Asia Pacific Conference on Curriculum Studies and Instructional Designing

PROGRAM

Evaluation &

Educational Leadership: Innovations and Challenges

OCTOBER 19-21, 2018. CROWNE PLAZA MANILA GALLERIA ORTIGAS CENGER

PROCEEDINGS

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THE PRESIDENT OF THE REPUBLIC OF THE PHILIPPINES

MALACAÑAN PALACE
MANILA

MESSAGE

My warmest greetings to the organizers and participants of the **2nd Asia Pacific Conference on Curriculum Studies and Instructional Designing (APCCSID).**

Education remains an important key in the development of every individual and the overall advancement of our nation. Thus, it is crucial for educators to constantly evaluate our curriculum and instructional materials to ensure that our schools and universities are at par with global standards.

I laud the **Asia Pacific Research Association on Curriculum Studies, Inc.** for organizing the 2nd APCCSID which will serve as a venue for the academic community to convene and share emerging trends and practices relevant to the creation of a dynamic and responsive educational system in the modern era. I trust that this gathering will provide a network for experts to further strengthen their bonds and create solutions to the issues that the field is facing today.

As a public servant, I have always believed that our country grows stronger with every educated individual. May this event inspire you to renew your commitment towards your profession as we work for a better and more inclusive future for all.

RODRIGO ROA DUTERTE

MANILA
19 October 2018

Republic of the Philippines
Department of Education

Tanggapan ng Kalihim
Office of the Secretary

MESSAGE

My warmest greetings and congratulations to the Asia Pacific Research Association on Curriculum Studies, Inc. for sponsoring the 2nd Asia Pacific Conference on Curriculum Studies and Instructional Designing (APCCSID) with the theme, "Program Evaluation and Educational Leadership: Innovations and Challenges."

The Department of Education (DepEd) salutes your organization for spearheading this event which allows for the fostering of professional exchanges that lead to more appropriate and relevant curriculum development. We are positive that this will be a significant contribution to the realization of our mission to deliver quality, accessible, relevant, and liberating basic education for all.

Your conference's primary objective to tackle emerging trends in 21st century education is also complementary to our goal to produce graduates equipped with 21st century skills and lifelong competencies that will enable them to better contribute to nation-building. This is why we appreciate this gathering of scholars, educators, and researches from across academic communities in the Philippines and the Asia Pacific who will share theoretical and practical developments in the discipline.

May the organizers and participants of this conference always keep in mind the ultimate beneficiaries of all these efforts and endeavors – the Filipino learners.

Again, congratulations and *mabuhay*!

LEONOR MAGTOLIS BRIONES
Secretary

COMMISION ON HIGER EDUCATION

Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

MESSAGE

Congratulations to the Asia Pacific Research Association on Curriculum Studies, Inc. for organizing this year's **Asia Pacific Conference on Curriculum Studies and Instructional Designing (APCCSID).**

The theme of the event, "*Program Evaluation and Educational Leadership: Innovations and Challenges,*" comes at an auspicious period where heightened globalization, and regional integration is determinedly mainstreamed. This conference opens a platform for knowledge generation and exchanges in views and ideas among administrators, academicians, and other stakeholders anent issues and approaches in curriculum studies.

The event also opens doors for dialogues on equally important related sub-themes, such as evaluation models; innovative practices in evaluation; challenges in evaluation; and evaluation system and logistics, to name a few. This underscores that while there may be a wide range of challenges relating to cooperation in tertiary education, there is an equally wide range of approaches in which we, as stakeholders, can discuss and be well-versed of.

As our nation charts its path towards being a prosperous, predominantly middle-class, and high-trust society, we need to craft better curriculum and instructional design in order to develop future public servants who have the commitment, the character, and the competence to serve the country.

Congratulations to the organizers of the 2nd APCCSID! I wish you all a fruitful discussion and a successful conference.

Mabuhay po tayong lahat!

J. PROSPERO E. DE VERA III, DPA
Officer-in-Charge
Commission on Higher Education

Higher Education Development Center Building, C.P. Garcia Ave., UP Campus, Diliman, Quezon City, Philippines
Web Site: www.ched.gov.ph Tel. Nos. 441-1177, 385-4391, 441-1169, 441-1149, 441-1170, 441-1216, 392-5296, 441-1220
441-1228, 988-0002, 441-0750, 441-1254, 441-1235, 441-1255, 411-8910, 441-1171, 352-1871

APRACSI
Asia Pacific Research Association on Curriculum Studies Inc.

MESSAGE

I would like to welcome my fellow educators and scholars of curriculum studies. This is a significant occasion for the Asia Pacific Research Association on Curriculum Studies, Inc. as it officially launches their maiden activity which is the Asia Pacific Conference on Curriculum Studies and Instructional Designing. Although this conference was first held last year, the current conference is the first for APACSI to host.

As curriculum is the heart and soul of education and training programs, we feel that studies and researches on how the processes and products associated with curriculum be aggressively be done for the growth of the discipline. Through these researches, it is hoped that education and training programs be of best quality.

The theme, Program Evaluation and Educational Leadership: Innovations and Challenges, is apt to address current surge of curricular and instructional reforms, which need to be evaluated for their relevance, appropriateness and responsive, effectiveness and efficiency. Evaluation is one of the best tools for educational leaders. If properly done, evaluation can provide information for more strategic decision making.

On behalf of the steering conference committee chairs and members, we would like to thank all participants and sponsors for being part of the growth and development of the curriculum studies.

We look forward to enlightening and inspiring discussions that will effect meaningful change.

arfajardo

Amelia R. Clasara - Fajardo, Ph.D.
President APRACSI
Conference Chair, APCCSID

ASIA PACIFIC CONFERENCE ON CURRICULUM STUDIES AND INSTRUCTIONAL DESIGNING
CROWNE PLAZA GALLERIA MANILA, QUEZON CITY

DAY 1
October 19, 2018

TIME	Activity		Speaker
7:30	Registration		
8:30	Opening Program		**Ms. Grace Soriano**
		National Anthem Interfaith Prayer	
		Welcome Remarks and Introduction to the Guest Speaker	**Amelia C. Fajardo, PhD** Chair, APCSSID 2018
	Inspirational Message		**Mr. Aniceto "Chito" Mangahas Sobrepena** President, Metrobank Foundation, Executive Director, GT Foundation
	Induction of APRACSI Board Members	Inductees: 1. Dr. Murray Print 2. Dr. Andrew Wall 3. Dr. Zongyi Deng 4. Dr. Ng Soo Boon 5. Dr. Suwarsih Madyah 6. Dr. Hajah Sallimah Haji Mohd Salleh 7. Dr. Amelia Fajardo 8. Dr. Matthew Stafford - Adviser	
9:15	Keynote Speech 1	*Evaluation in Curriculum Studies*	**Murray Print, PhD** School of Education, University of Sydney Australia
10:00	Break		

10:30	Keynote Speech 2	*Innovations in Program Evaluation Teach Less, Learn More: From Policy to Practice*	**Zongyi Deng, PhD** Nanyang Technological University Singapore
11:00	Plenary Session 2	*Washback Effects of the National Exam as a High-Stakes Test*	**Ali Saukah, PhD** State University Malang Indonesia
		Is Quality Assessment Falling Short? Focusing on Results in Educational Programs	**Romeo Santos, PhD** President, Asia Pacific Evaluation Association Philippines
12:30	Lunch		
1:30	Keynote Speech 3	*Innovations in Program Evaluation: How can we perform one?*	**Richard Gonzales, PhD** World Bank USA
2:30	Plenary Session 3	*Program Evaluation through Competency-Based Performance Assessment*	**Matthew Stafford, PhD** Chief Learning Officer, Air Force Education and Training Command USA
3:15	Break		
3:30	Plenary Session 3	*The Lesson Study: Research-Based Instruction Toward Higher Student Achievement*	**Rev. Fr. Onofre Inocencio Jr., SDB** President, Foundation for Upgrading Standards of Education Philippines
4:15	Plenary Session 3	*Evaluating Competency-based Digital Badges for College Credit*	**Sophie Ryan, PhD** Institutional Effectiveness, Air University USA
5:00		APCCSID 2019 Promotions Brunei Darussalam	
5:30		International Reception	

DAY 2
October 20, 2018

SYMPOSIUM 1: Evaluation in Basic Education
Venue: Sapphire A

TIME	Activity	Title	Speaker
7:30	Registration Opening Remarks		
9:15	Plenary Session 1	*The Role of Program Evaluation in Basic Education*	**Ng So Boon, PhD** Curriculum Development Division, Ministry of Education Malaysia
10:00	Break		
10:30	Plenary Session 2	*Lesson Study as a Professional Development Model for Math Teachers*	**Levi Elipane, PhD** College of Education, De La Salle University Philippines
11:15	Plenary Session 3	*CEFR to Boost Language Proficiency of Students in Thailand*	**Ra-shane Meesri, PhD** Faculty of Education, Chulalongkorn University Thailand
12:00	Open Forum		
12:30	Lunch		
1:30	Plenary Session 4	*Policy and Practice of Assessment in Music Education*	**Wei Shin Leong, PhD** National Institute of Education, Nanyang Technological University Singapore
2:15	Plenary Session 5	*Planning for Media Information Literacy Program*	**Ferdinand B. Pitagan, PhD** College of Education, De La Salle University Philippines
3:00	Break		
3:30	Plenary Session 6	*Philippine Catholic School in the 21st Century*	**Christian James Castro, CMF** Commission Member, Philippine Catholic Schools Standards Philippines
4:15	Synthesis Awarding of Certificates		

DAY 2
October 20, 2018

SYMPOSIUM 2: Evaluation in Teacher Education
Venue: Ruby B

TIME	Activity	Title	Speaker
7:30	Registration Opening Remarks		
9:15	Plenary Session 1	*Pre-service Teacher Evaluation: Thailand Perspective*	**Sumalee Chinokul, PhD** Faculty of Education, Chulalongkorn University Thailand
10:00	Break		
10:30	Plenary Session 2	*Empowerment Evaluation in English Language Teacher Education: Toward the Formation of Strong Character*	**Suwarsih Madya, PhD** Yogyakarta State University Indonesia
11:15	Plenary Session 3	*Evaluation of Initial Teacher Preparation Programme*	**Hajah Sallimah Haji Mohd Salleh, PhD** Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam Brunei
12:00	Open Forum		
12:30	Lunch		
1:30	Plenary Session 4	*Evaluation for Curriculum Improvement*	**Naomasa Sasaki, PhD** The United Graduate School of Professional Teacher Education, Kyoto University of Education Japan
2:15	Plenary Session 5		**Murray Print, PhD** University of Sydney Australia
3:00	Break		
3:30	Plenary Session 6		**Ng Soo Boon, PhD** Ministry of Education Malaysia
4:15	Synthesis Awarding of Certificates		

DAY 2
October 20, 2018

SYMPOSIUM 3: Evaluation in Higher Education
Venue: Ruby A

TIME	Activity	Title	Speaker
7:30	Registration Opening Remarks		
9:15	Plenary Session 1	*Principles-Based Quality Assurance and the QA Framework of the ASEAN University Network*	**Arnulfo P. Azcarraga, PhD** AUN-QA Committee, De La Salle University Philippines
10:00	Break		
10:30	Plenary Session 2	*Education Evaluation in Medicine and Allied Professions*	**Erlyn Sana, PhD** National Teacher Training Center for the Health Professions, University of the Philippines Philippines
11:15	Plenary Session 3	*Evidence-Based Medicine: How Well are We Doing*	**Romulo Aguilar, PhD** College of Medicine, University of the Philippines Philippines
12:00	Open Forum		
12:30	Lunch		
1:30	Plenary Session 4	*Program Outcomes Evaluation and Student Learning Outcomes in Nursing Education*	**Darunee Rujkorakarn, EdD** College of Nursing, Mahasarakham University Thailand
2:15	Plenary Session 5	*Philippine Tourism and Hospitality Education Evaluation: Stakeholders, Forces and Processes*	**Edieser Dela Santa, PhD** Asian Institute of Tourism, University of the Philippines Philippines
3:00	Break		
3:30	Plenary Session 6	*An Evaluation of Internship Programs in the Hospitality Industry*	**Detlev Remy, PhD** Hospitality Industry, Singapore Institute Singapore
4:15	Synthesis Awarding of Certificates		

DAY 2
October 20, 2018

SYMPOSIUM 4: Evaluation in Security Studies
Venue: Opal

TIME	Activity	Title	Speaker
7:30	Registration Opening Remarks		
9:15	Plenary Session 1	*Strategic Thinking in Evaluation—Is It Future Ready?*	**Ho Sun Yee, PhD** Decision Process International Singapore
10:00	Open Forum		
10:15	Break		
10:30	Plenary Session 2	*Education and Training Evaluation Practices in the AFP*	**Major Ronnel Almazan** Chief, Training Evaluation Branch Research, Doctrine and Policy Division Office of the DCS for Education and Training, J8 Armed Force of the Philippines
11:15	Plenary Session 3	*An Assessment of the NDCP Graduate Program through the New MNSA Curriculum*	**Rear Admiral Roberto Q. Estioko AFP (Ret), PhD, MNSA** President, National Defense College of the Philippines **Rostum J. Bautista, MNSA** Chief, Academic Affairs Division, National Defense College of the Philippines
12:00	Open Forum		
12:30	Lunch		
1:30	Plenary Session 4	*Evaluating Competency-based Digital Badges for College Credit*	**Sophie Ryan, PhD** Institutional Effectiveness, Air University USA
2:15	Plenary Session 5	*Program Evaluation through Competency-Based Performance Assessment*	**Matthew Stafford, PhD** Air Force Education and Training Command USA
3:00	Break		
3:30	Open Forum		
4:15	Synthesis and Special Sharing Awarding of Certificates		

DAY 3
October 21, 2018

TIME	Activity	Title	Speaker
7:30	Registration		
8:00	Parallel Paper Presentations	Parallel Sessions 1, 4, 7 Parallel Sessions 2, 5, 8 Parallel Sessions 3, 6, 9	**VENUE:** Grand Ballroom A Grand Ballroom C Jade
12:30	Lunch		
1:30	Keynote Speech 4	*Examining the Root and Branches of Evaluation*	**Andrew Wall, PhD** School of Education, University of Redlands USA
2:15	Plenary Session 4	*Evaluation of Alternative Education Programs: Challenges and Implications*	**Vincent Pang, PhD** University of Malaysia Malaysia
3:00	Break		
3:15		*CHED Quality Assurance Initiatives in Evaluating Institutions and Programs*	**Mary Sylvette Gunigundo, PhD** Quality Assurance Division, Commission on Higher Education Philippines
4:00	Closing Ceremonies		

Speakers

KEYNOTE SPEECH 1

DR. MURRAY PRINT is Professor and Chair of Education at the University of Sydney. He has researched and published extensively, as well as supervised doctoral students, on curriculum matters especially as they relate to Civics and Citizenship Education. His book "Curriculum Development and Design" had been in continuous publication since 1989.

Dr. Print is recognized internationally as a leader in Civics and Citizenship Education. Professor Print has directed many research projects in civics and democratic education including Values, Policy and Civics Education in the Asia-Pacific Region, (through Harvard University); Civics Education Assessment and Benchmarking (Australian Research Council); the Consortium Project in Civics and Citizenship Education; the first phase of the IEA International Civics Study; and most recently two major ARC-funded projects on youth electoral participation and second, participation in democracy and civic engagement of young Australians.

Dr. Print was Lead Writer and Team Leader for the development of the Australian Curriculum Civics and Citizenship from its inception in 2011 to its completion in 2015. Earlier he was awarded the Centenary Medal for his contributions to civic education and the community by the Australian Government in 2003. Dr. Print has been appointed to the College of Experts for the European Science Foundation.

KEYNOTE AND PLENARY SESSION 2

DR. ZONGYI DENG is an associate professor at the National Institute of Education, Nanyang Technological University, Singapore. He is also an executive editor of the Journal of Curriculum Studies (JCS)—the premier international journal in the curriculum field. His interest areas include curriculum content or subject matter, curriculum theory, didactics (Didaktik), Chinese education, and comparative and international education. His publications appear in JCS, Curriculum Inquiry, Comparative Education, Teaching and Teacher Education, Cambridge Journal of Education, Science Education and other international journals. He is currently working on a book Knowledge, Content, Curriculum Theory and Didaktik: Beyond Social Realism (Routledge).

DR. ALI SAUKAH obtained his Master's as well as his Ph.D. from the Department of Curriculum and Instruction, College of Education, The University of Iowa, Iowa City, USA, in 1986 and 1990 respectively. He has been a full-time faculty member of the English Department of the State University of Malang, Indonesia, since 1980. He has been involved in the development of the English Language Curriculum and in other related activities in Indonesia since 1990.

DR. ROMEO B. SANTOS is currently President of Asia Pacific Evaluation Association [APEA], an international organization of development evaluators in the Asia Pacific region with head office in Kuala Lumpur, Malaysia. He is also the Executive Director of WorkLand M&E Institute, a non-profit M&E think tank that builds evaluation capacity in public, private, and the plural sectors in the country.

Currently, Dr. Santos leads an organizing committee within APEA for hosting the 2nd APEA International Evaluation Conference in February 2019 in Manila. In 2008, he attended the International Program for Development Evaluation (IPDET) in Carleton University in Canada under a World Bank scholarship. He was a Fulbright Scholar and Visiting Professor in the USA in 2009.

Dr. Santos has a PhD in Architectural Engineering with major in Project Management and Economics. He is currently a professor in the College of Architecture, University of the Philippines and simultaneously works as a development evaluation practitioner and training provider in RBME.

