

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

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

via MS Teams

Moderated by

Pedrito A. Aton, PhD (Cand.)

Asst. Treasurer, PEMEA

Trinity University of Asia, Quezon City

ABSTRACT

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

Marilyn U. Balagtas, PhD

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

ABSTRACT

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

Richard DLC. Gonzales, PhD

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

He is a seasoned global education professional with technical knowledge and operational experience in achieving education policy reforms that result in enhanced student outcomes. He has worked with and advised governments in the Asia-Pacific and the Middle East, and North Africa on designing and implementing education sector policies that are contextually relevant and aligned with the latest global knowledge on what works. His professional goal is to contribute and lead efforts to enhance school and classroom practices so that all children have an equal opportunity to learn. He has a strong track record in leading international teams and analytical work, setting strategic direction, program design, portfolio management, and managing complex education and social sector programs, especially in the area of student learning assessment, monitoring and evaluation, and TVET/skills development.

He is a licensed Psychometrician and certified assessment psychologist with extensive experience working with international and multi-lateral organizations in low-, middle- and high-income countries. He completed a Ph.D. in Education, major in Research, Evaluation, and cognates in Psychology, Master of Science in educational measurement and evaluation, and a graduate diploma in cognitive psychology. He recently completed a Diploma Course in Project Management from the University of California, Irvine.

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

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ABSTRACT

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

Teresita T. Rungduin, PhD

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

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

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