

PROCEEDINGS



ASIA PACIFIC CONFERENCE ON CURRICULUM STUDIES AND INSTRUCTIONAL DESIGNING

Shaping the Future of Curriculum Studies: Policies, Perspectives, and Challenges

SEPTEMBER 22-24, 2017

CROWNE PLAZA HOTEL MANILA GALLERIA, ORTIGAS CENTER,
QUEZON CITY, PHILIPPINES 1109

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The President of the Republic of the Philippines



MALACAÑAN PALACE
MANILA

MESSAGE



My warmest greetings to the **University of the Philippines College of Education Curriculum Studies Area** as it hosts the **1st Asia Pacific Conference on Curriculum Studies and Instructional Designing**.

Knowing that the youth will become our next leaders and nation-builders, we have the responsibility to ensure that they get the best education from competent teachers and good schools. I laud the UP College of Education Curriculum Studies Area for its efforts to create platforms where scholars, educators and other members of the academe can gain deeper understanding of how curriculum studies can help shape the future.

I trust that this gathering will be a great learning experience for all participants who seek to deepen their knowledge in developing effective curriculum and instructional designs. I also welcome our international speakers for gracing the event and for sharing their expertise in the field. This will surely be beneficial to your Filipino audience and to the Asia Pacific region as a whole.

May you have an inspiring and fruitful conference.

A handwritten signature in black ink, appearing to read "Rodrigo Roa Duterte".

RODRIGO ROA DUTERTE

MANILA
22 September 2017

THE PRESIDENT OF THE PHILIPPINES

Secretary of the Department of Education



Republic of the Philippines Department of Education

Tanggapan ng Kalihim
Office of the Secretary



M E S S A G E

My warmest greetings to the University of the Philippines College of Education Curricular Studies Area for organizing the First Asia Pacific Conference on Curriculum Studies and Instructional Designing (APCCSID) at the Crowne Plaza Galleria, Ortigas Center, Mandaluyong City on September 22-24, 2017 with the theme, "*Shaping the Future of Curriculum Studies.*"

The significant purpose of curriculum development is to ensure that students receive integrated and coherent learning experiences that contribute towards their personal, academic, and professional enhancement. It is in this context that since 2007, the Philippines has been actively collaborating with its neighboring countries in promoting the ASEAN Qualifications Reference Framework (AQRf) to develop human resources through closer cooperation in education and life-long learning. AQRf is a common reference framework to support and enhance ASEAN countries' qualifications system while providing a mechanism to facilitate comparison, transparency and higher quality qualifications system. The basis of AQRf is the ASEAN Charter signed by ASEAN leaders in 2007.

I commend this conference for establishing professional exchanges towards effective curriculum and quality education. Curriculum is a reflection of a society and contributes in changing its perspectives. Change is an important component of curriculum dynamics, and school administrators should know how to study, manage and cope with changes. I challenge the organizers and participants of this conference to harmonize your endeavor with the ASEAN framework to make our educational system more competitive both in the local and global arena. Curriculum design involves not only resources but also of critical needs and problems for improvement purposes. We have to analyze the contemporary and proactive situation, learn to foresee problems, and think of viable solutions. Let us be reminded that what we are teaching our learners now might be obsolete by the time they complete their schooling, hence, we have to constantly be aware of current and future trends in our curricular programs.

Let us continue working together for a dynamic and responsive education process. Let us be potent instruments in making basic quality education, relevant, accessible, and liberating for all.

Congratulations!


LEONOR MAGTOLIS BRIONES
Secretary

Chair of the Commission on Higher Education



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



Message

Warmest greetings to the University of the Philippines College of Education Curriculum Studies Area as it sponsors the 1st Asia Pacific Conference on Curriculum Studies and Instructional Designing (APCSSIC) on September 22-24, 2017 at Crowne Plaza Hotel Galleria Manila, Ortigas Avenue cor Asian Development Bank Avenue, Quezon City, Metro Manila.

Themed “Shaping the Future of Curriculum Studies,” the Conference aims to foster professional exchanges leading to more appropriate and relevant practice of Curriculum Development resulting to effective curriculum and quality education. It also seeks to provide a venue for researchers to share their findings toward further theoretical and practical developments in the discipline.

Regionalization and its accompanying reforms necessitate the discussion of the wide range of issues that arise in the wake of changes in our curricula and the nation’s education system in general. Consequently, the Conference will gather curricularists and researchers across academic communities in the Philippines and Asia to share ideas on emerging trends in Curriculum Studies that are significant, responsive, and appropriate in 21st Century education. Establishing a network of scholars to focus on curriculum planning and implementation is undoubtedly beneficial for effective and up-to-date teaching and learning.

The Commission lauds the UP College of Education Curriculum Studies Area for facilitating the discussion on the future of Curriculum Studies and taking this initiative to enable curricularists to navigate the new challenges that come their way.

Mabuhay!

PATRICIA B. LICUANAN, Ph.D.
Chairperson

President of the University of the Philippines



UNIVERSITY of the PHILIPPINES

OFFICE OF THE PRESIDENT

MESSAGE



Magandang araw po sa inyong lahat!

It is with great enthusiasm that I greet the organizers, participants and guests attending the 1st Asia Pacific Conference on Curriculum Studies and Instructional Designing. Today, we welcome speakers from all over the world to this event to hear and exchange views about a topic I deeply regard—curriculum development.

As President of the University of the Philippines, I consider the process of developing and maintaining a curriculum that serves our constituents an essential facet of our identity. For members of the country's only national university, having a well-developed curriculum is a tangible reflection of our mission and our purpose. It is, specifically, a framework that encompasses what we value most in our intellectual heritage and what we hope to bestow the future leaders of our nation.


Personally, developing a curriculum that is both relevant and consistent with our ideals has been one of the most important aspects of my tenure as Dean of the UP College of Law.

Finding the right balance between compelling and essential courses, I believe, was key to the consistently excellent performances of our graduates professionally and in the Philippine Bar Examinations to date. The prospect of allowing more of our country's youth to benefit academically from such innovations is an exciting one, and the reason why I believe this first-ever gathering of curriculum experts is highly important.

I congratulate the organizers of this Conference, especially Dr. Amelia C. Fajardo and her colleagues from the UP College of Education. Since 1913, the members of your College have ensured that the virtues of competence, academic freedom, social justice, diversity and nationalism are ideals that guide both Philippine school curricula and the educators behind them. This commitment is thoroughly reflected in this Conference and its aims, and I look forward to the insightful discussions that will arise to benefit both students the Philippines and the world.

May you all be successful in Shaping the Future of Curriculum Studies, as our Conference theme proudly states. Congratulations once again and have a meaningful and insightful three-day conference!

Mabuhay tayong lahat!


DANILO L. CONCEPCION
President

Conference Chair

University of the Philippines
College of Education
Curriculum Studies Area



MESSAGE

On behalf of the steering conference committee, I would like to welcome you to this momentous occasion of recognizing the significant role of curriculum studies in the education sector. It is the ideal time to reflect on past challenges and successes of curriculum studies and explore new directions for its development as a discipline.

This conference is devoted to the assumption that curriculum studies and instructional designing are important pillars in defining success or failure in education. Curriculum is the heart and soul of education and training programs. Discussions during plenary sessions as well as workshops and paper presentations will help to define the directions of researches for responsive and relevant change in the formal education system.

Special thanks go to the faculty, staff, and graduate student volunteers without whom this conference would not have been possible. We look forward to thought-provoking discussions that will effect meaningful change.

A handwritten signature in black ink, appearing to read 'a. fajardo'.

AMELIA R. CLASARA - FAJARDO, Ph.D.
Conference Chair



PROGRAM

DAY 1 September 22, 2017

7:00 - 9:00	Registration
9:00 - 10:30	Opening Ceremonies
	Keynote Speech: Prof. Murray Print, Ph.D. School of Education, University of Sydney, Australia
10:30 - 10:45	Break
10:45 - 11:30	Plenary Session 1: Curriculum Planning: Policies, Perspectives, Challenges DR. ANDREW WALL Dean, College of Education, University of Redlands, U.S.A.
11:30 - 12:30	Panel Discussion 1 "Curriculum Planning in Early Childhood Education (Korea)" DR. CAROLYN UY RONQUILLO Woosong University, South Korea "Planning for Media Information Literacy Program" DR. FERDINAND BLANCAFLOR PITAGAN Educational Leadership and Management Department College of Education, De La Salle University, Philippines
12:30- 1:30	Lunch
1:30 - 2:00	Open Forum
2:00 - 2:45	Plenary Session 2: Curriculum Implementation: Policies, Perspectives, Challenges DR. NE SOO BOON Deputy Director Curriculum Dev't Division Ministry of Education, Malaysia
2:45 - 3:00	Open Forum
3:00 - 3:30	Break
3:30 - 4:30	Panel Discussion 2 "Best Practices in Integrating Technology in Instruction in Japan" PROFESSOR NAOMASA SASAKI Kyoto Education University, Japan "Challenges of developing curriculum initiatives for Moral Education in Japan" MS. MAYUMI NISHINO Senior Researcher, Department for Curriculum Research National Institute for Educational Policy Research , Tokyo, Japan
4:30 - 4:45	Open Forum
4:45 - 5:30	Break
5:30 - 7:30	International Welcome Reception

DAY 2 September 23, 2017

9:00 - 9:30	Continuation of Panel Discussion 1 "Curriculum Planning for Teacher Education Institutions" DR. RA-SHANE MEESKI Faculty of Education Chulalongkorn University, Thailand
9:30 - 10:15	Plenary Session 3: Current Issue: Security Studies "Security Matters and its Implications to Education" BGEN. (RET.) FERMIN DE LEON, PhD, MNSA Immediate Past President, National Defense College of the Philippines, Camp Aguinaldo, Quezon City
10:15 - 10:30	Break
10:30 - 12:00	"Role of Research in Curriculum Implementation in Security Studies" DR. MARGARET D. SANKEY Director of Research and Electives, Air War College, Air University, U.S.A. "Reflections on ROTC: Lessons from the Past" USEC. ELISEO M. RIO, JR. Department of Information Communication Technology Diliman, Quezon City "Integrating ROTC in High School and College" TIMOTHY SLAUENWHITE Deputy Director, AFROTC NER at United States Air Force, University of Colorado Colorado Springs Bellbrook, Ohio, U.S.A.
12:00 - 12:30	Open Forum
1:20 - 1:30	Lunch
1:30 - 5:00	SIMULTANEOUS INTEREST ACTIVITIES
ACTIVITY A	Paper Parallel Sessions (1 TO 10)
ACTIVITY B	WORKSHOP - "Building Curriculum For Democracy: Citizenship Education For 21 st Century" - to be conducted by Dr. Murray Print (16 slots only)
ACTIVITY C	Roundtable Discussion on Security Studies (Restricted Participation)

DAY 3 September 24, 2017

9:00 - 9:45	<p>Plenary Session 4: Curriculum Evaluation and Transformation: Policies, Perspectives, Challenges DR. MATTHEW STAFFORD Vice- President for Academic Affairs Air University, Maxwell Airbase, Montgomery Alabama, U.S.A.</p>
9:45 - 10:15	<p>Panel Discussion 4 "Evaluating Programs in Philippine Higher Education Institutes" MARY SYLVETTE GUNIGUNDO, PhD Chief Education Program Specialist, QAD Commission on Higher Education, Philippines</p>
10:15 - 10:30	Break
10:30- 11:30	<p>Continuation of Panel Discussion 4</p> <p>"Curriculum Evaluation Practices in Brunei" DR. HJH SALLIMAH BINTI HJ MOHD SALLEH Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam</p> <p>Evaluation Platform for OBE Course in Malaysia DR. MAI SHIHAB ABDULLAH Faculty of Technical and Vocational Education, Sultan Idris Education University, Malaysia</p>
11:30 - 12:00	Open Forum
12:00 - 1:00	Lunch
1:00 - 1:45	<p>Plenary Session 5: Curriculum and Instructional Innovations "Implementation of Curriculum Innovations in Indonesia" PROF. HJ. SUWARSIH MADYA, Ph.D. Professor, Yogyakarta State University, Indonesia</p>
1:45 - 3:15	<p>Panel Discussion 5</p> <p>"Instructional Designing in Military Education" DR. EVELYN WATKINS-BEAN Dean of Education, International Officer School Air University, Maxwell Airbase, Montgomery Alabama, U.S.A.</p> <p>"Engagement through Equity: Learning-Teaching Framework from a Socially and Culturally Situated Perspective " DR. JOSE LALAS Professor and Director, Center for Educational Justice School of Education, University of Redlands, California</p> <p>"Developing 21st Century Skills in Mathematics Classroom using Comics and Storytelling" DR. TOH TIN LAM Associate Professor Deputy Head, Math and Mathematics Education, National Institute of Education, Singapore</p>
3:15 - 3:30	Break
3:30 - 4:00	Synthesis and Closing Ceremonies



SPEAKERS

KEYNOTE SPEAKER: MURRAY PRINT, PH.D.



