PHILIPPINE EDUCATIONAL MEASUREMENT AND EVALUATION ASSOCIATION

ICEME 2025

International Conference on Educational Measurement and Evaluation 2025

THEME:

INNOVATIVE ASSESSMENTS: HARNESSING TECHNOLOGY FOR BETTER LEARNING OUTCOMES

AUGUST 6 TO 8, 2025
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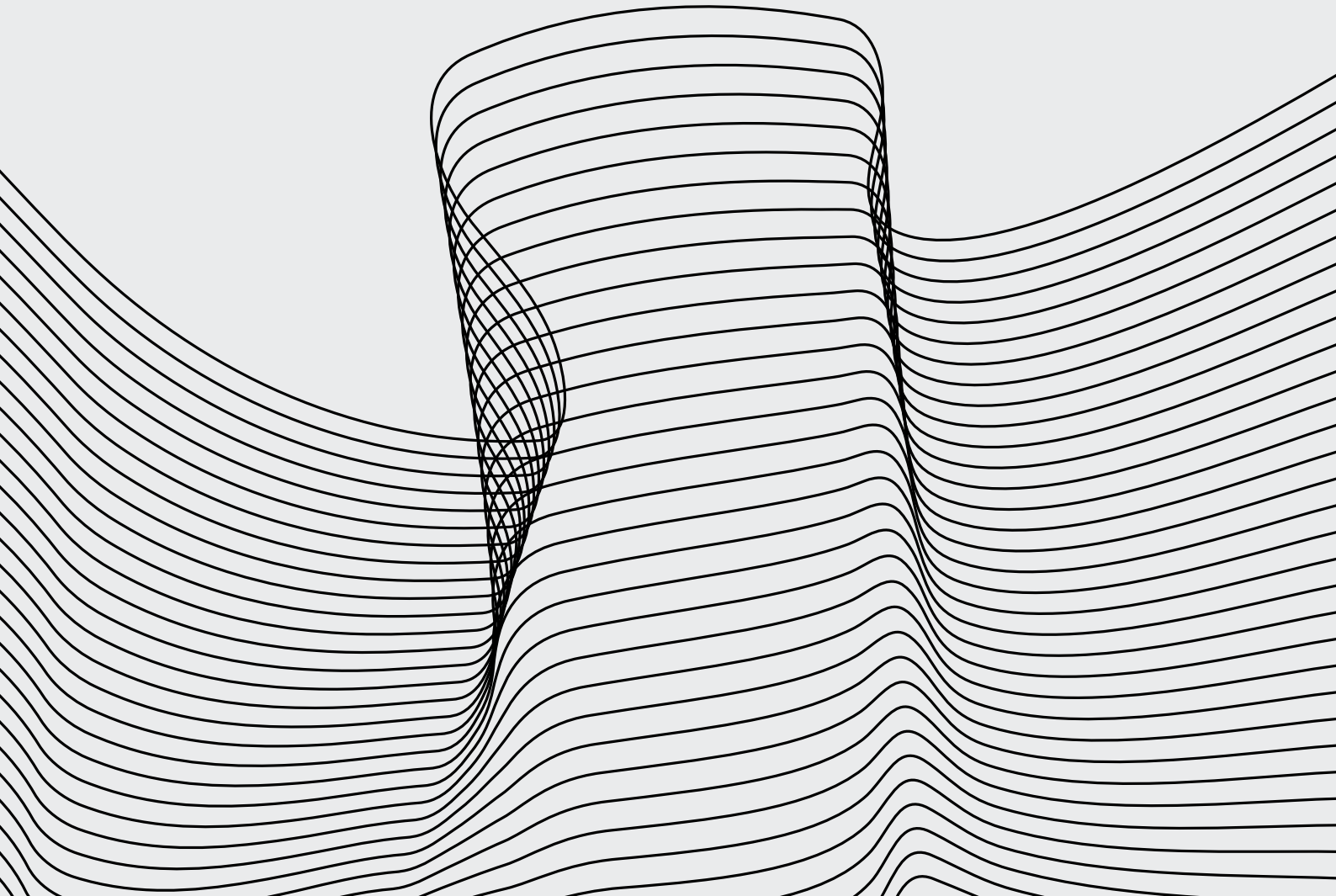
ICEME 2025

MESSAGES

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



Ferdinand Marcos Jr.

President
Republic of the Philippines

The quality of learning and the process that it entails must be assessed and reviewed regularly to guarantee that our students receive the finest education, one that is responsive to their individual growth and to our nation's needs.

In this regard, the Philippine Educational Measurement and Evaluation Association, Inc. pays a vital role in ensuring that our learners are on track in their learning journey through the development and implementation of an adaptive educational measurement and evaluation program.

The 2025 International Conference on Educational Measurement and Evaluation (ICEME 2025) is a key event in the country's academic calendar. In this gathering, you are not only learning from experience but also building on the gains that will elevate the standards of excellence tailored to the Philippine context.

With our ever-changing paradigms and technological advancements, your willingness to learn and determination to adopt more effective approaches are clear manifestations of your proactivity and foresight.

May you remain inspired by each life you transform and continuously uplift. Take to heart that your diligent work contributes towards the creation of a peaceful, stable, and progressive society.

Together, let us be partners in establishing a Bagong Pilipinas that cares, nurtures, and empowers learners so they will become productive and conscientious citizens, capable of shaping a brighter future for all.

I wish you a successful and engaging conference.

Francisco Moreno Domagoso

Mayor
City of Manila

It is with great pride that I join the Philippine Educational Measurement and Evaluation Association in the 2025 International Conference on Educational Measurement and Evaluation.

This conference offers a shared vision: using technology to ensure that every learner has access to quality education and the tools needed to succeed in the 21st century.

In Manila, education reform is not just a promise—it is a working reality. We have built modern campuses for Dr. A. Albert Elementary School, Rosauro Almario Elementary School, and Manila Science High School—facilities designed to inspire learning and provide our students with an environment worthy of their dreams.

We are also bringing classrooms closer to the future through our "One Smart TV = One Classroom" program. By equipping all 397 public Kindergarten classrooms with smart TVs and laptops, we are giving both teachers and students the tools to make learning more engaging, interactive, and effective.

These initiatives are rooted in one simple belief: that every child in Manila, regardless of background, deserves the best chance to learn and thrive.

Your work as educators, researchers, and innovators complements this vision. Assessment is not just about measuring outcomes; it is about understanding each learner's potential and ensuring no one is left behind.

Congratulations once again to PEMEA for pushing the boundaries of educational excellence. Together, let us Make Manila Great Again!

Br. Edmundo Fernandez FSC

President
De La Salle-College of Saint Benilde

It is with deep pride and sincere gratitude that De La Salle-College of Saint Benilde welcomes all participants, speakers, and partners to the 2025 International Conference on Educational Measurement and Evaluation, organized by the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA), in partnership with our institution.

The theme for this year's conference, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes," could not be more timely or relevant. In a world where learning environments are rapidly evolving—driven by digital transformation, global disruptions, and the call for more inclusive, learner-centered education—how we design, implement, and interpret assessments plays a critical role in shaping the future of education. Benilde's mission has always been rooted in innovation and inclusion. As an institution that embraces design thinking, technology-enhanced learning, and values-based education, we are proud to partner with PEMEA in championing a conversation that looks beyond traditional frameworks.

Assessment, when used innovatively and ethically, becomes more than a metric—it becomes a mirror, a guide, and even a catalyst. It reveals learning patterns, illuminates strengths and challenges, and most importantly, informs decisions that lead to equitable and impactful outcomes. This aligns significantly with PEMEA's commitment to professionalizing and advancing the field of educational measurement in the Philippines.

I hope this conference is not only as a gathering of experts, educators, and advocates, but also as a collaborative space where research informs action, and where emerging technologies meet human insight. It is a venue to stand together in pursuit of better tools, better systems, and ultimately, better learning for all.

On behalf of the Benildean community, I extend our heartfelt thanks to the officers, members, and organizers of the conference. We are inspired by your work and honored to share in this journey. May this conference be a space for sharing bold ideas, building partnerships, and advancing practices that place the learner at the heart of innovation.

Dr. Nancy Pascual, Ed.D., RGC

President
University of Rizal System

Warmest greetings to the organizers, esteemed speakers, dedicated educators, researchers, and all participants of the 2025 International Conference on Educational Measurement and Evaluation (ICEME)!

It is with great honor that I extend my heartfelt congratulations and commendations to the Philippine Education Measurement and Evaluation Association, Inc. (PEMEA) for spearheading this vital gathering of minds, anchored on the timely and relevant theme, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes."

As the world continues to navigate the complexities of a technology-driven era, our educational systems are increasingly challenged to recalibrate traditional paradigms of teaching, learning, and assessment. We are called not merely to adapt but to lead, to create, transform, and sustain innovations that truly respond to the evolving needs of our learners. This conference, therefore, provides a powerful platform for dialogue and collaboration among professionals who share the vision of achieving a more responsive, inclusive, and future-ready education system.

At the University of Rizal System, we strongly uphold the significance of evidence-based and data-driven approaches in evaluating learner performance. We understand that assessments are not simply tools for gauging academic achievement but are essential in shaping the pathways for meaningful learning and development. In line with the conference theme, we acknowledge the potential of technology to revolutionize our assessment practices, from real-time analytics and adaptive testing to personalized feedback mechanisms. These innovations allow us to gain deeper insights into student progress, address learning gaps more effectively, and foster a culture of continuous improvement.

Moreover, as we explore the intersection of technology and assessment, we must remain guided by core values: integrity, equity, and learner-centeredness. Technological innovations must not widen the digital divide, but instead serve as bridges, bringing quality education and fair evaluation closer to every Filipino learner, regardless of location or circumstance. Let us harness these tools not only to streamline processes but also to humanize education, making learning more engaging, accessible, and transformative.

I also encourage everyone here to take this opportunity to listen, share, and reflect. The diversity of experiences and expertise represented in this conference is truly a source of inspiration. Let us learn from each other, challenge ideas constructively, and forge partnerships that transcend institutional and national boundaries. Let this conference not only generate innovative frameworks and strategies but also ignite collective action toward a more dynamic and forward-looking educational landscape.

Lastly, I would like to express my sincere appreciation to PEMEA for its unwavering commitment to advancing the science and art of educational measurement and evaluation. May ICEME 2025 be a fruitful, enlightening, and empowering experience for all. Together, let us continue to lead the charge in redefining assessments, transforming them into instruments of hope, excellence, and opportunity for every learner.

Thank you, and may we all have a successful and impactful conference.

Sr. Lilia Therese Tolentino, SPC

President
St. Paul University Quezon City

Greetings from St. Paul University Quezon City!

It is with great honor and enthusiasm that I extend my warmest congratulations to the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) for organizing the 2025 International Conference on Educational Measurement and Evaluation (ICEME). As a proud member institution of PEMEA, St. Paul University Quezon City celebrates this significant milestone in advancing educational assessment practices in our country and beyond.

The theme, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes," resonates deeply with our institutional commitment to excellence in education. In an era where technology continues to transform the educational landscape, it is imperative that we embrace innovative assessment methodologies that not only measure student learning more effectively but also enhance the overall educational experience.

At St. Paul University Quezon City, we recognize that assessment is not merely about evaluation—it is about understanding, improving, and empowering our students to reach their full potential. The integration of technology in assessment practices opens new pathways for personalized learning, real-time feedback, and data-driven decision-making that ultimately leads to better learning outcomes for all students.

We commend PEMEA for fostering a culture of continuous learning and professional development through initiatives like ICEME. Such platforms are essential for building capacity among educators and assessment professionals, ensuring that we remain at the forefront of educational innovation and excellence.

St. Paul University Quezon City pledges its continued support and active participation in PEMEA's endeavors. Together, we can create assessment practices that truly serve the needs of our students and contribute to the development of quality education that prepares them for the challenges and opportunities of the 21st century.

Congratulations to PEMEA and all participants of ICEME 2025!

Don Timothy Buhain

Chief Executive Officer
Rex Education

Now, more than ever, innovative assessments that maximize the benefits of technology are crucial to improving learning outcomes. The call to do our part is becoming louder by the day.

This is why Rex Education takes pride in being a staunch supporter and long-time partner of the Philippine Educational Measurement and Evaluation Association or PEMEA in their mission to enhance individual and institutional effectiveness through innovative, collaborative, and responsive intervention programs in educational measurement and evaluation.

This year's theme, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes", is both timely and critical. While traditional paper-based assessments remain valuable, we recognize that technologies such as artificial intelligence (AI) can deliver faster results and help design meaningful interventions.

However, with AI and other technologies rapidly influencing the way we live and learn, we are being called to rethink how we approach assessments, ensuring that their impacts remain positive. The challenge is not only adopting new tools and adapting to them, but using them purposively: to better understand our learners, heighten their experiential learning, and equip teachers with meaningful insights, among others.

At Rex Education, we believe that assessments, when designed with intention and supported by technology, can be powerful tools to track progress and support learner growth. But as we embrace innovation, we must stay grounded in empathy, ethics, and a deep understanding of what our learners need. As we support PEMEA's mission, we also believe that the organization will remain guided by their values of service, professionalism, inclusivity, collaboration, and excellence—aligning closely with REX's core values of unity of purpose, integrity, respect for the individual, passion for excellence, and resilience.

To the organizers, speakers, and participants—thank you for providing a space where we can collaborate, reflect, and explore solutions together. We look forward to the ideas this gathering will spark and the lasting change those can inspire in our classrooms and learning communities.

Congratulations, PEMEA, and thank you for putting together this meaningful 3-day event. Best wishes to all of you from Rex Education!

Dr. Grace Aguiling-Dalisay

President & CEO
Center for Educational Measurement, Inc.

Warm greetings from the Center for Educational Measurement, Inc. (CEM)!

Since PEMEA's founding in 2008, CEM has been a proud partner in the shared mission to promote quality assessment practices in the Philippines and to make measurement and evaluation more relevant, inclusive, and empowering for education.

This year's theme "Innovative Assessments: Harnessing Technology for Better Learning Outcomes" underscores both the urgency and opportunity to reimagine how we design, implement, and use assessments in the 21st century.

At CEM, we believe that innovation in assessment must always serve the greater purpose of improving learning, not only by measuring what learners know but by unlocking their potential and guiding their growth.

As we continue shaping the future of educational measurement, may this conference inspire deeper dialogue, spark meaningful collaboration, and strengthen our collective resolve to build assessment systems that truly elevate teaching and learning.

Congratulations to PEMEA for organizing ICEME 2025, and to all of you for your unwavering dedication to assessment for learning and educational excellence.

Mabuhay!

Ma. Angeles Guanzon

Director
Global Resources for Assessment, Curriculum, and Evaluation Inc. (GRACE)

Good day to all!

In life, we have our peaks and troughs. For us at the Global Resources for Assessment, Curriculum, and Evaluation Inc. (GRACE Inc.), in our collective life doing assessment work in education, gathering together each year to listen to and engage with speakers, panelists, sponsors, delegates, and paper presenters in the International Conference on Educational Measurement and Evaluation (ICEME) is a definite peak.

We are proud and excited to be one of the sponsors of this conference this year, where the discussions will revolve around "Innovative Assessments: Harnessing Technology for Better Learning Outcomes." In our mission to be the best education solutions partner for our private and public client schools, we highlight the role of technology in transforming educational assessments, and international conferences like ICEME encourage us to exchange new ideas.

There are developments in today's digital age that pose exciting possibilities for our learners which can either be a boon or a bane. The ease with which artificial intelligence applications (AI apps) can be readily accessed, for instance, makes much of the research and writing work of Filipino learners and educators definitely easier. This is the boon. But the bane lies in dealing with the challenge ahead, i.e., how to harness the power of AI in such a way that overdependence on AI outputs is avoided and critical thinking still gets developed among our learners.

With the advancement of technology, we must accelerate progress and inspire new directions in educational assessment. Through collaboration, we foster innovation in both teaching strategies and assessment methods. Guided by a shared vision and committed to inspiring lasting progress, we dedicate ourselves to enhancing student learning experiences.

Thanks to the Philippine Educational Measurement and Evaluation Association, this conference brings us together each year, empowering us with practical insights and inspiring us all to shape a future where technology elevates assessment to be fair, complete, and responsive. We all know that an international conference on educational measurement and evaluation is a crucial event for advancing the field, promoting best practices, and fostering collaboration among professionals worldwide.

There is a prayer that a colleague here in De La Salle University once said at the start of our meeting that I have used over and over in many of the academic meetings and gatherings that I have since attended. The prayer is short and heartfelt: May we all listen well, think well and speak well.

And to this prayer, I add this hope-filled wish: may our time together leave a profound and lasting impact on learners everywhere.

