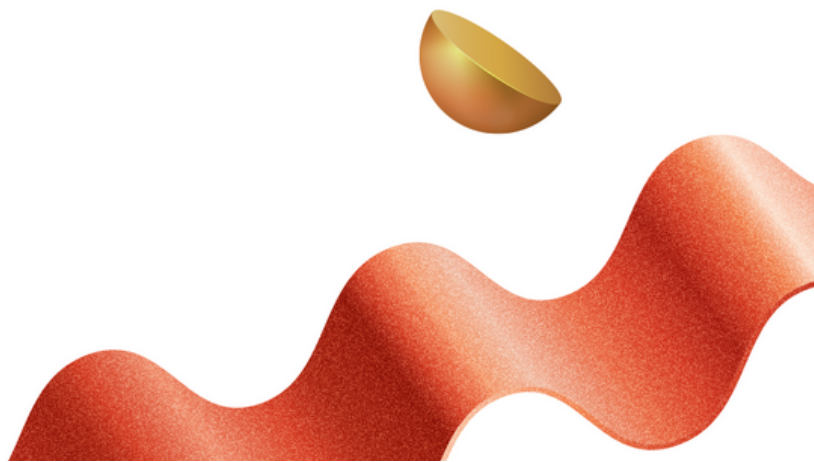




icODEL2023

International Conference on Open and Distance eLearning

22-23 August 2023



LEGISLATION



Messages	03
Keynote Speakers	07
Plenary Speakers	09
Pre-Conference Programme	12
Conference Programme	14
Panel Sessions	19
Unconferencing Sessions	29
Parallel Sessions	30
Parallel Abstracts	41
Abstract Reviewers	105
Steering Committee	106
Organizers and Partners	109
Conference Venue	111



MESSAGE FROM THE PRESIDENT OF THE UNIVERSITY OF THE PHILIPPINES SYSTEM

Congratulations to the University of the Philippines Open University, Philippine Society for Distance Learning, UPOU Foundation, Inc., and Southeast Asian Regional Center for Graduate Study and Research in Agriculture on successfully conducting the 5th International Conference on Open and Distance eLearning or ICODeL 2023!

Your dedication to exploring the crucial role of sustainability in education is truly commendable and inspiring. ICODeL 2023 and its presentations effectively highlight technology's pivotal and powerful role in fostering learning practices that are both environmentally friendly and socially responsible.

Your creativity and innovation bring fresh perspectives and solutions to the challenges educators and learners face. In a rapidly evolving world where access to education has become more critical than ever, our unwavering commitment to ODeL is necessary in ensuring that knowledge reaches across the globe, transcending geographical boundaries, and promoting inclusivity.

We confidently believe the insights from this conference will further shape the education landscape—becoming more sustainable, equitable, and accessible for current and future learners and educators. *Mabuhay ang ICODeL 2023!*

ATTY. ANGELO A. JIMENEZ
The 22nd President
University of the Philippines

MESSAGE FROM THE CHANCELLOR OF THE UP OPEN UNIVERSITY (UPOU)



The context of today's education is complex.

While before, educators are mostly concerned with addressing the usual gap between the knowledge and skills the industry needs and what the graduates of Higher Education Institutions usually possess as a result of the rapid advancement of technologies which impact the workplace, the COVID-19 pandemic has brought to the fore the need to consider the survival of the institution, hence, sustainability in the context of the education ecosystem became important.

As always, technology is a disruption. Discourses on how Artificial Intelligence could affect the quality of education imply both the positive and the dark side of it. The clamor for educational institutions to do more to contribute to the common good and be more visible on its social responsibility role is increasing; impact is measured by the metrics set forth in the 17 UN Sustainable Development Goals (SDGs).

Unfortunately, we cannot look at these various dynamics separately. We need to adopt that lens of holistic approach considering the various stakeholders as well as the local and global environments.

It is in this context that the UP Open University conceptualized and organized its very first International Tri-Conference consisting of the 5th International Conference on Open Distance eLearning, and the ASEANale, two biennial activities of the University; and the first International Symposium on Education and AI Convergence (ISEAC) with the theme "Sustainability in Education: Intersections, Ideation, Innovations". Planned to be in a hybrid setup, the TriCon is more inclusive and accessible to those who want to share and learn. It is our hope that by providing this hybrid platform where the different stakeholders, scholars, and advocates can come together, a more enriching discussion and sharing can happen.