Murray Print, Ph.D.

Professor Murray Print, Ph.D. 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.

Professor 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.

Professor 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. Professor Print has been appointed to the College of Experts for the European Science Foundation.

PLENARY SESSION 1 SPEAKER AND DISCUSSANTS

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, 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, 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, Wall is also the co-author of two books, "Assessment Reconsidered" and "Case studies in higher education leadership and management: An instructional tool."

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. Carolyn Uy Ronquillo is currently an Assistant Professor at Woosong University in South Korea. She is in-charge of the "Multicultural Education" track of specialization at the Department of Early Childhood Education. In 2015, she was a Visiting Professor at Nanjing Xiao Zhuang University, People's Republic of China.

Dr. Ronquillo started as a Kindergarten Teacher at the University of the Philippines Integrated School, and moved to the College of Home Economics, Department of Family Life and Child Development where she taught from the preschool to graduate levels. She was the Department Chair after being the Faculty-in-Charge of the U.P. Child Development Center (UPCDC), the department's laboratory preschool. After U.P., she had a short teaching stint in Maryland, USA.

She is a home-grown UPian, having received her education from Kindergarten to her doctorate at the country's premier learning institution, the University of the Philippines (U.P.). Her undergraduate degree is Family Life and Child Development; her graduate degrees are in Education, specifically Guidance and Educational Psychology. In addition, she has a Certificate in Early Childhood Education degree from Chiba University in Japan.

Dr. Ronquillo's research interests are on Father Involvement, Early Childhood Pre-service Education and Multicultural Education. She has written Teaching Manuals for early childhood teacher educators. She was the founding President of the Pacific Early Childhood Education Research Association- (PECEERA) Philippine chapter. In terms of volunteer work in South Korea, Dr. Ronquillo has delivered lectures and conducted workshops at the Daejeon Multicultural Family Support Center to address the needs of young Filipinas married to Koreans.



Andrew Wall, Ph.D.



Carolyn Victoria U. Ronquillo, Ph.D.

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 Masters 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 U.P. Information Technology Training Center and Philippine Science High School System; and professor at the U.P. 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.

At present, he is the Chair and Professor of the Educational Leadership and Management Department at the 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.



Ferdinand Blancaflor Pitagan, Ph.D.

PLENARY SESSION 2 SPEAKER AND DISCUSSANTS



Ng Soo Boon, Ph.D.

Dr. Ng Soo Boon has a Ph.D. degree in Education specializing in Curriculum Development as well as a Masters 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.

Prof. 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.



Prof. Naomasa Sasaki

Ms. Mayumi Nishino is a Master of Arts in Philosophy degree holder from the Ochanomizu University, Tokyo, Japan. Having been committee member of the Curriculum Council and of Improvement for Moral Education of the Ministry of Education, she is currently a Senior Researcher of the Department for Curriculum Research of the National Institute for Educational Policy Research of Japan. She has been a part-time instructor at the Tokyo University since 1996.

She has written several publications both in English and Japanese. She authored the article in English, "The challenge of developing meaningful curriculum initiatives for moral education in Japan" published in the Journal of Moral Education, Routledge. Japanese books she co-authored were "Teaching Methods and evaluation for Moral Education" (Kangae Gironsuru Doutoku no Shidouhou to Hyouja) in 2017 as well as "Creating a new era for moral education" (Doutokuno Jidaiwo Tukururu) in 2014, both published by Tokyo, Kyoiku Shuppan Publishing.

Under a joint project, Ms. Nishino is also involved in the writing for research bulletins in Japanese. One such recently written work is the "Study on Assessment Methods for Comprehensive Nurturing of Competencies" under the NIER (National Institute for Educational Policy Research of Japan).



Mayumi Nishino, M.A.

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 the Chulalongkorn University.

Dr. Meesri has had extensive experience in key leadership positions as Former Deputy Director of the Institute of Asian Studies in Chulalongkorn University and 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 evolve around his specialization such as teaching English as a Foreign Language / a Second Language (TEFL/TESL), Curriculum and Instructional Design, Psycholinguistics and Syntax, and the Making of English Tests.



Ra-shane Meesri, Ph.D.

PLENARY SESSION 3 SPEAKER AND DISCUSSANTS



Gen. (retired) Fermin De Leon, Jr., Ph.D.

Gen. Fermin R. De Leon, Jr. finished his Baccalaureate education at the Philippine Military Academy. He took his M.A. in Philosophy from Saint Louis University, Baguio City, and his Ph.D. in Philosophy from De La Salle University, Manila. After his doctorate, he took his Masters in National Security Administration (MNSA) from the National Defense College of the Philippines (NDCP). Gen. de Leon had occupied various command and staff positions in the AFP since his commission.

After a few years as a junior officer in the line units, he took a path less traveled when he joined PMA's permanent military faculty and administration, known as the Corps of Professors, and acquired twenty years of experience in education and training, having first served as an Instructor (of Philosophy and Humanities subjects), until he became the Dean, Corps of Professors, AFP. He taught, educated, trained, and mentored no less than 3895 graduates of PMA for 20 years from 1991 to 2010, the most senior of whom are now Full Colonels in the Army, Navy, and Air Force (as of the date of this writing).

After 38 years of military service, Gen. de Leon retired in 2010 and assumed the civilian position of President, National Defense College of the Philippines (NDCP). For six years as President, NDCEP, Gen. de Leon raised the MNSA graduate success rate from a low 48% when he assumed as President in 2010 to 130% at the end of his term in 2016, exceeding targets and transforming the NDCEP into the Best DND Bureau (in 2014). During his 6-year term as President, NDCEP, Gen. de Leon has personally taught, educated, and mentored 300 graduates of MNSA; 600 graduates of the AFP Senior Executive Course on National Security (SECNS); and 465 Barangay Chairs and Councilors of Quezon City, all future senior local and national security leaders of the Armed Forces, participating allied countries, civilian government agencies, and the private and business sectors. After retiring twice, Gen. de Leon continues to serve as a visiting lecturer at the National Defense College of the Philippines on national security concepts, moral and ethical leadership, and civil-military relations, among others.

Dr. Margaret D. Sankey, Director of Research and Electives, joined the Air War College Faculty in 2015. Her book, "Jacobite Prisoners of the 1715: Preventing and Punishing Insurrection in Early Hanoverian Britain" was published by Ashgate in 2005, after an earlier piece of that research "Elite Culture and the Decline of Scottish Jacobitism, 1715-1746" won the Love Prize in British Studies after publication in Past and Present (2002).

Current projects include a simulation game for understanding the mechanics of British constitutional reform, and essays in the Global History of War and Society and Handbook of Cyber Crime. After a B.A. in History and Classics from Boise State University, she earned an M.A. in History from BSU and a Ph.D. from Auburn University in European Military History. From 2002-2015, she taught History, Political Science and Strategic Studies at Minnesota State University, where from 2009-2013, she oversaw a Teaching American History project for twenty-four regional K-12 social studies professionals. This experience, along with serving as the Society for Military History's social media editor and H-War's book review editor, has built a network of expertise in public history and engagement around the world.

Her areas of academic specialization include war and politics, prisoners of war, technology, counter-insurgency, GIS as an analysis tool, network analysis, patronage and corruption, contemporary European military history, and higher education politics.



Margaret D. Sankey, Ph.D.

BGen. (Ret.) Eliseo Mijares Rio, Jr. is an Electronics and Communication Engineer by profession but has had intensive schooling in varied military courses locally and abroad. He has served and held several positions in the Armed Forces of the Philippines, mostly involved in Communications, Electronics and Information Systems (CEIS), having been designated the Chief of Staff by the time he retired in October 2000.

BGen. Rio was appointed by President Gloria Macapagal-Arroyo as Commissioner of the National Telecommunication Commission and later on served in other various capacities such as Board Chairman for NextMobile and consultant for GLOBE and TNRI. He is currently the Undersecretary for Special Concerns at the Department of Information and Communications Technology.

BGen. Rio has received numerous awards, decorations and commendations in his military career and in the field of electrical engineering. Eight times, he received the Military Commendation Medal, twelve times the Military Merit Medal, twice the Bronze Cross Medal for Bravery, and thrice the Distinguished Service Star. He also garnered other awards such as The Outstanding Achievement Medal, The Presidential Citation for Outstanding Scientific Achievements, 'Most Outstanding Professional in the Field of Electronics and Communication for 2001', and 'Most Outstanding University of the East Alumnus' in the field of Engineering in 2003.



BGen. (Ret.) Eliseo Mijares Rio, Jr.

Mr. Timothy A. Slauenwhite is the Deputy Director, Air Force Reserve Officer Training Corps Northeast Region, based at Wright Patterson Air Force Base in Ohio. In this capacity, he is responsible for the day-to-day operations of thirty-seven senior ROTC units located at universities in Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, West Virginia, and Indiana. This organization includes over 200 staff and nearly 2500 cadets.

Mr. Slauenwhite entered the Air Force through the Air Force Reserve Officer Training Corps program at Purdue University in 1987. He earned his Masters degree in Electrical Engineering at the University of Colorado in 1993. A graduate of Undergraduate Space Training, Crew Commander and orbital analyst courses, he has held numerous space surveillance, missile warning, space lift, instructor, evaluator, and key wing and headquarters-level staff positions.

Prior to his arrival at Wright-Patterson Air Force Base, he was the Commander, Air Force Reserve Officer Training Corps Detachment 365, at the Massachusetts Institute of Technology. Mr. Slauenwhite retired from Active Duty and assumed his current position in July 2010.



Timothy A. Slauenwhite

PLENARY SESSION 4 SPEAKER AND DISCUSSANTS



Matthew C. Stafford, Ph.D.

Dr. Matthew C. Stafford is the Vice President for Academic Affairs at the Air University located at Maxwell Air Force Base (AFB), Alabama. Air University provides full-spectrum education, research and outreach to enlisted, commissioned and civilian Airmen around the world through a wide variety of developmental programs.

Apart from his vast experience in the field and his business administration background, Dr. Stafford has earned for himself various degrees to boot : Master of Arts in Aviation Management at the Bellevue University in Nebraska in 1990, Master of Arts in History at the University of Alabama in 1998 and another Masters degree in Strategic Studies at the U.S. Army War College in Pennsylvania in 2009. His PhD degree was in History at the University of Alabama in 2003. He likewise has been trained and has earned various certifications to his name in Distance Learning through Texas A&M in 2005, through the Naval Postgraduate School in 2006, and by joint staff (J-7) for EXCOM (team leader) duties for Process for Accreditation of Joint Education (PAJE) reviews in 2008, 2009, 2014-Present.

Dr. Stafford has held various positions of leadership. Prior to taking his current position, Dr. Stafford served as the Dean of Faculty for the Federal Executive Institute. Before that, he served in several positions at the Air University. He is a retired Air Force officer who served on active duty for twenty-nine years.