Oscar Karnalim, S.T., M.T., Ph.D., SMIEEE

Dean, Faculty of Smart Technology and Engineering, Associate Professor
Maranatha Christian University, Indonesia

It is truly an honor and a privilege to serve as the keynote speaker for the International Conference of Educational Measurement and Evaluation (ICEME 2025). I would like to extend my deepest gratitude to the organizing committee for this invitation and the opportunity to share my thoughts with such a distinguished gathering of educators, researchers, policymakers, and innovators from around the world.

This year's conference theme, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes," is both timely and critically important. We are living in a transformative era where technological advancements, particularly the emergence of Generative Artificial Intelligence (GenAI), are reshaping every facet of our lives—including education. As we navigate this rapidly evolving landscape, it is essential that we rethink how we design, implement, and evaluate assessments to ensure they continue to support deep learning, foster critical thinking, and uphold academic integrity.

My research over the years has been focused on the intersection of educational technologies and their impact on teaching and learning. Specifically, I have been exploring how innovative learning technologies can enhance student engagement, personalize learning experiences, and promote authentic learning—while ensuring that the integrity of academic assessments is not compromised. With over 100 published research papers and more than 1,400 citations, I have been fortunate to contribute to the growing body of knowledge in this field. However, I see my role not just as a researcher, but also as a facilitator of meaningful conversations among educators about the implications of these technologies in real-world classrooms.

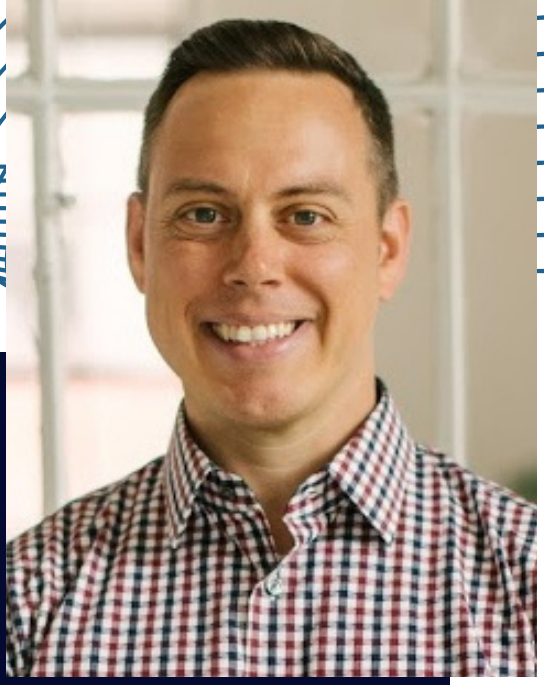
Assessments remain a cornerstone of the educational process. They serve as critical tools for measuring whether students have successfully met learning objectives and for informing instructional decisions. But in the age of GenAI, we must acknowledge the growing challenge: if assessments are not thoughtfully and rigorously designed, students may be tempted—or even encouraged—to rely on GenAI tools to complete their work without fully engaging in the learning process. This presents a profound risk, not only to individual learning outcomes, but also to the credibility and effectiveness of our educational systems.

As educators, we must rise to the challenge by rethinking traditional assessment models. We need to embrace innovative, authentic, and adaptive assessment methods that reflect real-world problem-solving, collaboration, creativity, and ethical decision-making—skills that GenAI cannot simply replicate. At the same time, we must empower teachers with the tools, strategies, and support needed to create assessments that harness the strengths of technology while minimizing its potential for misuse.

In my capacity as the Editor-in-Chief of SAGE's Journal of Educational Technology Systems, I am also delighted to announce that selected high-quality papers from this conference will be considered for publication in the journal. I am confident that ICEME 2025 will feature a wide array of thought-provoking and groundbreaking research that deserves a broader platform. I encourage presenters to submit their work for consideration and to continue contributing to the scholarly dialogue on these crucial issues.

Beyond the formal presentations, I am genuinely looking forward to engaging with fellow attendees—learning from your experiences, exchanging ideas, and exploring possible collaborations. Conferences like ICEME provide an invaluable space for us to reflect, question, innovate, and ultimately shape the future of education together. I sincerely hope that my keynote will spark meaningful discussions among educators on how to adapt assessment practices in this new technological era. I encourage everyone here to think boldly, act ethically, and lead with a vision for education that is inclusive, forward-thinking, and resilient.

Once again, thank you for the opportunity to be part of ICEME 2025. I look forward to the conversations ahead and to working with many of you as we collectively strive to advance education in the era of GenAI. Thank you.



Nathan Thompson, Ph.D.

CEO
Assessment Systems Corp.
Minnesota, USA

I'm honored by the invitation to join the International Conference on Educational Measurement and Evaluation, hosted by the Philippine Measurement and Evaluation Association and De La Salle - College of St. Benilde. The reputation of these institutions is recognized around the world, and I'm excited to join the community and conversation.

Educational assessment is at a crossroads, and for multiple reasons, which makes the situation both more critical yet also more ripe for innovation. Higher education in many countries has been completely rocked by the demographic shift; fewer students of university age, and fewer students who pursue a traditional four-year degree due to the availability of alternative pathways to great careers. Many universities will accept students with a lower bar than they would have a few decades ago, which makes admissions testing less advantageous, but opens new opportunities for placement testing, classroom testing, and assessment-based credits. K-12 assessment is being transformed by adaptive learning and other modern technologies, and the personalization offered by adaptive assessment is a foundation for this.

AI, and its impact through better assessment, presents an opportunity to address such issues. It helps us develop more assessment items, review them for quality with less workload on teachers, grade essays more effectively and much faster than humans, personalize which assessments that a student sees, personalize the learning pathway based on assessment results, and much more. However, these things need to be done with the appropriate level of validity and research; for example, a teacher can't just throw all the student essays into ChatGPT with an overly broad instruction to simply "grade these on growth mindset" or similar, and you can't tell the AI to generate items without reviewing them for quality. AI also represents an enemy in some ways, such as the substantial impact it has on exam cheating.

I'm also excited about the democratization and proliferation that AI enables. Nowadays, any organization has access to technology that a mere 10 years ago was only available to billion-dollar companies or large government organizations in Western countries. This can be used both for the technology itself, as well as using AI to develop the human capital at these organizations.

I look forward to discussing the opportunities and dangers offered by AI in the world of assessment and psychometrics, and how this can improve educational assessment throughout the Philippines.

Rachel Siow Robertson, Ph.D.

Assistant Professor
Hong Kong Baptist University

It is a real honour for me to be invited by the Philippine Measurement and Evaluation Association (PEMEA) to speak at this International Conference on Educational Measurement and Evaluation (INCEME). It has never felt more important to engage in a discussion of the use of technology for better learning outcomes.

Although the ethical use of technology is by no means a new issue for educational communities, the proliferation of advanced AI tools has made this area feel like unfamiliar terrain. Educational, environmental, and societal implications have intensified and are complex to navigate. On the one hand, we face fears of misalignment with the job market and the gap between those who can or cannot use the latest tools with ease. On other hand, there are well-known limitations of the 'garbage in, garbage out' structure of AI, as well as the way in which the technology ecosystem is built on huge environmental and human labour costs, and infringements of intellectual property and privacy. Initial reactions have seen educators caught between keeping up – encouraging ever more use of AI so that we do not fall behind, and catching out – leading with suspicion and trying to expose and stop improper use, whatever that may be.

Yet, when it comes to the ethics of technology use for educators, we need not only chart the moral risks and goods on offer from existing technologies and the structures supporting them – important as that is. We cannot only focus on mitigating what is, because we can instead form and act in line with a moral vision of what should be. Educational communities have the privilege and responsibility of being well-placed to put moral vision first and to change minds and behaviours accordingly, promoting "hopeful re-imagining" of technology use (to borrow a phrase from educational researcher Neil Selwyn).

I believe that working together is the only way that we can come to solutions and implement changes which work for the well-being of all in our global community. I look forward to learning from you al,l and I am grateful to PEMEA for gathering us together to make it possible to do the work of hopeful re-imagining of technology in education.

Richard DLC Gonzales, Ph.D.

Founding Chairman and President
Philippine Educational Measurement and Evaluation Association, Inc.

Distinguished delegates, esteemed colleagues, and friends in education, it is with profound pride and unwavering optimism that I welcome you to the 2025 International Conference on Educational Measurement and Evaluation, a gathering of brilliant minds united by a single purpose: to uplift the standards of learning for every learner in our rapidly changing world. Our chosen theme, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes," is timely and transformative. It calls each of us to reimagine, reinvent, and resolutely advance the very mechanisms by which we measure and encourage the growth of the human mind.

For decades, assessment has been the silent architect of progress in education—shaping curricula, guiding educators, and opening doors for students of all backgrounds. Today, as the digital revolution reshapes every facet of our lives, we are presented with an extraordinary opportunity to let technology be a force for good—a catalyst to unlock the full potential of all learners, regardless of where they are or who they may be.

I urge PEMEA members, through this conference and beyond, as visionaries and stewards of educational assessment and evaluation, to embrace the spirit of innovation. Let us move beyond the conventional and harness technology's promise to develop assessments that are fair, adaptive, and insightful tools that not only measure knowledge but also nurture creativity, resilience, and a love for lifelong learning. Let us be guided by the conviction that every learner deserves not just to be assessed but to be seen, understood, and empowered.

Challenges will come, but these will help us become stronger and find new solutions. By working together, sharing what we know, and ensuring everyone is treated fairly, we can build assessment systems that help students learn and succeed.

As the founding Chairman and President of PEMEA, I believe deeply in our capacity to lead this change. May this conference inspire us to ignite new ideas, forge lasting partnerships, and return home prepared to be agents of progress in your communities. Let us shape a future where every assessment serves as a bridge to possibility and every learner finds their unique path to excellence.

Together, let us harness the power of innovation for a brighter, more inclusive tomorrow.

Mabuhay!

Rose Marie Salazar-Clemeña, Ph.D.

Founding Adviser
Philippine Educational Measurement and Evaluation Association, Inc.

In this era of the Fourth Industrial Revolution, education stands at a pivotal crossroads. The integration of artificial intelligence, machine learning, and digital tools into assessment practices is no longer a matter of innovation alone—it has become an imperative.

The International Conference on Educational Measurement and Evaluation (ICEME 2025), with its timely and forward-looking theme, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes," brings together thought leaders, educators, and technologists to explore how technology can deepen learning, promote equity, and uphold the integrity of educational measurement and evaluation.

The topics to be discussed invite us to critically examine both the opportunities and the limitations of innovation in education. As we confront the question of whether AI is a friend or a foe, we are also challenged to reimagine assessment as a dynamic tool for meaningful learning and transformative teaching.

May this conference spark new insights, foster collaborations, and inspire each of us to champion needed changes in our respective contexts. Let us harness technology not merely for efficiency, but to ensure equity, enhance quality, and create lasting impact in education.

Congratulations to PEMEA for steadfastly pursuing its vision of “pushing forward high-quality theory, research, and practice in educational measurement and evaluation in the Asia and Pacific Region!”

Dr. Marilyn Balagtas

Ex-Officio President
Philippine Educational Measurement and Evaluation Association, Inc.

Warm greetings to all the organizers, speakers, sponsors, and participants in this PEMEA's 2025 ICEME!

This year's conference theme "Innovative Assessments: Harnessing Technology for Better Learning Outcomes" is not only timely but highly relevant in this AI-driven world. The rapid advancements in technology, particularly the use of artificial intelligence, are continually reshaping the educational landscape including that of student assessment.

The conference calls for our collective commitment to exploring, using, and testing the effectiveness of advanced technologies in transforming the assessment practices to improve learning outcomes. With the advent of AI, traditional practices are challenged on their effectiveness and efficiency. For instance, the design, construction, and administration of assessment tools using computers and AI can increase the quality, effectiveness, and efficiency of the conduct of assessment. Analysis, presentation, communication, and utilization of assessment results could be supported and improved significantly using AI. AI makes learning personalized and assessment adaptive to learners' abilities and capabilities. It promotes high order thinking skills such as analysis, synthesis, evaluation, and creation. It allows students to have a personal learning tutor that could help them gain deeper and wider understanding of their lessons. These are just a few of the tremendous benefits of using modern educational technologies in improving learning. However, while opportunities to better learning through advanced technologies are undeniable, there are responsibilities and ethical use that must also be observed and practiced. Pros and cons must be well discussed and understood in this conference.

I encourage everyone to actively participate in all the sessions, engage with speakers, question ideas, and contribute to making the conference a meaningful platform for enlightenment, interaction, enrichment, productivity, collaboration, and networking. May this conference trigger our curiosity to further research and discovery on the powers of technology in improving learning outcomes across various disciplines and levels of learners. May we use the conference to collectively chart the future of educational measurement and evaluation in the Philippines and beyond. Thank you.

Violeta Valladolid, Ph.D.

President and Chair
Philippine Educational Measurement and Evaluation Association, Inc.

Welcome to ICEME2025!

The integration of technology into teaching and learning has increased tremendously in recent years, leading to quick information access to both teachers and students. As these technologies evolve in complexity and capability, their impact on education becomes increasingly significant. Yet, much remains to be explored. What we know is that these technologies are opening up vast possibilities, while also raising concerns about their ethical, social, and pedagogical implications.

Users of intelligent educational technologies, such as artificial intelligence (AI) generally hold a cautious optimistic view. Studies reveal that while many recognize their potential to improve learning and teaching, streamline tasks, enhance research productivity, concerns persist. Issues such as data security, privacy, ethics, academic dishonesty, and potential decline in students' creativity and critical thinking must be thoughtfully addressed.

The reality is that AI-enhanced instruction is here to stay. New tools are continuously emerging and their influence on education and everyday life cannot be ignored. But the true impact of these technologies lies not just in what we already know, but in what we have yet to understand. This makes continued research and dialogues among educators not only necessary, but urgent.

It is for these reasons that the Philippine Educational Measurement and Evaluation Association, Inc. (PEMEA) has chosen to focus its international conference on Innovative Assessments: Harnessing Technology for Better Learning Outcomes. The ICEME2025 brings together educators, researchers, administrators, assessment practitioners, and other education stakeholders to discuss the latest technology, including generative AI, and their role in enhancing educational assessment and measurement, and in turn improving learning outcomes.

We are honored to host respected experts and researchers in the field of educational assessment, measurement, and technology. Their ideas, expertise, research, and innovations will guide us in navigating the opportunities and challenges of these technologies. We hope the ICEME2025 will inspire us to share knowledge, ask bold questions, engage in meaningful conversations, and collaborate with colleagues towards improvement of the quality of education through quality assessment and educational technology.

Let us not be passive consumers of AI-enhanced technologies. Let us be creators, critics, and collaborators in its shaping their role in education. We need educators at the center of research, dialogue, and development. When AI is guided by inclusive, ethical, and informed conversations, it ceases to just a tool, and it becomes a partner in building a more just, creative, and effective educational system for all.

Once again, welcome to ICEME2025!

Christine Joy Ballada, Ph.D.

Vice-President and ICEME Conference Chair
Philippine Educational Measurement and Evaluation Association, Inc.

Greetings to our PEMEA Members, Partners, and Friends!

I am pleased to welcome you to the 2025 International Conference on Educational Measurement and Evaluation (ICEME 2025). We look forward to your active participation in this conference, as we discuss how technology can help improve our assessments and enhance learning outcomes.

Over the last three years, generative AI has disrupted different aspects of society, especially education, business, and the workplace. In a July 2025 report about the impact of AI in assessment, the Digital Education Council notes that instructors today face two significant challenges: redesigning assessments to ensure validity in the age of AI and exploring new ways to integrate AI into assessment and facilitate deeper learning. As educators, curriculum designers, and policymakers, we are responsible for equipping our students with the future-ready skills to help them thrive and contribute meaningfully to society.

As we confront these challenges, we find ourselves at the threshold of exciting possibilities. When thoughtfully integrated, technology can empower educators to design assessments that are more authentic, inclusive, and responsive to diverse learner needs. It can help us move beyond rote memorization and toward more profound understanding, critical thinking, and creativity.

This year's theme, "Innovative Assessments: Harnessing Technology for Better Learning Outcomes," invites us to reflect on how we can leverage digital tools to enhance learning. Generative AI, learning analytics, and other emerging technologies offer powerful tools that can personalize assessments, provide real-time feedback, and uncover deeper insights into student learning. In this conference, we will explore these innovations through a curated program of keynote addresses, panel discussions, research presentations, and engaging workshops. Our goal is to foster dialogue and partnerships to help us navigate the complexities of integrating technology into assessments while upholding the principles of validity, reliability, equity, and ethical practice.

Let us use this conference as a platform to share insights, challenge assumptions, and build a community of practice committed to advancing educational measurement, assessment, and evaluation in meaningful and ethical ways.