We are delighted that UPOU is not alone in this endeavour. We have many conference partners who helped us make this 1st International Tri-Conference possible and who share our vision for the future of higher education in our country. Likewise, we also thank our keynote and plenary speakers for sharing their wisdom and thoughts about this year's conference theme which I must say is bold and daring! We welcome the researchers, the teachers, and other practitioners who will participate in the conference - they are our new breed of scholars and they form the core of this Tri-conference.

I wish everyone a happy conferencing and unconfereing!

MELINDA DELA PEÑA BANDALARIA, Ph.D.
Chancellor
UP Open University



MESSAGE FROM THE PRESIDENT OF THE UPOU FOUNDATION INC. (UPOUFI)

On behalf of the UPOU Foundation Inc. (UPOUFI), I wish to extend heartfelt congratulations to the UP Open University (UPOU), the Philippine Society for Distance Learning (PSDL), and the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) for organizing this year's International Conference on Open and Distance eLearning (ICODEL 2023).

This year's theme, "Sustainability in Education: Intersections, Ideation, Innovations," highlights the important role of open and distance elearning in addressing higher education challenges brought about by technological, economic, cultural and educational disruptions. As a venue for presentation of academic papers and exchange of ideas on the latest trends affecting sustainable education, the conference brings together top level academics, industry leaders, researchers, scholars and practitioners.

The UPOUFI takes pride in partnering with UPOU, PSDL and SEARCA in harnessing the best minds to discuss current trends as it affects the education sector in a dynamic and ever-changing landscape and, more important, to collectively reflect on new directions towards achieving sustainability in higher education.

Our wishes for a productive and successful ICODEL 2023.

MELINDA F. LUMANTA, Ph.D.
President
UPOU Foundation Inc.

MESSAGE FROM THE DIRECTOR OF THE SEAMEO SEARCA CENTER



We would like to express our congratulations to the University of the Philippines Open University (UPOU), the UPOU Foundation, Inc. (UPOUFI), and the Philippine Society for Distance Learning (PSDL) for putting together this International Tri-Conference.

SEARCA is honored to co-organize an innovative event that promotes interconnectivity by bringing together three highly relevant conferences, namely: the 5th International Conference on Open and Distance eLearning (ICODEL 2023), the 1st International Symposium on Education and Artificial Intelligence (AI) Convergence (ISEAC 2023), and the ASEANale 2023.

We anticipate the fruitful exchanges of knowledge, ideas, and innovations that will undoubtedly take place during this landmark event. It is a valuable opportunity to forge meaningful connections, foster cross-disciplinary collaborations, and collectively shape the future of sustainable and inclusive education.

This International Tri-Conference is also an instrumental platform to bring about mindset transitions in higher education, where SEARCA continues to champion the transformation of agriculture and rural development across Southeast Asia.

We remain committed, through SEARCA's 11th Five Year Plan, to promote education innovation and to create a culture of lifelong learning together with our partners from the academe, industry, and government.

GLENN B. GREGORIO, Ph.D.
Director
SEAMEO SEARCA Center



KEYNOTE ADDRESS
*Sustainability in Education:
Intersections, Ideation, Innovations*

HON. SEN. JUAN EDGARDO M. ANGARA

Senator and Commissioner

Governance and Finance,

Second Congressional Commission on Education

To provide opportunities to every Filipino family is the goal of every measure and policy pushed by Senator Sonny Angara. He is one of the most hardworking and productive members of Congress, having sponsored or authored more than 330 laws in his 18 years as legislator—first as Aurora Province representative from 2004 to 2013, and then as Senator from 2013 to the present. Senator Sonny has authored such landmark legislation as the Free College Law, the Free Kindergarten Law, the Universal Healthcare Act, the expanded Public Employment Service Office (PESO) Act, JobStart Philippines Act, the Green Jobs Law, the Kasambahay Law, the OWWA Charter, the Tax Exemptions for Balikbayan Boxes Law, the Expanded Senior Citizens Act, the law on Increased Social Pension for Indigent Senior Citizens, the National Athletes and Coaches Benefits and incentives Act, and the National Sports Academy Act, among many others.

He continues to chair the Senate Committee on Finance, after first being chosen in 2019. With this portfolio, he helped ensure funding for flagship programs and projects through the General Appropriations Act (national budget) in 2020, 2021, and 2022, while supporting national response to the pandemic through legislation such as the Bayanihan to Recover as One Act, the National COVID-19 Vaccination Program Act, and the Health Emergency Allowance for Health Workers Law.