Dr. Mary Sylvette T. Gunigundo is currently the Chief of Quality Assurance Division (QAD) of the Office of Institutional Quality Assurance and Governance (OIQAAG) 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 U.P. 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.



Mary Sylvette T. Gunigundo, Ph.D.



Sallimah Mohd. Salleh, Ph.D.

Dr. Sallimah Mohd. Salleh is currently a Senior Assistant Professor and the Deputy Dean (Research) at the Sultan Hassanah Bolikiah 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 Hassanah Bolikiah 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. Mai Shihah Abdullah is the Associate Professor at Biology Department, Sultan Idris Education University (UPSI), Tanjong Malim, Perak, Malaysia. She completed both her Bachelor's degree in Biology (1987) and Master's in Science in Biology (1990) at Universiti Putra Malaysia while for her doctorate degree in Environmental Biotechnology at the same academic institution where she has served as an academicians way back in 1999.

Along the journey, she spent three years teaching Biology at several secondary schools in Perak. Another five years were well spent as lecturer and later promoted as Head of Science Department at UKM (Universiti Kebangsaan Malaysia) Matriculation Center. In 1999, she served as a lecturer at Aminuddin Baki Institute, a teaching center to train professionals in Teaching and Learning. During the exercise of head hunting to promote Sultan Idris Teacher's Institution to Sultan Idris Education University, she was given a task to prepare a new program, namely Bachelor of Education (Science) with Honors for the Faculty of Science and Technology.

At her own alma mater, she chaired to lead the development of ten programs for Faculty of Science and Technology and Faculty of Technical and Vocational during her tenure as the Head Department and Deputy Dean (Academic and Internationalization) in 2013 to 2017. In 2001, MQA has introduced Outcome-Based Education and she was the key personnel for UPSI in implementing it. She is known as the first lady to research the foraging behavior of honey bees, the plant source for pollen and nectar in Malaysian honeys and the honey bees' allergy. She won several medals at education expositions through her research on Albinism: Perspectives, Reading, Motor Skill Abilities and Allergy.



Mai Shihah Abdullah, Ph.D.

PLENARY SESSION 5 SPEAKER AND DISCUSSANTS

Dr. Suwarsih Madya earned her Ph.D. from Macquarie University, Sydney, Australia in 1988. Upon completing 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). There she observed curriculum change when the Curriculum was being constructed and declared valid in 1997. In 2001, she joined the Education Reform Committee with its main task of drafting the Education Law, featuring the change from the highly centralized into highly decentralized political system. From 2003-2005, she assumed a new position as the Head of the Bureau for Foreign Cooperation and Public Relation and observed interesting dialogues/communications about the new law. From 2008-2010, she assumed another position as the Head of the Provincial Office of Education in her home town. There she observed how complex was the educational field to carry out any innovation.



Suwarsih Madya, Ph.D.



Evelyn Watkins-Bean, Ph.D.

Dr. Evelyn Watkins-Bean is the Dean of Education for the International Officer School, Maxwell Air Force Base, Alabama. Her duties include advising the Commandant on academic policies, processes, procedures and strategic planning, managing course curricula and faculty development, overseeing program outcomes, and teaching international military students attending professional military education at Air University.

Dr. Watkins-Bean earned her Master of Arts degree in English at the Bowling Green State University in Ohio and her Doctor of Philosophy degree in Public Administration and Public Policy at Auburn University in Alabama.

She has worked at the International Officer School (IOS) since 1996, first as an assistant to the International Affairs Programs officer before moving to the Instruction Division to teach international officers in the Squadron Officer School, the Air Command and Staff College, and the Air War College preparatory courses; later she became the school's Academic Advisor. Before coming to IOS, she worked on education and curriculum issues as an intern to the Air University Provost. Prior to that, she served as an instructor at the Academic Instructor School. Also, she taught English writing composition to freshmen students at Bowling Green State University.

Dr. Jose Lalas has been involved in teacher education for twenty-eight years as a faculty in both public and private universities (fourteen years at CSU Dominguez Hills; currently, fourteen years at University of Redlands). Prior to his teacher education experience, Jose has been a junior high school classroom teacher. He has served as an Associate Dean, Director of Teacher Education, and Coordinator of credential program. Currently, he is Professor of Literacy and Teacher Education and directs the University of Redlands' Center for Educational Justice.

He co-authored four published books: "A Teaching and Learning Framework for Social Justice" (2006), "Instructional Adaptation as an Equity Solution for English Learners and Special Needs Students" (2007), "Who We Are and How We Learn: Educational Engagement and Justice for Diverse Learners" (2016), and "Challenges Associated with Cross-cultural and At-risk Student Engagement" (2017). His most current research work focuses on student engagement and achievement gap and the influence of social and cultural capital, social class, funds of knowledge, and language in dual language immersion programs.



Jose Lalas, Ph.D.

Jose Lalas is currently an elected school board member of the Corona-Norco Unified School District and has served this district as member of the Board of Education for 21 years (from 1990 to 2003; from 2008 to present). He also introduced the creation of the district's "think-tank" to study the issue of achievement gap and find ways to address the disparity in achievement among the diverse groups of students. He initiated the implementation of dual language immersion program to meet the needs of the English learners and foster the use of two languages for non-Spanish speaking students.



Toh Tin Lam, Ph.D.

Dr. Toh Tin Lam is currently the Associate Professor and Deputy Head, Mathematics and Mathematics Education Academic Group at the National Institute of Education, Singapore. He earned his post graduate diploma of Education at the Nanyang Technological University (Singapore) in 1995 and finished his Master of Science degree in Mathematics (1996) as well as his Doctor of Philosophy degree in Mathematics (2001) at the National University of Singapore.

He has been project leader and collaborator for several Math-related projects in the past five years which include : Mathematical Problem Solving for Everyone (MProSE), Mathematical Problem Solving for Everyone: Infusion and Diffusion (MIND), Henstock Approach to Stochastic Integration – An Innovative Approach, and Mathematics is Great: I Can and Like (MAGICAL). He continues on with the same roles for other on-going funded projects such as : A Study of the Enacted School Mathematics Curriculum, Integrated Physics and Math e-learning, Assessing Mathematics Content Knowledge of Pre-service Teachers, and Scaling UP the Education Research MAGICAL (SUPER-MAGICAL).

A prolific writer, Dr. Lam has authored forty-four journal articles, the most recent of which is “On Singapore Perspective Secondary School Teacher’s Mathematical Content Knowledge” published at the International Journal of Mathematics Teaching and Learning (2017). He has also authored chapters in academic books, has presented thirty-three of his research papers in several conferences and has been invited for lectures and as key note speaker in conferences since 2008.



ABSTRACTS
Keynote, Plenary and
Panel Discussions

KEYNOTE ADDRESS

CURRICULUM DEVELOPMENT : COMPLEXITY AND CHALLENGES IN SHAPING THE FUTURE

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

All educational enterprises use a curriculum and therefore a curriculum must be designed and developed by someone or group. The task of curriculum development, from the viewpoint of an outsider, appears simple and straightforward – list the content students need to learn. Curriculum development, however, is not what it appears. It is, by contrast, complex, full of twists and turns and requiring significant thought and input from developers (with consideration of unintended consequences). Who designs and develops a curriculum and what do they bring with them to the development task?

This address identifies and investigates significant influences on the process of curriculum development and how these might shape the future. It locates these influences, by way of example, in the context of developing a component of the recently released Australian Curriculum.

Plenary Speech 1 and Panel Discussion CURRICULUM PLANNING: POLICIES, PERSPECTIVE, CHALLENGES

EXAMINING THE INTERSECTION OF EDUCATIONAL PURPOSE AND SCIENCE

DR. ANDREW WALL
Dean, College of Education
University of Redlands, California, U.S.A.

This talk will examine the social purposes of education, emphasizing those ideas that are interconnected with advancing democratic ideals and that are simultaneously connected to the research on how people learn. The speaker will make the case that curriculum development needs to interconnect the principals of a science of learning with a commitment to education as a tool of discovery. He will draw upon the case examples of the School of Education at the University of Redlands to show how this is possible, but a meaningful extension of existing practices.

THE CRITICAL WINDOW : EARLY CHILDHOOD EDUCATION IN THE REPUBLIC OF KOREA

DR. CAROLYN VICTORIA UY RONQUILLO

**Assistant Professor, Department of Early Childhood Education
Woosong University, Republic of Korea**

Based on the 2010 World Conference on Early Childhood Care and Education (ECCE), almost all countries have adopted a broad and holistic concept of ECCE as the provision for education, care, health, nutrition and protection of children aged zero to six years old. This period is known as the “critical window of opportunity” for optimizing their development. Faced with problems of a low birth rate, an increase in multicultural families, the parental burden of education costs and an increase in the number of women entering the work force, a discussion on how the government of the Republic of Korea supports the families in educating and caring for its young citizens will be undertaken.

In addition, this presentation will describe the evolution of laws for children, specifically those on early childhood development, education and care. The Nuri Curriculum was created as the national plan to integrate early childhood education and care in Korea and was aimed to promote the holistic development of children ages three to five and to establish overarching principles for becoming responsible citizens of its society.

As a final point, the Woosong Kindergarten School (which is the laboratory school of Woosong University Department of Early Childhood Education) and its curriculum will be presented.

PLANNING FOR MEDIA INFORMATION LITERACY PROGRAM

DR. FERDINAND BLANCAFLOR PITAGAN

**Chair and Professor, Educational Leadership and Management Department
De La Salle University, Manila, Philippines**

The learners of today are digital natives as they are the most engaged with technologies evidently interacting with media and information as users and producers of content. In the field of education, it is no longer a question whether we would integrate technology, the more empirical inquiry is, how effective and efficient that blending is.

Media and information have been utilized in education as knowledge and skills, pedagogical tools and resources, even as management and leadership frames. However, with the continuously evolving technological landscape, the way we teach, learn, and train is constantly being challenged. It is therefore imperative to include media and information literacy at the core of each educational program. By doing so, it recognizes the primary role of information and media in everyday lives thus empowering learners to holistically understand, critically evaluate, and make informed decisions in order to achieve their personal, social, occupational and educational goals. The Philippines is amongst the first nation to include media and information literacy as part of the core subject in senior high school which introduces learners to basic understanding of media and information as channels of communication and tools for the development of individuals and societies, and which develops students to be creative and critical thinkers as well as responsible users and competent producers.

The presentation aims to provide a holistic overview on the analysis, design, development, implementation and assessment on how media and information literacy can be integrated across different educational programs.

Plenary Speech 2 and Panel Discussion

CURRICULUM IMPLEMENTATION: POLICIES, PERSPECTIVES, CHALLENGES

REDUCING THE GAP BETWEEN THE ASPIRED AND ITS IMPLEMENTATION

DR. NG SOO BOON

Deputy Director, Curriculum Development Division
Ministry of Education, Malaysia

In many countries around the world, the development and implementation of the school level curriculum is still very much centralized. The National School Curriculum as a program of learning for the young generations is a highly regarded and sensitive document as it contains the aspirations of the nation, charting its future path, preparing its citizen to face challenges that are yet to come. It is basically a document of hope. However, much of the excitement during the drafting and the adoption of the curriculum documents diminish and is often replaced by disappointment and disbelief. Sarcasm arises when it is found that there are gaps between the aspiration and the actual implementation. Gap in curriculum implementation is inevitable as there is no perfect system that yet exists in this world to ensure the seamless coordination between all the different sectors involved in curriculum implementation. However, this gap can be narrowed if more time is allowed for careful planning before the aspired curriculum is implemented.