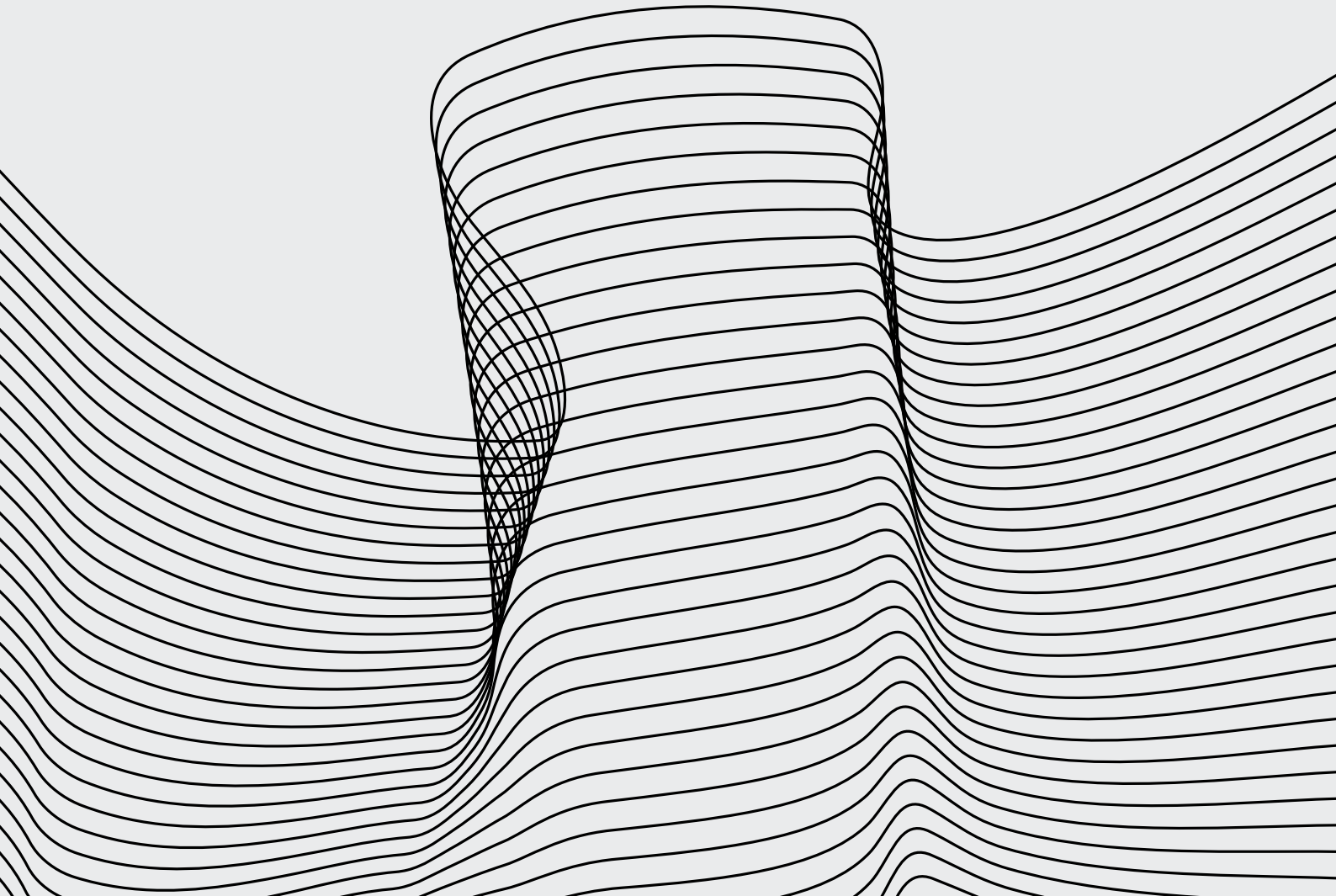
We are excited to learn from your experiences, hear your perspectives, and work together to shape the future of assessment. May this conference inspire new ideas, spark meaningful collaborations, and reaffirm our shared commitment to improving learning outcomes for all.

Thank you for supporting PEMEA and for being part of this important conversation.

ICEME 2025

ABOUT PEMEA

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



HISTORY OF PEMEA

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

The PEMEA was born during the National Conference on Educational Measurement and Evaluation (NCEME) on August 6-8, 2008, held at the College of Saint Benilde (CSB) Hotel in Manila. The conduct of the 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 De La Salle-College of Saint Benilde'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" has invited assessment practitioners and professionals to discuss the latest trends, practices, and technologies in educational measurement and evaluation in the Philippines.

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

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

With these purposes in mind, the first batch of PEMEA Board of Trustees (BOT) was elected in 2008. The elected officers and members were as follows:

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

The other founding board members elected were:

- Dr. Carlo Magno (De La Salle University, Manila)
- Dr. Dennis Alonzo (University of Southeastern Philippines, Davao City)
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- Dr. Evelyn Y. Sillorequez (Western Visayas State University)

VISION & MISSION

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.

GOALS

- To promote standards in various areas of education through appropriate and proper assessment.
- To provide technical assistance to educational institutions and industries in the area of instrumentation, assessment practice, benchmarking, and the 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.

VALUES

- Service
- Professionalism
- Inclusivity
- Collaboration
- Excellence

PEMEA
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PEMEA

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PEMEA
Membership

Types of Membership	Educational Qualifications	Annual Membership Fee
Junior Affiliates	*Open to all College Students with Degree Programs in Social Sciences, Education, Management or related degree*	P150
Affiliates	*Open to all College Graduates with Degree Programs in Social Sciences, Education, Management, or any related degree*	P500
Professionals	*Open to all with Graduate Degree (MA, MS, etc.) in Social Sciences, Education, Management, or any related degree*	P750
Fellows	*For selected individuals only upon invitation and approval from the PEMEA Board of Trustees*	
Institutional	*For institutions and organizations*	P20,000

Prospective members should follow the process and instructions provided below:

1. Completely fill out the Membership Application Form. Click on the link below or scan the QR code to access the form. **Link: https://bit.ly/PEMEAMembershipApplication**
2. Submit the accomplished membership form via email **(secretariat@pemea.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.

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

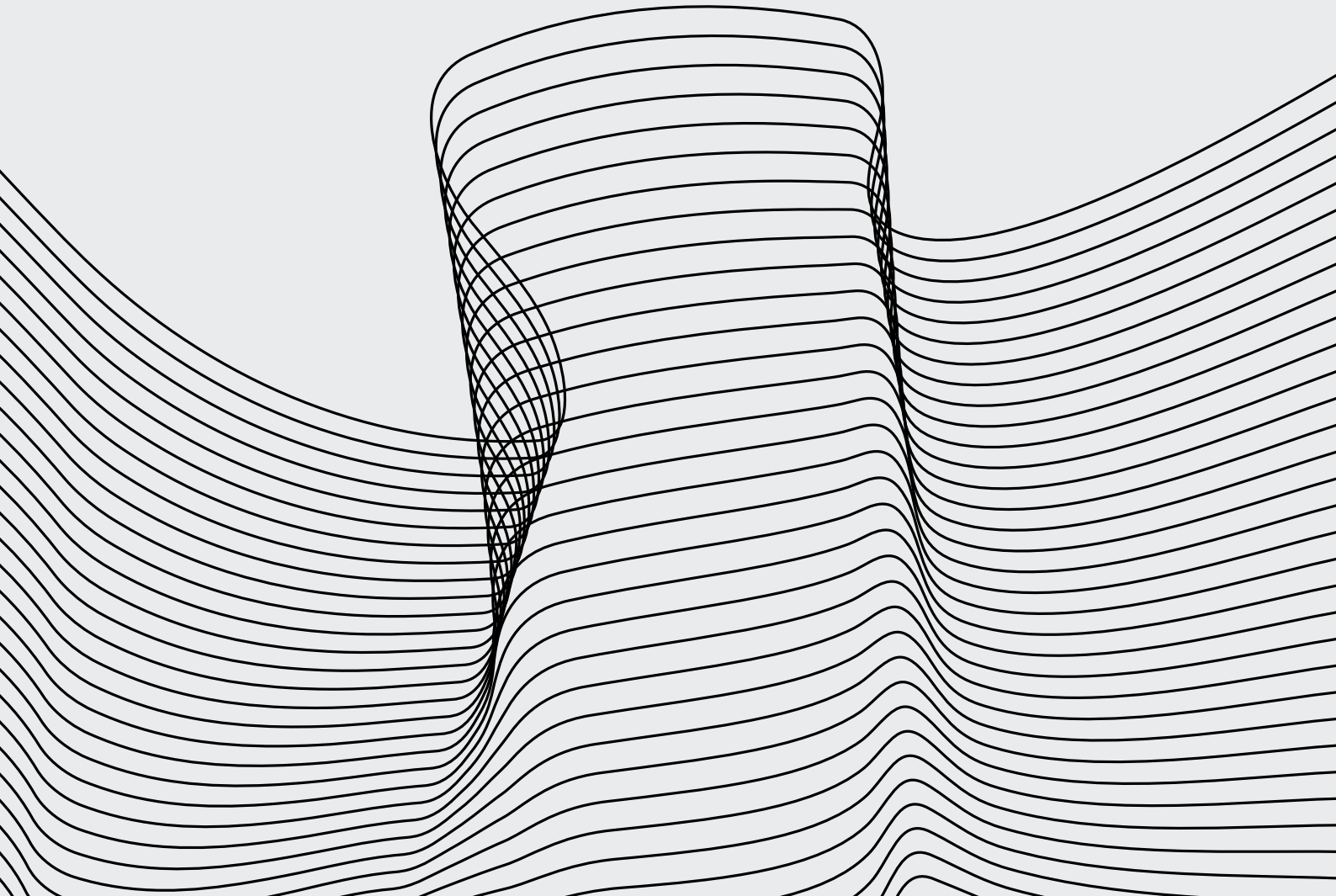
For more information about membership and activities, please send an email to: ***secretariat@pemea.com*.**

PEMEA

ICEME 2025

DETAILED PROGRAM

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



PEMEA

AUG 06 25

DAY ONE

7:00 - 8:00	Registration	
8:00 - 9:00 **Opening Program**	Video Presentations of Sponsors Invocation Philippine National Anthem Opening Remarks Welcome Remarks Messages from PEMEA Partners President's Address Introduction of the Keynote Speaker	Coro San Benildo Coro San Benildo **Dr. Christine Joy Ballada** PEMEA Vice-President and ICEME Conference Chair **Mr. Benhur Ong** Chancellor, DLS-CSB **Dr. Nancy Pascual** President, University of Rizal System **Mr. Don Timothy Buhain** CEO, Rex Education **Dr. Grace Aguiling-Dalisay** President and CEO, Center for Educational Measurement **Dr. Violeta Valladolid,** PEMEA President **Dr. Violeta Valladolid,** PEMEA President
9:00 - 9:45 **Keynote**	**Generative AI: Friend or Foe? What We Should Know About It When Designing Assessments**	**Dr. Oscar Karnalim** Dean, Faculty of Smart Technology and Engineering Maranatha Christian University, Indonesia
9:45 - 10:00	Open Forum	Moderator: **Ms. Ma. Rhodora Santos** PEMEA Board Member
10:00 - 10:05	Awarding of Certificate and Honorary Membership Photo-Op	PEMEA Executive Board
10:05 - 10:15	Coffee Break	
10:15 - 11:15 **Panel Discussion**	**Innovative Assessments: Harnessing Technology for Better Learning Outcomes**	**Moderator:** **Ms. Ma. Rhodora Santos** PEMEA Board Member **Panelists:** • **Dr. Oscar Karnalim** (Keynote Speaker) • **Dr. Marilyn Balagtas,** Philippine Normal University • **Dr. Jasper Vincent Alontaga**, De La Salle University • **Mr. John Andrew Mañacop**, Makarius Smart Learning • **Asec. Marcelino G. Veloso III**, Department of Educatio
`	Awarding of Certificates to Panelists	
11:20 - 11:30	Awarding of PEMEA Fellows and Honorary Members	**Dr. Richard DLC Gonzales** PEMEA Founding President and Chairman
11:30 - 11:40	Recognition of Partners and Sponsors	**Dr. Belen Chu** PEMEA Assistant Treasurer
11:40 - 11:50	President's Report	Dr. Violeta Valladolid
11:50 - 12:00	Treasurer's Report	Ms. Marie Antoniette Aliño
12:00 - 12:15	Presentation of Candidates for PEMEA Board of Trustees	Dr. Violeta Valladolid, COMELEC Chair
12:15 - 13:30	Lunch	
13:30 - 13:35	Introduction of the Keynote Speaker	Dr. Carlo Magno, PEMEA President, 2014-2018
13:35 - 14:35 **Keynote**	**Technology, Assessment, and the Global Education Goal – Asian and Global Challenges**	**Dr. Manos Antoninis** Director, UNESCO Global Education Monitoring (GEM) Re Team Reactor: Mr. Alejandro Ibañez, PEMEA Executive Secretary
14:35 - 14:50	Open Forum	Moderator: Dr. Carlo Magno
14:50 - 15:00	Awarding of Certificate and Honorary Membership	PEMEA Executive Board
15:00 - 15:15	Break	

AUG 07 25

DAY TWO

7:30 - 8:00	Registration	
8:00 -8:30 **Opening Program**	Video Presentations of Sponsors Recap of Day 1 Introduction of the Keynote Speaker	**Dr. Niclie Tiratira,** PEMEA Assistant Secretary **Dr. Christine Joy Ballada,** PEMEA Vice President
8:30 - 9:30 **Keynote**	**AI in Assessment: The Limits of LLMs**	**Dr. Nathan Thompson** CEO, Assessment Systems Corp. Minnesota, USA
9:30 - 9:45	Open Forum	Moderator: Dr. Teresita Rungduin PEMEA Board Member
9:45 - 9:50	Awarding of Certificate and Honorary Membership Photo-Op	PEMEA Executive Board
9:50 - 10:00	Coffee Break	
10:00 - 11:00 **Panel Discussion**	**Smart Assessments: Leveraging Technology to Enhance Education Quality and Equity**	**Moderator:** **Dr. Teresita Rungduin** **Panelists:** • **Dr. Nathan Thompson** • **Dr. Ferdinand Pitagan,** National Teachers' College • **Ms. Emelita Baylon,** De La Salle Santiago Zobel • **Dr. Luz Bay,** College Board, USA
11:00 - 11:15	Open Forum	Moderator: Dr. Teresita Rungduin
11:15 - 11:25	Awarding of Certificates to Panelists	PEMEA BOT Members
11:25 - 12:30	Lunch	
12:30 - 13:30	Technology Hour	Partners and Sponsors
13:30 - 14:45 **Division Concurrent Sessions**	**Enhancing Assessment Practices: Innovations and Strategies in Educational Evaluation** **Accelerating Learning through AI: Leveraging Microsoft Tools for Computer-Based and Language Assessments** **Low-Cost, High-Impact Testing Tools: What Works in the Philippine Context?** **Cheat-Proof or Truth-Proof? Navigating AI's Impact on Online Testing Standards**	**Educational Evaluation Division** **Language Testing Division and Computer-Based / Online Assessment Division** **School and Industrial Testing Division and Special Education Assessment and Early Childhood Assessment Division** **Psychometrics and Educational Statistics Division and Test Development Division**
14:45 - 15:00	Coffee Break	
15:00 - 16:00	Concurrent Paper Presentations 2A to 2D	
16:00 - 17:00	Concurrent Paper Presentations 3A to 3B	
	Evaluation of Day 2	