He has also served as the Chairman of the Committee on Youth, where he successfully shepherded the SK Reform which among other things, granted monthly honoraria to SK members, sectaries, and treasurers. As Youth Committee Chair in the 19th Congress, he continues to push for greater opportunities for the youth to participate in policy-making and nation-building. Since 2019, Senator Angara has been advocating a “Tatak Pinoy (Proudly Filipino)” campaign for making Philippine goods and services more sophisticated and globally competitive. Under this initiative, he filed bills such as the Exports and Investments Development Act (EIDA), the Domestic Bidders Preference Program Act, the National Quality Policy and Infrastructure (NQI) Act, and the Shared Service Facilities Act. Seeing the potential of Filipino professionals to succeed further in the digital economy, Senator Angara was principal author of the Digital Workforce Competitiveness Act. In the 19th Congress, he has filed the National Digital Transformation Act, the Local ICT Officers Act, and the Science and Technology Parks Incentives Act, among many other measures.

Senator Sonny is a graduate of Xavier School, the London School of Economics, the University of the Philippines College of Law, and Harvard Law School. He has been a regular newspaper columnist, and a professor of Law. He is the co-team captain of the Senate Defenders, the official basketball team of the Senate.

He is happily married to wife Tootsy and they have three children.

KEYNOTE ADDRESS
*Sustainability in Education:
Intersections, Ideation, Innovations*



HON. SEN. SHERWIN T. GATCHALIAN

Senator and Co-Chairperson

Second Congressional Commission on Education

“Education is the foundation of our national development.” This has been the standpoint of Senator Win Gatchalian since he entered public service. He is a steadfast advocate of educational programs and a champion of quality, affordable, and accessible education for Filipino learners.

He earned his degree in Finance and Operations Management from the prestigious Boston University in Massachusetts, USA. He first entered public service as representative of the first district of Valenzuela City in 2001 and later served in 2004 as mayor of the city for nine years. Upon his return to the House of Representatives in 2013, he pioneered the Free Higher Education measure to make the state and local universities and colleges tuition-free.

In 2016, he victoriously landed a seat in the Senate. A year after, the Free Higher Education Act that he authored has turned into a reality when Republic Act No. 10931—the Universal Access to Quality Tertiary Education Act was signed into law. As chairman of the Senate Committee on Basic Education, Arts and Culture during the 18th Congress, he pushed for various education reforms.

Among the landmark laws he has fought for are the Alternative Learning System Act, Inclusive Education for Learners with Disabilities Act, National Academy of Sports Act, Good Manners and Right Conduct and Values Education Act, Excellence in Teacher Education Act and the creation of a Second Congressional Commission on Education or EDCOM II to review, assess, and evaluate the state of the Philippine education system and recommend innovative and targeted policy reforms relevant to the needs of the people and society.



PLENARY SESSION 1
Small is Beautiful:
From MOOCs to Micro-Credentials

Prof. Carlos Delgado Kloos, Ph.D.

Professor

Universidad Carlos III de Madrid

Carlos Delgado Kloos received a Ph.D. degree in Computer Science from the Technische Universität München and in Telecommunications Engineering from the Universidad Politécnica de Madrid. He is a Full Professor of Telematics Engineering at the Universidad Carlos III de Madrid, where he is the Director of the GAST research group and Director of the UNESCO Chair on “Scalable Digital Education for All.”

He has carried out research stays at several universities such as Harvard, MIT, Munich, and Passau. His main research interests are in Educational Technology. He has been involved in a large number of research projects and has published around 500 articles. He has coordinated several MOOCs with over 600,000 registrations and is presently promoting the adoption of digital micro-credentials in Spain through the project CertiDigital (certidigital.es).

PLENARY SESSION 2 Sustainability and Education



Prof. Asha Singh Kanwar, Ph.D.

President and CEO

Commonwealth Learning

Professor Asha Singh Kanwar, one of the world's leading advocates of learning for sustainable development, is the President and Chief Executive Officer of the Commonwealth of Learning. Throughout a career spanning over 35 years, she has made outstanding contributions in the areas of teaching, research and international development.

Professor Kanwar received her undergraduate, Master's and MPhil degrees from the Panjab University in India and a DPhil from the University of Sussex, UK. Her areas of expertise include open distance and technology-enabled learning, open educational resources, quality assurance, gender and organizational development. Professor Kanwar has written and edited a dozen books, published over 100 papers and articles, and delivered numerous keynotes at prestigious international conferences.

Prior to joining COL, Professor Kanwar was a senior consultant in open and distance learning at UNESCO's Regional Office for Education in Africa (BREDA). She has also served as Director, School of Humanities and as Pro-Vice Chancellor at the Indira Gandhi National Open University (IGNOU) in New Delhi, India. She was a Fulbright Fellow for post-doctoral research at Iowa State University in the US, where she was later invited to teach. Currently, she serves on the boards of several organizations, including the Governing Board of the UNESCO Institute for Information Technologies and Education (IITE).