In many parts of the world, especially the developing countries, in the quest of obtaining fast results, the many enabling blocks of curriculum implementation are not being seriously pondered and deliberated upon; a lot of assumptions are made and too much of well-meaning positive thinking sets in. Often, the management of change among those implementing are not being looked into carefully. The systemic change that is of absolute necessity for a change of this scale was not being orchestrated well and human factors not being deliberated deeply or rather at times, the implementation of change is being influenced by political situations or other national agenda. A plan not being implemented well cannot be justified as a worthy enough plan. The complexities of curriculum change is captured by Robert Stakes' Congruence-Contingency Curriculum Evaluation Model where one needs to examine the prerequisites, the process and then the product of the curriculum implementation. Among the prerequisites are the required skills of the teachers to handle the curriculum change, the infrastructure and the finances. Curriculum developers need a steely mind and determination to bring through the plan, persistence and openness is much needed. On top of these, the need to put in place the mechanism of curriculum engineering (Beauchamp, 1975; Ornstein & Hunkins, 1993) is of utmost importance.

This paper looks into the various factors influencing curriculum implementation, especially looking at curriculum implementation as a change process (Armstrong, 1989; Beauchamp, 1975; Tanner and Tanner, 1975), curriculum engineering processes, and the interpretation of the curriculum specifications into classroom practice by the teachers. The Malaysian experience in curriculum development and implementation will be shared.

CURRICULUM IMPLEMENTATION @ICT.JP TRENDS, METHODS AND THE FUTURE IN ICT EDUCATION JAPAN

PROF. NAOMASA SASAKI

Associate Professor, Kyoto University of Education, Japan

To innovate the education of Japan from 2020 by Ministry of Education, Culture, Sports, Science and Technology MEXT, new learning contents and teaching methods are attempted on each level of schooling. Foreign language (English) study becomes commendable from 3rd grade and be taught as the compulsory subject from 5th grade in elementary school. Activating autonomous learning of kids, Active Learning method and Reverse Learning method using ICT are adapted to every subject from elementary to secondary school levels. In ICT education, in order

to cultivate the Programmatic thinking of kids, learning computer programming should be an essential content that begins from the middle grade of elementary school. Then again, teaching how to use PC (operation of office application) is terminated until junior high school teaching at the subject Technical Arts and Home Economics.

Concerning connectivity and consistency, the ICT education curriculum is constituted from K to 12 by each of the four elements of learning areas. On Line learnings are utilized as the enhanced teaching methods in higher education such as Learning Management System LMS, Open Course Ware OCW, Video Conferencing VC, and so on. Many kinds of teaching methods and learning systems using ICT are advocated in universities. Hereinto, Japan-specific usage of LMS managing students' campus life and usage of overseas OCW in foreign language training are proposed. At the same time, the future outlook of online live campus using advanced VC technology is presented.

CHALLENGES OF DEVELOPING CURRICULUM INITIATIVES FOR MORAL EDUCATION IN JAPAN

MS. MAYUMI NISHINO

Senior Researcher, Department for Curriculum Research
National Institute for Educational Policy Research, Tokyo, Japan

This paper outlines latest curriculum reform in moral education in Japan with specific reference to the qualitative changes in teaching and learning methods in moral class. Japan has traditionally fostered a whole-school approach to moral education with a class for Moral Education at its core.

After much discussion and debate regarding the effectiveness of the Moral Class in schools, Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) decided to upgrade the status of the Moral Class by introducing "Moral Class as a special subject". The Course of Study was revised in March 2015 and will be implemented in elementary and junior high schools, starting in fiscal years 2018 and 2019, respectively. The new curriculum standard made reference to the importance of nurturing in children the competencies to collaborate with people with different views, to tackle challenging problems and to create a better society and well-being of their own. To meet these objectives, the new subject puts emphasis on "independent and interactive deep learning" which encourages children to think reflectively and discuss with others from various perspectives. Recently MEXT updated the guideline of evaluation and calls for developing intra-personal evaluation in a descriptive style focusing on the learning process of each children. As teachers are less familiar with this type of evaluation, consensus building and systematic initiatives in schools are required to ensure this new subject in school.

CURRICULUM PLANNING FOR TEACHER EDUCATION INSTITUTION

DR. RA-SHANE MEESRI

Department of Curriculum and Instruction, Faculty of Education
Chulalongkorn University, Thailand

Teacher education in Thailand has been reformed for years to promote the teaching career as standardized and well-accepted by all stakeholders. The curriculum planning for teacher education institutions is constantly changing in terms of policy and implementation. The state of teacher education in Thailand, its problems and the needs for further reform must be identified since they affect the curriculum planning for teacher education institutions to a greater or lesser extent.

Plenary Speech 3 and Panel Discussion

CURRENT ISSUE: SECURITY STUDIES

SECURITY MATTERS AND ITS IMPLICATIONS TO EDUCATION

BRIG. GEN (RET.) FERMIN DE LEON, JR., Ph.D., MNSA
Immediate Past President
National Defense College of the Philippines,
Camp Aguinaldo, Quezon City, Philippines

This talk seeks to answer the following questions raised: (1) What is “Security Studies”? (2) Who should be concerned about security? (3) Is it important to at least know the basic principles behind security studies? Why? What are the basic principles behind security studies? (4) Given the current security problems, what are the essential security matters that ordinary citizens should be concerned about? (5) What aspects of security studies should be integrated in the school education curriculum? Where are these best integrated?

The answers to the questions raised will be reached after a discussion of the more specific fundamental concepts. “Security” can be defined in many ways but it is essentially about protection. However, the idea of protection goes way beyond the individual and extends to one’s institution, nation, region of the world, and the globe. Regardless of the horizon, there are at least basic aspects of security to consider at whatever level. Security is historically and traditionally equated with the military and the police. However, with the march of history, the security environment and landscape has evolved. As the security environment evolved, so did the concepts of security. One can observe this shift during and after the Cold War with their respective historical characteristics.

A more contemporary and contextualized definition and understanding of security is presented by the Philippine perspective, which is reflective of, though preceding, more recent perspectives and practice. “National security”, since NDCP’s founding in 1963, has been advocated along six dimensions: political, economic, socio-cultural, techno-scientific, and (lastly) military (PESTEM). The contemporary Philippine understanding of national security comprises both traditional “state security” and non-traditional “human security”, the latter of which is also seen by the UN along several areas. The 21st century has even made more evident, emergent areas of security such as: energy security, water security, transportation security, maritime security, gender security, and cyber security, to name a few; many relating to either climate change and natural disasters, or human-induced intra-state conflict and terrorism. With evolving and emerging security concepts, the traditional understanding of the “security sector” has also evolved, involving no longer just the soldier and the police, but now practically everybody.

That realization leads us to the relationship, responsibility, and role of the education sector in cascading to the present and future generations at the earliest possible opportunities the internalization of securing everything that we value, at all levels, time, and space.

IN DEFENSE OF THE RESEARCH PAPER: TEACHING CRITICAL THINKING AND PROBLEM SOLVING

DR. MARGARET D. SANKEY
Director of Research and Electives
Air War College, Air University, Alabama, U.S.A.

One of the most common reactions to the requirement of a Professional Studies Paper in my institution is a groaning, "but we'll never publish that--and my boss will want short memos with the bottom line up front." While it is excellent when student work does get published, the real value is in using the process of writing a research paper--framing a problem in a properly scoped way, looking for information, evaluating that information for bias and expertise, arriving at an answer represented in a thesis statement, and then using information to support that thesis in a coherent and accessible way.

All of our PME students are expert senior leaders, who are used to applying these skills quickly in a field where they are familiar and practiced, and often conveying the information in person. Their next jobs are likely to involve a steep learning curve of broader responsibilities, along with the necessity of their ideas moving up the command chain without them on hand to defend them.

Because of these practical realities, research papers offer a way to hone these skills in a controlled environment, with consistent feedback and guidance, so that when called upon to render a solution in a memo, the lessons of the more thorough, paced and peer analyzed work is a mental habit.

REFLECTIONS ON ROTC : LESSONS FROM THE PAST

BGEN (Ret). ELISEO M. RIO, JR.
Undersecretary for Special Concerns
Department of Information Communication Technology
Diliman, Quezon City, Philippines

The presentation will include a brief background on the beginnings of ROTC in the Philippines with the first official ROTC unit established in the University of the Philippines in 1922. Further historical accounts on ROTC will be tackled including the involvement of ROTC units during World War II and how these troops played a significant part in Philippine history.

Furthermore, several presidential decrees will be discussed in relation to ROTC which includes President Ferdinand Marcos' promulgation of Executive Order No. 59 making ROTC mandatory at all colleges, universities and other institutions with an enrolment of 250 male students and greater; Presidential Decree No. 1706 or "National Service Law" in 1980, making national service obligatory for all Filipino citizens; and Republic Act 7077 or the "Citizen Armed Forces of the Philippines Reservist Act", providing for reservists referred to as "Citizen Soldiers".

The death of a student from University of Sto. Tomas set off an explosion of anti-ROTC sentiment. This incident served as a catalyst for reform which brought about Republic Act 9163, otherwise known as the "National Service Training Program (NSTP) Act of 2001". The RA obliged collegiate students to undergo one of three program components, one of which is ROTC, for an academic period of two semesters. ROTC as a pre-requisite for graduation was rescinded.

The presentation will conclude with a preview of the current state of affairs in the Philippines revealing a weak Armed Forces, lacking in both man-power and military equipment. Lastly, the implications on the approval of Pres. Rodrigo Duterte for the revival of mandatory ROTC training for all Senior High School students last February 2017 will be discussed.

UNITED STATES AIR FORCE RESERVE OFFICERS TRAINING PROGRAMS

MR. TIMOTHY A. SLAUENWHITE

**Deputy Director, Air Force Reserve Officer Training Corps Northeast Region
United States Air Force University of Colorado, Springs Bellbrook, Ohio, U.S.A.**

The United States (U.S.) government created the Reserve Officer Training Corps (ROTC) program in 1916 during a military restructuring that increased their reserve military forces. Its purpose was to prepare men for military service and to create citizen leaders for the reserve forces.

Today, the U.S. Air Force currently runs two distinct programs. The Junior ROTC program is run at high schools with the mission to develop citizens of character. The Senior ROTC program is run at colleges with the mission to develop officers. Instructors for the junior program are retired military members selected and employed by their high schools. Instructors for the senior program are active duty military officers, selected by the Air Force and approved by their colleges. The curricula are both centrally developed and nationally accredited. The junior program consists of four 1-year courses that teach leadership, culture, Air Force history, wellness, and life skills. Junior ROTC students can complete part or all of the curriculum. The senior program consists of four 1-year courses that introduce students to the Air Force and its history, teach leadership fundamentals as well as national and regional security concepts. Students must also enroll in a leadership laboratory and complete a summer military training program in order to commission as an officer. Senior ROTC students must complete the whole program.

These national training programs make better citizens for the US nation and allow a diverse population to be represented in the Air Force.

Plenary Speech 4 and Panel Discussion CURRICULUM EVALUATION: POLICIES, PERSPECTIVES CHALLENGES

DR. MATTHEW C. STAFFORD

**Vice President for Academic Affairs
Air University, Maxwell Air Force Base, Montgomery, Alabama, U.S.A.**

Effective, well-designed, and conducted program evaluation is the only real pathway to quality in program content, design, and delivery or in other words, quality in content, teaching and learning. It is the mechanism through which we aid our students in mastering concepts and skills, certify that they are ready to advance, and adjust our programs to ensure that we are meeting our desired outcomes as effectively and efficiently as possible.

When executed properly, program evaluation is a collection of assessment mechanisms – both informal and formal, both direct and indirect – that provide holistic understandings of how our programs are performing. Properly administered, these evaluations look at every aspect of our programs – the content, the learners' progress and the learning experience – helping us to understand the intended and unintended consequences of our instruction and make necessary improvements.

There are a wide variety of evaluative models available. Each betrays a unique understanding of the learning experience. Grasping the theoretical underpinnings and evaluation models that have evolved from them aids program managers in choosing models most appropriate to their needs. Further, a general understanding of the field of program evaluation can equip educators with insights into the breadth of data they might consider in measuring the effectiveness of their offerings.

This discussion will explore the “why,” “what,” and “how” of program evaluation, overview theoretical constructs that have resulted in a variety of program-evaluation models, and explore some of the issues educators should consider in selecting and employing models to meet their needs.