PEMEA

AUG 08 25

DAY THREE

7:30 - 8:00	Registration	
8:30 -9:00 **Opening Program**	Promotional Video Recap of Day 2 Introduction of the Keynote Speakers	**Mr. Alejandro Ibañez,** PEMEA Executive Secretary
9:00 - 9:55 **Keynote**	**Generative AI in Educational Assessment: Challenges and Ethical Issues**	**Dr. Rachel Siow Robertson** Asst. Professor Hong Kong Baptist University
9:55 - 10:00	Open Forum	Moderator: Dr. Niclie Tiratira PEMEA Assistant Secretary
10:00 - 10:05	Awarding of Certificate and Honorary Membership Photo-Op	PEMEA Executive Board
10:05 - 10:15	Coffee Break	
10:15 - 11:15 **Panel Discussion**	**Generative AI in Educational Assessment: Challenges and Ethical Issues**	**Moderator:** **Dr. Niclie Tiratira** **Panelists:** • **Dr. Rachel Siow Robertson** • **Dr. John Paul Vergara,** Ateneo De Manila University • **Dr. Miguel Rapatan,** De La Salle Santiago Zobel • **Dr. Alma Espartinez,** De La Salle-College of Saint Benilde
11:15 - 11:25	Open Forum	
11:25 - 11:30	Awarding of Certificates to Panelists	PEMEA BOT Members
11:30 - 11:45	Announcement and Oath-Taking of PEMEA BOT 2025-2027	Dr. Violeta Valladolid, COMELEC Chair Dr. Rose Marie Salazar-Clemeña PEMEA Adviser
11:45 - 11:50	Response of the new PEMEA President	
11:50 - 12:00	Closing Remarks	
12:00 - 13:00	Lunch	
13:00 - 15:00 Post-conference workshops	**Unlocking the Potential of AI in Educational Research: Exploring Innovations and Impact**	Dr. Richard DLC Gonzales, Innochange International Research and Consulting, Inc. Moderator: Dr. Belen Chu, PEMEA Assistant Treasurer
	Collaborative GenAI in Mathematics Teaching and Assessment	Mr. Jay R San Pedro, iAcademy Moderator: Ms. Marie Antoniette Aliño, PEMEA Treasurer
	Using Augmented and Virtual Reality in Teaching and Assessing the Creative Arts	Mr. Hamil Buyco, iAcademy Moderator: Mr. Neil Pariñas, PEMEA External Relations Officer
	Using AI in Classroom Assessment	Mr. Johnny Amora, De La Salle-College of Saint Benilde Moderator: Dr. Marife Mamauag, PEMEA Board Member
15:00 - 15:15	Evaluation of Day 3	

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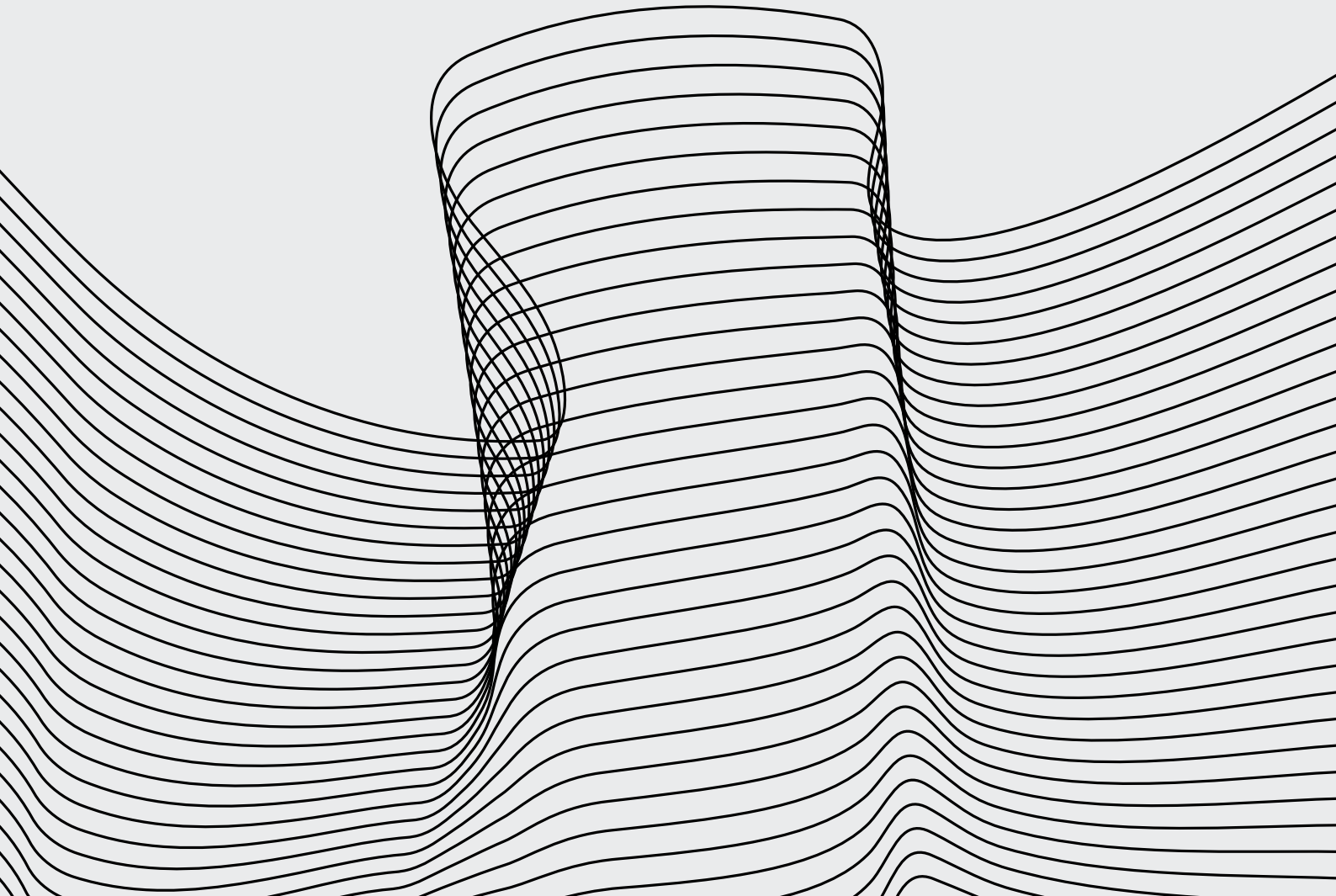
ICEME 2025

KEYNOTE SPEAKERS

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



Dr. Oscar Karnalim, S.T., M.T., SMIEEE

Dean of Faculty of Smart Technology and Engineering, Maranatha Christian University

Generative AI: Friend or Foe? What We Should Know About It When Designing Assessments

ABSTRACT

Artificial Intelligence (AI) has heavily affected academia, especially since the introduction of Generative AI. While Generative AI shows promising benefits, such as improved student productivity and personalised learning, it poses several threats to academic integrity. Students can easily misuse Generative AI to complete assessments with limited understanding, and their grades might not reflect their academic skills. This keynote session will discuss the benefits and drawbacks of Generative AI in education based on several studies. It will include the author's experience integrating Generative AI into their classes (English and Programming) and what aspects to consider while designing the assessments and the class rules (including learning objectives). This keynote session will elaborate on AI policies applied to the author's institution, including the rationale. It will also summarise his findings on a multi-country study about AI in K-12 education.

BIONOTE

Dr. Oscar Karnalim is a distinguished academic and technology leader specializing in software engineering, learning technologies, and artificial intelligence. Currently serving as Dean of the Faculty of Smart Technology and Engineering at Maranatha Christian University, he also holds the position of Associate Professor. With a PhD in Information Technology from the University of Newcastle, Australia, he has an extensive background in both academia and industry. His educational journey includes a Master of Engineering from Bandung Institute of Technology and a Bachelor's degree from Parahyangan Catholic University in Indonesia. Dr. Karnalim has contributed significantly to research, with a notable h-index of 21 on Google Scholar and 13 on Scopus, reflecting over a thousand citations. He is the current Editor-In-Chief of the Sage Journal of Educational Technology Systems. His published work covers topics like AI-assisted code detection, programming plagiarism, and maintaining academic integrity. Beyond academia, he co-founded and served as CTO for startups such as Survego and VIN Protocol, focusing on innovative digital solutions. His leadership roles include facilitating digital ethics at Hong Kong Baptist University, providing expertise to the Indonesian Ministry of National Development Planning, and organizing international conferences. With a dedication to advancing education and technology, Dr. Karnalim bridges scholarly research and practical applications, making him a prominent figure in computing education and AI in Indonesia and beyond.

Dr. Manos Antoninis

Director
UNESCO Global Education Monitoring (GEM) Report Team

Technology, Assessment and the Global Education Goal – Asian and Global Challenges

ABSTRACT

Technology offers various opportunities to improve education system management. Southeast Asian countries have been working to expand the range of data collected on schools and students and generating fine-grained analyses that integrate different data sources. Such data can be used to personalize learning, track children left behind and develop improved strategies to prevent disengagement and early school leaving. Some institutions in the region have been exploring technology's potential to support continuous assessment for learning, as well as to expand the range of skills and outcomes assessed. However, questions and challenges arise concerning the use of such a potentially high volume of digital data, notably related to teacher and administrator capacity. Moreover, the role of technology is still relatively secondary in the case of cross-country comparative monitoring of learning achievement in the framework of the global education goal, SDG 4. It offers opportunities for incremental finetuning of assessment implementation. Sustainable improvement in this area remains an issue, on the one hand, of national organizational capacity and commitment and, on the other hand, of multilateral commitment to coordinate and fund a global public good such as international large-scale assessment.

BIONOTE

Manos Antoninis has been the Director of the Global Education Monitoring (GEM) Report since 2017, having been previously responsible for the monitoring section of the report. He coordinated the financing gap estimates for the 2030 education targets, the projections on the achievement of universal primary and secondary education completion, and the World Inequality Database on Education. He represents the report team in the Education Data and Statistics Commission, of which he is currently co-chair. Prior to joining the team he worked for 10 years on public finance, monitoring and evaluation projects in education including: a public expenditure tracking and service delivery survey of secondary education provision in Bangladesh; the evaluation of a basic education project in the western provinces of China; the mid-term evaluation of the Education For All Fast Track Initiative; the annual reporting of progress in the implementation of the Second Primary Education Development Project in Bangladesh; a basic education capacity building programme in six states in Nigeria; the evaluation of an in-service, cluster-based teacher training programme in Pakistan; and the country study of the Out of School Children Global Initiative in Indonesia. He holds a DPhil in Economics for a study of technical education and the labour market in Egypt, completed at the Centre for the Study of African Economies of the University of Oxford.

Dr. Nathan Thompson

CEO
Assessment Systems Corporation

AI in Assessment: The Limits of LLMs

ABSTRACT

Artificial intelligence (AI) has received an astounding amount of attention since the release of ChatGPT in November 2022. Most of the discussions regarding the use of AI for assessment have revolved around automated item generation, since ChatGPT is so good at producing written content. However, the applications of AI in the world of assessment is far greater.

First, we will discuss the use of large language models (LLMs) to generate test questions, item review, item categorization, simulated pilot testing, or essay scoring. We will also discuss the concerns for this approach, including the fact that it is a black box and therefore does not provide support for validity, intellectual property law, and security concerns.

We will then discuss non-LLM applications of AI to assessment, including automated essay scoring, adaptive/multistage testing, enemy item flagging, online proctoring, and adaptive learning. These approaches are typically done with custom-calibrated machine learning algorithms, which requires more effort and expertise but also then provides sound validity documentation rather than being a black box.

Finally, we will present some real-world examples of these methods, including supporting research and lessons learned. We then discuss approaches for responsible AI use with assessment.

BIONOTE

Dr. Nathan A. Thompson is a distinguished psychometrician and CEO of Assessment Systems Corporation, a leading provider of innovative assessment solutions. With a Ph.D. in Psychometric Methods from the University of Minnesota and a B.A. with triple majors in Latin, Mathematics, and Psychology from Luther College, Dr. Thompson has dedicated his career to advancing assessment science through technology and research. His expertise encompasses classical and modern testing theories, including item response theory, adaptive testing, and AI-driven assessment methods. His leadership, combined with his extensive research and software development expertise, underscores his commitment to improving assessment practices and ensuring more accurate, accessible, and efficient testing methodologies globally.

Dr. Rachel Siow Robertson

Assistant Professor
Hong Kong Baptist University

Generative AI in Educational Assessment: Challenges and Ethical Issues

ABSTRACT

In this talk, I will explore the ethical issues raised by AI for educational assessment using the framework of the 'tragic dilemma' – the idea that students and educators have to engage with AI, without being able to choose an all-thing-considered right thing to do. Tragic dilemmas involve pressures on alignments of beliefs, commitments, and motivations of educators and students, impacting on their integrity and joy. I argue that thinking through uses of AI in terms of 'tragic dilemmas' can help educators to refine the usual recommendations for digital ethics. I suggest that approaches to assessment need to be sensitive to specific roles and responsibilities in relation to AI, and that structures throughout the educational ecosystem need to be put in place to support teachers and students in seeking to work with integrity, and ultimately, joy.

BIONOTE

Dr. Rachel Siow Robertson is an Assistant Professor at the Academy of Chinese, History, Religion and Philosophy at Hong Kong Baptist University. She earned her BA, MPhil, and PhD in Philosophy from the University of Cambridge, where she also served as Director of Studies in Philosophy and College Teaching Associate at St Catharine's College. Her research bridges philosophy, digital ethics, and moral education, with a focus on how emerging technologies shape human experience and character. Dr. Robertson has authored influential works on virtual spaces, moral education, and user experience design, including publications in Cambridge University Press, Zygon, and Kant-Studien. Her interdisciplinary approach integrates philosophical inquiry with human-computer interaction and theological anthropology.

She has led and co-led several funded projects, including a digital ethics course supported by the United Board for Christian Higher Education in Asia and a Templeton Foundation-funded study on joy in digital environments. Her recent presentations explore AI ethics, character education, and integrity in digital platforms, reflecting her commitment to shaping ethical frameworks for technology use.

ICEME 2025

PANEL DISCUSSIONS

PHILIPPINE EDUCATIONAL MEASUREMENT
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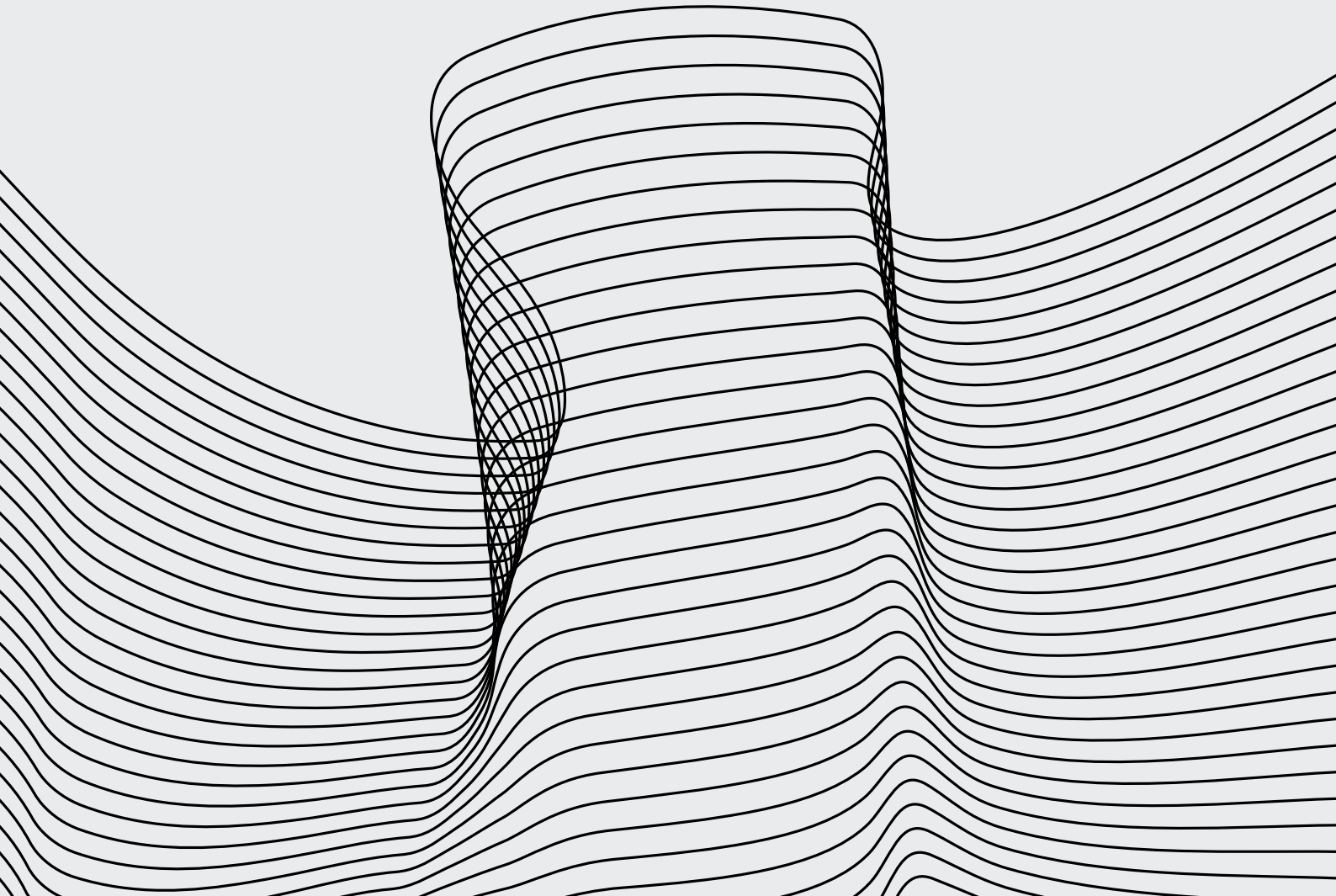


PANEL DISCUSSION 1

DR. MARILYN BALAGTAS

Dr. Marilyn Balagtas is a University Professor at the Philippine Normal University teaching courses on educational assessment, evaluation, and research from undergraduate to doctoral level in face-to-face and online modality. She is currently the Vice President for Academics of PNU. She finished her Doctor of Philosophy with specialization in Educational Research and Evaluation at the University of the Philippines. She has been a regional finalist in the Metrobank Search for Outstanding Teacher at the Tertiary Level and has been awarded a post-doctoral fellowship for Leadership in Research by the University of New England, Australia for her projects as the Inaugural Director of the Philippine National Research Center for Teacher Quality (RCTQ) that has led the development of the Philippine Professional Standards for Teachers (PPST). She is the founding President of the PATEF-United Professionals for the Development and Advancement of Teacher Education (UPDATE) and the ex-officio President of the Philippine Educational Measurement and Evaluation Association (PEMEA), Inc. She is currently the Vice President for External of Pi Lambda Theta Philippine Chapter. She is a consultant in educational assessment of a testing company in the Philippines. She is a researcher, trainor and a writer in areas of assessment and teacher education.