KEYNOTE AND PLENARY SESSION 3

DR. RICHARD GONZALES is a Senior Education Specialist in the World Bank's Education Global Practice, Middle East and North Africa (MENA) region, based in Kuwait. Dr. Gonzales is currently providing technical advice on the development and implementation of the Measurement and Evaluation of Student Achievement (MESA), the National Learning Assessment program of the State of Kuwait. He is also cross-supporting in the analysis of the national assessment program data of the Kingdom of Saudi Arabia.

Dr. Gonzales holds a Ph.D., major in Research and Evaluation, from the University of the Philippines, and masters degree in educational measurement and evaluation from De La Salle University, Manila as well as a graduate diploma in cognitive psychology and school education from Shizuoka University, Japan. He obtained his Bachelor of Science Degree in Psychology from St. Paul University-Philippines.

Dr. Gonzales is the Founding Chairman and President of the Philippine Educational Measurement and Evaluation Association (PEMEA). He is a registered Psychometrician (RPm) and a Fellow of the PEMEA and the Psychological Association of the Philippines, where he also served as a member of the Board of Directors and Vice President of the Association. Prior to joining the World Bank, Dr. Gonzales served as Education Specialist/ Consultant of the Asian Development Bank (ADB), working in almost all the Asia-Pacific countries.

DR. MATTHEW STAFFORD is the Chief Learning Officer for Air Education and Training Command, (AETC) Randolph AFB, Texas. AETC is a US Air Force Major Command, charged with designing, developing and delivering Air Force professional military and professional continuing education, technical training, and flying training, as well as leading Air Force recruiting efforts. In his role, Dr. Stafford is responsible for the redesign, and implementation of the Air Force Continuum of Learning, to include development and tracking of progress metrics as well as strategic messaging across the Air Force. He is leading an effort to transition the Air Force to competency-based learning and assisting in the creation of an "Air Force Learning System Ecosystem" that will serve as a curriculum-delivery platform, a portal for connecting learners and subject-matter experts for classes and other collaborative activities, and a data-tracking mechanism to capture learning when and where it occurs and to credential Airmen appropriately. He is also tasked with designing and developing the strategies, governance structures and policy infrastructure to support the full implementation of the Air Force's new Force Development Commander position, which was established to maximize learning effectiveness and efficiency across the Air Force. Prior to assuming his current position, Dr. Stafford served as the Vice President for Academic Affairs at Air University, Maxwell AFB, Alabama. He is a retired Air Force officer who served on active duty for twenty-nine years.

REV. FR. ONOFRE G. INOCENCIO JR., SDB earned his Bachelor of Science in Education (BSE) Major in Biology, Minor in Filipino, as well as his Bachelor of Sacred Theology (S.T.B.) Major in Theology Cum Laude from the University of Santo Tomas Manila. He has three Masteral Degrees: Master of Arts Major in Curriculum Studies at the University of the Philippines Diliman, Master of Arts Major in Educational Management and Master of Arts Major in Guidance and Counseling at the De La Salle University Manila. He earned his Doctor of Education (Ed.D.) major in Educational Management, With Distinction, at the De La Salle University Manila.

Fr. Inocencio's works and affiliations have truly been influential in Philippine education. He is currently the Dean of Don Bosco College, Canlubang, Laguna, and he was the Superintendent of Don Bosco Schools and TVET Centers (FIN Province). He serves as the President of the Philippine Association of Lesson Study, as well as the Foundation for the Upgrading of the Standard of Education (FUSE). He is a member of the CEAP National Tertiary Commission, and the National CEAP Representative to COCOPEA-TESDA Group. He also worked as Executive Director of the Catholic Educational Association of the Philippines (CEAP) Planning and Development Center, and was Project Director for various CEAP Programs, including strengthening Religion as Core of the Curriculum and Teacher and Administrator Upgrading Program. He served as Consultant and Resource Person to the Department of Education subTWG for Grade 11 and 12, the FAPE-DECS-GASTPE National In-service Training for Private School Teachers, and FAPE Management Development Program for School Administrators. He is invited to be a Resource Speaker on a variety of topics concerning education, including Educational Management, Strategic Planning, Curriculum Development, Supervision of Instruction, Educational Technology, and Program Evaluation.

DR. SOPHIE RYAN was the Chief of Institutional Effectiveness for Air University, Maxwell AFB, Alabama from 2007-2015 where she developed and managed a university-wide, comprehensive and systematic program for assessment of all academic programs and administrative and educational support functions. She authored significant portions of Air University's reaffirmation of accreditation compliance certifications and presented the institutional effectiveness program to onsite and offsite evaluators from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the regional accreditation agency for the southeastern US, in 2009 and 2015, which were approved without recommendations. She also presented program evaluation plans during a substantive change on-sight visit in 2009 that resulted in Air University being elevated to a Level V institution. Dr. Ryan has served as lead evaluator in the area of institutional effectiveness for SACSCOC during on-sight visits for peer university reaffirmation of accreditation actions. She has also served in a similar capacity during evaluation visits to military universities by Process for a Joint Accreditation (PAJE), an accrediting body for military curriculum directed by the US Department of Defense's Chairman of the Joint Chiefs of Staff. Dr. Ryan completed a doctoral program in Educational Psychology with an emphasis in measurement and evaluation at Auburn University, Alabama. She currently supervises a branch of instructional developers who provide distance education curricula for Air Force technical training career fields.

KEYNOTE AND PLENARY SESSION 4

DR. ANDREW F. WALL is the Robert A. & Mildred Peronia Naslund Endowed Dean of the School of Education at the University of Redlands. He joined Redlands in July 2014 from the University of Rochester in New York, where he was Associate Professor and Department Chair of Educational Leadership at the Margaret Warner Graduate School of Education and Human Development. While at Rochester, Dr. Wall also served as the Higher Education Program Director and most recently as interim Co-Director of the Warner Center for Professional Development and Education Reform.

Alongside his leadership achievements, Dr. Wall's teaching and scholarship has won him numerous accolades, including Rochester's 2010 G. Graydon '58 and Jane W. Curtis Award for Excellence in Teaching by a Non-tenured Member of the Faculty and being named a 2008 Emerging Scholar by the American College Personnel Association (ACPA). His research and scholarship interests span the educational spectrum and have included examining K-12 school finance, teacher preparation, student health and learning, along with assessment and evaluation in education.

The author of numerous book chapters and journal articles, Dr. Wall is also the co-author of two books, *"Assessment Reconsidered"* and *"Case studies in higher education leadership and management: An instructional tool."*

Dr. Wall received his Ph.D. in Education, Organization and Leadership from the University of Illinois at Urbana-Champaign. He also holds a B.A. in Sociology and Political Science from the University of Iowa and an M.A. in Academic and Student Affairs from Ball State University.

DR. VINCENT PANG holds a Doctorate in Curriculum Evaluation from RMIT University, Australia, a Masters of Arts in Applied Research in Education from the University of East Anglia, UK and a Bachelor's degree with Honours in Science with Education (Physics) from Universiti Teknologi Malaysia. Dr. Pang is the Director of the Centre for Teaching Excellence and Academic Quality, as well as a Professor in the Faculty of Psychology and Education, Universiti Malaysia Sabah (UMS).

Dr. Pang is currently a member of Social Science and Humanities Accreditation Committee of the Malaysian Qualifications Agency. He is also a Professorial Fellow in the School of Education of Charles Darwin University, Australia. He is also an editor of the Malaysian Journal of Learning and Instruction, an Associate Research Fellow of the National Higher Education Research Institute (IPPTN) in Universiti Sains Malaysia, and Fellow of Psychology and Social Health Research Unit in UMS. He has undertaken numerous research and consultation projects for the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), United Nations Children's Fund (UNICEF), the Ministry of Higher Education Malaysia, Malaysian Qualifications Agency (MQA), the Department of Human Resource Development Sabah, and Sabah State Civil Service Training Institute.

DR. MARY SYLVETTE T. GUNIGUNDO is currently the Chief of Quality Assurance Division (QAD) of the Office of Institutional Quality Assurance and Governance (OIQAG) of the Commission on Higher Education (CHED). Her Division is in charge of evaluating applications of private higher education institutions (HEIs) for autonomous or deregulated status, evaluating conversion of state colleges into state universities, and helping HEIs strengthen their internal quality assurance systems.

Prior work experience of Dr. Gunigundo included working as Director of the University Research Center of Pamantasan ng Lungsod ng Maynila; Assistant Professor at the University of the Philippines College of Education; Education Supervisor II, CHED Regional Office, National Capital Region; and Research Specialist, Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH).

Dr. Gunigundo received her PhD major in Educational Leadership and Research from Louisiana State University, Baton Rouge. She finished her Education Specialist degree and Master's degree major in Administration and Supervision from the University of Louisiana-Monroe, and her Bachelor of Secondary Education major in Mathematics, minor in Chemistry at the University of the Philippines-Diliman.

SYMPOSIUM 1: BASIC EDUCATION

DR. NG SOO BOON has a PhD degree in Education specializing in Curriculum Development as well as a Master degree in Science Education. She spent nine years teaching Science and Chemistry at secondary school and pre University level before joining the Curriculum Development Center, Ministry of Education Malaysia at the end of 1991.

She is currently the Deputy Director (STEM) in the Curriculum Development Division (CDD), Ministry of Education Malaysia responsible for the development of the STEM related curriculum from Preschool to the Upper Secondary School. She takes charge of three major Sectors: Science and Mathematics Sector, Innovation and ICT Sector, Technical and Vocational Sector in CDD. Prior to this position, she headed Science and Technology Sector, as well as the Head of Early Childhood Care and Education Sector for many years.

She has vast experience in developing curriculum, producing learning materials, conducting courses, carrying out research as well as managing programs. She was also involved in the formulation of the Malaysia Education Blueprint 2013-2025, as well as implementation of the Blueprint.

Through the years, she has been actively involved with UNESCO, UNICEF, SEAMEO on a number of regional projects related to science and early childhood such as the Early Learning and Development Standards and Girls in STEM. She serves in the Education Committee for the Malaysia Chemistry Institute and is the current Treasurer for the Qualitative Research Association Malaysia. She has published a number of papers in journals and has reviewed articles for The Curriculum Journal.

DR. LEVI ESTEBAN ELIPANE is an associate professor at the College of Graduate Studies and Teacher Education Research (CGSTER) of the Philippine Normal University. He is also an associate professorial lecturer at the Brother Andrew Gonzales College of Education of De La Salle University. While doing his university work, he is also the principal of a small private school in Antipolo City, where he implements research endeavors such as Lesson Study in collaboration with his masteral students from PNU and De La Salle University. For the past 6 years into the academe, Dr. Elipane has collaborated with his students and colleagues from different universities to embark on Lesson Study as a form of research and professional development initiative.

In 2012, Dr. Elipane got his PhD in Mathematics Education from the University of Copenhagen, Denmark. He took his Master's at Saitama University in Japan, and his Bachelor's at the University of the Philippines in Diliman. He has been invited as a Plenary Speaker in various conferences in the Philippines and in many countries of the world, such as the the Experts' Meeting in the World Association on Learning and Lesson Studies (WALS) Conference in Indonesia, the International Conference of Joint Societies for Mathematics Education in Korea, and the Asian Mathematical Conference in Indonesia. He shared about his expertise about Lesson Study – which has been the topic of his PhD dissertation. In 2008, he was granted Student Wings of Excellence (Leaders of Tomorrow) Award in Switzerland for the St. Gallen Sympossium.

DR. RA-SHANE MEESRI hails from Thailand, having finished his Bachelor of Education at the Chulalongkorn University. He took up his Master of Arts in Bicultural-Bilingual Studies with concentration in English as a Second Language at the University of Texas, San Antonio, USA, and came back to Thailand to earn his Doctorate Degree in Curriculum and Instruction at Chulalongkorn University.

Dr. Meesri has had extensive experience in key leadership positions such as Former Deputy Director of the Institute of Asian Studies at Chulalongkorn University, and also as Former Associate Dean of Education for International Affairs at the same university. Moreover, he sits as a committee member of the Board of Education.

Dr. Meesri's areas of interest include Teaching English as a Foreign Language / a Second Language (TEFL/TESL), Curriculum and Instructional Design, Psycholinguistics and Syntax, and the making of English tests.

DR. WEI SHIN LEONG sees himself as an intermediary for schools, Ministry of Education (MOE), National Institute of Education (NIE) and international education institutions in negotiating the ambiguities and complexities of curricular and assessment reforms, locally and internationally. Prior to joining NIE, Dr. Wei Shin was serving as Head of Aesthetics Department with a secondary school and a Unit Coordinator at Curriculum Planning and Development Division, MOE.

Dr. Wei Shin completed his Master of Education with NIE and Master of Music with Northwestern University in 2006, where he undertook research involving curricular design, assessment, cognition and applied statistics. He was the recipient of MOE Undergraduate Scholarship and MOE Overseas Postgraduate Scholarship. He is a PhD graduand of Jesus College, University of Cambridge, on NIE Overseas Graduate Scholarship. His PhD research is on Singaporean teachers' conceptions and practices of classroom assessment. He was the Principal Investigator of a completed MOE Academies Fund (MAF) research study on assessment progression in music. He has also just recently been appointed Principal Investigator of a large scale Education Research Funding Program (ERFP) research project on Assessment for Learning. As the focal contact person for NIE of the Network on Education Quality Monitoring in Asia Pacific, he has been invited by UNESCO to be their assessment specialist-representative and guest speaker on formative assessment and alignment of curriculum, assessment and teaching. He is also a council member of Epilepsy Caregroup, Singapore and Qifa Primary School's School Advisory Committee.

DR. FERDINAND BLANCAFLOR PITAGAN was a Monbusho scholar under which he graduated with the degree of Doctor of Philosophy in Education from the International Christian University, Tokyo, Japan. He is also a graduate of the University of the Philippines - Diliman with the degree of Master of Arts in Education major in Educational Technology.

He was a research fellow at Tokyo Gakugei University and International Christian University; computer science teacher at Philippine Science High School; professional trainer for the Cisco Networking Academy; project coordinator of the Asian Graduate School Forum; consultant of the UP Information Technology Training Center and Philippine Science High School System; and professor at the University of the Philippines - Diliman, College of Education.

He is also a consultant of several private educational technology entities; reviewer of international journal publications; convener of The First Media and Information Literacy Intensive Teacher Trainer Program; founder of ActivatED; and co-founder of the National Digital Educators Society (NDES).

Moreover, Dr. Pitagan is an educational technology consultant of DepEd as the main author of the Media and Information Literacy and co-author of the Empowerment Technology Curriculum Guides for Senior High under the K-12 Basic Curriculum Program. He is also the lead author / team leader of the Media and Information Literacy Teaching Guide, a project of CHED under the K-12 Transition Program.

At present, he is the Chair and Professor of the Educational Leadership and Management Department, Br Andrew Gonzalez FSC College of Education, De La Salle University Manila. He is also currently doing several international collaborative projects in the field of media, information and technology notably the UNESCO Open and Distance Learning for Inclusive Education – a pilot study amongst nations in harnessing the power of educational technology to promote universal design for learning.

REV. FR. CHRISTIAN JAMES DL. CASTRO, CMF is on his 21st year as a Claretian priest who has served as a school director for 12 years now. His first school assignment was in Claret School of Zamboanga City where he initiated the PAASCU application by making a big paradigm shift in the learning methodology through adapting the Dynamic Learning program. Now, the said school is already working for its Level 3 re-accreditation. It was also during his term that the abovementioned school has received the Excellence in Educational Transformation Award for its outstanding innovation in the learning methodologies and delivery systems.

Moreover, Fr. James is also active in PAASCU accreditation; A GASTPE Monitor, Certified PCSS or Philippine Catholic Schools Standards Trainer, a licensed Meta Coach, and a certified NLP Master practitioner.

SYMPOSIUM 2: TEACHER EDUCATION

DR. SUMALEE CHINOKUL is Associate Dean for the academic affairs at the Faculty of Education, Chulalongkorn University. She received her Ph.D. in Applied Linguistics from The University of Sydney, Australia. She has been teaching and supervising the B. Ed. undergraduate and M.Ed. TEFL (International Program) graduate students at Department of Curriculum and Instruction, the Faculty of Education and also the Ph.D. EIL (International Program) students at Graduate School, Chulalongkorn University. Her research concentration is in the area of English language teacher education, English for Specific Purposes, Classroom-based assessment, and research in English language skills.

DR. SUWARSIH MADYA earned her Ph.D. from Macquarie University, Sydney, Australia in 1988. Upon completion of her doctoral study, she returned to her institution as a faculty member at the English Education Department. In 1990, she joined the curriculum reconstruction committee to prepare the English school curriculum. When it began its implementation, she assumed a new position as the Attache of Education and Culture at the Indonesian Embassy in Bangkok (1995-1999). In 2001, she joined the Education Reform Committee, with its main task of drafting the Education Law. From 2003 to 2005, she assumed a new position as the Head of the Bureau for Foreign Cooperation and Public Relation. In 2008 until 2010, she became the Head of the Provincial Office of Education in her hometown.

With a range of experiences in international cooperation and language teacher education, she now views language teaching from multi-perspectives by relating it to other important matters such as character education, identity formation, and world peace establishment. Her research interest is around teacher and instructional developments with emphasis on autonomous learning. She has writtten a number articles among others on self assessment, teacher standards, curriculum development, instructional model development in the TEFLIN Journal. She is currently involved in the production of an online standardized test of English proficiency (TOEP) for national use and has the position of being the Chief Commissioner.