CURRICULUM EVALUATION PRACTICES IN BRUNEI

DR. HAJAH SALLIMAH HAJI MOHD SALLEH
Senior Assistant Professor and Deputy Dean (Research)
Sultan Hassanah Bolkuah Institute of Education
Universiti Brunei Darussalam

This paper examines the Brunei's National Education System for the 21st century (SPN21) introduced and implemented to transform the education landscape to support the nation's drive to realize the national vision, *Wawasan Brunei 2035*; assess the measures taken to monitor the transformation process deliver workable and practical solutions in overcoming challenges, and examines how the monitoring evaluation practices bring forward meaningful directions.

An overview of the process in transforming Brunei education system to meet the demands of 21st century teaching and learning is presented, followed by the document analysis of two data sources: the SPN21 curriculum and SPN21 Implementation and Performance Review. Issues and challenges in implementing the SPN21 are also discussed.

This paper concludes that the curriculum evaluation practices in Brunei has resulted in new directions and focus for implementation of the SPN21, and has established an efficient monitoring support to achieve the nation's vision *2035* : An education strategy that will prepare the youth for employment and achievement in a world that is increasingly competitive and knowledge-based.

Profiling Malaysian University Graduates by Integrated Cumulative Grade Point Average (iCGPA) Via Courses Assessments by Adopting Outcome-Based Education (OBE): Sharing Universiti Pendidikan Sultan Idris (UPSI) Experience

DR. MAI SHIHAN ABDULLAH
Associate Professor, Biology Department
Faculty of Science and Technology and Faculty of Technical and Vocational Education
Sultan Idris Education University, Malaysia

The DNA of the 21st century of the higher education consists of A: attributes of learners and learning, T: transform learning, C: century-ize curriculum and make it relevant, and G: go green, digital and global: capitalized the technology (Mohamed Amin Embi, 2017).

In Malaysia, to realize this, the Malaysian Qualifications Agency (MQA) has capitalized Outcomes-Based Education (OBE) as the vehicle in transforming the development of new programmes by all higher education providers. It is a postulate, and coined as Malaysian Qualification Framework (MQF) in order to produce competent graduates which outlined 8 learning outcome domains : knowledge of discipline areas, practical skills, social skills and responsibilities, values, attitudes and professionalism, communication, leadership and team skills, problem solving and scientific skills, information management and life-long learning, managerial and entrepreneurial skills.

To verify the outcome, integrated cumulative grade point average (iCGPA) is introduced with the application of a new method of assessing students by profiling all the eight learning outcomes competencies. The iCGPA assessment is reported in the students score cards using a 'Spider Web or Radar' methodology which enumerates all the achieved, expected or desired performance of a student. iCGPA will not only assess knowledge and thinking skills (as is the current practice), but also competencies based on the other primary attributes that comprise Malaysia's student aspirations, namely : ethics and spirituality, leadership skills, national identity and language proficiency; and the creating of opportunities for students to acquire entrepreneurial skills.

The iCGPA is used to track, develop and fill the gaps that may exist within students. To demonstrate this, the experience by Universiti Pendidikan Sultan Idris (UPSI) will be shared.

Plenary Speech 5 and Panel Discussion CURRICULAR AND INSTRUCTIONAL INNOVATIONS

Curriculum Innovations in Indonesia: Lessons Learned

DR. HJ. SUWARSIH MADYA

Professor, Yogyakarta State University, Indonesia

Any curriculum innovation is carried out in the socio-political context in which some ideology is embedded in it. It follows that to be successful, any curriculum innovation should be designed, planned, implemented, and evaluated by considering the socio-political and ideological aspects. Experiences show that when the innovation initiative stemmed more from wishes to change than from the results of thorough evaluation in the existing development contexts, it was less successful than desired.

This paper will present an analysis of Indonesian experiences in curriculum innovations in two different political systems in a challenging multicultural and multilingual situation in which exist development disparities and conflicting interests of preserving local cultures, strengthening nationalism, and enhancing global perspective. Some of the innovations have been successful and some others less successful. The success has been attributable to the effectiveness of the necessary in-service teacher training, although in some cases because not all the stakeholders are well-informed or lack of necessary leadership. The less successful innovation has been due to the gap between the innovation demand and the school readiness. All of these are also experienced with the latest innovation through the introduction of the 2013 Curriculum with its high demand for teachers' high order thinking and pedagogical skills to facilitate the development of students' Indonesian character and 21st Century skills.

The paper ends in a proposal of an empowering approach to curriculum innovations to ensure that schools with different levels of development enjoy participating in the innovation.

Instructional Design in the Military

DR. EVELYN WATKINS-BEAN

**Dean of Education, International Officer School
Air University, Maxwell Airbase, Montgomery, Alabama, U.S.A.**

The US Air Force uses a formal deliberate process called Instructional System Development (ISD) to design, develop, plan, implement, manage, and evaluate instructional programs and systems. While there has been some evolution in ISD as a process, its goal remains largely unchanged as a way for the US Air Force to develop effective and efficient education and training for personnel to perform their jobs. ISD is a continuous quality improvement process. The ISD model is comprised of a series of functions (management, support, administration, delivery, and evaluation) and phases (analysis, design, development, implementation, and evaluation) integral to instructional development. It incorporates behavioral and cognitive learning theories and principles. ISD results in alternative solutions to instructional problems which may be more or less cost-efficient, depending on the instructional need and environmental constraints. It is also predicated on the belief that a systems approach, involving choosing among alternative solutions, produces the most effective results.

The US Air Force has begun a paradigm shift from a traditional approach in its continuum of learning (education, training, and experience) to a redesigned one that is outcomes-based. This new paradigm for education can create agility within the ISD process. It is a learner-centric approach, which allows airmen to get the training they need, rather than an entire program. It is also focused on competency-based learning whereby airmen get credit for training for which they have already demonstrated a mastery and to concentrate on what they actually need to learn.

Engagement through Equity: Learning - Teaching Framework From a Socially and Culturally Situated Perspective

DR. JOSE LALAS

**Professor of Literacy and Teacher Education
Director, Center for Educational Justice, School of Education
University of Redlands, Redlands, California, U.S.A.**

A learning-teaching framework from a socially and culturally situated perspective must put equity in the center of how one leads, teaches, and counsels in a school or an institution. Equity are the relevant and appropriate attempts or responses that are culturally and socially situated to meet the program and instructional needs of students at the right time, condition, and context. Corollary to this is the notion of knowing who the students are, how they learn, and what facilitates their engagement.

Social capital refers to the network of social relationships that provide resources available for individuals who are members of the group. Socially-situated practices provide access to relations and resources by way of whom individuals already know that provide them support in navigating through the school system. Cultural capital refers to the "embodied," "objectified," and "institutionalized" practices and resources possessed by individuals that may put them at an advantage over others. Culturally-situated capital can be acquired through one's family or education that may include an acquired advantage of knowing how the school works, possessing academic qualifications, and having access to museums, art exhibits, computers, and aesthetic preferences such as taste of music, art, food, and other creative forms.

Engagement is the effort directed toward learning and acquiring the knowledge, skills, and abilities that schools intend to promote. It is imperative to think about academic, social, cognitive, and affective engagement as requisites to any innovations in a learning-teaching curriculum framework.

Developing 21st Century Skills in Mathematics Classroom Using Comics and Storytelling

DR. TOH TIN LAM

**Associate Professor, Deputy Head, Math and Mathematics Education
National Institute of Education, Singapore**

The speaker has started on a series of two research projects on the use of comics to enhance students' learning of mathematics. The research studies show how students respond to comics in mathematics classrooms, focusing on their motivation and self-concept. To the researchers reflecting on the designing phase of the researchers and the implementation of the teachers during the lessons, it was found that 21st century skills are being enhanced using this approach of instruction. This talk discusses some of these aspects and the positive results as seen from the two research projects.



ABSTRACTS

Parallel Sessions

Parallel Session 1: CURRICULUM HISTORY

Factors that Shape and Determine the Social Studies Curriculum: A Historical Study of its Development from 1900-2010

Lorina Y. Calingasan

This study analyzes the process of curriculum development in Social Studies in Philippine basic education during the period 1980-2010 and argues that the curriculum, as a product, is shaped and determined by socio-political contexts and results from the deliberations and decisions of a group of people tasked to craft it. Analyzing primary documents such as memos, reports, curriculum document, teacher's guide; and drawing from the interview with curriculum writers and consultants, this study is able to identify societal and political factors that influence the articulation of curriculum objectives and content. Teachers, consultants, and staff from the Department of Education, who constitute the curriculum writing team play different roles and representations as the curriculum document is produced. In the process, they each wield levels of power to influence the curriculum.

Philippine Elementary Art Education: Curricular Influences and Challenges

Romina P. Beltran-Almazan

The study investigated the development of the Philippine Elementary Art Education Curriculum. It specifically looked into the influential factors that led to its changes, and the implications and challenges in the development process of the art education curriculum.

Based on the results of the study, the political and socioeconomic factors are the foremost reasons for changes in the prescribed Philippine Elementary curriculum at the national level. These changes are then translated to the subject-specific Philippine Elementary Art Education Curriculum. Meanwhile, the elementary art education curriculum, is directly affected by cultural, educational, and research and development factors. Changes were made to the learning intent, content and approaches used in art education based on the changing perceptions and role of the subject, availability of materials, new teaching techniques and ways of learning, and the need to contextualize and localize content.

These factors further reveal the considerations and challenges in curriculum development, such as adapting foreign educational innovations to the national curriculum, particularly those from America.

Another concern is the exclusion of specific evaluation approaches and procedures in the prescribed Art Education Curriculum and the overall curriculum development process. This would pose problems in gauging the success and effectiveness of the previous curriculum. Curriculum evaluation should not be overlooked as this is a necessary stage that would provide information on how the Art Education Curriculum may be further improved.

Curriculum Changes in the Basic Education Home Economics Program 1983-2015

Aurora S. Llige

Curriculum history is crucial in understanding how a subject curriculum came to be. A curriculum reform effort should include wisdom of the past endeavours for these events provide valuable information to understand the present and offer insights to guide future curricular activities. This qualitative research sought to determine the trend in the curriculum changes of a school subject. The basic education home economics curriculum was the context used in this study. Its curricula from 1983 to 2013 were studied using document analysis and interview of key informants. The results of the study revealed that the curriculum elements of intent and content in home economics changed in each of the past curriculum reforms to focus more on the vocational aspect, while the family life aspect was reduced. Some topics and competencies previously associated with home economics (e.g. family roles and responsibilities, nutrition etc.) were delegated to other subject areas to accommodate the in-demand technical-vocational knowledge and skills. On the other hand, the curriculum elements of strategy and evaluation in home economics had no major change. The resulting trend of the changes in the curriculum of home economics in basic education is the move toward emphasizing vocational proficiency making this subject a crucial tool for manpower development to help achieve the development goals set by the government. Recommendations for future researches included the possibility of updating the curriculum development models to incorporate and establish the significant contribution of curriculum history in understanding curriculum change and its resulting trend.

Parallel Session 2: CURRICULUM PLANNING

Development and Use of Social Media-Based Mathematics Instructional Module for Grade 7 Students

Abirin G. Saniya and Dr. Mario R. Obra, Jr.

The purpose of the study was to develop a Social-Media Based Mathematics Instructional Module (SMBMIM) for Grade 7 students. Specifically, it answered the questions: 1) what are the desirable characteristics of the module in terms of validity and reliability; 2) what are the pre-delivery appropriateness of the SMBMIM in terms of learning objectives, lesson content, language used, and evaluation activities; and 3) what is the educational use of the SMBMIM in meeting the learning competencies of students in Mathematics as revealed in their Pre-Post-test results?

The process of module development was anchored on ADDIE Model by McGriff (2000). The validity of the module was determined using Kappa statistics with Pairwise Agreement, while Cronbach's alpha was used to determine the module's reliability and pre-delivery appropriateness. In terms of educational use, the learning gains of students measured in terms of Pretest and Post-test scores for every learning competency was used as indicator for the variable module use.