DR. JASPER VINCENT ALONTAGA

Dr. Alontaga is an Associate Professor under the Department of Educational Leadership and Management, Br. Andrew Gonzalez, FSC - College of Education at De La Salle University – Manila, handling educational technology and other professional education courses for more than 20 years using blended learning delivery. He earned his BSE degree major in Computer Applications and BS Mathematics, as well as his MA Special Education degree at De La Salle University, and PhD Special Education at University of the Philippines – Diliman. Currently, he is the Director of the Online Distance Education Office (ODEO) of De La Salle University – Manila in charge of quality assurance and digital materials development support for online courses. He specializes and serves as a resource speaker and consultant on technology integration, digital leadership, flexible learning and online course development.

ENGR. JOHN ANDREW MAÑACOP

Engr. John Andrew Mañacop is a distinguished Electronics Engineer, educator, and award-winning entrepreneur committed to transforming education through technology. He holds a degree in Electronics Engineering from the Mapúa Institute of Technology and has completed international programs in Innovation & Entrepreneurship at Stanford University and Business Model Innovation at the Asian Institute of Management. He is currently pursuing his MBA under One League in California. Fueled by a deep passion for improving learning outcomes, he founded Makarius Smart Learning, an EdTech company that develops AI-powered, personalized, and adaptive learning platforms for students and institutions. Under his leadership, Makarius now supports over 24 professional licensure exam courses, serves more than 20 partner institutions, and has helped over 30,000 students—achieving an impressive 90% board exam passing rate. His work has earned national and global recognition, including being selected for the AWS Global EdTech Accelerator in Singapore, DOHE Global EdTech Accelerator in London, and KPMG Global Tech Innovator. He has also been featured on The Final Pitch on CNN Philippines and secured a startup grant from DOST-PCIEERD.

ASEC. MARCELINO VELOSO III

Asec. Marcelino Veloso III is a lawyer from the UP College of Law, a graduate of Philippine Science High School, with a bachelor's degree in Computer Science from the University of the Philippines. Prior to public service, he was involved in digital policy-making, web development, data engineering, and technology consulting. He founded Apptitude, an edtech startup now being used by lawyers, based on rules issued by the Supreme Court. He has built legal research tools found in republicact (dot) com and citelaws (dot) com. He has written on telecom policy, remote notarization, and virtual property rights. He chairs the Legal Tech Philippines Association, Inc.

PANEL DISCUSSION 2

DR. FERDINAND PITAGAN

Dr. Ferdinand B. Pitagan is a distinguished Filipino educator, technologist, and academic leader with over 25 years of experience in teaching, research, and educational innovation. He served as Director IV at the Department of Education, where he managed national ICT projects that enhance governance and the delivery of quality basic education. He previously held leadership roles as Dean of the School of Teacher Education at the National Teachers College and Director of the Academic Support for Instructional Services and Technology (ASIST) at De La Salle University-Manila.

Dr. Pitagan holds a PhD in Education, major in Educational Media and Society, from International Christian University in Tokyo, Japan, where he was a Monbusho (MEXT) scholar. His expertise lies in educational technology, instructional design, and media and information literacy. He has led numerous national and international projects, including UNESCO initiatives on inclusive open and distance learning and curriculum development for senior high school.

He is a co-founder of the National Digital Educators Society and serves on editorial boards of international journals in educational technology.

MS. EMIE BAYLON

Emie C. Baylon is a Social Studies educator and the current SPARKED Center Coordinator at De La Salle Santiago Zobel School, where she leads teacher mentoring programs that foster growth, innovation, and meaningful collaboration. She holds degrees in Social Studies and Asian Studies from the University of the Philippines, where she is also pursuing her Ph.D. in Education.

As a Korea Foundation fellow, she studied Korean language, society, and culture at Sogang University in Seoul. She is also completing a diploma program with the ARTL Foundation in The Hague, Netherlands.

Emie authored an Economics textbook and researches EdTech integration in Social Studies education. She is recognized as a Microsoft Innovative Educator Fellow, Educator and Ambassador, an Apple Distinguished Educator, a Google Certified Educator, a Gooru Innovative Fellow, and a Schoology Ambassador.

With extensive experience in blended learning and educational technology, she actively trains and mentors educators to embrace future-ready teaching practices.

DR. LUZ BAY

Dr. Luz Bay is a distinguished psychometrician and educational measurement expert with over 30 years of leadership in assessment design, data analysis, and psychometric innovation. She most recently served as Senior Director of Psychometrics at the College Board, where she led the development and validation of high-stakes assessments such as ACCUPLACER® and CLEP. Her pioneering work in computer-based standard setting, including the creation of Computer-Aided Bookmarking (CAB) and BoWTIE, has transformed industry practices and been adopted by national agencies.

Dr. Bay's career spans influential roles at ACT, Inc. and Measured Progress, where she contributed to NAEP achievement level-setting and led data services and score reporting for state assessments. She has authored numerous publications and presented extensively at NCME, AERA, and IACAT, advancing research in adaptive testing, test security, and automated test assembly.

A Philippine-born scholar, Dr. Bay holds a Ph.D. in Educational Measurement and Statistics from Southern Illinois University and serves as Senior Advisor to FrontLearners, Inc., supporting technology-enhanced education in under-resourced Philippine schools.

PANEL DISCUSSION 3

DR. JOHN PAUL VERGARA

John Paul Vergara is a Professor in the Department of Information Systems and Computer Science at the Ateneo de Manila University, where he also served as Vice President from 2010-2016 and 2019-2022, overseeing its higher education units. He obtained his BS degree in Mathematics/Computer Science from Ateneo De Manila University and his MS and PhD degrees in Computer Science from Virginia Tech. His research interests are in theoretical computer science, algorithms, graph theory, and artificial intelligence. He was recently a research fellow under the University of the Philippines President Eduardo J. Angara (UP PEJA) fellowship program where he proposed a policy framework for higher education in response to developments in generative artificial intelligence.

DR. MIGUEL Q. RAPATAN

Dr. Miguel Q. Rapatan teaches at the Department of Communication DLSU-Manila where he handles graduate courses in the Department's MA in Applied Media Studies. He also works as a consultant to the Private Education Assistance Committee (PEAC) which, as part of its mandate, provides an annual professional development program during the Summer In-Service Training on latest developments in teaching and learning such as the integration of AI in classroom pedagogy and assessment. He also worked as consultant for the formulation of the Basic Education Philippine Catholic Schools Standards (PCSS) of the Catholic Education Association of the Philippines (CEAP) and also as chairperson of the committee tasked with the formulation of the Higher Education PCSS of CEAP.

DR. ALMA ESPARTINEZ

Dr. Alma Espartinez is an adjunct professor at De La Salle-College of Saint Benilde and a full-time Assistant Professor of Philosophy at Providence College (RI, USA), with over four decades of experience in teaching, academic leadership, and philosophical scholarship. A proud alumna of the University of Santo Tomas, she holds an AB, MA, and Ph.D. in Philosophy. As a Fulbright in Residence awardee (2010–2011), she taught Ethics and Philosophy of the Human Person at Dominican University of California, later serving as Vice-President for Academic Affairs at Holy Angel University (2016–2019).

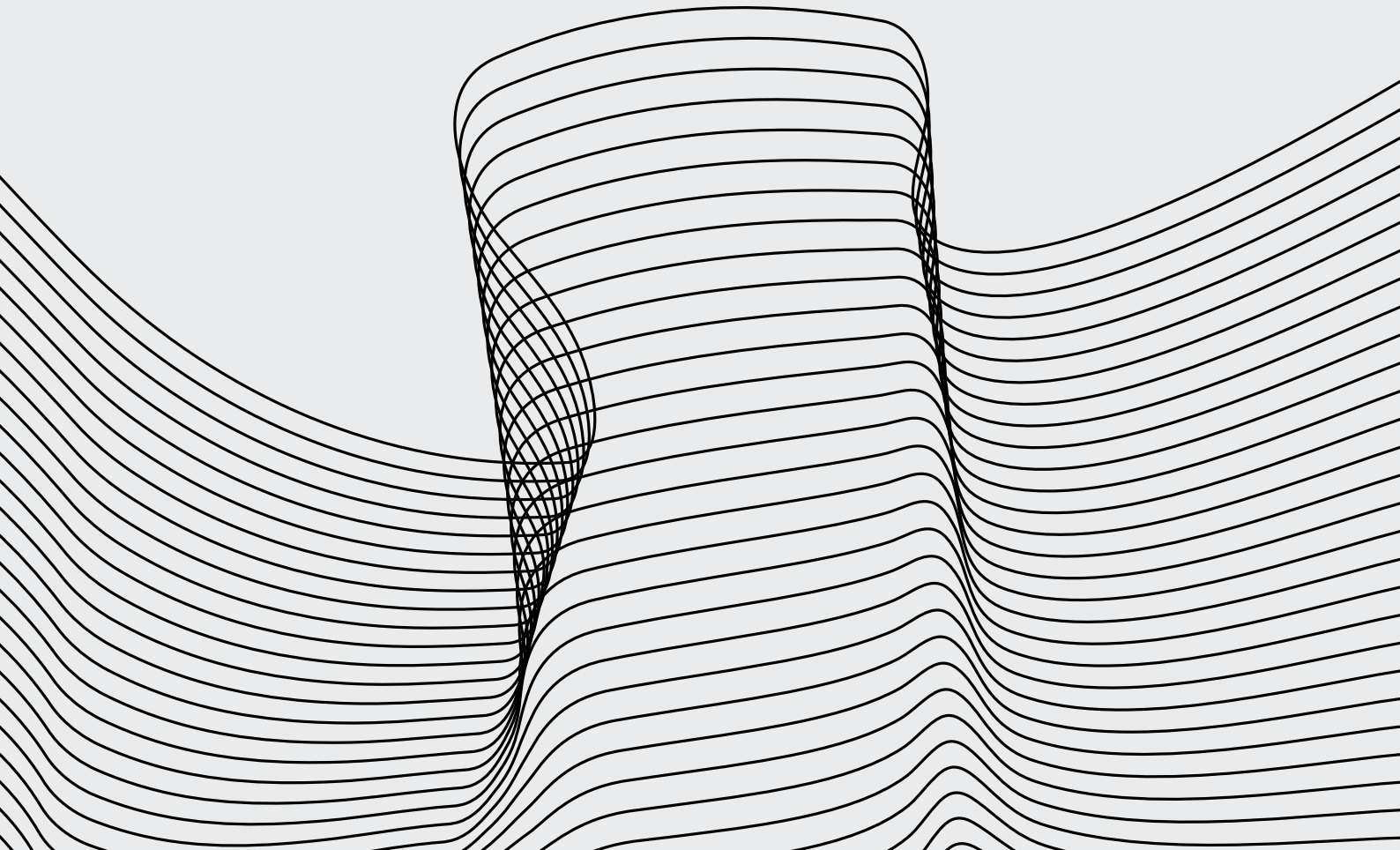
Her recent interdisciplinary work explores AI's transformative role in pedagogy, including studies like "Between Innovation and Tradition: A Narrative Inquiry of Students' and Teachers' Experiences with ChatGPT in Philippine Higher Education" and "Bridging the Educational Divide with ChatGPT's Integration" (Q Methodology, 2025).

Dr. Espartinez grounds her Thomist-Catholic framework in contemporary challenges, advocating truth, dignity, and innovative critical thinking. Her classroom thrives on "intellectual collisions" that disrupt complacency, whether debating classical philosophy or AI's ethical frontiers.

ICEME 2025

SPECIALTY DIVISIONS CONCURRENT SESSIONS

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



SESSION 1

Specialty Divisions Concurrent Sessions
August 7, 2025
1:30 PM -2:45 PM

Enhancing Assessment Practices: Innovations and Strategies in Educational Evaluation

This workshop aims to strengthen institutional evaluation practices by engaging participants in collaborative reflection and design of innovative strategies for school-level educational evaluation. Organized by the Educational Evaluation Division of PEMEA, the session offers a dynamic platform for education leaders, researchers, and practitioners to examine current evaluation systems, share practical insights, and co-develop context-responsive tools. The session opens with a group dialogue, "What's Working? What's Not?"—an interactive discussion that surfaces common issues in school evaluation such as monitoring of learning outcomes, program effectiveness, resource utilization, and stakeholder feedback mechanisms. Building on these insights, participants engage in a collaborative workshop to design innovative school evaluation tools or frameworks that address identified gaps or emerging priorities. Short presentations of group outputs allow for cross-sharing of strategies adaptable across different institutional contexts. The workshop concludes with a synthesis of key practices and insights to support more systematic, data-informed, and improvement-oriented evaluation processes in schools. By the end of the session, participants will have generated practical tools and shared strategies that align with the evolving demands of educational accountability, quality assurance, and school improvement in the Philippine context.

Facilitator:
Dr. Niclie Tiratira (University of Rizal System)
PEMEA Assistant Secretary
Chair, Educational Evaluation Division

SESSION 2

Specialty Divisions Concurrent Sessions
August 7, 2025
1:30 PM -2:45 PM

Accelerating Learning through AI: Leveraging Microsoft Tools for Computer-Based and Language Assessments

This session, Accelerating Learning through AI: Leveraging Microsoft Tools for Computer-Based and Language Assessments, introduces innovative solutions from Microsoft's Learning Accelerator suite to support educators in enhancing student outcomes. Participants will have the opportunity to explore the capabilities of Reading Progress, a powerful AI-driven tool designed to generate content and assess reading fluency and comprehension. By providing timely, individualized insights, the tool enables teachers to benchmark student reading levels, identify learning gaps, and tailor instruction accordingly. This session will demonstrate how integrating AI into classroom practice can enhance assessment processes and ultimately accelerate student achievement. The session will also discuss organizational matters related to the Division's composition and future activities.

Facilitator:
Ms. Ma. Rhodora Santos (Amicus KOI Solutions)
PEMEA Board Member
Co-Chair, Computer-Based / Online Assessment Division

SESSION 3

Specialty Divisions Concurrent Sessions
August 7, 2025
1:30 PM -2:45 PM

Low-Cost, High-Impact Testing Tools: What Works in the Philippine Context?

Across Philippine schools, SPED centers, and workplaces, the demand for reliable yet affordable testing tools is high. However, many institutions lack access to commercial assessments due to cost, infrastructure, or localization issues. This session highlights cost-effective, locally developed, and open-source tools—and how AI can be used to adapt, generate, or analyze these tools to better suit the Filipino context. It also surfaces innovations like using AI for rubric generation, automated item creation, and needs-based diagnostics.

This session aims to (1) showcase successful examples of low-cost or open-source testing tools used in schools, SPED, and industry; (2) demonstrate how AI-powered tools (e.g., ChatGPT, Quizizz AI, Google AI tools) can assist in generating test items, rubrics, and diagnostics for Filipino learners and employees; (3) discuss ethical and practical considerations in deploying AI for assessment; and (4) engage participants in co-creating or evaluating localized tools using AI support.

Facilitator:
Mr. Eduard Kyle G. Gotocano, RGC (National University)

SESSION 4

Specialty Divisions Concurrent Sessions
August 7, 2025
1:30 PM -2:45 PM

Cheat-Proof or Truth-Proof? Navigating AI's Impact on Online Testing Standards

In the evolving landscape of digital education, administering assessments through online platforms has become increasingly prevalent. While this shift has expanded access and flexibility, it also poses significant challenges to maintaining test integrity. The emergence of AI tools—ranging from automated proctoring systems to generative AI like ChatGPT—has further complicated efforts to ensure that assessments accurately reflect individual learning and performance. This workshop is designed to equip educators, test developers, and school administrators with the knowledge and strategies needed to uphold assessment integrity in online environments. It will explore common threats to test validity and fairness in the digital space, including the misuse of AI for cheating, identity verification issues, and unauthorized access to test content. At the same time, it will showcase how AI can be responsibly used to enhance test security through intelligent monitoring, data analytics, and adaptive testing technologies. By fostering a shared understanding of ethical, technical, and pedagogical principles, the workshop aims to support institutions in designing credible, secure, and learner-centered online assessments.

