET Curriculum and Implementation and Evaluation Transform, Advance, and Innovate in the Post-Pandemic Era?: Reflections for the Philippines

ICEME 2023
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PANEL DISCUSSION
Dr. Gilbert Sadsad
Director Region V, Department of Education
DepEd Region 5 Initiatives on the Implementation of the Learning Recovery Plan

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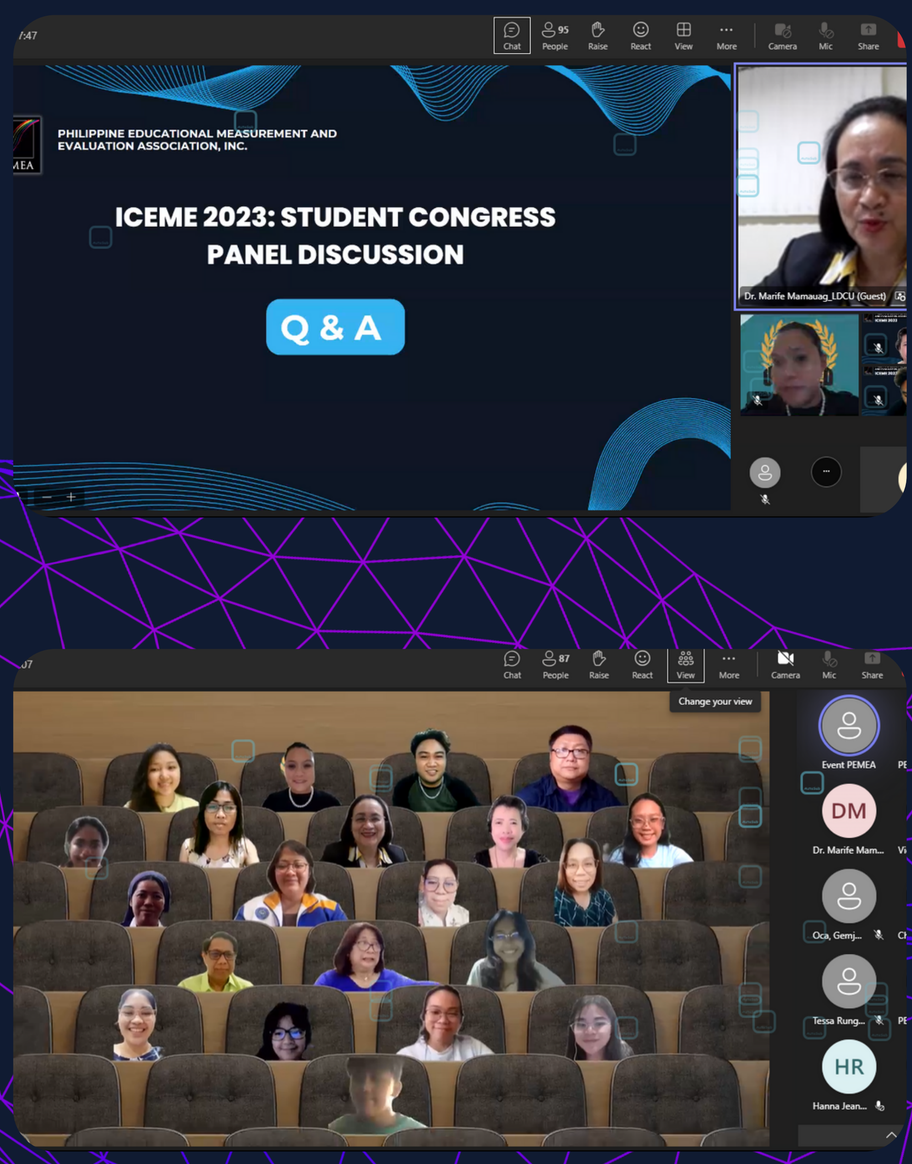
Dr. Marife Mamauag_LDCU (Guest)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ICEME 2023: STUDENT CONGRESS
PANEL DISCUSSION
Q & A
Dr. Marife Mamauag_LDCU (Guest)

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