DR. SALLIMAH MOHD. SALLEH is currently a Senior Assistant Professor and the Deputy Dean (Research) at the Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam. Her research interests include teachers' technology enriched/ enhanced instruction; teachers' technological, pedagogical and content knowledge (TPACK); teachers' context beliefs and attitudes towards technology integration; and quantitative research methods, particularly structural equation modeling analyses of data. She is recognized as Microsoft Faculty Fellow for Technology Enriched Instruction (TEI) for faculty development since 2013, and has conducted TEI workshops for academic staff members of Universiti Brunei Darussalam annually, and China Central Normal University, Wuhan in 2014.

Prior to her current administrative position, she was the Director of Studies at the Assistant Vice Chancellor Academic Office, and later the Dean of Students at the Students Affairs Unit at the Universiti Brunei Darussalam. She was a secondary science teacher before she joined the Sultan Hassanal Bolkiah Institute of Education (SHBIE) in 1998. She is actively involved in research on teacher education, particularly in teachers' use of technology in teaching and teachers' beliefs.

DR. NAOMASA SASAKI is Associate Professor of The United Graduate School of Professional Teacher Education at the Kyoto University of Education in Japan. He has also garnered an Honorary Ph.D. degree at the Pibulsongkram Rajabhat University in Thailand.

He considers himself as a "hybrid" educator, having initially taught at Junior high schools as Technical Art Teacher for about twenty years and then moved on to teach at Kyoto University of Education for two more decades. In essence, he is half teacher, half researcher. From the early beginnings of his career, he has sought to discover the methodology on how to use technology in the classroom, such as video conferencing, to bridge the distance between remote areas, inexpressibly for thirty years.

SYMPOSIUM 3: HIGHER EDUCATION

DR. ARNULFO P. AZCARRAGA finished his PhD Computer Science from INP Grenoble, France, his MS Computer Science from the Asian Institute of Technology in Bangkok, Thailand, and his BS Applied Mathematics, cum laude, from the University of the Philippines at Los Baños (UPLB) under the Integrated Academic Programme in the Sciences (INTAPS) of NSDB/DOST. He was Former Vice Chancellor for Research and currently Professor of Computer Science and University Fellow at De La Salle University (DLSU), and Pioneer Professor at its Science and Tehnology Complex. He has been assigned to various other administrative posts at DLSU - Associate Vice Chancellor for External Relations, Executive Vice President (Canlubang Campus), and Dean, Graduate School Director and Vice Dean of the College of Computer Studies.

As a certified Senior Quality Assurance assessor of the ASEAN University Network (AUN), and member of the AUN QA Council, he has given numerous QA trainings for QA practitioners, and has led numerous QA assessment of several top universities in the ASEAN region. He has published in high-impact journals and presented papers in national and international conferences mainly in the area of the theory and applications of artificial neural networks. While on research leave at DLSU 1999-2002, he was a senior research fellow at the National University of Singapore, managing a very large Programme for Research into Intelligent Systems (PRIS). He has been awarded as Most Outstanding Alumnus of the Philippine Science High School. He was also a Most Outstanding Alumnus of the Ateneo de Zamboanga and the University of the Philippines at Los Baños.

DR. ERLYN A. SANA is currently a Full-Time Professor 10 at the National Teacher Training Center for the Health Professions of the University of the Philippines Manila. She is also the Director of the Information, Publication, and Public Affairs Office (IPPAO) of the University of the Philippines Manila. She obtained her Doctor of Philosophy in Philippine Studies, Sociology, and Asian History at the University of the Philippines Diliman. As a health professions educator, she teaches undergraduate and graduate courses in psycho-philosophical foundations of teaching and learning, instructional design, curriculum planning and development, educational evaluation, teaching in large, small and individualized learning settings, attitudes development and assessment, organization and management and educational research. As a health social scientist, she develops, advises, and formulates educational concepts, principles, models and programs that blend education and the various health and social sciences to guide policies and formulation of relevant curriculum tasks. She is also an educational consultant at the Philippine Judicial Academy, Supreme Court of the Philippines, and the Juvenile Justice and Welfare Council.

DR. ROMULO AGUILAR completed his residency training in Ophthalmology at the University of the Philippines –Philippine General Hospital (UP-PGH) and pursued further studies in Medical Retina at the Eye Referral Center. Under the MONBUSHO and RONPAKU Fellowship Grants, he continued to pursue post-graduate studies at the Yamanashi Medical College Department of Ophthalmology in Japan where he subsequently obtained his Ph.D. degree.

Dr. Aguilar is part of the consultant staff of the Retina Service at the East Avenue Medical Center, the Manila Central University Hospital, where he was former Chairman and Training Officer, the St. Luke's International Eye Institute in Quezon City, where we was former Assistant Director and Training Officer and, the University of the Philippines – Philippine General Hospital, where he is concurrently the Assistant Chair for Services of the Department of Ophthalmology and Visual Sciences.

Among other awards and distinctions, Dr. Aguilar is the recipient of the Distinguished Service Award by the Asia Pacific Academy of Ophthalmology and the Outstanding Leadership Award by the Philippine Academy of Ophthalmology. He held various positions in the Philippine Academy of Ophthalmology including President in 2002 and 2003. In 2017, he became a member of the Committee on the Asean Unviersity Network (AUN) accreditation of the University of the Philippines College of Medicine. He has also authored books and published numerous Journal Articles in the field of ophthalmology. He continues to be a peer reviewer for the Asian Journal of Ophthalmology and a member of the Advisory Board of the Cochrane Eyes and Vision Group.

DR. DARUNEE RUJKORAKARN is the Dean and founder of Mahasarakham University Faculty of Nursing. She is also a former dean of Khon Kaen University Faculty of Nursing in Thailand.

Dr. Rujkorakarn graduated from the University of Northern Colorado, USA with her doctoral degree in Education. She holds a Master of Arts degree in Nursing Studies from Massey University in New Zealand and a Bachelor of Science in Nursing from Chiangmai University, Thailand. Dr. Rujkorakarn has been active in the development of professional health education and nursing education. She twice chaired the committee in developing the national qualifications standards for both undergraduate and graduate nursing education. She is also a member of many sub committees in the Office of Higher Education Commission, Ministry of Education. In nursing profession, Dr. Rujkorakarn is a board member of Thailand Nursing Council for 3 terms, which she has been involved in the national accreditation of nursing educational institutions for over two decades.

Presently, Dr. Rujkorakarn is President of the Dean Consortium for the Government Nursing Educational Institutions.

DR. EDIESER DELA SANTA is an Associate Professor and Dean of the University of the Philippines Asian Institute of Tourism. He holds a PhD from the University of Otago, New Zealand. His research interests include tourism policy and planning, as well as tourism education. His recent works and publications have examined tourism policy implementation, governance of tourism post-disaster revitalization projects, and tourism and hospitality education at the tertiary-level.

DR. DETLEV REMY works as Associate Professor for the Singapore Institute of Technology, SIT, Singapore. He is teaching Revenue Management, Data Analytics and Digital Marketing while researching on Pricing and Revenue Management related topics. Additionally he is involved in research on higher education with a strong focus on university- industry collaboration.

Prof. Remy started his career in the hospitality & tourism industry in 1986, working in various positions up to general management position. These positions included inter alia managing director of the Kurhaus Baden-Baden with banqueting facilities up to 6.000 people and project manager of the consultany group Dr. Kaub Group, Munich.

Additionally he has started his own consultancy business, "Remy Consult", advising international beverage, tourism and hospitality businesses, and providing executive education to a variety of stakeholders. Within his capacity as professor for various universities as well as owner of his consultancy firm "Remy Consult", Prof. Remy offers and conducts Executive Education training programs, especially in marketing-related areas, such as branding, pricing, revenue management, digital marketing and so on.

SYMPOSIUM 4: SECURITY STUDIES

HO SUN YEE, PhD has more than 36 years of management and leadership in the Singapore Armed Forces, the private sector as well as not-for-profit sector.

He graduated topnotcher of the Philippine Military Academy Class of 1978 under a Singapore government scholarship. He also completed the Singapore Airborne and Ranger course and topped the Spore Command and Staff College. He obtained an MBA from the University of Singapore before he left for the private sector in 1991.

Dr. Ho Sun Yee now is a Managing Partner of Decision Processes International for the Philippines. Prior to DPI, he spent 10 years in the hospital industry, helping JV partners in Malaysia, Indonesia and China to build and manage first class private hospitals. After the financial crisis in late 90s, he went on to be the CEO of YMCA of Singapore and the Singapore Heart Foundation where he successfully applied the DPI Strategic Thinking Process as a client to reposition and strengthen the Heart Foundation to be a leading health charity in Singapore. He then worked overseas in 2010 and was last in Indonesia with the Lippo Hospital Group as Chief of Staff to plan and oversee the expansion from 4 hospitals to 25 hospitals within 5 years.

He was the Board Deputy Chairman of Focus on the Family, Singapore, which champions thriving families as foundation of a strong country. He recently introduced No Apologies, a character based abstinence program to about 30 GK youths and have 30 facilitators trained in the Philippines.

MAJOR RONNEL R. ALMAZAN Corps of Professors is currently the Chief of the Training Evaluation Branch, Research, Doctrine, and Policy Division of the Office of the Deputy Chief of Staff for Education and Training, J8, Armed Forces of the Philippines. He has been involved in several major projects, which includes the development of the AFP Education and Training Evaluation System. He is also involved in doctrine development, curriculum development, instructor training, national service training program, military education, policy development, and educational research in general. He was the Past President of the UP Curricularists Society (UPCS) and one of the transitionary Board Members of the Asia-Pacific Research Association on Curriculum Studies, Inc. (APRACSI).

REAR ADMIRAL ROBERTO Q ESTIOKO AFP (Ret), PhD, MNSA is the President of the National Defense College of the Philippines (NDCP). He graduated as a member of the Philippine Military Academy (PMA) "Masikap" Class of 1977. Furthering his education, he holds a Master in Management, Master in National Security Administration, and Doctor of Philosophy in Development Education. He took up the International Defense Management Course in 1994 at the Defense Resources Management Institute, Naval Post Graduate School, Monterey, California, USA, the Third International Symposium Course in 2001 at the People's Liberation Army, National Defense University, Beijing, China and Transnational Security Cooperation Course in 2017 at the Asia Pacific Center for Security Studies, Honolulu, Hawaii, USA.

A man of decisive leadership and compassionate to his officers and staff, Admiral Estioko occupied various command and staff positions in the military. He is a Surface Warfare Officer who commanded five (5) naval ships. He also served as the Chief of Staff, Philippine Fleet; Commander, Patrol Force; Commander, Naval Forces Central; Commander, Naval Intelligence and Security Force; and The Naval Inspector General. Admiral Estioko capped his almost 38-year service in the Armed Forces of the Philippines as the Vice Commander, and briefly as Acting Flag-Officer-in-Command of the Philippine Navy in 2010.

He has also been active in the academe, having been a Senior Fellow for Development and Security, and also served as Member of the Council of Professors involved in various Masteral and Executive Doctorate Programs of the Graduate School of Public Development and Management at the Development Academy of the Philippines. He received various awards for academic excellence in his military schoolings and the NDCP Certificates of Merit for Exemplary Academic Performance. He is also a recipient of the NDCP Outstanding Alumnus Award, Distinguished Achievement Award and Meritorious Service Awards. A decorated sailor, he received the Philippine Legion of Honor (Degree of an Officer), Distinguished Service Star Medals, Distinguished Navy Cross Medals, among others.

ROSTUM J. BAUTISTA, MNSA is currently the Chief of Academic Affairs Division and a faculty member of the National Defense College of the Philippines (NDCP). He is permanently appointed as Chief Defense Research Officer since 2000. He graduated from the NDCP and was conferred the Master in National Security Administration (MNSA) degree in 2006. On the same year he was commissioned as AFP Reserve Officer in the Philippine Navy with the rank of a Commander (equivalent to Lieutenant Colonel in the Philippine Army/Air Force). He became a Fellow of the Asia Pacific Center for Security Studies based in Honolulu, Hawaii in 2002 and was invited again to participate in the Advanced Security Cooperation Course in 2016, where he contributed to the drafting the National Security Policy with other Filipino fellows. He is also a Fellow of the Asia-Pacific Programme for Senior National Security Officers (APPSNO) based in Singapore. He has supervised a number of local training for local chief executives in crisis, disaster and security management. He is a participant to various ASEAN Regional Forum (ARF) Heads of Defense Universities, Colleges and Institutions held in Kuala Lumpur (2006), Bangkok (2009) and Washington DC (2010) and various Network of ASEAN Defense and Security Institutions (NADI) conferences.

CDR Bautista earned his Master in Public Administration (MPA) and Bachelor degree in Political Science from the University of the Philippines in 2000 and 1991 respectively. His research skills were honed at the Institute for Strategic and Development Studies (ISDS) and Civic Imagineers where he was a senior researcher in several projects under Dr. Carolina Hernandez, Dr. Segundo Romero and Dr. Alex Brillantes on local, national government and non-government organization development issues.

ABSTRACTS
KEYNOTE AND PLENARY

EVALUATION IN CURRICULUM STUDIES

DR. MURRAY PRINT
Professor
School of Education, University of Sydney, Australia

Evaluation is an essential component of the curriculum process. Whenever we have a curriculum we want to know how well it worked and what the students learnt. There are ways to answer these questions, but some are more effective procedures than others. Much of what passes as evaluation in curriculum studies today is poorly conducted and sensationalist. We must ask a key question before commencing evaluation in curriculum – what do we want to know from our evaluation? Then we can use appropriate evaluation procedure and make useful judgments.

This presentation addresses some of the key issues in the evaluation process evident today. It also addresses some key questions in evaluation in curriculum studies such as the role of standardized tests in evaluation in curriculum studies [tests that don't measure curriculum and can't assess student performance on a curriculum, but standardized tests can be very influential in government policy e.g. SAT, GRE]; the role of formative Vs summative assessment; Assessment data used for unintended purposes e.g. NAPLAN scores and MySchool in Australia; the international movement towards stands based assessment; evaluation in the school effectiveness movement; and evaluation data used for international comparisons such as PISA that influences government 'policy' so that government says "we're doing poorly so we need to fix our curriculum".

TEACH LESS, LEARN MORE: FROM POLICY TO PRACTICE

DR. ZONGYI DENG
Associate Professor
Nanyang Technological University, Singapore

Teach Less, Learn More (TLLM) was first introduced by Prime Minister Lee Hsien Loong in 2004 and was subsequently launched by then Minister for Education Mr Tharman Shanmugaratnam in 2005. It was a curriculum initiative developed to address the gap between instructional practices and various educational initiatives introduced since 1997 under the Thinking Schools Learning Nation (TSLN) vision.

Employing a curriculum making framework articulated by Walter Doyle and Ian Westbury and on the basis of empirical evidence, I critically analyze how the TLLM initiative was translated into operational frameworks and enacted in classrooms. I discuss how we should come to terms with the gaps or discrepancies between what is envisioned at the policy level and what is embodied in operational frameworks, and between what is intended at the policy level and what is enacted in classrooms. I conclude by addressing the implications for evaluating curriculum initiatives from the vantage point of schooling as a social institution.

WASHBACK EFFECTS OF THE NATIONAL EXAM AS A HIGH-STAKES TEST

DR. ALI SAUKAH
Professor
State University Malang, Indonesia

A study on washback effects of high stake tests has always been very interesting. A meta-synthesis study done by Au (2007) involving 49 research studies on high stake testing and curricular control indicates that high stake tests have predominant effects on curriculum implementation. They tend to narrow down curricular contents into fragmented bits and pieces of knowledge to be learned for the sake of the tests themselves. Therefore, teachers are compelled to use more lecture-based teacher-centered pedagogies.

The National Exam implemented in Indonesia in the last ten years has invited controversies among different parties due to its status as a high-stake exam. People against it argue that (1) using the results of the National Exam as a basis for making decisions about student graduations is not fair because the schools throughout Indonesia are still very heterogeneous , (2) as a high-stake testing, the National Exam may have negative effects on the implementation of the curriculum, and (3) as a high-stake testing involving all schools throughout Indonesia at the same time, requiring a very complex management, the integrity of the stake-holders may be ignored.

People in favor of it argue that (1) without implementing the National Exam, students will not be motivated to study seriously, (2) the results of the National Exam can be used to compare the competencies of all students in Indonesia, and (3) leaving to school personnel to make the decisions about the student graduation will lead to letting all students graduate regardless of whether they have achieved the required competencies to graduate.

This paper is trying to examine the implementation of the National Exam and its effects on different aspects of education in Indonesia, especially when policies of the Ministry of Education and Culture have changed from time to time.

IS QUALITY ASSESSMENT FALLING SHORT? FOCUSING ON RESULTS IN EDUCATIONAL PROGRAMS

DR. ROMEO SANTOS
President
Asia Pacific Evaluation Association, Philippines

There is always a big gap separating program implementation and performance, as there is between learning and practice. Policy and decision makers, as well as school administrators, would acknowledge that benefits derived from educational interventions are dependent on how best the gap between the two is made close. This idea applies regardless of the fields the intervention programs are designed for –Education, Social Protection, Environment, and Governance, among others.

The presentation will show how interventions, such as educational policies, programs, and initiatives can apply the principles of RBME (Results-based Monitoring and Evaluation), including the 'Theory of Change' concept, for making the evaluation focused more on Results (or Outcomes). It will argue that while Quality Assessment and Accreditation Systems are important, these are not geared primarily towards determining the desired results. There is need to adopt new paradigms of measurement that can enable true determination of performance and success of interventions.