Facilitators:

Dr. Darwin Rungduin, RPsy (Philippine Normal University)
PEMEA Board Member
Chair, Psychometrics and Educational Statistics Division

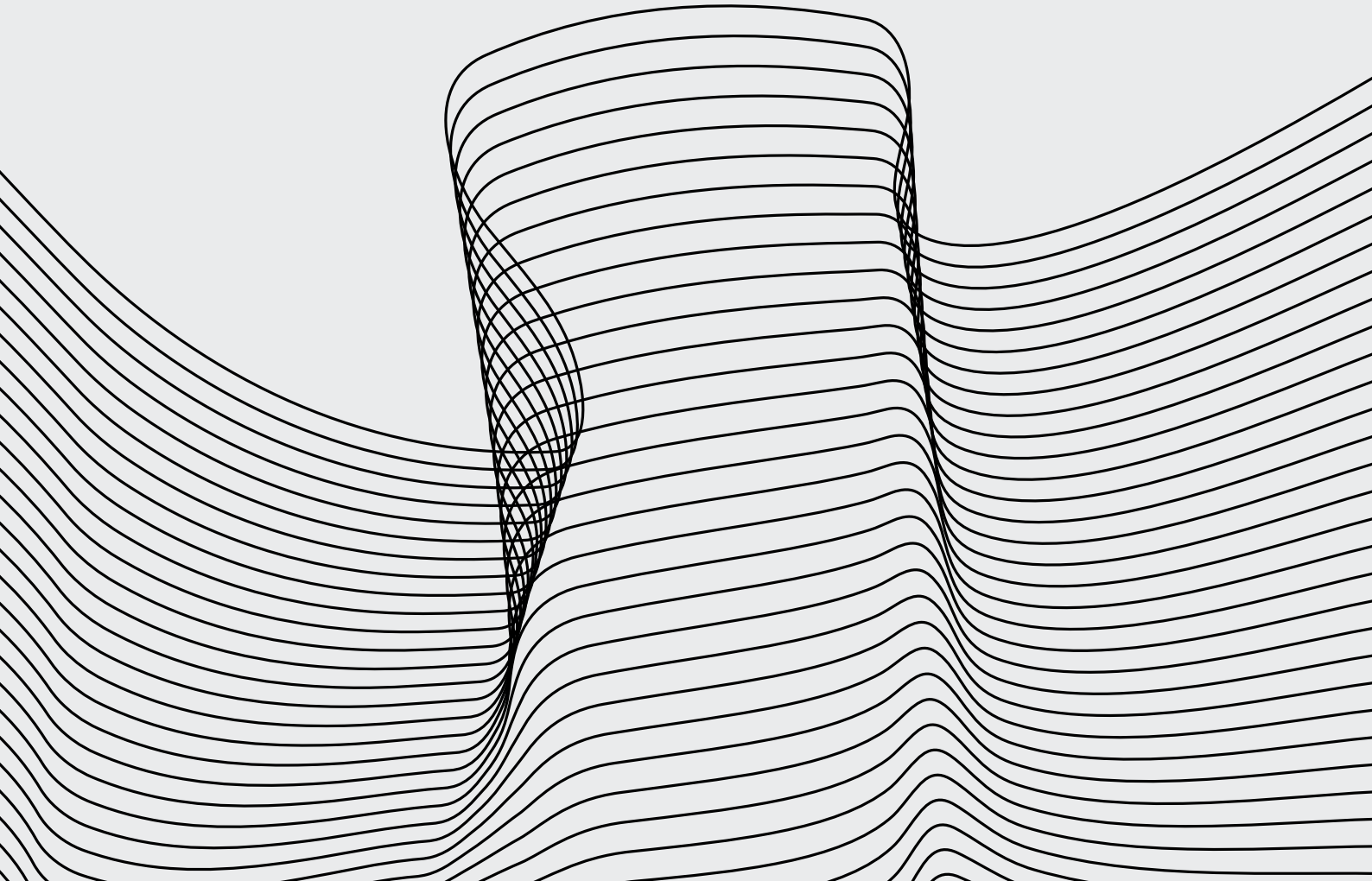
Dr. Marife Mamauag (Xavier-Ateneo de Cagayan)
PEMEA Board Member
Chair, Test Development Division

PEMEA

ICEME 2025

POST CONFERENCE WORKSHOPS

PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION, INC.



Dr. Richard DLC. Gonzales

Chairman, Chief Executive Advisor, Lead Human and Social Development Specialist
Inno-Change International Consultants, Inc.

Unlocking the Potential of AI in Educational Research: Exploring Innovations and Impact

ABSTRACT

This workshop, "Unlocking the Potential of AI in Educational Research," invites participants to discover how artificial intelligence can help in the field of educational research. As AI tools quickly improve, they offer new and powerful ways to support educational research. This session will show how AI can make research better, help analyze data, and deepen our understanding of how people learn. Participants will learn from the facilitator, who will share ideas on how to use AI tools such as natural language processing software, adaptive learning platforms, and automated grading systems to solve tough problems in education—like making learning more personal or streamlining assessment. The workshop will feature practical demonstrations of tools including ChatGPT for text analysis, Editor Copilot for drafting and refining academic writing, and QuillBot for advanced paraphrasing and summarization, alongside open-source platforms like spaCy for data insights and freeware tools such as Gradescope for automated assessment. Through group discussions, real-world examples, and hands-on activities, attendees will gain direct experience with these AI tools, discover effective strategies for leveraging them to enhance research outcomes, collaborate with peers, and envision the transformative role AI could play in the future of educational research. By the end of the workshop, participants will have useful tips and a clearer idea of how AI can help bring new ideas, improve learning, and make a real difference in educational research.

BIONOTE

Dr. Richard DLC. Gonzales is recognized as one of the Top 100 Filipinos on LinkedIn for Learning and Development and is a respected international education consultant and academic. He has worked as a staff consultant for the Asian Development Bank and serves as Chairman, Chief Executive Advisor and Lead Human and Social Development Specialist at Inno-Change International Consultants, Inc., influencing education policy across the Asia-Pacific and Middle East and North African regions. Dr. Gonzales specializes in educational research, student learning assessment, monitoring, evaluation, and skills and workforce development, with notable projects in the Philippines, Mongolia, Indonesia, Cambodia, Sri Lanka, Samoa, and Micronesia. A licensed psychometrician and certified assessment psychologist, he possesses advanced degrees in education, cognitive psychology, and project management.

Johnny Amora

Director
Office of Institutional Effectiveness and Research
De La Salle-College of Saint Benilde

Advancing Test Validation with the Rasch Framework Using Software and AI Tools: Foundations for Computerized Adaptive Testing

ABSTRACT

This workshop focuses on test validation through the Rasch Framework, demonstrating how it strengthens both the conceptual foundations and practical applications of assessment. Without delving into complex mathematics, participants will see how Rasch-based methods improve measurement precision and fairness compared to traditional approaches. The session also explores how Rasch software and AI tools (e.g., ChatGPT) can support pre-analysis setup, result interpretation, and reporting. By integrating solid measurement principles with innovative technologies, the workshop illustrates how Rasch-based validation can lay the groundwork for Computerized Adaptive Testing (CAT), ensuring assessments remain accurate, adaptive, and future-ready.

BIONOTE

Sir Johnny T. Amora is the Director of the Office of Institutional Effectiveness and Research at De La Salle–College of Saint Benilde, Manila, where he also teaches Applied Statistics at the graduate level. He holds a BS in Mathematics and a Master's in Applied Statistics. He also completed a certificate program in Structural Equation Modeling in Singapore. His career spans teaching and consulting in Statistical Modeling, Data Analytics, and Psychometric Methods.

He is actively involved in professional organizations, serving as Chairman of PARSSU and holding fellow and honorary memberships in PEMEA (Philippine Educational Measurement and Evaluation Association) and PREO (Pampanga Research Educators Organization), respectively. He is also a member of the Philippine Statistical Association and the South Manila Educational Consortium Research Committee.

A sought-after speaker, he specializes in quantitative research and first- and second-generation statistical techniques, particularly in software applications like WarpPLS, SmartPLS, PSIMAGO Pro (bundled with IBM SPSS), R, Winsteps, XCalibre, Gretl, and GPower. His work focuses on three key research areas: research model-testing, research model-building, and scale development and validation. His recent publications offer valuable insights into assessing the validity of reflective and formative latent variables in Structural Equation Modeling via Partial Least Squares (PLS-SEM). Notably, two of his SEM studies are cited in the User Guide of WarpPLS 8.0, a leading PLS-SEM software, further cementing his contributions to the field.

Jay R San Pedro

Director, Office of Research and Development
iACADEMY

From Prompts to Progress: Practical AI Strategies for Improving Student Learning Outcomes

ABSTRACT

As artificial intelligence (AI) continues to transform education, teachers are increasingly seeking meaningful ways to harness its potential to support student learning. This hands-on workshop, From Prompts to Progress: Practical AI Strategies for Improving Student Learning, equips educators with practical strategies for integrating generative AI tools into their instructional and assessment practices. Participants will explore how AI-powered platforms can enhance student engagement, personalize learning, provide instant formative feedback, and develop critical thinking. Emphasis will be placed on designing effective prompts, guiding students in AI-supported inquiry, and using AI to reinforce key competencies across various subjects, especially in data-driven tasks. The workshop will also address common challenges, ethical considerations, and best practices in AI integration, ensuring responsible and purposeful classroom use. Through demonstrations, collaborative activities, and real-world classroom applications, teachers will leave the session with a toolkit of AI strategies ready to implement. Ultimately, the workshop aims to help educators transform AI from a novelty into a meaningful learning companion, empowering both teachers and students to navigate the evolving digital learning landscape with confidence and creativity.

BIONOTE

Jay R A. San Pedro is a licensed educator and researcher with strong academic roots at the Philippine Normal University – Manila, where he earned both his Bachelor of Science in Mathematics for Teachers and Master of Education in Mathematics. A recipient of multiple scholarships - including the PNU Entrance, Private, and Athletic Scholarships - he demonstrated academic excellence and leadership throughout his university years. He is currently pursuing his Doctorate in Education, further advancing his commitment to academic scholarship and educational innovation. Over the past several years, he has taught a wide range of general education and professional courses both in undergraduate and graduate levels, primarily in Mathematics, Education, and Data Science. His teaching practice is deeply informed by his research interests, which include Mathematics education, educational leadership and management, and educational measurement and evaluation. An active member of several professional organizations, he is affiliated with the National Research Council of the Philippines, PEMEA, PAFTE, and participates in various local and global academic networks. His ongoing commitment to scholarship, innovation, and evidence-based educational practices makes him a dynamic contributor to the evolving landscape of education in the Philippines and beyond.

Hamill Buyco

Dean
School of Design and Arts
iACADEMY

From Concept to Experience: Teaching Design through Immersive VR Environments

ABSTRACT

This workshop examines the integration of Virtual Reality (VR) in design education as a catalyst for innovative assessment and enhanced learning outcomes. Participants will engage with practical applications of VR in disciplines such as architecture, interior design, product design, and visual communication. By simulating real-world design challenges, VR enables students to demonstrate spatial reasoning, creativity, and problem-solving skills in authentic, measurable ways. The workshop will showcase how VR can be used to assess higher-order thinking through interactive prototyping, collaborative environments, and dynamic feedback systems. Educators, researchers, and practitioners will collaborate to identify effective strategies for embedding VR in studio-based pedagogy, with a focus on user-centered design, interdisciplinary learning, and formative assessment. Key discussions will address issues of accessibility, technological infrastructure, and the scalability of immersive learning tools in diverse educational contexts. By leveraging immersive technology for assessment innovation, this workshop contributes to ongoing conversations on equity, engagement, and excellence in education, reinforcing the importance of aligning technological integration with meaningful pedagogical goals.

BIONOTE

Hamill Buyco is a professional multimedia artist, animator, and educator with a Master's Degree in 3D Animation from Buckinghamshire New University, UK, and a Bachelor's Degree in Multimedia Arts with a Major in Animation from the Illinois Institute of Art - Schaumburg, IL., USA where he graduated with merit and with honors, respectively.

As a multimedia artist and animator, he has over 10 years of accumulated professional industry experience with Gorgaonaut Studios, Philadelphia USA, Snipple Animation Studios PHL, conducting animation workshops for the Philippine National Commission for Culture and the Arts (NCCA), directing advertising campaigns, and as an exhibiting artist for art galleries.

As an educator, Hamill Buyco is the former head of the Animation Program at iACADEMY Senior High School and is currently the Dean of the iACADEMY School of Design and Arts, where he teaches animation and design for traditional and digital mediums, as well as 2D and 3D animation production, augmented and virtual reality production.

ICEME 2025

CONCURRENT PAPER PRESENTATIONS

PHILIPPINE EDUCATIONAL MEASUREMENT
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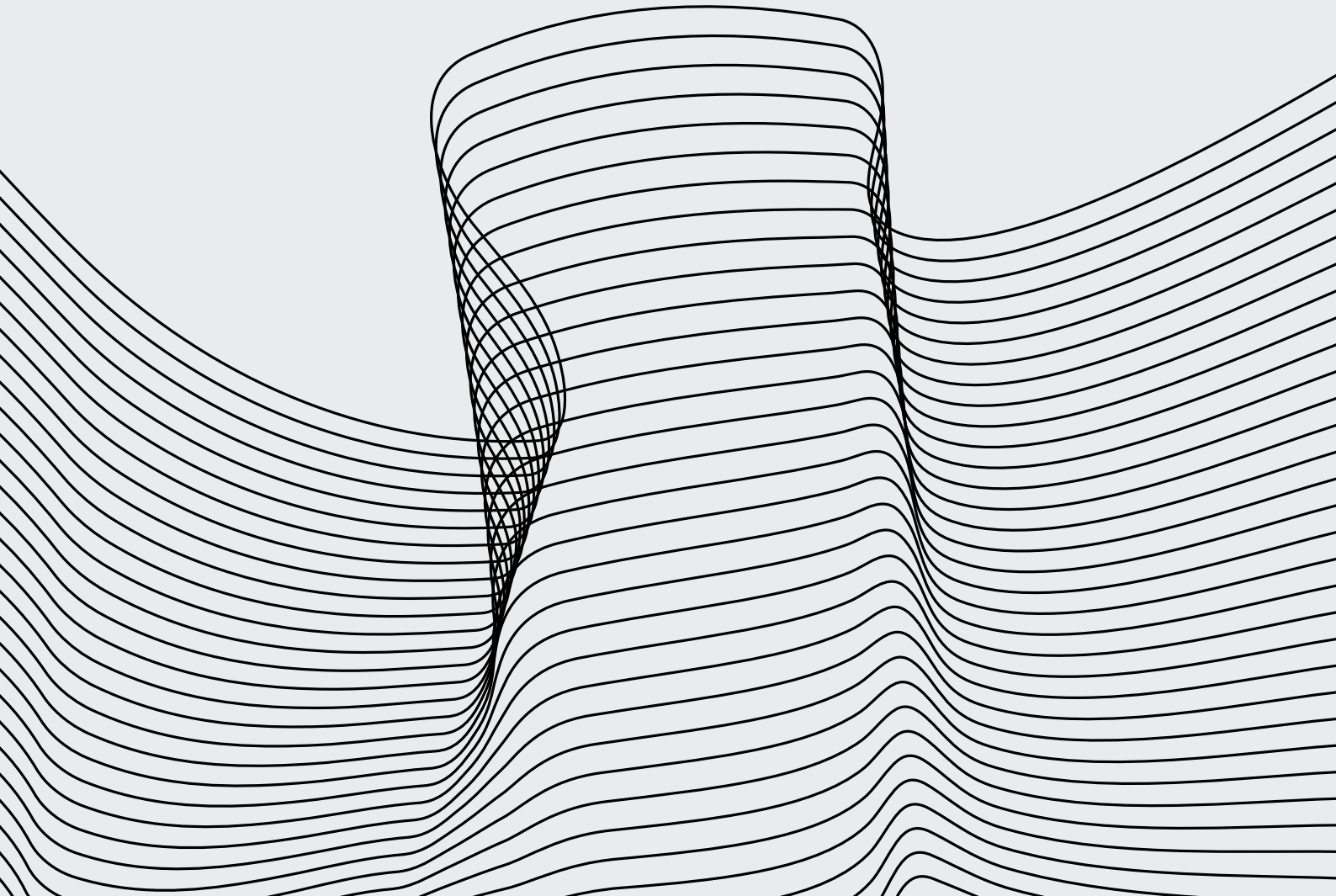