Findings show that the SMBMIM is valid, reliable and effective for use as instructional material. However, it is recommended that a further study be done adopting a quasi-experimental method to further validate the effectiveness of the developed module as an instructional tool in meeting the Grade 7 Mathematics learning competencies.

Creating Situation Analysis Instruments Towards the Curriculum Development of an Extension Program

Kristine A. Cabling

Given the importance of the curriculum context, situation analysis is an important first step in curriculum development. It was first introduced in Nicholls and Nicholls' 1972 cyclical model of curriculum development as an "analysis of all the factors which make up the total situation followed by the use of knowledge and insights derived from this analysis in curriculum planning" (Nicholls & Nicholls, 1978). This research is part of a larger study that seeks to operationalize Murray Print's (1993) situation analysis model as a first step towards the curriculum development of the Department of European Languages (DEL) Extension Program in the University of the Philippines Diliman. Using Skilbeck's external and internal factors (Reynolds & Skilbeck, 1976), and the curriculum elements, situation analysis instruments were created in order to fulfill the first two steps of Print's (1993) situation analysis model: identify problems in context and select appropriate factors.

To be discussed in this research are processes of creating the instruments, the data gathering procedure and analysis of these instruments, and the resulting problems and appropriate factors salient to the DEL Extension Program. The findings that address two steps of the model will serve as the groundwork for the third and fourth steps of the situation analysis model. These in turn will provide important data that will inform how the curriculum will be designed.

The Cultural Sensitivity of Physical Education (PE.) Instruction for Muslim Women in Western Mindanao

Nur-Fatha Antao and Arayana Fernando-Kunting

In tertiary education in the Philippines, Physical Education is required due to its aims for total well-being and benefits to individuals. This paper attempts to describe the current Physical Education (PE.) instruction and its cultural sensitivity of Muslim women in Zamboanga City, Western Mindanao. Specifically, what are the experiences of Muslim women in taking Physical Education (PE.); and what are the strategies of PE instructors to address cultural sensitivity of their instruction?

Data were gathered through focus group discussion (FGDs) of Muslim female students on their experiences in PE. instruction; individual interviews of five (5) PE. professors on how they modify instruction for cultural sensitivity and document analysis of syllabus.

The results revealed that the Muslim female students do not actively participate in PE. courses because of cultural and religious reasons like prohibition in dancing and singing, the dress codes, and mixed classroom set-up. This happens in spite of the attempt of instructors to make instructions culturally-sensitive to Muslim female students taking PE. instruction.

Readiness of Biological Science Teachers to Teach the Senior High School Curriculum

Lorna Abad, Ronnel R. Almazan,
Pia Marie S. Andres-Khan, Merigen S. Cafino,
Michael Arthus G. Muega & Reena R. Ongsotto

The study looks at the readiness of the BSED Biological Science Majors to teach Grades 11 and 12 based on the teacher competencies demanded by the Senior High School Curriculum. More specifically, the study identified the essential teacher competencies in terms of content and pedagogy that are needed to effectively implement the DepEd prescribed curriculum for Senior High School. The study found that the existing BSED Biological Science Curriculum is only minimally responsive to the teacher competencies demanded by the Senior High School Curriculum. Based on the curriculum mapping done, it was found that the essential teacher competencies needed to be strengthened are critical thinking skills, research methodology and writing skills, media and literacy skills, and scientific thinking skills. Integration and assessment are likewise areas that are critical for effective implementation of the Senior High School Curriculum. Among the recommendations include revising the existing BSED Biological Science Teacher Education Curriculum to make the content of certain subjects broader in scope, increasing the complexity of competencies in technology-related skills, including a Media and Information Literacy subject, and reviewing the qualifications and competencies of the existing Teacher Education Professors to ensure that competent Grade 11 and Grade 12 teachers are produced by SY 2016-2017.

Parallel Session 3: CURRICULUM PLANNING

Introduction of Outcome-based Education in Philippine Health Professions Education Setting

Erlyn A. Sana, Alberto B. Roxas,
Alfaretta Luisa T. Reyes

In compliance with the Philippine Qualifications Framework and the Commission on Higher Education (CHED) Memorandum Order [CMO] 46, Series of 2012, the Technical Panel of Health Professions Education (TPHPed) developed the policies, standards, and guidelines (PSGs) for the various curricula in the health sciences.

This study used the basic curriculum planning model reflected in the questions (1) where are we now, (2) where are we going, (3) how do we get there, and (4) how do we know we have arrived modified by Sana, et al. Data collection was from April 2, 2013 until December 19, 2014. Data were analyzed with the world standards in health professions education and culminated with the final PSGs.

CHED has already released the CMO 18, Series of 2016 setting the policies, standards, and guidelines for medical education. Central to these tasks PSGs are the legal, political, and andragogic bases of outcome-based education (OBE). The needs assessment done identified the types of physicians the country needs. Based on these, the program outcomes, curricular goals and instructional objectives, content, activities, and assessment in medicine were formulated following these professional roles.

From Blue-Collar to Greener Pasture: Shifting to an Innovative and Transformative Agricultural Education

Renante Adrogado Egcas

This paper offers a doable framework to repackaging the Agriculture and Fisheries programs to be more attractive to achieve a remarkable number of enrollees and graduates. This also aims to redeem the programs from the stigma of being low paying, back-breaking professions into economically-sustainable careers. This paper is a product of a higher education innovation and transformation project for the Philippine Higher Education Career System – Executive Development Program. The paper conceptualizes curriculum in a systems approach which establishes three processes attuned to the most important phases of the student lifecycle management. These are the ‘Take-in process’ – introducing the 3G marketing and recruitment strategy which intends to make the programs more attractive and well-subscribed; the ‘Take care process’ – innovating curricula into outcomes-based and interdisciplinary, ICT-integrated and entrepreneurship-infused as it adopts the ‘parable-of-talents concept’; and the ‘Take-out process’ – innovating support programs for income opportunities and employment of graduates. The innovative and transformative concepts presented in this paper are outcomes of series of interviews, consultations, focus group discussion (FGD), bench learning, university dynamics laboratory, and immersion. The paper also draws on relevant literature on the previous initiatives of curricular reinvention. The stakeholder-participants are the SUCs leaders, agriculture and fisheries professionals, students (prospective and enrolled), parents, faculty, staff, guidance counsellors, government officials, industry partners, and community folks.

Emergent Themes in Course Conceptualization and Design on Islam in Southeast Asia

Nefertari A. Arsad

The paper documents the intellectually-stimulating process involved in conceptualization and development of the course Islam in Southeast Asia and the resulting emergent themes culled from continuing research. The course is set in the Philippine context as an academic offering within the Philippine’s premier university, borne of a mandate to foster academic and cultural knowledge-sharing and crucial understanding leading to among others, harmonious co-existence within the national polity.

The course necessarily assumes a regional, multi-disciplinary perspective covering broad topics. The decision-making process focuses on ascertaining and selecting the most salient of these topics, corresponding course delivery methodologies. Intersecting themes include shared civilizations, cultural heritage, orality, colonial histories and regional dynamics through time. The richness of the course scope is such that it connects to various issues of contemporary significance, requiring judgments on content scope and duration, themes versus topics for discussion/reporting, their respective formats, and last but not least, the viable tangents for independent research, if possible within the time frame of one academic semester.

Readiness of Biological Science Teachers to Teach the Senior High School Curriculum

Lorna Abad, Ronnel R. Almazan,
Pia Marie S. Andres-Khan, Merigen S. Cafino,
Michael Arthus G. Muega & Keena R. Ongsoffo

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Parallel Session 4: CURRICULUM PLANNING

An Alternative Curriculum Development Model for K-12 Araling Panlipunan

Ani Rosa S. Almario

When the Department of Education (Dep Ed) launched K to 12 in 2012, it was to be the largest curriculum development project the department has ever embarked on in its history. Part of this project was the development of an enhanced yet decongested curriculum in Araling Panlipunan. By interviewing a number of key participants in K-12 Araling Panlipunan's curriculum development, the researcher gained an in-depth look at the practices and factors that shaped the curriculum development process. In line with grounded theory, the constant comparative method was used to code and analyze the results of participant interviews. The results of the constant comparative method gave rise to an alternative curriculum development model for Dep Ed (a revised ADDIE model) as well as underscored the importance of curriculum presage and a clearly articulated curriculum development framework. This study emphasizes the importance of the application of curriculum theory to national curriculum development.

An OBE-Centered Development Procedure for a B.S. Architecture Curriculum

Emilio U. Ozaeta

The process of crafting a curriculum wholly centered on the Outcomes-Based Education (OBE) concept for the B. S. Architecture program of the University of the Philippines in Diliman's College of Architecture highlighted the soundness of the OBE concept for the architecture faculty of the university. Within the given constraints of non-required compliance with government-mandated standard B.S. Architecture curriculum as well as the cognizance of content unique to the discipline of architecture, an OBE approach was readily agreed upon as a given by the faculty in line with the internalization thrust of the university.

Taking off from Spady as well as Wiggins's and McTighe's text on *Understanding by Design*, the architecture faculty employed a strict procedure of backward design, from the derivation of ideal student characteristics to specific course objectives, that fulfilled the curriculum development's objectives as well as reflected the vision and mission of the College of Architecture. This procedure, still in progress, has so far provided the faculty with the realization of the OBE concept's curricular and instructional advantages.

The specific procedure used, as well as its accompanying contexts and parameters, are described in this paper as an example of a curriculum development procedure wholly based on the OBE concept.

Educational Foundations and Curricular Innovation: The Case of RAYA School, Inc.

Wil Waren Olinea V. Alegato, Maria Fema S. Aquino, Carmencita L. Aragon, Rosalio Aragon, Jr.,
Michael B. Cahapay, Louie B. Dasas, Jennifer S. Garcia, Arayana F. Kunting, Edwin D. Porras,
Maria Regina Corazon S. Sibal

Curricular innovation does not happen in a vacuum. It usually springs from the myriad ideas that are analyzed, crafted, designed and eventually implemented. This study seeks to identify the Anthro-Sociological Foundations, Philosophy of Education, and theories of Educational Psychology which are reflected and manifested in the Curricular Innovation of RAYA School. Specifically, this study aimed to answer the following questions: 1) What are the curricular innovations of RAYA School? 2) What anthro-sociological factors influenced the Curricular Innovation of RAYA School? 3) What is the underpinning Philosophy of Education in the Curricular Innovation of RAYA School? 4) What Educational Psychology theory and approach is manifested in RAYA School? The study would give students of curriculum and instructional design an opportunity to use theories and perspectives in curriculum studies in a specific school and appreciate how the sociological, philosophical and psychological foundations affect and effect curricular innovation. RAYA School, Inc. reflects both functionalist and symbolic interactionist perspective. Further, the school follows an eclectic educational philosophy that is predominantly rooted on progressivism and social reconstructionism. Looking at the educational psychology, RAYA School, Inc. mirrors cognitivism and constructivism. Interestingly, RAYA, to some extent, displays behaviourism in some aspects of its curriculum intent and implementation.

Parallel Session 5: CURRICULUM EVALUATION

Determining the Influences of a Hidden Curriculum on Students' Character Development Using the Illuminative Evaluation Model

Melanie Joy D. Gunio

This study aimed to determine whether the Illuminative Evaluation Model, with its three-stage framework: Investigate, Inquire further, and Explain, can be used as a methodology in understanding the influences of the hidden curriculum on the character development of preschool students. In Stage 1: Investigate, document analysis, observations, and interviews were conducted to examine the characteristics aimed to be developed through the formal curriculum, and the deviations and unintended outcomes that occurred during implementation. In Stage 2: Inquire further, surveys, structured observations, and focus-group discussions were conducted to progressively focus on selected issues. In Stage 3: Explain, principles and patterns were organized to describe the hidden curriculum.