The presentation will challenge the wisdom of conventional quality assessment and present a cross-walk of various paradigms currently in use. It will also demonstrate through sample cases, graphical illustrations, and logical arguments the shortcomings of traditional approaches and methods used in evaluations. It will draw lessons about soundness and the need to strengthen evaluation for better applicability.

The theoretical and methodological perspectives brought forth in the study may initiate reflection on the design and implementation of the country's educational policies and programs, and suggest areas where improvement can be done. The lessons learned can have far reaching significance to policy and decision makers, administrators, and educators alike.

INNOVATIONS IN PROGRAM EVALUATION: HOW CAN WE PERFORM ONE?

DR. RICHARD GONZALES
Senior Education Specialist
World Bank

Given the evolving nature of programs and policies, the 2030 Agenda, and the context in which they are realized, innovations in program evaluation are inevitable. Innovations in program evaluation, particularly those anchored on theory of change, can be seen through the new technologies (such as using social media data or machine learning for analysis); a patchwork or fusion of earlier ideas and techniques combined or triangulated; or adopting and espousing concepts and approaches from other disciplines or professions. However, identifying new approaches and methods, developing skills and infrastructure to use them would be very challenging. Hence, this paper will share a few innovations in program evaluation anchored on theory of change. This presentation will also discuss what and how individuals, organizations, and networks of program evaluation practitioners will use these approaches, to meet the needs of their scholarly pursuits, programs and development initiatives, and organizational goals and objectives.

PROGRAM EVALUATION THROUGH COMPETENCY-BASED PERFORMANCE ASSESSMENT

DR. MATTHEW STAFFORD
Chief Learning Officer

Air Force Education and Training Command, USA

To date, the vast majority of developmental programs have had to be satisfied with assessing students' learning within the confines of their programs. There were opportunities for indirect assessments, with graduate surveys or surveys of supervisors/employers but response rates have tended to be low and the translation of feedback from non-experts in education and training has often proven difficult. The United States (US) Air Force has, however, decided to attempt what other learning institutions have not – arguably cannot.

Because of the closed nature of this learning environment, where students graduate from US Air Force programs and go on to work in US Air Force jobs, there is a unique opportunity to assess learning as it is actually being applied in the workplace. Leveraging a competency-based force- development paradigm, the US Air Force has constructed an institutional competency model for common knowledge, skills and abilities, complemented by occupational competencies specific to individual jobs, positions and specialties. These competencies are mapped to performance descriptions that determine levels of mastery. These descriptions are, in turn, mapped to rubrics that guide performance evaluations. Shortcomings in performance can be identified and fed back to the developmental program for potential program modification or, for special updates to the force, to ensure proper performance and desired levels of mastery.

This approach has been approved but is not yet in place. The competency model is being validated now through a criterion-sampling methodology and the assessment mechanisms are being built to facilitate ease of use and centralized data-gathering.

THE LESSON STUDY: RESEARCH-BASED INSTRUCTION TOWARD HIGHER STUDENT ACHIEVEMENT

REV. FR. ONOFRE G. INOCENCIO JR., SDB
President
Foundation for Upgrading Standards of Education, Philippines

A traditional teacher tends to consider the assessment as the activity after an instruction has taken place using tests, quizzes and other assignments to evaluate the level of student achievement. More often than not most teachers evaluate student performance for the purpose of giving a grade to be reported to the parent at the end of every grading period. There is a need to provide new perspective to teacher's competency which should enlarge the understanding of assessment.

This paper presents Lesson Study as an efficient and effective way to help teachers raised the level of student performance focused on how the students learned through the researched lessons. Lesson Study involves a group of teachers working together on a broad goal developing lesson plans that are observed, analyzed and revised. Their focus throughout this process is on improving student thinking and making their lessons more effective. The discussion that follows after the lesson presentation is an important phases of the Lesson Study Process. The presence of a knowledgeable other during the discussion provides assurance for the pedagogical content knowledge. Revisions are made to the lesson based on the observations and analysis and another member of the group is selected to teach the lesson again. The process of observation, discuss and revision repeats. The Lesson Study is a reiterative distilling process - an ongoing assessment of student learning.

EVALUATING COMPETENCY-BASED DIGITAL BADGES FOR COLLEGE CREDIT

DR. SOPHIE RYAN
Chief of Institutional Effectiveness
Barnes Center for Enlisted Education, Air University, USA

Until recently, universities, students, and employers have relied on academic credit hours to underpin degrees, certificates, and certifications. This construct is rapidly becoming "old school" as information-age adults acquire knowledge and skills that are interest-driven and developed through multiple modes of enquiry, on their own. While the use of information technology has been integrated with higher education since the advent of personal computers and the Internet, it is in the last decade that the movement to certify knowledge and skills gained outside the classroom, often online, has emerged. Today, employers, universities, and students are engaged in creating and earning digital badges that provide proof of knowledge and skill mastery, demonstrated through competency-based assessments.

In 2011, the Mozilla Foundation, in collaboration with the MacArthur Foundation, launched the Open Badges project to develop standards that require badges to have embedded metadata on the details of the badge and the context of the achievement it represents. At minimum, it must include the name of the badge, the criteria for earning it expressed in competency standards or learning outcomes, evaluation rubrics, the badge URL, issue date, issuer, and recipient. Today, universities are partnering with employers both to develop badged learning opportunities and to evaluate badges for college credit. This presentation delves into how universities in the US are leveraging badges to provide value to students and employers.

EXAMINING THE ROOT AND BRANCHES OF EVALUATION

DR. ANDREW WALL
Dean
School of Education, University of Redlands, USA

Evaluation is rooted in social science research methods, but has branched out into a social practice of its very own. This talk examines the roots of evaluation by walking through the history of evaluation thinking. This challenges participants to ground their evaluation of curriculum in the emerging branches of evaluation thinking where the purpose, methods and use of our work help to frame a practice of consequence in education.

EVALUATION OF ALTERNATIVE EDUCATION PROGRAMS: CHALLENGES AND IMPLICATIONS

DR. VINCENT PANG
Professor
Universiti Malaysia Sabah, Malaysia

Although formal and non-formal educational programs have been the focus of research and evaluation on teaching-learning programs in the Asia Pacific region, Alternative Education Programs (AEP) and their evaluation are rare and even unheard of in some countries. This presentation aims to highlight education access issues by presenting the contexts and practices of evaluation of AEP in the region with the hope of creating awareness of AEP and the need for the evaluation of such education programs. This presentation begins by reviewing the factors for children's non-enrolment in formal or mainstream education, and the alternative education program provisions in the region. This is subsequently followed by the evaluation of these AEPs. The speaker will share several evaluation case study projects undertaken by him and highlight the challenges in evaluating AEPs especially those that involve refugee, stateless and undocumented children in the East ASEAN Growth Area countries of Brunei, Indonesia, Malaysia and the Philippines (BIMP-EAGA). The presentation concludes with a discussion of the implication of these challenges. The speaker will put forward several proposals to address the challenges in the form of recommendations on possible policy frameworks and practices.

CHED QUALITY ASSURANCE INITIATIVES IN EVALUATING INSTITUTIONS AND PROGRAMS

DR. MARY SYLVETTE T. GUNIGUNDO
Chief, Quality Assurance Division
Office of Institutional Quality Assurance and Governance
Commission on Higher Education, Philippines

The Commission on Higher Education (CHED) has given more emphasis on quality assurance of higher education now than ever before because of the growing concern on the quality of programs and services of higher education institutions in the context of global competitiveness, internationalization, and ASEAN integration, among others. To ensure quality assurance and enhancement in the Philippine higher education sector, the CHED has developed quality assurance tools that higher education institutions (HEIs) could use to improve their internal quality assurance systems as well as platforms wherein the HEIs could showcase their excellence at the institutional and program levels.

The paper will highlight the Philippine higher education landscape and the QA system in Philippine higher education. It will also discuss the challenges experienced by the CHED in implementing its initiatives or projects and ways to move forward for HEIs, CHED, and QA stakeholders could take to uplift the quality of Philippine higher education.

SYMPOSIUM 1: EVALUATION IN BASIC EDUCATION

THE ROLE OF PROGRAM EVALUATION IN BASIC EDUCATION

DR. NG SO BOON
Deputy Director
Curriculum Development Division, Ministry of Education, Malaysia

Evaluation is an essential component in the program development cycle. In this paper, program also refers to curriculum. Evaluation can be conducted in a formative manner or summative after the implementation of the program. The purpose of formative evaluation is to provide on-going feedback to the program owner for check and balance at the different stages of the program development to enable continuous improvement of the program. Evaluation in this case is not a one-off process but a continuous process, it need to be built-in the program development cycle. Summative evaluation looks at the outcome of the program and this outcome will inform program owner and policy maker the worthiness of continuing the program or making amendment to it. Stake's Congruence and Contingency Curriculum Evaluation Model and Stufflebeam Context, Input, Process and Product (CIPP) are two evaluation models that are used in program evaluation that emphasise on both process and product and are useful for both formative and summative program evaluation. This paper delves into the process of curriculum evaluation using the above methodologies based on some Malaysian examples. It also discusses on lessons learnt, challenges and related issues. One of the challenges faced in program evaluation in many countries is that after causing the initial stir and emotional upheaval(If there is), outcome of evaluation are often not followed up and suffer a premature death. The purpose of program evaluation is then not fulfilled. A new program may then being developed and history will repeat by itself. Another issue is related to the evaluation design, influencing the findings and conclusion that can be made. The kind and ways instruments used by the researcher will determine the outcome and validity of study. Often, we obtain findings that is anticipated, touching on the surface and does not produce the impact that is aspired by the researcher and policy maker. It is thus important for researcher and policy makers to scrutinise the research design to produce the most impact for the study.

LESSON STUDY AS A PROFESSIONAL DEVELOPMENT MODEL FOR MATH TEACHERS

DR. LEVI ELIPANE
Associate Professor
Philippine Normal University

In this session, I will discuss about a professional development model that shows a powerful potential in allowing teachers to learn together as they inquire in classrooms and engage in reflective activities that would have implications for research. Lesson Study, which originated in Japan, is now being conducted in many other countries, including Southeast Asia. It is desired that by the end of this talk, participants would be able to consider this practice as a way to facilitate amongst them a stance of being researcher-practitioners, with implications for sharing their experiences and learnings inside mathematics classrooms via demo-teaching, research presentations, or publications.

CEFR TO BOOST LANGUAGE PROFICIENCY OF STUDENTS IN THAILAND

DR. RA-SHANE MEESRI
Assistant Professor
Faculty of Education, Chulalongkorn University, Thailand

Since 2015, teachers and schools across Thailand has begun the process of aligning their English language teaching with the Common European Framework of Reference for languages (CEFR). This alignment with internationally recognized language standards is a positive step towards raising the standards of English in Thailand, but it is going to take strategic planning and hard work to realize these goals. The framework is used to benchmark communicative language ability in reading, writing, speaking and listening. The CEFR is divided into 3 levels; basic users (Level A), independent users (Level B) and proficient users (Level C). The Ministry of Education has set the following English language proficiency targets for students in Thailand: by the end of Prathom 6 (Grade 6) students should have reached A1 proficiency, by the end of Mathayom 3 (Grade 9) A2 proficiency, and by the end of Mathayom 6 (Grade 12) B1 proficiency. The CEFR for languages was developed by the Council of Europe over more than 20 years before being officially launched during the European Year of Languages in 2001. Since then the CEFR has grown in popularity both in Europe and across the world. Thailand is a country as dependent on foreign tourism. The targets for Grade 6 and 9 are certainly within the reach of schools that emphasize English language learning, but Grade 12 target of B1 proficiency is ambitious. It will take time and effort for them to reach this level.

POLICY AND PRACTICE OF ASSESSMENT IN MUSIC EDUCATION: THE CASE OF SINGAPORE

DR. WEI SHIN LEONG
Assistant Professor
National Institute of Education, Nanyang Technological University
Singapore

This symposium presentation situates the policy and practice of assessment in music education within Singapore based on unique confluences of local and global educational contexts. As in other school subjects, the British examination system is also present in music education, if not even more deeply entrenched. The British music examining boards first introduced their graded music examinations within "private music education" in Singapore as early as 1948 (Stead & Lum, 2014). The early semblance of music education in "public music education" within mainstream schools in the 1950s was heavily influenced by the requirements of British music examination boards. Their influence undoubtedly was, and still is, extremely significant today in what constitutes being "musically educated" in Singapore, in both the private and public sectors of music education. Withstanding the challenges of uncertainty in the 21st century, and the need for time and space for a different vision and values in education, the question "What is next?" in music education, and particularly how the policy and practice of assessment will remain or change. The presentation will also discuss findings from an 18-months research study on evaluation of music assessment tasks, lesson plans and students' music works from Singaporean General Music Programme (GMP) classrooms. The representations of assessment of music learning gathered from this study can encourage conversations about different standards of music learning across stages, and fundamentally the aims of music education in specific Music classrooms.

MEDIA AND INFORMATION LITERACY CURRICULUM REVIEW FRAMEWORK FOR K-12 SENIOR HIGH SCHOOL

DR. FERDINAND BLANCAFLOR PITAGAN
Chair and Professor
Educational Leadership and Management Department
De La Salle University, Philippines

The first batch of the Senior High School of the Philippine K-12 Basic Education Program graduated last March 2018. Media and Information Literacy is one of the core subjects, thus, the presentation aims to introduce pertinent curriculum review framework with the aim of enhancing students' learning, engagement, experience and outcomes.

PHILIPPINE CATHOLIC SCHOOL IN THE 21TH CENTURY

REV. FR. CHRISTIAN JAMES CASTRO, CMF
Commission Member
Philippine Catholic Schools Standards, Philippines

The Philippine Catholic Church in 2012 celebrated 400 years of Catholic Education in the Philippines. In 2021, the Philippines will be celebrating its 500th year of Christianization. These celebrations make us truly happy and proud of our Filipino Catholic heritage but at the same time make us ask the question "Why is it that the largest Catholic country in Asia continues to wrestle with massive poverty, injustice and violence, graft and corruption, environmental degradation, family breakdown, deterioration of values, among others and yet we are governed by predominantly Catholic politicians coming from Catholic Schools?"

These current dichotomy compels us to revisit our identity as Catholic School vis a vis the mission of Catholic Church. What does it mean to be a Catholic School in the twenty-first century, amidst the evils in the society?

To answer this concern, last 2016, the Catholic Educational Association of the Philippines, Superintendents Commission and Phoenix Publishing House Educational Foundation launched a document called Philippine Catholic School Standards or PCSS. The PCSS aims to provide relevant standards and benchmarks based from the Catholic Church documents by which Catholic schools can assess their Catholic identity and transform their schools towards a more Catholic orientation and faith based institution. The document is divided into the following five major parts: Defining Characteristics of Catholic School, Domains, Standards, Benchmarks and Rubrics.

Moreover, PCSS is an assessment tool but it is not an accreditation instrument. The PCSS is primarily a document for collective reflection to systematically examine Catholic School based from its performance as educational institution and how it lives out its unique identity and mission as a Catholic School.

SYMPOSIUM 2: EVALUATION IN TEACHER EDUCATION

PRE-SERVICE TEACHER EVALUATION: THAILAND PERSPECTIVE

DR. SUMALEE CHINOKUL
Associate Dean for Academic Affairs
Faculty of Education, Chulalongkorn University, Thailand

The three core elements for preparing pre-service teachers derived from my research are discussed. For core element 1-(Learning to teach as identity construction)-the pre-service teachers are expected to acquire the concept of being an effective teacher, participate in reflective practice, and are supposed to develop a self-concept of themselves as competent teachers. For core element 2-(Learning to teach as via community of practice)- they are expected to acquire ideas and teaching methods by participating in research and practical activities and co-construction of knowledge when they study and learn to share ideas to construct level of knowledge in language teaching and classroom-based teaching skills. For core element 3-(Learning to teach by acquiring a professional discourse and awareness)- they are to acquire teaching experience through observation and direct teaching experience in both micro teaching and actual class teaching, participate injustifications and connections made among the teaching profession, and the pre-service teachers are supposed to develop professional discourse and awareness. The evaluation scheme for the core elements is presented. These core elements were put into the developed model of the pre-service teacher preparation course.

EMPOWERMENT EVALUATION IN ENGLISH LANGUAGE TEACHER EDUCATION: TOWARD THE FORMATION OF STRONG CHARACTER

DR. HJ. SUWARSIH MADYA
Professor
Yogyakarta State University, Indonesia

In this increasingly globalized world with all kinds of distraction and distortion, teachers are expected to help their students to develop a strong and noble character so that later on they will become world citizens with skills in making decisions not only for the their own benefits but also for the benefits of other people. But for sure, they need a strong character with strong self-determination. Such character needs developing with appropriate approaches to teaching and learning with emphasis on strong character development. Being expected to help their students to form their character, they themselves should have a strong character too and experienced the character development using an appropriate appraoch. In relation to this, they should be educated to be teachers through a learning and teahing process paying a good deal of attention to the formation of strong character. Since the washback effecti might be effective, there is a need to find an appropriate model of TE evaluation. This paper is aimed to propose a model of language teacher education evaluation which will help strengthen the student teachers' character. The proposel model will be the empowerment model of evaluation in language teacher education. This model of evaluation is oriented to two goals: improvement and self-determintation.