Professor Kanwar won several international awards, including the International Council for Open and Distance Education (ICDE) Prize of Excellence, and the Meritorious Service Award for outstanding contributions in open and distance education from the Asian Association of Open Universities. She has been conferred nine honorary doctorates from Universities in Asia, Africa, Europe and North America.



PLENARY SESSION 3
Roadmapping for Transitioning to Flexible Modes of Education

Prof. Ebba Ossiannilsson, Ph.D.

Adjunct Professor

Victoria University of Wellington, New Zealand

Member

International Council for Open and Distance

Education Executive Committee

Professor Dr. Ebba Ossiannilsson, Sweden, is an independent consultant, expert, influencer, and quality auditor in the field of open, flexible, online, and distance learning (OFDL). Her focus areas are quality, innovation, leadership, future of education, SDG, personalized learning, oer, open education, equity and well-being; she is a professor at Victoria College, New Zealand.

She works primarily at the strategic and policy levels, both nationally and internationally, and with major international organizations concerned with quality. She is committed to promoting and improving OFDL in the context of SDG4, the future of education, and the new social contract for education.

Ossiannilsson works with the European Commission, the Joint Research Center, UNESCO OER Dynamic Coalition, OECD, ITCILO, ISO and with ICoBC (International Council on Badges and Credentials). She is a member of the board of ICDE (International Council for Open and Distance Education) and chair of the ICDE OER Advocacy Committee. Previously, she even served as a board member in a number of international organizations in the fields. On a national level, she is V-chair of the Swedish Association for Open, Flexible and Distance Education. She frequently appears as a keynote speaker and is a member of the editorial board of several scientifically recognized journals. Her publications in these fields include over 200.



PRE-CONFERENCE PROGRAMME

IN-PERSON

21 August 2023, Monday (Philippine Standard Time)
Centennial Center for Digital Learning (CCDL) Auditorium

OPPORTUNITIES OF MICRO-CREDENTIALS IN HIGHER EDUCATION INSTITUTIONS

12:00 - 1:00 PM

REGISTRATION

1:00 - 1:30 PM

Micro-credentials: Definition and Role in the Global Landscape

Dr. Joane V. Serrano

Dean and Professor, Faculty of Management and Development Studies, UP Open University (UPOU)

1:30 - 2:00 PM

Issues and Prospects of Offering Micro-credentials in the Philippines: The Case of UP Open University

Dr. Primo G. Garcia

Vice Chancellor for Academic Affairs, UPOU
Professor, Faculty of Management and Development Studies, UPOU

2:00 - 3:00 PM

PRE-CONFERENCE WORKSHOP 1

Dr. Melinda dela Peña Bandalaria

Chancellor, UPOU

3:00 - 4:30 PM

Online Courses, Micro-Credentials, and Artificial Intelligence: Leaving the Industrial Style Education Behind

Prof. Carlos Delgado Kloos

Professor, Universidad Carlos III de Madrid



PRE-CONFERENCE PROGRAMME

IN-PERSON

21 August 2023, Monday (Philippine Standard Time)
Centennial Center for Digital Learning (CCDL) Auditorium

4:30 - 5:00 PM

MICRO-credentials for Lifelong Learning and Employability: Building Capacities for Developing Agile Educational Interventions in Southeast Asian Universities (MICROCASA)

Dr. Dennis B. Batangan

Research Scientist, Institute of Philippine Culture,
School of Social Sciences, Ateneo de Manila University (ADMU)
Faculty, School of Social Sciences, ADMU

Dr. Marita C. Guevara

Research Associate, Institute of Philippine Culture,
School of Social Sciences, ADMU
Faculty, School of Social Sciences, ADMU

Assoc. Prof. Peter A. Sy, MA

Associate Professor, College of Social Sciences and Philosophy,
Department of Philosophy, University of the Philippines Diliman

5:00 - 6:00 PM

NETWORKING



CONFERENCE PROGRAMME (DAY 1)

ONLINE & HYBRID 22 August 2023, Tuesday (Philippine Standard Time)

8:00 - 9:00 AM

REGISTRATION FOR IN-PERSON ATTENDEES

9:00 - 10:00 AM

HYBRID

Centennial Center
for Digital Learning
(CCDL) Auditorium

OPENING CEREMONY

Opening Remarks

Atty. Angelo A. Jimenez

President, University of the Philippines System

Keynote Address 1

Hon. Sen. Juan Edgardo M. Angara

Senator and Commissioner, Governance and Finance, Second
Congressional Commission on Education