Findings revealed that the hidden curriculum functioned through the following: (1) inculcation of school values and principles; (2) use of various approaches to character development; (3) development of readiness for formal schooling; (4) functions of the physical environment; and (5) consideration of managerial and policy concerns beyond classroom doors. In conclusion, the Illuminative Evaluation Model was found to be effective as a tool in determining the influences of hidden curriculum on students' character development. Based on this study, it is recommended that in order to serve the purposes of illumination with respect to the hidden curriculum, the model's questions for Stage 1 should include inquiries not only on the disparities between the instructional system and the learning milieu but also on the features of the school program which leads to congruency in the achievement of goals. Furthermore, in order to strengthen the feasibility of using the Illuminative Evaluation Model in the study of the hidden curriculum, other aspects of student development can also be taken into account.

Using Illuminative Model in Evaluating Elementary Mathematics Curriculum

Ma. Audrey C. Lubiano

This research aimed at determining whether the Illuminative Evaluation Model of Parlett & Hamilton (1972) would be able to reveal invisible realities, disentangle complexities or isolate the significant from the trivial events in order to provide an informed account of the new K-12 Grade 1 Mathematics Curriculum as implemented in a private school in Bulacan, Philippines. Specifically, following the model's 3-step framework, (1) Investigate, (2) Inquire Further, and (3) Explain, this research looked at the school's instructional plan and learning milieu to uncover problems encountered upon implementation of the curriculum, how these have affected pupils' learning, and what could be done for future curriculum improvement.

This paper concluded that the Illuminative Evaluation Model was able to unravel the complexities that a curriculum encounters upon implementation, including those that were not foreseen during the curriculum design. The model was able to illuminate the wide array of factors that came forth during curriculum execution, those invisible realities that could not be identified by the traditional evaluation methodology of looking into the scores of the pupils. The model proved to be an effective evaluation tool. Although using it requires much time, the wealth of information gathered after the course of evaluation, not just in the teaching-learning aspect, but also curricular, structural, and evaluative aspects, is beneficial for a school's curriculum improvement and institutional development.

Impact of Assessment Practice in Implementing Primary Mathematics Curriculum in the Maldives

Mohamed Shameem Adam

Assessment is an integral part of instructional process. Several studies have identified assessment culture and practice in schools as a powerful factor affecting how teachers teach in the classroom. This study investigated how the nature of assessment in school affect implementing the Mathematics curriculum in primary grades in the Maldives. A total of eight teachers from four schools in two different locations of the Maldives participated in the study. The result showed that although curriculum encourages constructive approach to teaching and learning, the assessment practice in schools did not support the approach. Even though teachers' perceptions of teaching mathematics were parallel to that of the curriculum, their instructional practices were significantly shaped by assessment practice in school. The finding suggests the need to align assessment culture and practice of schools to that of the curriculum in order for its successful implementation.

Parallel Session 6: CURRICULUM IMPLEMENTATION

Challenges of Implementing Competency-Based Curriculum in Teaching English Language at Key Stage 1: A Case Study

Shihanath Ibrahim

The recent reform in the Maldives National Curriculum, a shift from knowledge based to Competency Based Education/Curriculum (CBC) requires a change in the instructional practices, students' learning experiences and the way of assessment. This research intended to explore English Teacher's perceptions, challenges and instructional practices of implementing CBC in Language Classes at key stage at 1 (Grades 1, 2 & 3). Adopting a qualitative case study approach, the study invited four trained teachers from a Primary school in one of the Atolls as participants. The data were collected through in-depth semi-structured interviews and classroom observations of four English lessons.

The results suggested that teachers face a variety of challenges which hinder the effective enactment of CBC in teaching and learning. Findings revealed that major problems root from the low ability of English language of students which inhibits the effectiveness of CBC in language classrooms. The observations showed that teachers employ activity based lessons the assessment of competencies were not done as required in CBC. In the light of the findings, it was recommended that teachers need more training on CBC and the assessment of Competencies. Additionally, concerned authorities like Ministry of Education need to provide quality and relevant teaching and learning resources which align with the competence based curriculum to be successful.

Development of a Psychosocial Program for Urban Poor Drug Surrenderees

Marie Grace A. Gomez

The intensified anti-drug program of the Philippine government has prompted drug addicts to surrender themselves to local government authorities. Currently, projects involving drug surrenderees involve physical exercises, dancing and spiritual activities facilitated by churches in the barangays. Noting this, the researcher implemented the Problem Experiences Checklists among selected surrenderees and their spouses and children in an urban poor community. Focus group discussion on their concerns were also done to validate their responses. This study is in its initial stage and it is intended to be implemented in the whole city. A mental health facility for drug rehabilitation is already in the process of construction.

The top concerns involve conflict with their spouses, financial concerns and issues with their children. Drug use is commonly done in order for them to work longer hours as the participants claimed that they need to earn more money for their families. Given this, a psychosocial program, guided by the principles of Solution Focus Brief Therapy is recommended for those who have not been in the relapse phase of their rehabilitation and Reality Therapy for those who have minor problems with relapse. The program can be implemented by community health workers. These are undertaken as there are a large number of anticipated participants to the counseling program.

A Case Study on the Unpacking Practices of the Kindergarten Curriculum among Selected Teachers

Astilla, JC S., Angeles, MJ P., Balaba, M B., Bareda, N N., Bernabe, F M., JR., Blanco, AJ A., Cahapay, M B., Cruz, MA A., Defeo-Baquail, CH, De Ocampo, KR C., Durante, CJ R., Esporlas RM I., Fineza A, Bianca C A., Galang, GR S., Gammad, Juliet B., Ku, MK A., Lim, MJ M., Peñarroyo, MR B., Sumalde, CR T., Villaluna, RK D.

What processes happen between the intended curriculum or what is planned and the implemented curriculum or what teachers teach is deemed necessary to examine. This study aims to investigate how teachers unpack the kindergarten curriculum based on their interpretations, and look into the possible sources of errors in the unpacking of the curriculum.

With the use of a qualitative research design, this study explores the unpacking practices of three public kindergarten teachers and three private kindergarten teachers in selected urban and rural schools. The data gathering techniques used were document review and key informant interview.

The results of the study reveal that the teachers have a generally consistent process in unpacking the curriculum especially in the collaborative nature of interpreting the curriculum; compliance to the minimum requirements of national prescribed curriculum which influences the process that intent, content, activities and assessment are unpacked; and the consideration of the learner in translating the curriculum. Qualitative probes further uncovered that there were errors on the interpretation of culturally appropriateness principle of the curriculum and on the manner of translating the learning standard into learning activities in the documents reviewed. The lack of deeper understanding on the part of the teachers, as validated by interview and literature, posed a clear possible source of error when teachers unpacked the curriculum.

A Critical Analysis of Learner Support Models in MOOCs: A Literature Review

Jennifer Christine C. Fajardo

The purpose of the study was to study and examine learner support models in MOOCs. MOOC, which stands for massive open online course, became one of those rare phenomena: an education innovation that captures the imagination of the public at large while moving at a speed of an Internet startup (Haber, 2014). Typically, learner support models are comprised of academic and non-academic support and further divided into sub-categories. A closer examination on literature on and about learner support in this specific open and distance learning (ODL) platform revealed a few support components that seem to be lacking in the context of MOOCs. The literature review only covered studies from 2010 - present associated using keywords "learner support" and "MOOCs" from respected, peer-reviewed journals. Results showed that components of existing learner support models in open and distance learning exist in MOOCs however there are some components that have to be included. Perhaps a new framework or model to include these 'new' components may be developed as contributions in MOOCs.

Parallel Session 7: CURRICULUM EVALUATION

Evaluation of Content Area Language and Literacy Course (CALL)

Grace Annette B. Soriano

This study aimed to evaluate the Content Area Language and Literacy, a bridging course taken by selected tertiary students. The context, input, process, product (CIPP) evaluation model of Daniel Stufflebeam was utilized to determine the appropriateness and responsiveness of the course. The respondents, two language teachers and ninety learners, were chosen through purposive sampling. Qualitative and quantitative data were culled from various instruments such as the needs analysis survey, program evaluation survey, focus group discussions, and pre and post tests. Numerical data were subjected to descriptive and inferential tests while qualitative responses were analyzed to draw out common themes.

At the onset of the study, the needs analysis survey and the pre-test provided vital information on the competencies that need further honing. The data was utilized to plan the strategies and activities that address the needs of the students. Program monitoring provided further data to appraise the delivery of the program and determine areas wherein the teaching-learning experience can be improved. The T-Test results show that there is no significant difference in the pre and post test scores of the students. However, the program has a high rating in all areas. The qualitative responses, culled through the program evaluation survey, manifest that the learners find the bridging course to be helpful in preparing them for the academic demands of tertiary education. It is recommended that summative assessment tools such as performance tasks be factored in to have a holistic view of the achieved linguistic competencies of the students.

Teachers' Level of Problem solving competencies: Implications to Implementation of Philippine Math Curriculum

Ma. Nympha B. Joaquin

One of the twin goals of the Philippine Mathematics Curriculum for K-10 is the development of problem-solving skills among students. Crucial to the development of this skill is how teachers phrase word problems. A carefully worded problem could help students gain deeper understanding of the mathematics lessons and learn how to apply these to real-life situations. On the other hand, a poorly constructed problem could lead to misconceptions among students. In this study, word problems constructed by mathematics teachers were examined. A total of 129 in-service teachers from seven regions (I, II, III, IV-A, IV-BV and CAR) of the Philippines comprised the sample of the study. These teachers were asked to construct their own word problems but with certain restrictions. Their problems were analyzed based on content, accuracy, context, level of difficulty, and originality. Results showed that some teachers had misconceptions while some gave unrealistic situations. The usual context used dwelled on computation of the area of a rectangular region. Grammatical errors were also noted. These results reflect the need for training mathematics teachers nationwide on how to construct word problems. It is further recommended that this skill be made a prerequisite skill among mathematics teachers in order for them to deliver the curriculum effectively.

Assessment of Educational Experiences on Professional Nursing Practice

Ryan Ray G. Gatbonton

Alignment of educational program implementation to professional practice is an important responsibility of every higher education institution. This study assessed the experiences of alumni on the nursing education they have received and correlate it to their respective practice.

Findings of the survey revealed that the respondents had perceived excellence on their alma mater's curriculum of degree program, grading system, quality of instruction, provision of faculty consultation, supply of teaching materials, library collection and facilities, emphasis on research, extra-curricular activities and availability of work-related experiences. Participants, on average, were satisfied with the computer and internet facilities, technical equipment, participation in research projects, community extension activities, availability of scholarships and participation in school policy formulation. The college's approach in education were highly relevant in terms of job placement, long-term career prospects and personality development. No difference in the educational experience was perceived by the alumni through the years and among males and females. There was significant positive relationship between overall instructional experience to job placement, long-term career prospects and personality development.

Consistent with the tenets of pragmatic education, the actual instructional experiences of the alumni significantly translate into their professional nursing practice. These findings present implications to leaders of higher education institutions in devising means to improve integration of industry needs into teaching implementation strategies and policies.

Using Contextualized and Art-based Formative Assessment in Science

Roberto D. Santos, Jr.

Classroom assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly (DepEd Order No. 8, s. 2015). This paper attempted to embed localization and contextualization in art-based form of assessment.

This mixed method study assessed the effectiveness of the validated and contextualized art-based Science formative assessment in helping the pupils mastered the concepts. The experimental group performed well than the control group as reflected in the test results. The artworks revealed the pupils' experiences and details of the different concepts on weather disturbances. Based from the consolidated observation of the teacher and school head, it was revealed that the presence of collaboration, creativity, problem solving and active engagement were brought about by the contextualized art-based materials. These were parallel to the responses of the pupils when interviewed on the use of the materials. These features were experienced by the pupils in the conduct of the research are essential in producing 21st century learners. This supports the implementation of the DepEd order and the advocacy in the delivery of lessons through localization and contextualization as key features of the K to 12 Curriculum.