EVALUATION OF INITIAL TEACHER PREPARATION PROGRAMME: PROFESSIONAL PRACTICE AND SEMINAR

DR. HAJAH SALLIMAH HAJI MOHD SALLEH
Senior Assistant Professor
Universiti Brunei Darussalam, Brunei

One of the ways to evaluate the outcomes of teacher education is through the evidence of professional performance of the teacher candidates during the institutional placement (Cochran- Smith, 2001). An integral component of the initial teacher preparation programme at Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam is the professional practice and seminar module. The module prepares the teacher candidates with the disciplinary knowledge and critical analytic skills of their practices through linking theory and practice. Recent development on teacher education have shown that tight coherence and integration among the programme modules, and between clinical institutional placement integrated with programme modules using pedagogies linking theory and practice; and provision of effective mentorship through school partnership are critical in developing an excellent teacher education programme (Darling-Hammond, 2006). This paper examines the Professional Practice and Seminar module as one of the core modules offered in the Masters' of Teaching programme; and evaluate the assessment processes for teacher candidates' development in teaching and evidences of their reflective practices during their institutional placements based on the graduate standards for teaching. An overview of process for assessment of teacher candidates' performance during their institutional placement and presentation of their reflective practices using the graduate standards for teaching is presented followed by the quantitative descriptive analyses of two data sources: teacher candidates' final grades during the first and second semesters' professional practice and seminar. Issues and challenges in implementing the professional practice and seminar modules are also discussed. This paper concludes that the professional practice and seminar module has supported successful development of teacher candidates' professional teaching through linking theory and practice, elicited new directions and focus for implementation of professional practice and seminar, and established an efficient assessment process to achieve an excellent teacher programme that prepare teacher candidates for the teaching profession.

EVALUATE FOR CURRICULUM IMPROVEMENT PROGRAMMING STUDY FOR ALL - 2020 TREND IN JAPAN

DR. NAOMASA SASAKI
Associate Professor
Kyoto University of Education, Japan

Presently we need to discuss about the character and the function of evaluation. Of course, at least evaluation is not only for ranking the learners. Evaluation is the important method for organizing and improving the curriculum. I reviewed this evaluation policy and method, on the field of Programming study in the Information study, which will be required to teach compulsory from the all elementary school since 2020 in Japan. Evaluation for rating learners is not required like regular subjects, it has been used exclusively to improve the curriculum in programming study. According to the policy of MEXT Japan, programming study should be the cross-sectional subject, which related with integrated study and STEM education, gradually in each curriculum of primary - junior high - high school. Evaluation can be conducted to verify which learning stages is correspond to learner's developmental stage. Assessment is carried out by learner's self-evaluation. Items of self-evaluation consisted of understanding, feeling of difficulties, interest, pleasure of learning, methods of problem solving, comments, and so on by mainly 4 steps SD system after every class. Considering the curve of learners' consciousness in chronological order, the boundary point of the learning step in the contents of programming study is revealed and separated, that can be handled sufficiently at primary school and be good to learned at junior high school.

SYMPOSIUM 3: EVALUATION IN HIGHER EDUCATION

PRINCIPLES-BASED QUALITY ASSURANCE AND THE QA FRAMEWORK OF THE ASEAN UNIVERSITY NETWORK

DR. ARNULFO P. AZCARRAGA
Senior Quality Assurance Assessor and Trainor
AUN Quality Assurance, Philippines

The AUN QA framework of the ASEAN University Network adopts the principles-based, as opposed to rules-based, approach to quality assurance. In addition, the AUN QA appoach is assessment and not accreditation, unlike ABET, BAN-PT in Indonesia, ONESQA in Thailand, or PAASCU in the Philippines. The talk is an occasion to discuss in detail, including the QA instruments that are being used, the principles-based approach to QA assessment as a supplement to the existing accreditation systems being deployed in the ASEAN region. These assessments are being carried out at the levels of programmes (e.g. Electrical Engineering, Biology, Economics) as well as entire institutions. The AUN QA has so far already done hundreds of programme assessments in Vietnam, Thailand, Malaysia, Myanmar, the Philippines, and Indonesia, as well as institutional assessments in Indonesia (Universitas Indonesia; Gadjah Mada University), Philippines (De La Salle University), Malaysia (University of Malaya), and Vietnam (VNU University of Technology – HCM; VNU University of Science – Hanoi).

EDUCATION EVALUATION IN MEDICINE AND ALLIED PROFESSIONS

DR. ERLYN A. SANA
Professor
National Teacher Training Center for the Health Professions
University of the Philippines, Manila

The Philippine Commission on Higher Education (CHED) released a series of memorandum orders mandating all higher education institutions (HEIs) to shift towards outcome-based education and equip Filipino professionals with 21st century competencies. For medicine, CHED memorandum order (CMO) 18 was released in 2016. For the allied professions CMOs 52 and 55 were released in 2017 standardizing the policies and guidelines in Occupational and Physical Therapy respectively.

The CMOs present the minimum quality standards for educating the future physicians and allied health professionals. They recommend the adaption of outcome-based education curriculum and instructional designs. To valuate learner achievement, the basic principles of workplace-based assessment (WBA) will be discussed using the Miller's pyramid evolving from testing students' competence what the levels of what they know, if they can apply what they know to given situations, if they can show the procedural knowledge and skills, and if they can demonstrate the competencies alone and competently. These are the same standards required in the Philippine Qualifications Framework. In this session, program outcomes in medicine and the allied professions will be discussed using this evaluation framework.

EVIDENCE-BASED MEDICINE: HOW WELL ARE WE DOING?

DR. ROMULO AGUILAR
Consultant
College of Medicine, University of the Philippines, Manila

Evidence-based medicine is the integration of best research evidence into one's clinical expertise and the patient's unique values and circumstances. The paradigm shift to evidence-based medical education was introduced many years back, driven mainly by the voluminous amount of medical literature available to both the medical students and practitioners as well. In essence, it provided a process for critically appraising available information and data. Paramount objective in introducing EBM is to elevate the practice of medicine based mostly on "best available evidence."

Presently, as we continue to teach EBM, we find it most useful to evaluate its effectiveness by devising ways to evaluate the performance not only of the students but, of medical practitioners and teachers of EBM as well. Performance evaluation of students revolve around the question, "How am I doing?" This would involve evaluating the ability to ask answerable questions, perform a systematic search for best evidence, critically appraise the evidence and, integrate evidence and patient's values. A step further, especially at the level of medical practitioners, is to ask, "Is our practice improving?" This requires asking ourselves whether what we have learned has been translated into better clinical practice. Finally, we evaluate teachers of EBM. This would necessitate much introspection as teachers ask themselves questions like, "Am I helping my trainees learn how to ask answerable questions?" "Am I teaching and modeling critical appraisal skills?" and other similar questions.

PROGRAM OUTCOMES EVALUATION AND STUDENT LEARNING OUTCOMES IN NURSING EDUCATION

DR. DARUNEE RUJKORAKARN
Dean
College of Nursing, Mahasarakham University, Thailand

The purpose of program evaluation is to demonstrate the achievement of end-of-program student learning outcomes and program outcomes. Results of program evaluation guide all necessary improvements.

Because nursing is a practice discipline, it is essential, at the beginning of curriculum development, to clearly identify, define, and clarify the expected competencies to be achieved by students. Specifying competencies and end-of-program learning outcomes, build a foundation for faculty to implement academic activities and for administrators to provide structural elements that can align teaching with learning, and be congruent with student assessment strategies. A well-planned systematic evaluation of outcomes is an important process that allows all members of the nursing program to develop and organize its end-of-program student learning outcomes and program outcomes. An evaluation of end-of-program student learning outcomes should be conducted at the close of each academic year. Student learning outcomes generally consist of two parts:

1. General learning outcomes, such as acquisition of knowledge, cognitive skills, communication skills, and ethical values; and
2. Specified learning outcomes, consisting of a set of clinical nursing skills.

Both learning outcomes are mapped accordingly to each course in the curriculum. However, achievement of course-level student learning outcomes does not necessarily represent student achievement of an end-of-program learning outcome. Student performance is an integration of multiple student learning outcomes. Therefore, students should be evaluated after they have completed the program.

Successful program evaluation in nursing education depends largely on how well the student learning outcomes and competencies are specified at the beginning of curriculum development.

PHILIPPINE TOURISM AND HOSPITALITY EDUCATION EVALUATION: STAKEHOLDERS, FORCES AND PROCESSES

DR. EDIESER DELA SANTA
Dean
Asian Institute of Tourism, University of the Philippines, Diliman

The objective of this paper presentation is to share the findings of a study that looks into stakeholders, forces and processes that influence the evaluation and design of tourism and hospitality education programs in the Philippines. The impetus is the introduction of reforms at the basic education level, which added two years of senior high school.

Using Print's (1993) model of curriculum development as the guiding framework, this on-going study broadly seeks to document the evaluation and response of these institutions to reforms. Methodologically, the study uses a mix of qualitative research approaches to collect data from three tourist-receiving cities that also host a good number of tourism and hospitality colleges.

Findings show that a range of forces, processes and stakeholders are involved in evaluating and designing curricular proposals. The local context was identified as an important influence, aside from school spirit, broad industry trends, and government standards. Environmental and societal issues that require academic attention have been marginally eased into program offerings, but a production-oriented approach still dominates.

Students, faculty and school management, alumni, owners, government agencies, industry partners and boards, and parent-teacher associations are some of the recognized participants in the evaluation and design process. Stakeholders outside the university, however, appear to be involved in the early, consultative stages of curriculum planning only. The multiplicity of stakeholders involved is consistent with assertions in the literature that a more democratic process now governs curriculum planning and evaluation.

AN EVALUATION OF INTERNSHIP PROGRAMS IN THE HOSPITALITY INDUSTRY

DR. DETLEV REMY
Associate Professor
Singapore Institute of Technology, Singapore

Airey and Tribe state with respect to hospitality education that "in its origin, the education developed from on-the-job training in hotels". Moreover, the authors argue that "the basis of knowledge about hospitality originally drew strongly from studies generated directly from the industry and the world of work rather than from the many disciplines or other fields of enquiry which help explain hospitality" (Airey & Tribe, 2000). By analysing the characteristics of hospitality education, it can be said that one aspect is different compared to many other subjects in higher education such as the "internship components in their hospitality curricula" (Zopiatis & Constanti, 2007). Moreover, hospitality schools differ from others in education "due to the hands-on, industry-related nature of the discipline" (Deale, O`Halloran, Jacques and Garger, 2010:20). Hospitality education combines vocational training (with additional investments in training facilities) with academic learning, is more international and student internships are quite often compulsory (Brookes & Becket, 2010). That said, it doesn't come as surprise that this academia has focused on this area of research.

A review of the existing literature indicates that the topic of hospitality internship has been quite well researched (i.e. Robinson et.al. 2016, Yiu & Law, 2012). Whilst researchers have focused on student performance (Divine et al., 2006), student work experience (Schoffstall & Arendt, 2016), students perceptions of internships (Tse, 2010), social experience (Kim & Park, 2013), satisfaction (Seyitoglu & Yirik, 2015), benefits and challenges (Schoffstall & Arendt, 2014), students intention pursuing a hospitality career (Robinson et.al., 2016; Zopiatis, 2013), and quality (Goia et al, 2017) amongst other aspects of internships.

Only one study has tried so far to summarize the research, taken into consideration the perspectives of the three parties involved, such as students, employers and academia (Yiu & Law, 2012).

Interestingly, many studies indicate positive aspects, respectively quite positive outcomes of hospitality internships. Subsequently, it would be interesting to learn on what factors the positive evaluations are based.

The author of this study intends to find common ground for an evaluation of hospitality internships, based on a meta-analysis of the existing literature. Qualitative meta-analysis is used to provide a concise and comprehensive picture of findings across qualitative studies (Schreiber et.al., 1997).

SYMPOSIUM 4: EVALUATION IN SECURITY STUDIES

STRATEGIC THINKING IN EVALUATION – IS IT FUTURE READY?

HO SUN YEE, PhD
Managing Partner
Decision Process International
Singapore

What are the Areas of Excellence the Institution should have in order to be distinctively relevant to stakeholders and the VUCA environment?

The talk will focus on the following: meeting the stakeholders and the students' future needs; programs catering to the ever changing security scenarios; command, staff and instructional dimensions; and geographical dimensions – physical and cyber.

EDUCATION AND TRAINING EVALUATION PRACTICES IN THE AFP

MAJOR RONNEL R. ALMAZAN
Chief, Training and Evaluation Branch
Research, Doctrine and Policy Division, Armed Forces of the Philippines

Evaluation is considered an integral part of the education and training (E/T) processes within the Armed Forces of the Philippines (AFP). All E/T units of the AFP operate an analyse-develop-conduct-assess cycle to ensure quality, well-targeted E/T opportunities, and institutions. Similarly, E/T evaluation is done in the AFP to uphold quality E/T as an initiative that is aligned and contributory to the achievement of national aims, goals, and objectives of nation building and national development. Also, it is a way for the AFP to pursue quality programs and institutions, while serving as an effective means of obliging policy makers and program managers to ensure support to various developments leading towards being a world class armed forces.

Evaluation as an approach focuses on the attainment and preservation of quality in AFP E/T programs. E/T evaluation in the AFP further emphasize the concept of horizontal and vertical classification of AFP E/T institutions. In evaluating AFP E/T programs and institutions, prescribed tools and procedures are essential in determining quality as represented by the fulfilment of E/T objectives and accomplishment of E/T standards. In addition, E/T evaluation in the AFP underscores the preparation and development of E/T evaluators. This further involves the classification of evaluators, their required qualifications and attributes, as well as the organization of an E/T evaluation team so as to deliver the E/T evaluation system.

AN ASSESSMENT OF THE NDCP GRADUATE PROGRAM THROUGH THE NEW MNSA CURRICULUM

ROBERTO Q. ESTIOKO, PhD, MNSA
President, National Defense College of the Philippines
and
ROSTUM J. BAUTISTA, MNSA
Chief, Academic Affairs Division, National Defense College of the Philippines

The NDCP offers the Master in National Security Administration (MNSA) degree and caters to Armed Forces of the Philippines senior military officers with the rank of Lt. Colonel to Colonel, as well as their counterpart civilian officials and executives in various government agencies and the private sector.

Several parameters based on Margaret Preedy's organizational effectiveness and improvement in education (1997) are used for examining the effectiveness of the MNSA curriculum namely breadth or the range of fundamental and core principles, issues and modes of inquiry; balance or the appropriate mix of theories, methods and instructional modalities used inside and outside the classrooms; relevance or the importance of the curriculum to the mandate and thrust of the NDCP, the agency affiliation of the students, and the employment of the knowledge, skills and competencies acquired during their study in the larger society and international community; differentiation or adapting the modules to the level of student proficiency, preparedness and maturity; and progression and continuity or the enhancement of the students learning through rationalized sequencing of modules downloaded to the students. Various inputs come from the students' post-course evaluation and the annual curriculum review done by the NDCP Academic Board and the faculty members. The NDCP alumni community and other stakeholders are also consulted for their valuable insights and recommendations for the continuous enhancement of the MNSA program.