DAY 1

August 6, 2025
3:15 PM - 4:30 PM

Room	Sub-theme	Papers and Presenters	Moderators
Session 1A **Quiapo Function Room**	*Generative AI in Educational Assessment: Challenges and Ethical Issues*	**GenAI in Higher Education Writing - Exploring Teacher and Student Perceptions in the Global South** Micah Loubelle Doronila **Human vs. Machine Judgment: Ethical Dilemmas in the Use of Generative AI for Writing and Grading Essays** Adrian Lawrence P. Carvajal **The Ethics of Automation: Exploring Educator Perceptions on Generative AI in Assessment Design** Adrian Lawrence P. Carvajal	Adrian Lawrence Carvajal
Session 1B **Binondo / Intramuros Function Room**	*Instructional Design and Pedagogical Innovation*	**Deviating Students from Mindless Clicking** Lexel Bert Sarayno and Jenyliza Ucang **Using the TPACK Framework in Designing Instruction for Grade 12 Persons Deprived of Liberty Students of Empowerment Technologies** Angelika Fae Amado and Audrey Ann Dalanon **Assessing the Impact of Family Political Discourse on Student Voters' Awareness and Decision-Making: Implications for Civic Literacy Measurement** Paolo Yves L. De Silos	Lexel Bert Sarayno
Session 1C **Ermita Function Room**	*Smart Assessments: Leveraging Technology to Enhance Educational Quality and Equity*	**Khanmigo in the Virtual Classroom: A Strategic Evaluation through SWOT and Acceptability Analysis** Jermil R. Angeles & Joel I. Alvarez **Integration of a Collaborative Artificial Intelligence in Improving Student Learning Outcomes in Data Analysis** Jay R. San Pedro & Fridolin Ting **Assessment of Learning Outcomes in English During the Pandemic: Basis For Learning Solutions in the Post-Pandemic Period** Marla C. Papango, Wilfredo C. Chung, Ruby A. Del Rosario, Marilyn U. Balagtas, and Teresita T. Rungduin	Jay R. San Pedro

DAY 2

August 6, 2025
3:00 PM - 4:00 PM

Room	Sub-theme	Papers and Presenters	Moderators
Session 2A **Malate Function Room**	*Generative AI in Educational Assessment: Challenges and Ethical Issues*	**Assessment on Student Research Output with Artificial Intelligence: Opportunities and Challenges in Higher Education** Edelresa S. Juachon **Navigating The Design Thinking and Artificial Intelligence Mindsets of Filipino Educators for Ethical Course Integration** Abram Andrew Lumbang & Jay R. San Pedro	Edelresa S. Juanchon
Session 2B **Ermita Function Room**	*Instructional Design and Pedagogical Innovation*	**Affordances of Giving: How Visual Cues and Message Framing in Donation Boxes Influence Giving Behavior** Noemiracelle Palma et. al **Standards-Based Concept-Matrix as a Strategy in Deepening the Conceptual Understanding of Grade 9 Students in Economics** Gregorio R. Sismondo	Noemiracelle Palma
Session 2C **Binondo and Intramuros Function Room**	*Smart Assessments: Leveraging Technology to Enhance Educational Quality and Equity*	**Reinventing Pre-Class Learning: How ChatGPT Reshapes Flipped Physics Education** Isalyn F. Camungol and Lydia S. Roleda **Mapping The AI-Assisted Mathematics Terrain** Bryan B. Garcia, Noah B. Ochavez, and Jenyliza T. Ucang **The Impact of the Partial Flipped Classroom on the Academic Performance of Students in Understanding Culture, Society, and Politics** Trina Arrianne C. Manalili, Kevin V. Magdamit, and Rommel M. Gonzales **TuklasBasa: NSTP's Adaptation of a Systematic Literacy Program to Digital Form** Junette Fatima Gonzales	Bryan B. Garcia

DAY 2

August 6, 2025
4:00 PM - 5:00 PM

Room	Sub-theme	Papers and Presenters	Moderators
Session 3A **Malate Function Room**	*Instructional Design and Pedagogical Innovation*	**Initial Development Stage of the Generative AI Hesitancy Scale (AIHS): Hesitance Among College Students Towards AI** Ramon Paulo Masagca **Leveraging Lean Six Sigma and Digital Platforms for Enhanced Mentoring Assessment** Stella Marie M. Urbiztondo and Fatima Espiritu-Boado **AI-in-Education Policies in Selected Universities in the Philippines: A Qualitative Comparative Policy Analysis towards a Proposed Assessment Policy** Jhonas S. Lumanlan **Predictors of Learning Outcomes in Mathematics, Science And English In Basic Education: Inputs to Learning Solutions in the Post-Pandemic Era** Analyn C. Bituin, et al.	Ramon Paulo Masagca

GenAI in Higher Education Writing: Exploring Teacher and Student Perceptions in the Global South

Micah Loubelle Doronila
De La Salle University

Despite studies promising the value of GenAI in supporting writing (Barret & Pack, 2023; Bibi & Atta, 2024), schools in the Global South remain hesitant to adopt AI tools due to persistent systemic challenges in the region (Henadirage & Gunarathne, 2025; Nyaaba, 2024). The study aims to explore the perspectives of HEI students and teachers from the Global South on the acceptable use of ChatGPT at various stages of the writing process. Using Barret and Pack's (2023) questionnaire, 22 university instructors and 27 students participated in a survey on the acceptability of GenAI across six writing tasks—brainstorming, outlining, drafting, revising, providing feedback, and evaluating. Results show that both teachers and students conditionally accept the use of GenAI in writing tasks, provided that users demonstrate writing competence, use the tool as a reference or model, and are transparent about their engagement with GenAI. While both groups support GenAI use, differences emerge as teachers stress the need for students to disclose the integration of AI in all stages of the writing process. These findings raise critical pedagogical questions on which writing skills should be prioritized, the definition of ethical collaboration with AI, and how to ensure equitable access to these technologies.

Human vs. Machine Judgment: Ethical Dilemmas in the Use of Generative AI for Writing and Grading Essays

Adrian Lawrence P. Carvajal
Director, Teacher Education Council Secretariat,
Department of Education

The rise of generative artificial intelligence (AI), such as ChatGPT and similar large language models, is transforming the educational landscape—particularly in the areas of academic writing and assessment. This study explores the ethical dilemmas posed by the use of generative AI tools in both producing and grading student essays. Through qualitative inquiry involving teacher interviews and document analysis of AI-assisted outputs, the research investigates concerns surrounding authenticity, authorship, academic integrity, and the reliability of machine-generated evaluations. Educators report growing ambiguity over what constitutes original student work and express apprehension toward AI's inability to assess nuanced arguments, cultural contexts, and emotional depth. Moreover, reliance on automated grading tools raises issues of fairness, bias, and accountability. While AI offers efficiency and scalability, many educators emphasize the irreplaceable value of human judgment in capturing the learner's voice and intention. The study recommends clearer institutional policies, ethical guidelines, and training for educators on the responsible use of AI in academic writing and assessment. Ultimately, it calls for a balanced approach that leverages the benefits of automation while safeguarding the integrity of human-centered education.

The Ethics of Automation: Exploring Educator Perceptions on Generative AI in Assessment Design

Adrian Lawrence P. Carvajal
Director, Teacher Education Council Secretariat
Department of Education

As generative artificial intelligence (AI) tools increasingly influence educational practices, their integration into assessment design prompts significant ethical concerns. This study investigates how educators perceive the ethical implications of using generative AI, such as ChatGPT and similar models, in designing, administering, and evaluating assessments. Using focus group discussions (FGDs) with pre-service teacher educators, the study surfaces nuanced perspectives on authenticity, academic integrity, bias, human judgment, and equity. Three separate FGDs, each composed of 6–8 participants, were conducted using a semi-structured protocol. Thematic analysis revealed key insights: while participants acknowledged the efficiency and innovation that AI tools bring to assessment development, they also expressed caution regarding potential overreliance on automated processes, the erosion of learner agency, and the lack of transparency in AI-generated outputs. Several participants advocated for institutional safeguards such as ethical guidelines, professional development on AI use, and clear academic integrity policies. The study contributes to ongoing conversations about responsible AI adoption in education and highlights the importance of human-centered approaches in the face of automation. Findings may inform policy, teacher training programs, and the ethical use of AI in future assessment frameworks.

Deviating Students from Mindless Clicking

Lexel Bert Sarayno and Jenyliza Ucang
Central Mindanao University

As AI marks Education 5.0, teachers face challenges of students' risk of mindless clicking – using AI passively. Exploring math teachers' lived experiences on AI overreliance can describe students' AI misuse and ways to mitigate overreliance preventing further decline in math proficiency. However, research on AI overreliance in the lens of math educators remain underexplored. This study aimed to assess the perceptions, experiences, and strategies of public secondary math teachers in combatting mindless clicking. Braun and Clarke's (2006) framework was used to analyze data from semi-structured interviews. The analysis revealed that teachers perceived AI as a conditionally supportive teaching and learning tool. Their experiences discovered a key marker of AI output – students' inability to explain submitted work, which trigger immediate responses such as non-threatening confrontation and instructional intervention. Analysis also revealed that teachers, despite using AI to cut down burden on paperwork, have limited understanding on AI. Teachers impose phone bans to limit AI access, less homework, more in-class assessments, and encourage students to ethically use AI. It is recommended for teachers should seek AI competency development opportunities acquiring AI competence and pedagogically-sound integration. Higher authorities must craft guidelines for AI use in classrooms and implement AI literacy development initiatives.

Using the TPACK Framework in Designing Instruction for Grade 12 Persons Deprived of Liberty Students of Empowerment Technologies

Angelika Fae Amado and Audrey Ann Dalanon
La Salle Green Hills

Students' limited access to commonly used educational technologies makes navigating online tools more challenging and selecting appropriate information more difficult. This study aims to assess the confidence levels of 17 Grade 12 Persons Deprived of Liberty (PDL) students in their digital and information literacy skills, as developed through the Empowerment Technologies (EmTech) course. A pre- and post-test was conducted using a digital and information literacy skills checklist, while instruction was designed using the Technological Pedagogical Content Knowledge (TPACK) framework. Students completed EmTech outputs including infographics, a video tutorial using Clipchamp, and a website using Google Sites. Findings revealed a significant improvement in students' self-reported confidence levels. The TPACK-based hands-on activities had a positive impact on their ability to use digital tools. Despite lack of experience and difficulties, students completed all required tasks. However, time constraints, limited accessibility to digital devices, and physical distractions in their learning environment affected both their experience and the quality of outputs. These results underscore the importance of clear and guided instruction, hands-on activities, and timely feedback in enhancing digital literacy skills among PDL students.

Assessing the Impact of Family Political Discourse on Student Voters' Awareness and Decision-Making: Implication for Civic Literacy Measurement

Paolo Yves L. De Silos
Colegio de Muntinlupa

This study examines the impact of family political discourse on student voters' awareness, candidate preference, and reasoning, with the broader aim of informing civic literacy assessment in higher education. Anchored in the theory of political socialization, the research investigates how the frequency and nature of household political conversations influence first-time voters' familiarity with senatorial candidates and their decision-making processes. A descriptive-correlational approach was used, employing a researcher-developed and content-validated instrument. The survey was administered to engineering students in Colegio de Muntinlupa. It measured two primary dimensions: (1) the frequency and themes of family political discussions, and (2) students' senatorial candidate awareness, preference, and rationale. Both quantitative and qualitative data were collected and analyzed. Results showed a strong positive correlation between family political discourse and candidate awareness ($r = 0.62$), with moderate correlations to candidate preference ($r = 0.41$) and reasoning quality ($r = 0.48$). Students frequently engaged in family political discussions demonstrated higher levels of political knowledge and the ability to articulate informed choices. While familial influence was present, many students also exhibited independent evaluative judgment. These findings highlight the value of informal learning spaces in fostering civic competence. The study recommends incorporating discourse-based assessments and sociopolitical awareness metrics into civic and values education. It concludes that family political conversations represent a measurable and meaningful factor in civic development and should be considered in educational evaluation and policy frameworks.

Khanmigo in the Virtual Classroom: A Strategic Evaluation through SWOT and Acceptability Analysis

Jermil R. Angeles and Joel I. Alvarez
Nueva Ecija University of Science and Technology

As artificial intelligence becomes more integrated into educational settings, it is essential to comprehend students' perceptions and acceptance of these technologies. The main objective is to analyze how perceived strengths, shortcomings, and prospective opportunities affect students' readiness to embrace AI tools in educational environments. A mixed-methods approach was utilized, including quantitative surveys and qualitative interviews to gather data from students. Quantitative data evaluated overall acceptance and particular attitudes towards AI-assisted learning, whilst qualitative data offered more profound insights into student experiences and apprehensions. Hierarchical regression analysis was employed to ascertain the predictive significance of students' attitudes regarding their acceptance of AI in education. Quantitative results demonstrated a significant degree of acceptability for Khanmigo, with students valuing its capacity to improve comprehension, provide immediate feedback, and facilitate autonomous learning. Qualitative replies emphasized heightened motivation and access to varied educational materials, while also expressing concerns over technical constraints, ethical dilemmas, and cultural sensitivity. Regression analysis demonstrated that perceived strengths, shortcomings, and opportunities strongly forecasted students' acceptance of AI in educational settings. The study indicates that successful integration of AI in education necessitates not just utilizing its technology benefits but also mitigating its limits through human monitoring and ethical principles. Future advancements must emphasize emotional intelligence, cultural sensitivity, and usability to enhance the educational advantages of AI while mitigating its disadvantages.

Integration of a Collaborative Artificial Intelligence in Improving Student Learning Outcomes in Data Analysis

Jay R San Pedro, *iACADEMY*
Fridolin Ting, *The Education University of Hong Kong*

This non-equivalent quasi-experimental study explores the integration of YoChatGPT, an artificial intelligence-powered collaborative conversational platform, into the teaching, learning, and assessment of competencies and skills in data analysis using a free and open-source statistical software. Specifically, it aims to examine the effects of YoChatGPT on students' academic performance and the perceptions of its use in developing competencies and skills in inferential data analysis. This study is grounded in the increasing recognition of the need to cultivate data analysis skills in response to the evolving demands of a digital economy among students. As the ability to perform and automate data analysis, from foundational to advanced levels, and to generate actionable insights becomes increasingly essential and must evolve accordingly. With this, a pre-post assessment was conducted to measure changes in students' academic performance. In parallel, an exit survey was administered to gather students' perceptions of integrating artificial intelligence (AI) in the learning process. Findings from the analysis of covariance indicated a significant improvement in academic performance among students engaged with YoChatGPT. Corollary, one-way analysis of variance revealed a significant difference in students' problem-solving, critical thinking, and written communication skills attributed to the integration of AI in class. These results underscore the potential of AI-powered innovative teaching and assessment strategies to enhance the learning outcomes of students in data analysis.

Assessment of Learning Outcomes in English During the Pandemic: Basis For Learning Solutions in the Post-Pandemic Period

Marla C. Papango, Wilfredo C. Chung, Ruby A. Del Rosario, Marilyn U. Balagtas, and Teresita T. Rungduin
Philippine Normal University

This study analyzes Grades 4 to 10 students' attainment of English learning outcomes in the Digital Assessment of Competence and Excellence of Students (ACES) administered during the pandemic. It compares data across assessment frameworks, such as the Revised Bloom's Taxonomy (RBT), Structure of Observed Learning Outcomes (SOLO), 21st-century skills, and the International Large-Scale Assessments (ILSAs). Results reveal that the 1,376 private school students reached nearly proficient level in the Content and Performance Standards. In the learning competencies, Grade 4 achieved a proficient level, with Grades 5 to 8 nearly proficient and Grades 9 to 10 in the beginning proficiency, particularly in reading comprehension, vocabulary, and literature domains.

The RBT yielded varying proficiency levels; the SOLO Taxonomy showed Unistructural and Relational understanding, and the 21st-century skills registered nearing proficiency. Students' performance in the ILSA items reached proficient levels. However, a closer analysis of the competencies where students scored in the beginning proficiency proves that they were challenged in Vocabulary and Reading, corroborating the dismal performance in the ILSAs. Thus, the research recommends interventions through differentiated and developmental instruction on the least learned competencies. Interventions are crucial since these competencies enable students to master prerequisite skills for more complex cognitive demands.