Parallel Session 8: CURRICULUM EVALUATION

Journey Towards Best Practice in Outcomes-based Education and Assessment: Ifugao State University

Joseph P. Riley, Diosdado M. Aquino, Alice Brawner, and Karen Puguon

In keeping with Philippine Commission for Higher Education (CHED) directives, Ifugao State University has continued efforts to help faculty enhance instruction and assessment through OBE approaches to curriculum planning. This paper reports on Ifugao State University's on-going journey toward Best Practice in Outcomes-based education.

A needs assessment was conducted to ascertain faculty prior knowledge about OBE related terms and constructs. Course syllabi were reviewed using qualitative and quantitative analysis. Quantitative analysis employed an OBE specific rubric, developed at IFSU, which set out criteria and standards based on published CHED Guidelines. The rubric assessed outcomes, along four standards; Benchmark, Milestone 1, Milestone 2 and Best Practice. Qualitative analysis consisted of two reviews of each syllabus. The first was a summative review with requested changes noted on the syllabus. The second was a formative review with detailed explanations and reasoning behind suggested changes. A "critical friends" approach was used.

The review of the syllabi and analysis of the needs assessment indicated that the faculty were attaining Milestones 2 and 3 in designing learner outcomes but were scoring at Benchmark 1 in Teaching/Learning Activities and Assessment Tasks. Many individual examples of Best Practice were found in the reviewed syllabi. These were employed as examples in the follow up workshops. A heavy reliance on verbal/ direct teaching strategies was noted across colleges. Expected content specific teaching strategies such as experimenting and problem solving in the sciences failed to show up in the quantitative analysis of the teaching strategies listed in course syllabi.

Judging by qualitative and quantitative reviews of the syllabi these workshops were successful in providing participants with the skills needed to redesign course objectives into student learning outcomes.

This evaluative report provides an in-depth look at Ifugao State University's journey toward best practice. These efforts are shared with the hope of learning from others further along in the journey and hopefully benefitting those who might be in earlier stages.

Development of a Framework for Curriculum Evaluation in Tertiary Music Education

Janel G. Bauza

This study highlights the development of a curriculum framework using the Delphi method in response to an emerging caveat in the academe for a relevant curriculum framework.

Based on the Delphi method, three rounds of data gathering through interview and questionnaire were conducted. Data were analyzed using measures of central tendency and variability. The results show that there is consensus among the panel of experts in round two in that they agree with the elements of the framework that were generated from the responses. In round three, consensus was not achieved because there is a divergence of views about the order of importance of the said elements. The results notwithstanding, the study has demonstrated the effectiveness of the Delphi in bringing about the elements of a framework that is, compared to other frameworks, particular and suitable for the distinct nature of music as a discipline in the tertiary level.

Effectiveness of Flipped Classroom Approach in Teaching Grade 9 Students

Robert John D. De La Cruz

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. In an inverted (flipped) environment, the students are spending their in-class time in collaborative activities as application/reinforcement to what they have studied in out-of-class lectures uploaded on the Internet. The study aimed to determine the effectiveness of the flipped classroom approach in teaching Grade 9 Science in Rizal National Science High School, Philippines. Using experimental method of research, utilizing pre-test and post-test in two groups, the experimental and control. The respondents were selected using purposive sampling. The students in the control were taught with concepts in class time in the traditional setting and homework was given consequently. In the flipped classroom, the experimental group received instruction at home or out of class time through videos uploaded in the Internet. Activities and assignments were answered in class time. The student data for this research project were collected through a student pre-test and a student post-test.

Results show that the experimental group got higher mean scores than the control group. The results signify that the flipped classroom approach can be effective in teaching Grade 9 Science. This study recommends the use of localized and contextualized examples in the lectures if a parallel study will be conducted.

Parallel Session 9: CURRICULUM EVALUATION

Science Process Skills and Appraisal of Engineering Students' Critical Thinking Skills Using Problem-based Learning Approach

Elizabeth Alcomendras-Barosa and Fidela Q. Arañas

The study was conducted to determine the effect of Problem-Based Learning Approach (PBLA) on the science process skills (SPS) and critical thinking skills (CTS) of students in inorganic chemistry. Specifically, it sought to answer the performance of the students in Science Process Skills Test, students' SPS manifested and levels of CTS in the Critical Thinking Appraisal before and after PBLA and their experiences on PBL approach. One group pre-test-post-test pre-experimental design was utilized in the study. Through convenience sampling, one intact class consisting of 50 first year Bachelor of Science in Electronics Communication Engineering (BSECE) students enrolled during the second semester of SY 2015-2016 was used for the study. PBL laboratory activities, SPST, CTA, students' experience survey (SES), the scoring rubric for laboratory report and the observation checklist were the instruments used. The study found out that there is significant difference between the pre-test and post-test mean scores of the students in the SPST and CTA. This indicates that the use of PBLA improved students' SPS and level of CTS. The students' SPS that were manifested before PBLA were observing and experimenting (46.67%), inferring (45%), and interpreting (44%); while after exposure the SPS were observing (66.67%), interpreting (66.00%), experimenting (62.67%), inferring (57.00%), and communicating (55.00%). The most improved SPS after exposure to PBLA were inferring (47.69%), quantifying and classifying (45.38%), and observing (40.00%) while the most developed skills were classifying (33.05%), predicting (26.27%), and quantifying (25.42%). The students' overall experience survey revealed that the students agree on doing another PBL class, they were comfortable with working in groups, and would like to take another opportunity to plan their own experiment to further develop their scientific skills. This study concludes that PBLA tends to enhance and developed their acquired skills in chemistry laboratory.

Defining and Assessing the Relevance, Appropriateness and Responsiveness of Learning Standards and Competencies

Ferdinand Pol L. Martin

As part of the thrust to make education more culture-based and contextualized, schools are being required to make learning more relevant, appropriate and responsive (RAR) to the needs and aspirations of the learners (Enhanced Basic Education Act of 2013; DepEd Order No. 32 s. 2015). However, schools find it difficult to do so because the curriculum descriptors do not specifically define what the RAR encompasses. This situation justifies the need to define what is RAR to the students and assess its level in the curricula in order to identify the gaps in addressing the learners' needs and aspirations. The researcher believes that this endeavor could be started by examining the learning standards and competencies since, as part of the intended curriculum, they describe what are expected of students and provide direction in the planning, implementation and evaluation of student learning. This study therefore examines the methods used in defining and assessing the level of RAR of learning standards and competencies in the curriculum. A review of the literature revealed the different conceptions and dimensions of RAR that contribute to its difficulty of being defined as well as the dearth of methods available for defining and assessing it. Out of the existing few, the one deemed most comprehensive was the method by Fajardo, et. al. (2013) which was devised to examine the RAR of school curricula used by a cultural group.

Describing a Relevant, Appropriate, and Responsive Intended Senior High School Technical Vocational Education Curriculum: A Case Study of M.B. Asistio Annex Senior High School Stakeholders' Perceptions

Ariel T. Capati; Ferdinand A. Dw Leon; Jackie Jae Hee Kim Arayana E. Kunting; Maria Regina Corazon S. Sibala; Cecilia A. Suarez

The study sought to determine the perspective of M.B. Asistio Annex Senior High School (MBAASHS) stakeholders on the current SHS technological-vocational-livelihood (TVL) curriculum in terms of relevance, appropriateness and responsiveness, and relate these perceptions with the Department of Education (DepEd) goals for such curriculum. The study used qualitative method to include focus group discussion (FGD) of four groups of respondents. To validate their perceptions, the study used survey questionnaires for each group of stakeholders. The findings of the study concluded that the relevant curriculum takes into consideration student career choice, high employability rate, and puts premium on student dependability; that the appropriate curriculum sets high regard for student interests, enculturates students to be skilled and hones them as critical thinkers as they solve job-related concerns and places emphasis on curriculum alignment; and the responsive curriculum embraces the creation of learners as part of the "think tank" group, provides adequate curriculum materials, and is consistent with what the Department of Education offers.

Parallel Session 10: CURRICULUM INNOVATION

Kissa Kamastalan: Teacher Stories on the Process of Indigenization of the Curriculum for the Sama

Arayana F. Kunting and Nurann A. Legardo

The clamor for a culture-based education has been on-going and supported through policies like the Muslim Education Program, and the more recent Indigenous Peoples Education (IP Ed). The IP Education calls for an interface of the curriculum for Indigenous Communities like those in Southern Philippines. The Sama are among the listed Indigenous Peoples (IPs) in Region 9. According to the Department of Education (DepEd) in Zamboanga City, efforts are yet to be done for indigenization of the curriculum for the Sama.

Thus, this study looked into the following: what are the perspectives of teachers on indigenization; and the narration of the process of interfacing the curriculum. The questions were answered through interviews with teachers in the Sama community on the process of indigenization.

Findings revealed that the teachers take different views on indigenization compared to IP Ed Framework especially on the importance of a culture-based education. Teachers have limited participation in the process of indigenization and needed clarification of their role in the indigenization of the curriculum. The teachers' practice is limited to developing appropriate pedagogy, content and assessment, and development of learning resources.

Game Changing: The Case of Modifying DEVC 40 from Using Conventional Teaching Methods to Game-Based Learning Approaches

Jon Paul Maligalig

This descriptive case study aimed to illustrate the modifications made in the DEVC 40 course (College of Development Communication-University of the Philippines Los Baños) from 1st Semester AY 2008-09 to 2nd Semester AY 2014-15 to accommodate game-based learning approaches. While the educational communication and technology content of the course was unchanged, several modifications in the instructional design (based on Aldrich's Simulation Learning and Sheldon's Multi-player Classroom) were implemented to increase student engagement and reduce the communities' learning fatigue.

As the modified instructional designs were being implemented, observations were made to analyze student performance and engagement in class. Focus group discussions were performed to clarify the data gathered during observations. Final grades were also used as an indicator of performance.

A previous study found that students who took the modified DEVC 40 performed well in class and had deep, higher-order learning (Maligalig, 2013). Students also gained meta-learning of the content as they strategized, collaborated, and used 21st Century learning skills in class.

Understanding the Ecologies of Education Reforms: Comparing the Perceptions of Secondary Teachers and Students in the Philippines

Glenn Mangali

This study examines how secondary school teachers implemented educational reforms in the Philippines. Teachers and students from 20 schools in 3 regions were surveyed about their perceptions about the major changes in the Philippine secondary education. Results of this study will hopefully provide insights on how curricular reforms can be successfully implemented.

The study concludes that although some teachers struggled with transitioning, most were able to make the necessary changes in adopting reforms. Even though teacher-directed lessons still dominated, there were sufficient student-centered and activity-based learnings. Tests, classwork, homework, exams and performance tasks were used for student evaluations.

Student-Generated Contexts Teaching Approach and its Implications to the STEM Curriculum

Edwehna Elinore S. Paderna, Rosanelia T. Yango and Marlene B. Ferido

The Student-Generated Contexts Teaching Approach (SCTA) model, which is founded on the constructivist learning theory and on context-based approach, was developed in this study. The SCTA model consists of eight phases, namely: Introduction, Context Generation, Decision, Implementation, Presentation, Discussion, Reflection, and Context Regeneration. However, unlike in previous studies where contexts were given to students, the student-participants in this study either individually (ISCTA) or collaboratively (CSCTA) generated their own contexts. The study involved 96 Grade 10 students from three heterogeneous intact classes of U.P. Integrated School. The researcher taught all three classes using differentiated but parallel lesson plans, with the SCTA as intervention. The study probed on the nature of student-generated contexts. Qualitative data from decision logs, reflection papers, and audio-recording transcripts were content analyzed and organized into themes. Results revealed that the nature of student-generated contexts can be described by the emerging themes, namely: 1) source of the context; 2) level of the context; and 3) student engagement in the context. Curriculum developers can incorporate student-generated contexts in the chemistry curriculum to emphasize concepts based on what students find most relatable and relevant to them. The SCTA can be implemented in the STEM track of the Senior High School curriculum.



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