ABSTRACTS
PARALLEL PAPERS

SCHEDULE OF PARALLEL SESSIONS: OCTOBER 21, 2018

TIME	SESSIONS AND STRANDS		
	PARALLEL SESSION 1: CURRICULUM EVALUATION Room: Grand Ballroom Hall A Moderator: Cristina Victoria Velasco Technical Assistant: Angelina Villapando	**PARALLEL SESSION 2: EVALUATION SYSTEM AND LOGISTICS** Room: Grand Ballroom Hall C Moderator: Grace Soriano Technical Assistant: Jenalyn Tayam	**PARALLEL SESSION 3: CURRICULUM EVALUATION** Room: Room Jade Moderator: Ariel Capati Technical Assistant: Regina Esporlas
8:45 AM – 9:00 AM	**K TO 12 AND EMPLOYABILITY: A COMPARATIVE STUDY OF THE INTENDED TVL CURRICULUM OF A PUBLIC SCHOOL AND A PRIVATE SCHOOL** Claudeene Blairee S. Acyatan, Yvette C. Alcazar, Michael B. Cahapay, Ana Maria Concepcion R. Juarez, Edwin D. Porras, Krisette Remegio, & Cristina Victoria P. Velasco	**NEEDS ANALYSIS FOR THE FORMULATION OF CORE COMPETENCIES OF GRADUATE PROGRAMS IN ECONOMICS** Michael B. Cahapay, Pia Marie Andres-Khan, Jackie Jae Hee Kim, & Edwin D. Porras	**USING WEBB'S MODEL IN ALIGNMENT ANALYSIS STUDY BETWEEN CURRICULUM STANDARDS AND ASSESSMENTS** Rosario Elena R. Falguera
9:00 AM-9:15 AM	**EVALUATING THE ALIGNMENT OF THE INTENDED AND ENACTED SCHOOL-BASED CURRICULA USING SEITZ'S METHODOLOGICAL FRAMEWORK** Emie Joane M. Guintu	**THE DEVELOPMENT AND VALIDATION OF A 3-TIERED PROGRAM EVALUATION TOOL FOR THE NEW OUTCOMES-BASED SECONDARY ENGLISH LANGUAGE AND LITERATURE TEACHER EDUCATION CURRICULUM** Christian Amiel E. Narciso	**PROGRAM LOGIC MODEL IN EVALUATING OUTCOMES OF A SCHOOL-BASED INTERVENTION** Lorelei R. Vinluan
9:15 AM-9:30 AM	**A SURVEY OF RESEARCH ON SKILBECK'S CURRICULUM FACTORS AS TOOLS FOR CONTEXT EVALUATION OF THE CURRICULUM** Kristine A. Cabling	**DEVELOPMENT & VALIDATION OF AN ACHIEVEMENT TEST IN ARALING ASYANO (ASIAN STUDIES) WITH QUESTIONS ADDRESSING THE K TO 12 ARALING PANLIPUNAN SKILLS** Winston E. Ebagat	**USING PROVUS DISCREPANCY EVALUATION MODEL IN DETERMINING RESPONSIVENESS OF BS NUTRITION AND DIETETICS CURRICULUM** Hannah Therese M. Baraero
9:30 AM-9:45 AM	**SITUATION ANALYSIS OF GENERAL EDUCATION TEACHER CURRICULUM IN INCLUSIVE EDUCATION** Katherine Jane I. Sawi	**NUTRITIONAL KNOWLEDGE AND HABITS ON SALT OF COLLEGE STUDENTS: BASES FOR CURRICULAR REVISIONS IN HEALTH EDUCATION** Maria Cecilia V. Zamora	**INDICATORS OF 21ST CENTURY SKILLS IDENTIFIED BY SENIOR HIGH SCHOOL STUDENTS : A PRELIMINARY EVALUATION OF A 21ST CENTURY INTERDISCIPLINARY FRAMEWORK** Maria Theresa H. Alvarez
9:45 AM-10:00 AM	OPEN FORUM	OPEN FORUM	OPEN FORUM
	PARALLEL SESSION 4: INSTRUCTIONAL EVALUATION Room: Grand Ballroom Hall A Moderator: Cristina Victoria Velasco Technical Assistant: Angelina Villapando	**PARALLEL SESSION 5: INNOVATIVE PRACTICES IN EVALUATION** Room: Grand Ballroom Hall C Moderator: Grace Soriano Technical Assistant: Jenalyn Tayam	**PARALLEL SESSION 6: INSTRUCTIONAL EVALUATION** Room: Room Jade Moderator: Ariel Capati Technical Assistant: Regina Esporlas
10:00 AM-10:15 AM	**PEER CRITIQUING IN TEACHING AND LEARNING ACADEMIC WRITING** Radel James E. Gacumo	**FOREIGN LANGUAGE LEARNING MOTIVATION AND CRITICAL THINKING MOTIVATION OF STUDENTS AS A GUIDE IN DESIGNING A FOREIGN LANGUAGE PROGRAM: THE CASE OF CAGAYAN STATE UNIVERSITY** Febe Marl G. Paat & Richard DLC Gonzales	**EVALUATION OF STUDENT LEARNING IN CITIZENSHIP EDUCATION IN JAPANESE HIGH SCHOOLS** Ferdinand Pol L. Martin
10:15 AM-10:30 AM	**INCREASING QUALITY IN LANGUAGE TESTING: A CRITICAL CONTENT ANALYSIS OF A TEACHER-MADE TEST IN READING AND WRITING** Bonjovi H. Hajan	**EVALUATING 21ST CENTURY SKILLS OF STUDENTS THROUGH OPEN INQUIRY LEARNING FRAMEWORK** Arra Q. Abaniel	**FACTORS AFFECTING TRANSLATION OF INTENDED CURRICULUM INTO INSTRUCTIONAL PLAN IN A JUNIOR HIGH SCHOOL** Maria Teresa C. Radovan
10:30 AM-10:45 AM	**EVALUATING LEARNING AND PERFORMANCE USING THE HUMANISTIC LENS: A LITERATURE REVIEW** Pia Marie Andres-Khan	**THE KIRKPATRICK MODEL AS AN EVALUATION TOOL FOR INTERNSHIPS** Raymund Gerard I. Guerrero	**ASSESSMENT OF THE CREATIVE WRITING ELECTIVE AT THE PHILIPPINE SCIENCE HIGH SCHOOL - MAIN CAMPUS** Benigno C. Montemayor Jr.
10:45 AM-11:00 AM	OPEN FORUM	OPEN FORUM	OPEN FORUM
	PARALLEL SESSION 7: SUPPORT SYSTEM FOR EVALUATION Room: Grand Ballroom Hall A Moderator: Cristina Victoria Velasco Technical Assistant: Angelina Villapando	**PARALLEL SESSION 8: CURRICULUM EVALUATION** Room: Grand Ballroom Hall C Moderator: Grace Soriano Technical Assistant: Jenalyn Tayam	**PARALLEL SESSION 9: CHALLENGES IN EVALUATION** Room: Room Jade Moderator: Ariel Capati Technical Assistant: Regina Esporlas
11:00 AM-11:15 AM	**WHAT EDUCATORS CAN LEARN FROM PARENTS ON CURRICULAR AND CLASSROOM PRACTICES: A CASE STUDY IN PHILIPPINE SETTING** Ronnel R. Almazan, Romina Phoebe P. Beltran-Almazan, Cristina Victoria P. Velasco	**EVALUATION OF THE CHARACTER FIRST! PROGRAM AS IMPLEMENTED IN A PRIVATE SCHOOL** Maria Asuncion A. Cruz	**EXAMINING THE IMPEDIMENTS IN THE SUCCESSFUL MAINSTREAMING OF STUDENTS WITH VISUAL IMPAIRMENT** Arvin B. Casimiro
11:15 AM-11:30 AM	**TEACHERS AS CURRICULUM MAKERS: RETHINKING CURRICULUM EVALUATION** Juan Yu	**CONTEXT EVALUATION OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EDUCATION** Loh Su Ling	**CHALLENGES IN EVALUATION AMONG MOOCS: A CLOSER LOOK AT VARIOUS ASSESSMENT TYPES** Jennifer Christine Clasara Fajardo
11:30 AM-11:45 AM	**SENIOR HIGH SCHOOL READINESS OF GRADE 10 LEARNERS** Maria Theresa H. Alvarez and Marcelina S. Arcilla	**DEVELOPMENT OF A MODEL FOR EVALUATING THE ALIGNMENT OF THE BS INFORMATION TECHNOLOGY PROGRAM** Ma. Liza C. Daluz	**RE-CONCEPTUALIZING CURRICULUM EVALUATION THROUGH PARADIGMS OF CURRICULUM IMPLEMENTATION** Louie B. Dasas
11:45 AM-12:00 NN	OPEN FORUM	OPEN FORUM	OPEN FORUM

K TO 12 AND EMPLOYABILITY: A COMPARATIVE STUDY OF THE INTENDED TVL CURRICULUM OF A PUBLIC SCHOOL AND A PRIVATE SCHOOL

Claudeene Blairee S. Acyatan, Yvette C. Alcazar, Michael B. Cahapay, Ana Maria Concepcion R. Juarez, Edwin D. Porras, Krisette Remegio, & Cristina Victoria P. Velasco

This study aimed to assess the alignment of the intended curriculum of a public school and private technical school, specifically the Electrical Installation and Maintenance. A comprehensive desk review was conducted in order to identify the employability attributes and competencies needed by the industry. The same employability attributes and competencies were later mapped against the courses offered by the two schools in order to identify which intended curriculum better responds to the existing need of the industry. A key result of the study revealed that, in the aspect of specialized subjects, the intended curriculum of the public school partially addresses the employability competencies needed by the industry while the intended curriculum of the private technical school sufficiently addresses it. Hence, this study infers that the Electrical Installation and Maintenance intended curriculum of the private technical school better addresses the prevailing need for employability in that aspect. Implications and recommendations for curriculum developers and researchers are also discussed.

EVALUATING THE ALIGNMENT OF THE INTENDED AND ENACTED SCHOOL-BASED CURRICULA USING SEITZ'S METHODOLOGICAL FRAMEWORK

Emie Joane M. Guintu

Curriculum has three components, namely: intended, enacted, and assessed curricula (English, 1992, 2000; Porter, 2002). The degree to which these components work together to facilitate the students' achievement of desired goals is called curriculum alignment (Webb, 1997; Ananda, 2003; Resnick, Rothman, Slattery, & Vranek, 2003; Roach, Niebling, & Kurz, 2008). In the Philippines, misalignment between the intended and enacted curricula can occur because of the difficulties encountered by the teachers as they unpack the K-12 Curriculum from DepEd (Urbiztondo, 2017). This problem can be addressed by alignment studies since the results of an alignment study might be helpful in achieving curriculum alignment (Tindal, Cipoletti, and Almond, 2005). However, most of the studies conducted focus only on the alignment between the intended and the assessed curricula.

This study aims to determine whether Seitz's Methodological Framework can be used to evaluate alignment between the intended and enacted school-based Araling Panlipunan 3 curricula in a Chinese Christian school in Taguig City. Moreover, its usefulness in evaluating the alignment between the intended and the enacted curricula will be examined using the following criteria adopted from Nässtrom (2008) and Hauenstein (1998), namely: applicability, total inclusivity, and mutual inclusivity.

A SURVEY OF RESEARCH ON SKILBECK'S CURRICULUM FACTORS AS TOOLS FOR CONTEXT EVALUATION OF THE CURRICULUM

Kristine A. Cabling

At the core, both processes of situation analysis and curriculum evaluation involve collecting data from various sources and making decisions based on these data. These decisions result in the creation of a curriculum design or modifications to an existing one, or adjustments to the curriculum development process. Therefore, this presentation posits that Skilbeck's curriculum factors may be used not only with Print's (1993) situation analysis model but can also be used to investigate the context in Stufflebeam's (2003) CIPP model as applied to curriculum evaluation. There are five external and five internal factors: cultural and social changes and expectations, educational system requirements and challenges, changing nature of content, teacher support systems, resources, pupils, teachers, school ethos, material resources, and perceived problems (Reynolds & Skilbeck, 1976). In situation analysis, these factors are used to provide more information that will help in making decisions on how to address curricular issues. In the CIPP model, the ten factors may be used to inform the boundaries of the evaluation given that they adequately cover the external and internal aspects of the school and the curriculum. Furthermore, given the objectives of the context evaluation, Skilbeck's curriculum factors can serve as the basis of needs assessment, identifying the obstacles to meeting the needs, and listing the possible resources to fulfill these needs. Using a desk review of related studies, this presentation will delve into an in-depth look into each of the external and internal factors and how all of them relate to and affect the curriculum.

SITUATION ANALYSIS OF GENERAL EDUCATION TEACHER CURRICULUM IN INCLUSIVE EDUCATION

Katherine Jane I. Sawi

The study aims to operationalize Print's Situation Analysis model by examining the general teacher education curriculum and inclusive education in the Philippines. The study seeks to answer the following questions: a.) What problems are being experienced and perceived by general education teachers in inclusive education?, b.) What are the factors affecting general education teacher and inclusion?, c.) How do these factors affect general education teachers and implementation of inclusion?, d.) How can we prepare teachers for inclusion? The study will be conducted in inclusive and regular schools (two public and one private school), from urban and rural areas. In-depth interview and questionnaire will be used to gather data from teachers, school administrators and parents.

The result of the review of literature showed that situation analysis is an essential part of curriculum development process. Appropriate goals and objectives are formulated when they are based on relevant data which are gathered systematically. Teachers' knowledge, skills, attitudes and experiences are factors in implementing inclusion. Teachers embrace inclusion but encounter these barriers: lack of knowledge, involvement, available resources and problematic ideology. Teachers expressed that they are not equipped to handle children with special educational needs (CSEN) due to lack of involvement and knowledge about CSEN and inclusive education (IE). Inclusive practices, culture and policies are crucial to successful implementation. Pre-service teacher education program is the best time to prepare teachers. Teacher education institutions should include special education and inclusion in their pre-service teacher curriculum. Situation analysis is an essential step in developing curriculum that responds to the demands and challenges of inclusive education.

NEEDS ANALYSIS FOR THE FORMULATION OF CORE COMPETENCIES OF GRADUATE PROGRAMS IN ECONOMICS

Michael B. Cahapay, Pia Marie Andres-Khan, Jackie Jae Hee Kim, & Edwin D. Porras

The study conducts a needs analysis for the formulation of core competencies of graduate programs in Economics. The critical aspects of the needs analysis conducted include: (1) a benchmarking study which looked at the features of graduate programs of top universities offering M.A. in Economics and Ph.D. in Economics, (2) a market study of the qualifications being demanded by the industry where graduates of M.A. in Economics and Ph.D. in Economics went for employment, and (3) an analysis of the mission and vision statements of a top M.A. in Economics and Ph.D. in Economics school. Using the principles of outcome-based education, the taxonomy of cognitive domains as well as task analysis, the common competencies, core competencies and sub-competencies that should be developed by students enrolled in the M.A. and Ph.D. in Economics Programs were derived. A system of validation and revision also form part of the needs analysis.

DEVELOPMENT AND VALIDATION OF A 3-TIERED PROGRAM EVALUATION TOOL FOR THE NEW OUTCOMES-BASED SECONDARY ENGLISH LANGUAGE AND LITERATURE TEACHER EDUCATION CURRICULUM

Christian Amiel E. Narciso

Since the inception of CMO No. 46 "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA" in 2012, institutions of higher learning, particularly Teacher Education Institutions (TEIs), have been doing curriculum improvements through the process of transitioning from the current to the new. Consideration should be directed to the aims of shifting from a 20th century teacher-dominated classroom with pre-organized subject matter and rigid selection of students to a 21st century learner-centered and learning-oriented curriculum anchored on contextualized learning and holistic-integrated approach to lifelong education for all.

Using Bradley's Effectiveness Model, this paper explores the eventuality of developing and validating a 3-tiered program evaluation tool for the new outcomes-based secondary English language and literature teacher education curriculum. The model evaluates the dimension of the implemented curriculum by establishing content validity and intra/inter-rater reliability of the 10 indicators embedded in three domains: relevance, which is evaluated in terms of functionality and meaningfulness of the implemented curriculum; responsiveness, which is evaluated as a result of the paradigmatic shifts in a needs-based society; and pragmatic utility, which is evaluated in a long-term range of praxis to sustain the merit and worth of the implemented curriculum. Hence, the context of evaluating the implemented curriculum vis-à-vis CMO No. 46 and Bradley's Effectiveness Model strengthens the adoption of the matrix of courses with program outcomes (curriculum map), outcomes-based teaching and learning delivery process, program assessment and evaluation process, and continuing quality improvement program.

DEVELOPMENT & VALIDATION OF AN ACHIEVEMENT TEST IN ARALING ASYANO (ASIAN STUDIES) WITH QUESTIONS ADDRESSING THE K TO 12 ARALING PANLIPUNAN SKILLS

Winston E. Ebagat

The study aimed to develop and validate an achievement test in Araling Asyano for grade seven students that can measure the mastered and least mastered skills in K to 12 Araling Panlipunan. The researcher, together with a pool of experts, categorized the learning competencies of K to 12 Araling Asyano, the result of which became the basis in preparing the test blueprint. Based on the test blueprint, a set of 150 questions with four options was formulated. The draft of the instrument was submitted to a panel of experts for content validation. The test underwent two try-outs. After the final administration, a total of 65 items were included in the final form of the test. To ensure the reliability of the instrument, the achievement test was subjected to test-retest method, the split-half method and the KR-21 formula. The data gathered through concurrent validity and known group technique of validation also supported the validity of the instrument. The researcher concluded that the achievement test is valid and reliable for it covers the areas of Araling Asyano and the items were responsive to K to 12 Araling Panlipunan skills.

NURITIONAL KNOWLEDGE AND HABITS ON SALT OF COLLEGE STUDENTS: BASES FOR CURRICULAR REVISIONS IN HEALTH EDUCATION

Maria Cecilia V. Zamora

To date, studies reveal that years spent in college result in unhealthy dietary habits of students. In Indiana, USA, "students have a fair knowledge of nutritional requirements for health, however, food choices they make are not necessarily healthy. Convenience and taste of food were priority" (Abraham, Noriega, & Ju Young, 2018). Contrary in the Philippines, little is known about the nutritional knowledge and habits of college students, salt awareness is not emphasized in the curriculum, as well as the dearth of materials available. In this regard, this study applied a quantitative with descriptive design in order (1) to explore college students' knowledge and habits on salt through the application of food literacy model and adaptation of a four-paged questionnaire; (2) to use the results as bases for curricular revisions of Health Education in both Basic Education and Tertiary Education; and (3) to develop health literacy materials that will enhance the students' knowledge and healthy dietary practices.

It employed a stratified random sampling of 664 college students. Data was analyzed using frequency and percentages. The food literacy model and the questionnaire provided sufficient results on college students' knowledge and habits on salt. The results would contribute to both the K to 10 Health Education curriculum and Nutrition Education course in the tertiary level. Curricular revisions would emphasize on knowledge (awareness of the benefits and effects of salt, and recommended amount of salt needed by the body), eating habits (frequency of salt intake, salt regulation and reduction); and inclusion of health literacy activities and materials on salt.

USING WEBB'S MODEL IN ALIGNMENT ANALYSIS STUDY BETWEEN CURRICULUM STANDARDS AND ASSESSMENTS

Rosario Elena R. Falguera

This study reviews the varied curriculum alignment analysis studies and several models for alignment analyses. Specifically, it focuses on the applicability of Norman Webb's model in alignment analysis study between curriculum standards and assessments. It uses desk review as a data gathering method which collects, organizes and synthesizes relevant information regarding curriculum alignment analysis studies and models developed, to determine the extent of alignment of the content standards, objectives, content and assessments. It also includes scanning the related literature and analyzing secondary data sources so that all documents are organized. Specifically, it explores the analysis of the extent of alignment between curriculum standards and assessments based on multiple criteria in Webb's alignment analysis process. This study examines Webb's Alignment Model developed by Norman L. Webb. It explores the framework and the data gathering method of the said model. Only the content focus dimension of the five dimensions in Webb's Alignment methodology is studied. Furthermore, under the content focus, only the four of the six criteria are reviewed for alignment analysis: categorical concurrence, depth of knowledge, range of knowledge, balance of representation. This research serves as a prerequisite for the alignment analysis study between curriculum standards and assessments in a private school.