Assessment on Student Research Output with Artificial Intelligence: Opportunities and Challenges in Higher Education

Edelresa S. Juachon
University of the East

The integration of Artificial Intelligence (AI) tools in higher education presents both opportunities and challenges in academic research. This study examines how AI-powered tools—such as writing assistants, citation generators, and literature review platforms—can enhance research quality and efficiency. These tools aid in grammar correction, data analysis, citation management, and idea generation, enabling students to focus more on critical thinking and content development. They also help manage time and overcome common research hurdles like writer's block. However, growing dependence on AI raises concerns about academic integrity, diminished research skills, and reduced originality. Issues such as unintentional plagiarism and inaccuracies in AI-generated content also pose risks. The paper emphasizes the need for a balanced approach, advocating for institutional support, ethical guidelines, and regulatory frameworks to ensure responsible AI use. Findings highlight that while AI significantly improves aspects of the research process, its effective integration requires user education and clear standards to maintain academic rigor and promote deep learning.

Navigating the Design Thinking and Artificial Intelligence Mindsets of Filipino Educators for Ethical Course Integration

Abram Andrew Lumbang & Jay R. San Pedro
iACADEMY

The intersection of design thinking and artificial intelligence (AI) in education presents opportunities for reimagining teaching, learning, and assessment. Through an exploratory sequential research design, this study navigated the design thinking and AI mindsets of Filipino educators and how these influence the ethical integration of AI technologies in course delivery at a Philippine private learning institution. Findings suggest that educators strongly agree on applying various principles of design thinking when integrating AI into their respective courses. Notably, there is a pronounced emphasis on the ethical use of AI tools in their teaching practices. Educators consistently highlight the importance of transparency in AI-supported tasks, upholding academic integrity, ensuring data privacy, and promoting fairness and inclusivity in AI-enabled learning environments. This ethical orientation is further reinforced by institutional support in the form of policy guidance, training opportunities, and access to vetted AI tools. Consequently, the results indicate that course offerings should evolve to incorporate intentional, ethical, and pedagogically grounded AI integration, informed by design thinking principles. This entails not only revising course content but also equipping educators with sustained professional development, clear institutional policies, and curriculum redesigns that align with responsible and innovative educational practices.

Affordances of Giving: How Visual Cues and Message Framing in Donation Boxes Influence Giving Behavior

Palma, N.R., Guisok, X.R., Podiotan, P.V., Caluscos, A., Perez, V.J., Bulawen, E.M., Rivas, J.K., Peligrino, Y., Acedo, M.M., Alwag, Z., Balibay, A.J., Barrios, J., Bitco, C.J., Nogas, C.A., Pagios, C.J., Salvador, J., and Cillo D.
Caraga State University – Main Campus, Butuan City

Animal Welfare Organizations (AWOs) are committed to providing care, advocacy, and promoting a fulfilling life for animals. Despite growing recognition of animal rights, AWOs continue to face significant financial challenges. Most existing studies on donation behavior have focused on Western contexts, highlighting the need for research within the Philippine setting. Hence, the purpose of this study is to examine how two distinct types of framing, visual framing (positive vs. negative) and message framing (gain vs. loss), influence donation behavior. A reverse counterbalanced 2x2 within-subjects experimental design was employed, involving sixty (60) student participants. Using JASP version 0.18.3 for analysis, the findings revealed that participants donated significantly more in response to negatively framed visual stimuli compared to positively framed images. The results indicate that visual framing plays a critical role in shaping donation behavior, with negative visuals eliciting higher giving than their positive counterparts. This suggests that negatively framed imagery is more effective in motivating donations. Future research is encouraged to explore how the integration of technology in visual design may further enhance the impact of donation appeals and other prosocial behaviors.

Standards-Based Concept-Matrix as a Strategy in Deepening the Conceptual Understanding of Grade 9 Students in Economics

Gregorio R. Sismondo, LPT, EdD
Senior High Department, Holy Trinity Academy, Manila

This study sought to develop the conceptual understanding of the students in Economics using the standards-based concept matrix as a strategy. The quasi-experimental research, the causal-comparative research method, was used in this study. This involved 46 students from the Grade 9 level who were taking up Economics as a Social Studies subject during the School Year 2023-2024. Purposive sampling was used to select the participants for this research. The main instruments utilized were validated test papers designed and reviewed by a panel of subject matter experts to ensure their reliability and validity. These test papers were administered in the third and fourth quarter periods. This research found that students' conceptual understanding of the topics was deepened during the third and fourth quarter periods. Using the standards-based concept matrix, the students collaborated to discuss the topics. A standards-based concept matrix must be partnered with group activities so the students can think about their answers and listen to their classmates' answers during the process. There is a need to replicate this research with a pretest and post-test to confirm the efficacy of a standards-based concept matrix as a strategy in teaching Economics. The standards-based concept matrix can also be used as a form of assessment, not just as a strategy.

Reinventing Pre-Class Learning: How ChatGPT Reshapes Flipped Physics Education

Isalyn F. Camungol, *Colegio de Muntinlupa*
Lydia S. Roleda, *De La Salle University*

This study investigated students' preferences during pre-class learning in a flipped Physics instruction model, focusing on choices among traditional video content, ChatGPT only, or a combination of both. Using a mixed-methods approach, descriptive statistics and thematic analysis. The research examined how and why preferences shift across various Physics topics. While videos remained the most preferred due to familiarity and visual engagement, there was a growing interest in ChatGPT, especially as topics became more complex. Students valued ChatGPT for time efficiency, step-by-step guidance, and unrestricted inquiry. Thematic analysis revealed that learning styles, time constraints, and conceptual depth influenced choices. Quantitative analysis through ANOVA found no statistically significant differences in pre-test scores across all units and learning models (p-values > .05; η^2 < .017), indicating comparable effectiveness of using videos, ChatGPT, or both. This suggests that chatbots like ChatGPT can serve as flexible tools in flipped instruction, complementing or even substituting traditional videos without negatively affecting performance. As students become more comfortable with generative AI, they integrate it for efficiency and personalized feedback, making chatbot-enhanced flipped learning a viable alternative in Flipped Physics instruction.

Mapping The AI-Assisted Mathematics Terrain

Bryan B. Garcia, Noah B. Ochavez, and Jenyliza T. Ucang
Central Mindanao University

This study explores how STEM students at Kiburiao National High School use Artificial Intelligence (AI) tools in learning mathematics during the 2024–2025 academic year. Using a qualitative approach and semi-structured interviews, the research captures diverse student experiences selected through faculty recommendations. Students report key benefits, such as improved understanding of complex problems, immediate feedback, and greater confidence in learning. Many view AI as a "24/7 tutor" that supports self-paced learning and boosts autonomy. However, challenges arise, particularly the risk of over-reliance on AI-generated solutions, which may lead to misconceptions. To address this, students adopt strategies like cross-checking AI outputs with textbooks and notes, reflecting a growing awareness of responsible AI use. The study highlights AI's transformative role in mathematics education while emphasizing the need for critical thinking and validation of AI information to ensure effective learning outcomes and better prepare students for future academic demands.

The Impact of the Partial Flipped Classroom on the Academic Performance of Students in Understanding Culture, Society, and Politics

Trina Arrianne C. Manalili, Kevin V. Magdamit, and Rommel M. Gonzales
La Salle Green Hills

The recent global pandemic and the fast-paced technological advancements have changed the educational landscape over the years. The partial flipped classroom approach is one of the answers to the changing landscape in education. This study utilized mixed-methods approach which aims to assess the impact of the partial flipped classroom approach on the academic performance, experiences, and perceptions of 19 Grade 12 ICT on Understanding Culture, Society, and Politics course. While 12 Grade 12 HE students served as the control group. Their academic performance was statistically analyzed using Mann-Whitney U test, while the experiences and perceptions of the students were analyzed using thematic analysis. The results showed no statistically significant difference on the academic performance of both groups, but a high mean score of the formative assessment and performance task may suggest a positive impact on the academic performance. The students gained a positive experience and perception on the partial flipped classroom approach sharing that they have gained a better understanding of the content resulting to more confidence to engage in class discussions. This study recommends the implementation of the partial flipped classroom approach on a longer academic period and may also explore the student's increased engagement during class discussions.

TuklasBasa: NSTP's Adaptation of a Systematic Literacy Program to Digital Form

Junette Fatima Gonzales
University of the Philippines College of Education

The National Service Training Program (NSTP) Act of 2001 was enacted to promote Filipino youth's civic consciousness. The Literacy Training Service (LTS), under NSTP, is designed to equip students with the skills to teach literacy and numeracy skills for out-of-school children, youth, and other learners. In the University of the Philippines College of Education (UPCED), the LTS is implemented in partnership with the local barangay units within the school campus, which have literacy-building and reading remediation programs for children within their community.

The UPCED-LTS Program used "TuklasBasa," a set of Marungko early literacy lessons developed by the UP Education Research Program. Lessons were adapted to digital form to increase accessibility and sustainability. The Multi-Literacy Assessments for Filipino Children (MLAF), a battery of literacy assessments for Kindergarten to Grade 3 learners, was given before and after the instruction.

This paper describes the processes undertaken as LTS students prepared for TuklasBasa implementation, and the measures done during program implementation. It also showcases the community learners' improvement in their literacy skills and the gains that the LTS students experienced. Implications for refinement of the literacy program design and implementation will also be discussed.

Initial Development Stage of the Generative AI Hesitancy Scale (AIHS)_ Hesitance Among College Students Towards AI

Ramon Paulo Masagca
Manila Central University

This study introduces the initial phase of the development of the Generative Artificial Intelligence Hesitancy Scale (GAIHS), a measure specifically focusing on the hesitancy experienced by college students in utilizing generative AI (genAI) for their learning. Employing a written interview and administering the Human-Computer Trust Scale among students from various higher education institutions, seven key themes emerged: (1) Fear of Dependence, (2) Judgment Avoidance, (3) Diminished Learning Efficacy, (4) AI Usage Guilt, (5) Ethical Concerns, (6) Reasoned Ownership, and (7) Skepticism Regarding GenAI's Accuracy. These themes encapsulate the hesitancy faced by college students (low scorers on the HCTS) when using genAI in their academic tasks. It is noteworthy that some students (high scorers on the HCTS) exhibit low hesitancy or even complete trust in GenAI use. These initial findings served as a foundation for item generation for the GAIHS, ensuring that the items accurately reflect the experiences of the test-takers. One hundred preliminary items were produced and validated by experts for their alignment with the said psychological construct.

Leveraging Lean Six Sigma and Digital Platforms for Enhanced Mentoring Assessment

Stella Marie M. Urbiztondo, PhD and Fatima Espiritu-Boado
University of Asia and the Pacific

Mentoring is vital for student growth, with the relationship evolving to meet the changing needs of both the mentor and the mentee. At our university, we identified two persistent challenges: few students go to mentoring (low uptake), and those who do often drop out (disengagement). Employing the Lean Six Sigma framework and its Define, Measure, Analyze, Improve, and Control (DMAIC) methodology, we systematically identified root causes and proposed solutions, including process standardization, policy formulation, and technological enhancement of the current mentoring platform. The latter demands a specialized team, expensive software and AI tools, meticulous data handling (e.g., privacy compliance), and seamless integration with existing university systems. Since these are substantial constraints on our current resources, a strategic shift from "how to build" to "how to effectively integrate and maximize" a ready-made, research-based, specialized mentoring platform makes more sense.

Such platform must track mentor-mentee engagement and progress, offering crucial data for business intelligence and formative assessment; leverage AI to help mentors instantly with conversation ideas, useful resources, and smart insights based on what each mentee needs, and enable mentors and mentees to securely connect for goal setting, track challenges, and communication. This innovative assessment method is a potential mentoring best practice.

AI-in-Education Policies in Selected Universities in the Philippines: A Qualitative Comparative Policy Analysis towards a Proposed Assessment Policy

Jhonas S. Lumanlan
National University

Using qualitative comparative policy analysis as a research design and situated within a proposed AI Ecological Education Policy Framework, this study examined existing AI-in-Education (AIED) policies in selected universities in the Philippines. Universities were selected based on the 2025 Times Higher Education (THE) World University Rankings, in which six (6) institutions in the country at the time of writing were ranked. Apart from a dearth of literature, this study hopes to contribute to the preliminary work on the development of AIED policies and scholarship in the Philippines, especially in the realm of educational assessment. Towards which goal, the analyses specifically focused with the pedagogical dimension of the selected policies to draw out and sketch particularly their interpretation and adherence to the key area regarding rethinking assessments and examinations, as part and parcel of teaching and learning aspects of AI integration. From the systematic comparison of the policies, a contextualized AIED Assessment Policy is drawn and proposed.

Predictors of Learning Outcomes in Mathematics, Science and English in Basic Education: Inputs to Learning Solutions in the Post-Pandemic Era

Analyn C. Bituin, Wilfredo C. Chung, Alexis C. Pradillada, Marilyn U. Balagtas
Teresita T. Rungduin, Edwin C. Barba Jr., & Jay-Art F. Agustin & Ria Lorraine H. Pagliawan
Philippine Normal University, Rex Institute for Student Excellence, Inc.

This study examines the influence of non-cognitive attributes in explaining the learning outcomes in Mathematics, Science, and English. Data were collected from the responses of Grades 4 to 10 private school students in the Digital Assessment of Competence and Excellence of Students (ACES) Personal Information (Part I) and Attitudinal Survey (Part IV). Using structural equation modeling as primary statistical analysis, results indicate that student attainment of learning outcomes is a multifaceted phenomenon influenced by non-cognitive attributes. Generally, socioeconomic status (SES) and student attitudes toward school and subject are significant predictors of cognitive behavior, domain of knowledge, and 21st-century skills. In Mathematics and Science, the SES is a consistent predictor of cognitive outcomes, which can be attributed to the kinds of instructional resources necessary in learning these subjects. While SES is not a significant predictor in English, interestingly, the attitude toward school and subject significantly explains the student cognitive outcomes. Moreover, other non-cognitive attributes, such as the family's general interest in schooling and internet activities are not significant predictors of any of the cognitive outcomes, while sense of Godliness has a significant negative effect on cognitive outcomes. Implications of this study in the new normal are explained.

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CERTIFICATE

This is to certify that

Inno - Change International Consultants, Inc.

Unit 6C High Pointe Building, 1184 Chino Roces Avenue, San Antonio
1203 Makati City, Metro Manila
Philippines

has implemented and maintains a **Quality Management System.**

Scope:
Research, Training and Consultancy Services

Through an audit, documented in a report, it was verified that the management system fulfills the requirements of the following standard:

ISO 9001 : 2015

Certificate registration no.	50501682 QM15
Valid from	2023-10-22
Valid until	2026-10-21
Date of certification	2023-10-02

DQS GmbH

Christian Gerling
Managing Director

Inno-Change International Research and Consultants, Co. Ltd. (IIRC) is a new firm in Cambodia that focuses on international development and provides technical support and advisory services in Cambodia and other developing nations.

As a subsidiary of IIC, IIRC leverages its extensive experience in various areas of development, including educational, gender, and social development, economic analysis, environmental impact assessments, organizational development, governance, capacity building, and project evaluation. Despite being a newly established consulting, training, and research firm in Phnom Penh, Cambodia, IIRC leverages a strong network of connections across various sectors and industries to access specialized knowledge and resources.

Its diverse team of consultants provides tailored solutions to clients, driving positive change and supporting international development organizations in achieving their strategic objectives.

KINGDOM OF CAMBODIA
NATION RELIGION KING

MINISTRY OF COMMERCE

CERTIFICATE OF INCORPORATION

(No) MOC-00041807

NAME	INNO-CHANGE INTERNATIONAL RESEARCH AND CONSULTING CO., LTD.
REGISTRATION NUMBER	1000431463
INCORPORATION DATE	11 October 2024
IS INCORPORATED AS	Private Limited Company

UNDER THE REGULATIONS OF COMMERCIAL RULES AND REGISTER LAW, COMMERCIAL ENTERPRISES LAW, CIVIL CODE AND PENAL CODE OF THE KINGDOM OF CAMBODIA

Director General

HO SIVYONG

Values

Integrity, Commitment
Respect for Diversity.
Quality and Innovation

Mission

To provide the best innovative, targeted, and sustainable advisory solutions to communities and countries around the world.

Vision

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- Trait Survey
- Supervisory Attitudinal Survey
- Management Inventory
- Sales Orientation Survey

SOCIO-EMOTIONAL AND SCHOOL CLIMATE SURVEY

- Grit
- Growth Mindset
- Self- Management
- Social Awareness
- Self-Efficacy
- Self-Awareness
- Teacher-Student Connection
- Sense of Belonging
- School Safety
- Social Media and Cyber Safety
- Physical Surroundings

3 Reports

- Institutional Summary Report
- Student Score Roster
- Student Personal Development Report

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