PROGRAM LOGIC MODEL IN EVALUATING OUTCOMES OF A SCHOOL-BASED INTERVENTION

Lorelei R. Vinluan

A logic model is an evaluation tool based on program theory that depicts the associations among inputs, activities, outputs, and outcomes of a program. Following the process described by McLaughlin and Jordan (Evaluation and Program Planning, 22, 65-72), a logic model was developed for a school-based program that aimed to improve the academic performance of disadvantaged students in two schools in Quezon City, namely Balara Elementary School and Balara High School, by addressing some of their material, cognitive, and psychosocial needs. This was done through the provision of daily snacks and/or lunch, school supplies and materials, tutorial lessons, counseling sessions, guidance seminars, teacher mentoring, and parenting conferences. The implementation of the program methodology had shortcomings, some due to factors beyond control. However, based on the program outcomes that were achieved and the qualitative data that was collected from program stakeholders, the program logic model was found to be helpful in bringing together the various stakeholders by allowing them to buy into the program vision and share their ideas, clarifying the target outcomes and what contributes to achieving them, identifying challenging areas during implementation which supported program modification or adaptation, and focusing data collection efforts.

USING PROVUS DISCREPANCY EVALUATION MODEL IN DETERMINING RESPONSIVENESS OF BS NUTRITION AND DIETETICS CURRICULUM

Hannah Therese M. Baraero

The study evaluated the Commission on Higher Education's (CHED) Bachelor of Science in Nutrition and Dietetics (BSND) Curriculum by using the Provus Model of Evaluation and determined its relevance according to Industry Needs and Demands. 65 Industry Practitioners were the respondents of the study. Quantitative and Qualitative data were gathered using a researcher-made questionnaire. The statistical tests used were Frequency, Means, Pearson Chi Square 2 Tailed Test and Kruskal Wallis H test at 95% level of confidence. CHED's BSND curriculum specifically the standards, competencies and objectives of the program were identified as the Input (I), the implementation of the program as the Process (P) and the survey results on the Information about the Industry practitioners, General Skills acquired from the program, and Relevance of Specific skills acquired from the program as the Output (O). Based on CHED's BS Nutrition and Dietetics Curriculum, 10 General Skills and 40 Specific Skills were identified as the standards. There is no significant difference in the acquisition of the General skills among areas of nutrition. With the specific skills, most are rated Relevant, a few Very Relevant and Quite Relevant. Overall, the results of the study revealed that there is minimum discrepancy in the extent of acquisition and applicability of skills in the industry. The use of Provus Discrepancy Evaluation Model in identifying the knowledge, skills and attributes relevant in the industry practitioners' particular area of expertise served as a good feedback mechanism for the improvement of the BS ND program.

INDICATORS OF 21ST CENTURY SKILLS IDENTIFIED BY SENIOR HIGH SCHOOL STUDENTS : A PRELIMINARY EVALUATION OF A 21ST CENTURY INTERDISCIPLINARY FRAMEWORK

Maria Theresa H. Alvarez

One of the qualities of an exemplary 21st century curriculum is the seamless alignment of the cognition model, presented as interdisciplinary standards, learning experience and assessment framework. This study focuses on students' perceptions about their work exposure experience and course requirements as venues and opportunities to develop 21st century skills. As part of an initial phase of an institution-wide curriculum evaluation project, this study specifically aims to assess the degree of coherence and effectiveness of the school's senior high school curriculum.

The six 21st century skills based on the British model were translated into ten institutional interdisciplinary standards for senior high school, each of them corresponds to 1-2 standards. Grade 12 students were required to provide examples of their best work for all competencies or standards of the SHS program. A detailed description of the artifacts will be discussed.

PEER CRITIQUING IN TEACHING AND LEARNING ACADEMIC WRITING

Radel James E. Gacumo

Writing is generally considered by most of the second language teachers as the most difficult skill to teach second language learners and even to native speakers, since it requires expertise and prowess in content organization, style, and mechanics. With the inclusion of peer editing, the peer critiquing is a strategy that can be employed in teaching academic writing to students. This study aimed to shed light on students' perception on the effectiveness of utilizing of peer critiquing in assessing and improving the quality of the students' academic writing. This was specifically examined in the effect of the method on writing task quality, goal achievement, development of the students' 21st century skills, and the student-student and student-teacher interaction. It was discovered that there was no significant difference in the writing quality, but most students became more disciplined and engaged in attaining their academic goals. The students also shared that they became more collaborative, reflective, and responsible in terms of studying. However, it is recommended that orientation with specific guidelines, preparation, and longer consultations be given to ensure that students are guided.

INCREASING QUALITY IN LANGUAGE TESTING: A CRITICAL CONTENT ANALYSIS OF A TEACHER-MADE TEST IN READING AND WRITING

Bonjovi H. Hajan

The impetus for giving tests is not marking and passing students but assessing them for learning. Hence, language teachers must play a central role in designing a variety of sound and appropriate assessment tools that can effectively address learners' needs. The purpose of this paper was to examine the extent to which a 100-item teacher-made test in *Reading and Writing* subject can be considered of quality. To pursue with its objective, the study employed content analysis through a qualitative lens. The analysis focused on validity, difficulty and distracter effectiveness of the test items. After an in-depth analysis of all parts of the test, the study indicated that the teacher-made *Reading and Writing* test is of acceptable quality. The difficulty level and distracter effectiveness of the reading tests, especially the multiple-choice type were found to be within the bounds of being good. However, the analysis evidenced that what was assumed by the teacher as a cloze test turned out to be merely a completion test. In addition, a remarkable limitation was discovered in most writing tests, with items being too focused on controlling students' answers rather than allowing certain autonomy. Hence, suggestions are endorsed for the further improvement of the test. Some important implications to language test constructions in the field of reading and writing are also discussed in this paper.

EVALUATING LEARNING AND PERFORMANCE USING THE HUMANISTIC LENS: A LITERATURE REVIEW

Pia Marie Andres-Khan

Humanistic education aspires to bring meaning to the knowledge and learning experiences that students acquire in the classroom. It represents the need for schools to develop humane persons—individuals whose knowledge about their world leads to a deeper understanding of who they are and what great potential they have in themselves. But how can educators evaluate student learning and performance based on humanistic principles? Literature reviews on process and outcome evaluations that can be applied to humanistic education were done, and it was found that an essential component of doing humanistic evaluation is the determination of the components of humanistic education that ought to be in the instructional process. This necessitated an in-depth analysis of the theoretical underpinnings of humanistic education, as well as the philosophical orientations of humanism as an approach to education. The interrelatedness of the foundations of humanistic education and the process of evaluating learning and performance found in literature shows the fundamental role of using theoretical and philosophical lenses in the conduct of evaluation. The study highlights the major impact that learning theories have on evaluating humanistic education, and that philosophical beliefs on how students learn and what students ought to learn, not only influence instructional planning but ultimately shapes instructional design, development, implementation and evaluation. Based on existing literature, it is evident that the theoretical and philosophical bases from which humanistic education are firmly grounded on, permeate not only in the process of evaluation, but in all aspects of the instructional design process as well.

FOREIGN LANGUAGE LEARNING MOTIVATION AND CRITICAL THINKING MOTIVATION OF STUDENTS AS A GUIDE IN DESIGNING A FOREIGN LANGUAGE PROGRAM: THE CASE OF CAGAYAN STATE UNIVERSITY

Febe Marl G. Paat & Richard DLC Gonzales

This paper discusses a substantially unexplored element of motivation, specifically, the relationship between foreign language (FL) learning motivation and critical thinking (CT) motivation. Language and thinking are two inseparable elements: one cannot exist without the other. Using the Foreign Language Learning Motivation Questionnaire (FLLMQ) developed by Gonzales & Lopez (2015) and the Critical Thinking Motivation Scale (CTMS) prepared by Valenzuela, Saiz and Nieto (2011), 720 students enrolled in FL course at the Cagayan State University in Tuguegarao City, Philippines were surveyed. The authors looked into the relationship of these two variables with FL learning attitudes and perceived level of skills of learners. Additionally, they also determined the role of gender in FL learning. The study concluded that if Filipino learners are motivated to learn a foreign language, it may follow that they are motivated to think critically, or vice-versa. FL learning motivation and CT motivation has a positive and significant relationship because their integral components interface; that is, one becomes the other. The study ends with some implication of motivation and critical thinking for designing programs for teaching and learning FL.

EVALUATING 21ST CENTURY SKILLS OF STUDENTS THROUGH OPEN INQUIRY LEARNING FRAMEWORK

Arra Q. Abaniel

This was an exploratory study to examine whether a specific open inquiry learning framework can be applied in teaching Science courses. The research has employed a true experimental design using qualitative research methods. It aimed to evaluate the 21st century skills acquired and the learning experience of the students exposed in the open inquiry learning framework. It intended to provide teachers with insights on how to properly implement open inquiry learning framework based on the findings of this research. The study was implemented at a state university in Iba, Zambales, Philippines. Respondents were Grade 11 students under Science, Technology, Engineering and Mathematics (STEM) track. The study involved triangulation of data: data were collected from open-ended questionnaires, focused group discussions and observations. NVivo 11 QSR International was used to increase the analysis transparency, accuracy, efficiency, rigour and trustworthiness. The learners were found to have developed the 21st century skills: a) cognitive, b) interpersonal and c) intrapersonal. Upon evaluating students' 21st century skills, two categories emerged. Students have gained cognitive and interpersonal competencies. Cognitive competencies that were developed involved science process skills, critical thinking, and creativity, while interpersonal competencies include communication and collaborative skills. Three categories emerged to describe the students learning experience during the open inquiry learning framework: sources of difficulties, scaffolds of learning and learning opportunities. Sources of difficulties are absence of prior knowledge and experience, group interaction, students' attitudes, experimental design and availability of materials. Scaffolds of learning were identified as internet resources, brainstorming and alternative experiment. The learning opportunities revealed in this study are questioning, research, experiments and presentation. The framework has been effective in the development of 21st century skills and learning of students, thus, it should be widely applied in Science instruction.

THE KIRKPATRICK MODEL AS AN EVALUATION TOOL FOR INTERNSHIPS

Raymund Gerard I. Guerrero

The aim of this paper is to evaluate the New World Kirkpatrick Model as an appropriate tool in evaluating college internships. Using available literature, the paper will derive indicators for evaluation of internship using the model.

College Internships have been long used in organizations to train new individuals in the organization. It comes with different names from apprenticeship, on-the-job training, training to, practicum and internship.

The Four levels of evaluation model by Donald Kirkpatrick (1959) has evolved through the years. Despite weakness sighted – oversimplification and incompleteness of the model, untested presence of a cause-effect relationship among the different levels, and unproven progressive importance of information moving from the first level to subsequent ones, it still remains a popularly accepted model.

The New Kirkpatrick Model retains the original 4 levels – reaction, learning, behavior and results.

In evaluating the college internship, levels 1 and 2 of Kirkpatrick can be directly applied since these are immediate responses after the training. These assessments happen within the training program. While levels 3 and 4 are conducted outside of the training program and measured within a minimum of three months after the training program in order to observe the changed behavior and its impact to the organization cannot be applied because of its longitudinal nature.

The new model will address the weakness of longitudinal nature of levels 3 and 4, and will find an appropriate indicator given that the trainees have left the academic institution.

EVALUATION OF STUDENT LEARNING IN CITIZENSHIP EDUCATION IN JAPANESE HIGH SCHOOLS

Ferdinand Pol L. Martin

As one of the main goals of education in Japan, citizenship formation is cultivated through various curriculum subjects such as Social Studies, Moral Education, Period of Integrated Study, and Special Activities. While the Japanese national curriculum guidelines called "Course of Study" sets the basic framework for the goals and content, considerable freedom is given to schools and teachers in terms of approach and evaluation of citizenship education. As a result, various methods of assessment and evaluation in student learning exist. Through literature review, this paper aims to present some of the practices in assessment and evaluation of student achievement in citizenship education which are currently observed in selected Japanese secondary schools. While there is no consensus or single framework being followed that outlines specific steps and procedures for assessment and evaluation, the schools generally observe three main criteria or viewpoints upon which they based their evaluation. These include 1) consciousness and interest in social and civic issues; 2) skills in utilizing ideas and information to solve social problems; and 3) knowledge and understanding of social topics. The specific outcomes and indicators for each of these evaluation viewpoints are decided by the school based on the theory of citizenship that they emphasize and the structure of their citizenship education classes.

FACTORS AFFECTING TRANSLATION OF INTENDED CURRICULUM INTO INSTRUCTIONAL PLAN IN A JUNIOR HIGH SCHOOL

Maria Teresa C. Radovan

Attributable to globalization, changing demographics and technological advancements are necessary developments and innovations in the educational system, particularly in the curriculum. Implementing curriculum reforms always entail translation: a process of unpacking standards or narrowing what is required from the National Curriculum to instructional plan. Misinterpretation or wrong unpacking practices like either ignoring or modifying important elements in traditional terms may cause a learning gap. It could also lead to the decrease in students' academic performance. If there is failure to unpack, it can have real consequences for both teachers and learners when it comes to accurate reporting of achievement. Since unpacking standards serves a real purpose in the instructional paradigm, this study is conducted. It intends to determine factors that affect the translation of intended curriculum into instructional plan through a descriptive-analytical design in data collection and analysis. Determining these factors will help establish benchmarks in revisiting or evaluating instruction as presented in an instructional plan. It will establish criteria for alignment and coherence in content, competencies, teaching strategies and assessment between the instructional plan and the National Curriculum; identify strengths and possible flaws in designing the instructional plan during the translation process; devise appropriate sequence or procedure if no written document is available; identify best practices of school curriculum designers and instructional planners that define quality teaching and enhanced student learning; and affect necessary instructional decisions for monitoring, application and modification of instructional plan to ensure implementation of National Curriculum for a relevant Junior High School program.

ASSESSMENT OF THE CREATIVE WRITING ELECTIVE AT THE PHILIPPINE SCIENCE HIGH SCHOOL - MAIN CAMPUS

Benigno C. Montemayor Jr.

The study is an assessment of the effectiveness of instruction in the Creative Writing (CW) elective at the Philippine Science High School - Main Campus primarily based on the quarterly periodic examination (which are based on novels) results of the CW students. Since numerous studies show that writing and reading are inherently related, and the CW students were given extra exposure to literature and the opportunity to examine and explore their own reading and writing processes, it could be assumed that students with a CW elective would perform relatively better in the quarterly periodic examinations than their non-CW peers (Batch 2019).

The study compared the quarterly examination averages of the CW class of 15 students with the eight non-CW sections of about 26-29 students each, where the CW class ranked 5, 2, and 1 in the first three quarters of AY 2018-2019. A Likert scale survey was then administered to the CW students to identify the strengths and areas of improvement in the instruction, such as whether the CW elective helped them prepare for their periodic examinations. A Small Group Analysis was afterwards conducted to clarify and process the recurring responses in the questionnaire and to identify concerns that were not addressed in the survey. Finally, an interview with the instructor was conducted to address the CW students' concerns and responses in the survey and SGA.

A number of recommendations based on the analysis of the results were provided in the conclusion, including articulating the curriculum's Content Standards, Performance Standards, and Target Learning Competencies, providing the students with activity rubrics, emphasizing the PSHSS Mission-Vision in the course, and incorporating the results of the survey and SGA into the instructional process, among others.

WHAT EDUCATORS CAN LEARN FROM PARENTS ON CURRICULAR AND CLASSROOM PRACTICES: A CASE STUDY IN PHILIPPINE SETTING

Ronnel R. Almazan, Romina Phoebe P. Beltran-Almazan, Cristina Victoria P. Velasco

Parents are part of the school community. However, schools have neglected to tap parents' opinions and perceptions of new programs for implementation (Ornstein & Hunkins, 2009). It was upon this background in 1998 that Dr. Ann Wescott Dodd, the chair of the Department of Education in Bates College in Maine, conducted a study whose goal was to gain a better understanding of the curriculum and practices that parents favored as well as their underlying beliefs about teaching and learning high school English. This study aimed to replicate Ms. Dodd's research in order to gain understanding of education practices that Filipino parents prefer, in the light of recent curriculum adjustments, particularly in the Junior High School English subject. Key informant interview (KII) was used as the main data gathering technique following the interview protocol of Ms. Dodd. The utterances and information from the KII was subjected to concept-construct-theme (CCT), a qualitative analysis technique used to glean major themes that are important in answering the research questions. The findings revealed that parents' beliefs are based on their own experiences. Simultaneously, their preferences stem from their desire to ensure that their children succeed in learning English as it would aid their children in realizing future success. Results show that parents place a significant value on the role of teachers in the implementation of the curriculum. In addition, parents think that an effective and well-implemented English curriculum is one where their children are allowed to read and react on materials that is of interest to them apart from those dictated by the teacher and where there is strengthened home-school partnership so as to further enhance program delivery.

TEACHERS AS CURRICULUM MAKERS: RETHINKING CURRICULUM EVALUATION

Dr. Juan Yu

This paper makes a case for teachers as curriculum makers and addresses the implications for curriculum evaluation. In China's educational discourse and practice, curriculum is largely defined as "official syllabi," "instructional frameworks," or "textbooks" developed by external agencies. Accordingly, teachers are seen as "implementers" who carry out an externally-developed curriculum in their classrooms. Based on a curriculum making framework articulated by Walter Doyle and Ian Westbury, the study argues that classroom teachers are curriculum makers because they interpret and transform the programmatic curriculum (official syllabi, instructional frameworks, textbooks) into the classroom curriculum in terms of instructional events and activities. In the process of interpretation and transformation, teachers draw on their personal practical knowledge in consideration of curriculum commonplaces—the teachers, the students, the subject matter, and the milieu. How they understand and interpret the programmatic curriculum influence the kinds of educational or curricular opportunities they create in their classrooms. Furthermore, teacher realize their professional identities in and around the classroom curriculum (instructional events and activities). This paper concludes by contending that curriculum evaluation theory and practice must take into account the idea of teachers as curriculum makers and discussing what is entailed in evaluating the classroom curriculum.

SENIOR HIGH SCHOOL READINESS OF GRADE 10 LEARNERS

Maria Theresa H. Alvarez and Marcelina S. Arcilla

One of the exit points of the senior high school program is the continuation to higher education which compels all K to 12 institution to implement a comprehensive career guidance program interspersed in an academic program that aims to prepare the learners in a globally competitive workplace equipped with 21st century skills. The Senior High School Readiness Survey was administered to grade 10 students in order to determine their college readiness in relation to their academic confidence, track preference and track awareness. The degree of correlations indicate how well prepared the students are to the more specialized and contextualized approach of academic instruction in senior high school, as well as, the degree of congruence between academic preparation and track preference. Generally, Grade 10 students have high academic confidence and high career awareness. Multiple regression analysis revealed that career awareness has the strongest and most positive correlation with college readiness. Academic confidence is also strongly and positively correlated with college readiness. Theoretically, both academic preference and career awareness are good predictors for college readiness. Both would have significant impact on college readiness. Findings and conclusions from this study further justify the need to continuously update the curriculum in terms of 21st century cognitive skills, the strengthening of alternative forms of assessment, and interdisciplinary context vis-à-vis critical and creative learning tasks that would ensure the global competitiveness of the academic program both in the junior and senior high schools.

EVALUATION OF THE CHARACTER FIRST! PROGRAM AS IMPLEMENTED IN A PRIVATE SCHOOL

Maria Asuncion A. Cruz

The study aimed to evaluate the efficacy of the CHARACTER FIRST! (CF!) Program, a character education program as implemented at a private school in support of its vision-mission of "developing Christian Servant Leaders through character formation and academic excellence". Specifically, the study sought answers to the following questions: (1) What are the perceived issues and concerns with regards to the implementation of the CF! Program?; (2) How do teachers assess students' performance under the CF! the Program?; (3) How effective is the CF! Program as perceived by stakeholders?; and (4) What is the impact of the CF! Program on the stakeholders?

A researcher-designed 4Ds Model (*Discover - Dig Deeper - Develop - Deliver*) using mixed-methods was employed based on Robert Stake's Responsive Evaluation Model. Chosen for a more participative and comprehensive understanding of the CF! Program, the evaluation model served to address and respond to stakeholders' main problems and issues in the use of the program for more effective implementation in the future.

Using non-probability, judgment sampling technique, 34 respondents including administrators, Grades 1-3 homeroom advisers, students and parents were selected. Written surveys, individual interviews, classroom observations and document analyses were employed to gather data. Results of the descriptive statistics, ANOVA and Grades 1-3 Resourcefulness grades were analyzed. Thematic analysis was also done on interview transcriptions, essay portions of survey responses, notes on classroom observations and document reviews.

CONTEXT EVALUATION OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EDUCATION

Loh Su Ling

Science, Technology, Engineering and Mathematics (STEM) education is highlighted as one of the learning approaches in the new Secondary School Standard Curriculum (Kurikulum Standard Sekolah Menengah, KSSM) in Malaysia. Many efforts are carried out in promoting awareness and interest in STEM education in Malaysia's primary and secondary schools by various sectors. However, not many studies are done to evaluate the context of STEM education implementation. Needs assessment is one major part of context evaluation that identifies the gaps between the current and the desired situations. This paper presents a qualitative case study of context evaluation of STEM education at the lower secondary school level. It is hoped that the STEM education needs assessment will guide the choice of interventions and justify any decisions that will be made. Three schools were selected through purposive sampling to reveal some important shared patterns. Open-ended interviews were conducted among lower secondary science, mathematics, basic computer science and design technology subject teachers. Data were also collected through the analysis of the individual STEM subjects' curriculum standards and yearly teaching plans. The yearly teaching plans were consolidated and translated into a planned curriculum map to identify gaps and possibilities of integration. The findings revealed the need for STEM subjects integration and more emphasis on contextual problem solving. Teachers also described the students' interests, the competencies in STEM education as well as the 21st century learning skills. Several recommendations are given to address the needs that may lead to improvement and accomplishment of the intended results of STEM education.

DEVELOPMENT OF A MODEL FOR EVALUATING THE ALIGNMENT OF THE BS INFORMATION TECHNOLOGY PROGRAM

Ma. Liza C. Daluz

The importance of curriculum alignment in an education system cannot be denied. A curriculum alignment examination is needed to check whether there is a complete agreement between the learners' expectations (intended curriculum), the teachers' instruction (enacted curriculum), and the assessments employed (assessed curriculum). Proper alignment ensures that there are no gaps in the curriculum that may impede students' achievement of the intended outcomes. It is a way to guarantee that students can attain the intended learning expectations required in the program which will contribute to their success in attaining long term skills needed for career advancement. Established curriculum development models e.g. Webb model, and SEC Model have been very useful and have become standards when conducting curriculum alignment evaluation.

This study involves a review of curriculum alignment models towards the development of a model suited for an IT degree program. Through content analysis of existing models, the study intends to develop a curriculum alignment model that will harness the strengths of the standard models applied in previous curriculum alignment studies.

EXAMINING THE IMPEDIMENTS IN THE SUCCESSFUL MAINSTREAMING OF STUDENTS WITH VISUAL IMPAIRMENT

Arvin B. Casimiro

Mainstreaming is one of the applications of inclusive education. This pertains to the placing of pupils with special needs in classrooms with other pupils (UNESCO, 2005).This exertion in dealing with equity of education has encountered challenges to include lack of clear guidelines on the policy implementation of integrated education and among others.

This study aimed to explore the impediments encountered in mainstreamed classes which defeat the purpose of the implementation of inclusion. Furthermore, it examined the necessary strategies and alternatives to achieve successful outcomes. It was carried out in Zamboanga City and adopted a case study design. Data collection was done through questionnaires, FGD and document analysis. A total of 4 main respondents and 5 key informants participated in the study and data was analyzed using both methods.

Results revealed that while many stakeholders support inclusion, there is still much work required to overcome the obstacles. Findings further disclosed that K to 12 was not adapted, there was unavailability of mobility cane, and learning resources and teachers training were inadequate.

The study cited barriers experienced by students with visual impairment (VI) such as provisions of the law are not observed characterized by the lack of the full support of the government. The extent of adaptation to these needs would determine the degree of success of its implementation.

It is recommended that the government should provide teaching/ learning resources for the students with VI, and capacity building for teachers on special education should be performed. Informative drives at the community level with emphasis on the fact that disability is never an inability are also encouraged for.

CHALLENGES IN EVALUATION AMONG MOOCS: A CLOSER LOOK AT VARIOUS ASSESSMENT TYPES

Jennifer Christine Clasara Fajardo

Massive open online courses (MOOCs) entered the education landscape almost a decade ago. Described to be disruptive technologies, MOOCs penetrated the realm of education with the promise of providing access to education to more people at their own pace and time. Kim (2015) alluded that even though MOOCs may not live up to its initial hype and educators are still trying to figure out the best way to use them, there is no doubt that they are an important innovation with the potential to have a large impact. Since then, research studies in and on MOOCs have and are continuously exploring its various aspects from design, pedagogy, quality, and sustainability, to name a few.

One of the critiques (and challenges) of MOOCs is the aspect of evaluation. MOOCs continue to face dilemmas pertaining to evaluation like assessment types and grading and cheating. The purpose of this brief paper is to examine and categorize (into major themes) the challenges in evaluation, specifically in assessment among MOOCs.

Results showed that assessment in MOOCs still continue to face challenges, however, more actions and solutions are already being implemented to overcome these barriers.

RE-CONCEPTUALIZING CURRICULUM EVALUATION THROUGH PARADIGMS OF CURRICULUM IMPLEMENTATION

Louie B. Dasas

Evaluation is critical to the success of any endeavour. Evaluation of the curriculum focuses on appraising the set of intended learning outcomes and examining the extent to which the intended curriculum is implemented (Alkin, 1974). Several literature reveal an inevitable gap that exists between the intended and implemented curriculum in terms of how designers intend the curriculum to be carried and what teachers "actually do" in the classroom. The actual classroom practices by teachers, alongside their [teachers] beliefs and knowledge that support and/or constrain these practices, reveal critical information that informs overall curriculum implementation (Roehrig, Kruse, & Kern, 2007) thereby illuminating significant information in rethinking the processes of performing curriculum evaluation. With this, there is a need to reflect on how curriculum evaluation is affected by the conduct of curriculum implementation alongside its inherent challenges. Even more, it is crucial to understand the continuum through which these idiosyncratic constraints of curriculum implementation impact curriculum evaluation. This paper reviews curriculum implementation literature through an analytical framework in an attempt to shed light to emerging challenges to evaluation. Further, this paper draws insights from the overt and covert relationship between curriculum evaluation and implementation and examines the role of curriculum implementation in improving the practice of curriculum evaluation. Implications for the advancement of evaluation practice are drawn and discussed.

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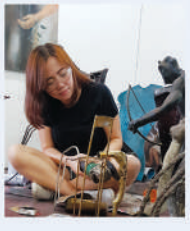
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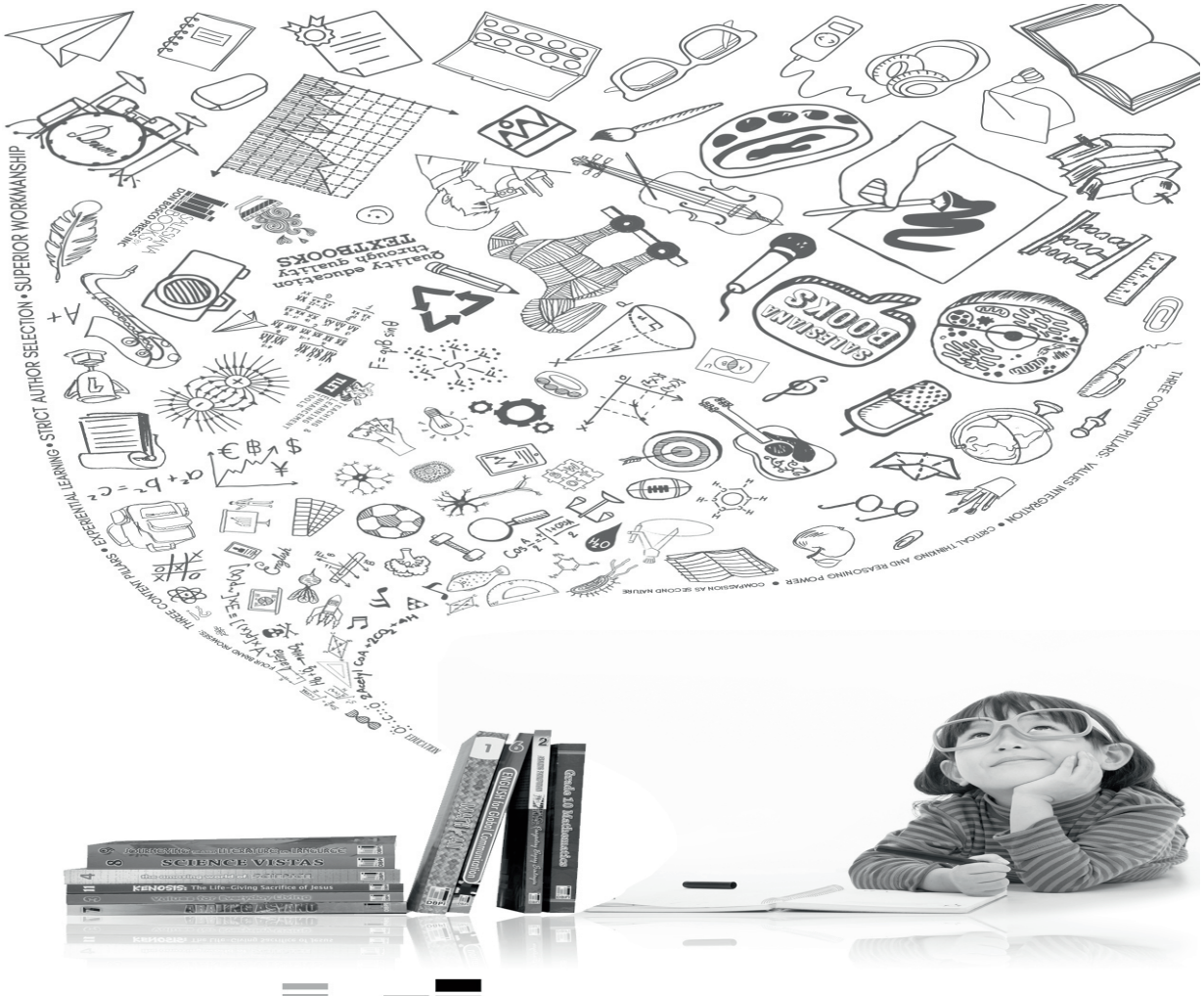

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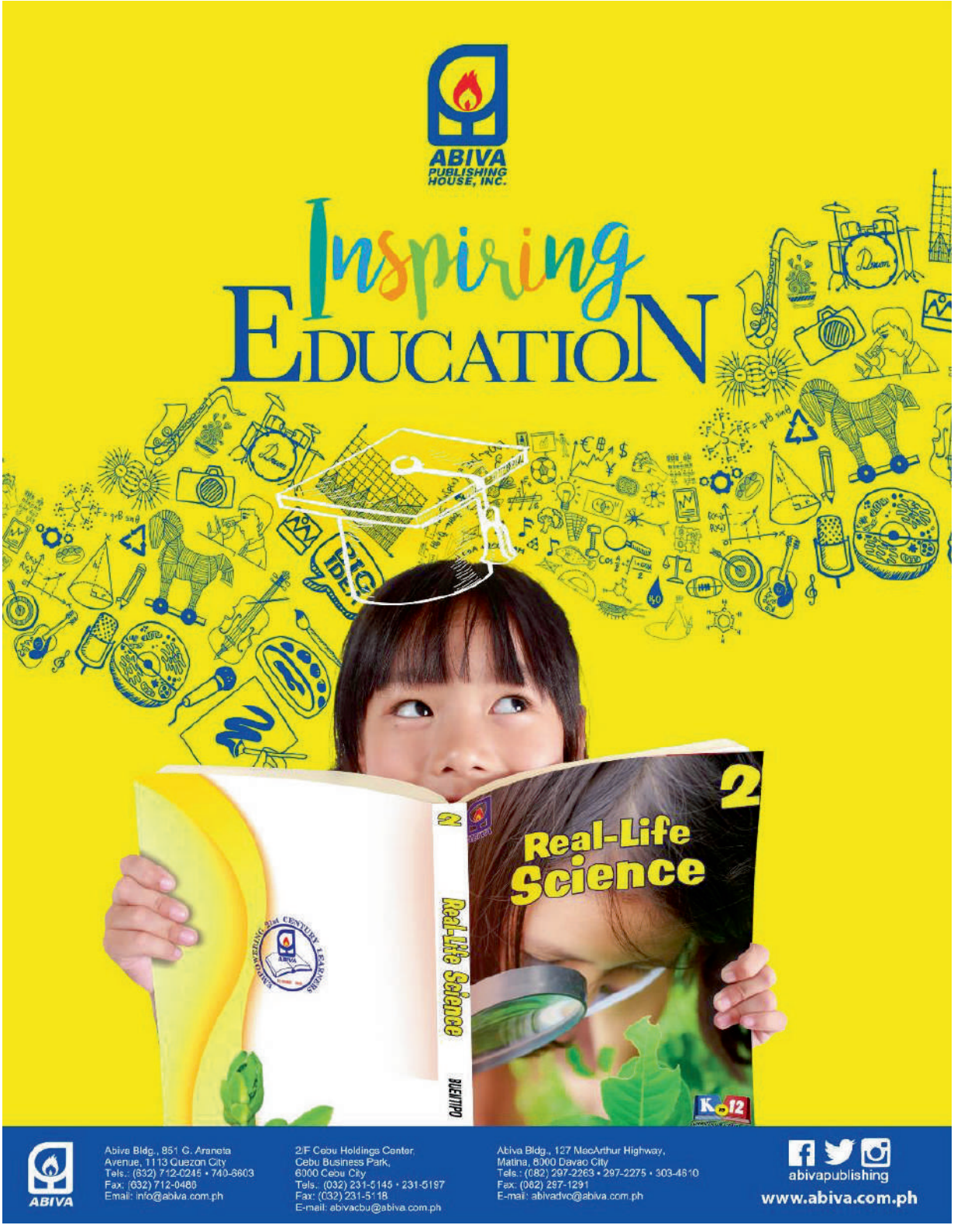
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