Keynote Address 2

Hon. Sen. Sherwin T. Gatchalian

Senator and Co-Chairperson, Second Congressional
Commission on Education

Formal Declaration of the Opening of ICODEL 2023 and ISEAC 2023

Dr. Melinda dela Peña Bandalaria
Chancellor, UPOU

ICODEL 2023 and ISEAC 2023 Launch Video

Launching of the UPOU Micro-Credential Roadmap

10:00 - 11:00 AM

HYBRID

Centennial Center
for Digital Learning
(CCDL) Auditorium

PLENARY SESSION 1

Small is Beautiful: From MOOCs to Micro-Credentials

Prof. Carlos Delgado Kloos, Ph.D.

Professor, Universidad Carlos III de Madrid



CONFERENCE PROGRAMME (DAY 1)

ONLINE & HYBRID 22 August 2023, Tuesday (Philippine Standard Time)

- 11:00 AM - 12:00 PM **PLENARY SESSION 2**
ONLINE **Sustainability and Education**
Prof. Asha Singh Kanwar, Ph.D.
President and CEO, Commonwealth Learning
- 12:00 - 1:00 PM **LUNCH BREAK**
- 1:00 - 2:00 PM **PLENARY SESSION 3**
ONLINE **Quality Assurance**
Prof. Ebba Ossiannilsson, Ph.D.
Adjunct Professor, Victoria University of Wellington
Member, International Council for Open and Distance
Education Executive Committee
- 2:00 - 3:15 PM **PARALLEL SESSIONS 1**
ONLINE [Session 1-1](#) | [Session 1-2](#) | [Session 1-3](#) | [Session 1-4](#) | [Session 1-5](#) | [Session 1-6](#)
- 3:15 - 6:15 PM **PARALLEL SESSIONS 2**
ONLINE [Session 2-1](#) | [Session 2-2](#)
- 4:30 - 5:45 PM **PARALLEL SESSION 3**
ONLINE [Session 3-1](#) | [Session 3-2](#) | [Session 3-3](#) | [Session 3-4](#) | [Session 3-5](#) | [Session 3-6](#)
- 5:45 - 7:00 PM **PARALLEL SESSION 4**
ONLINE [Session 4-1](#) | [Session 4-2](#) | [Session 4-3](#) | [Session 4-4](#) | [Session 4-5](#) | [Session 4-6](#)



CONFERENCE PROGRAMME (DAY 2)

IN-PERSON & HYBRID

23 August 2023, Wednesday (Philippine Standard Time)

8:30 - 10:00 AM

IN-PERSON

Academic
Residences
Room 101

UNCONFERENCING SESSION 1

Dr. Diego S. Maranan

Dean and Professor, Faculty of Information and Communication
Studies, UPOU

8:30 - 10:00 AM

HYBRID

Audio-Visual
Room (AVR)

PANEL SESSION 1

**Promoting Gender Equality, Embracing Diversity, and
Fostering Inclusion in Sustainable Education**

Dr. Finaflor F. Taylan

Director, Office of Gender Concerns, UPOU
Associate Professor, Faculty of Management and Development
Studies, UPOU

8:30 - 10:00 AM

HYBRID

Centennial Center
for Digital Learning
(CCDL) Auditorium

PANEL SESSION 2

**Beyond Rankings, Assessment, and Accreditation:
Achieving Quality for Sustainable Impact**

Asst. Prof. Mari Anjeli L. Crisanto

Director, Quality Assurance Office, UPOU
Assistant Professor, Faculty of Information and
Communication Studies, UPOU

10:00 - 11:30 AM

IN-PERSON

UPOU Campus

UNCONFERENCING SESSION 2

Dr. Joane V. Serrano

Dean and Professor, Faculty of Management and Development
Studies, UPOU



CONFERENCE PROGRAMME (DAY 2)

IN-PERSON & HYBRID

23 August 2023, Wednesday (Philippine Standard Time)

10:00 - 11:30 AM

HYBRID

Centennial Center
for Digital Learning
(CCDL) Auditorium

PANEL SESSION 3

**Transforming Higher Education: Empowering Universities
with Micro-Credentials for Lifelong Learning and Industry
Integration**

Assoc. Prof. Peter A. Sy, MA

Associate Professor, College of Social Sciences and Philosophy,
Department of Philosophy, University of the Philippines Diliman

10:00 - 11:30 AM

HYBRID

Audio-Visual
Room (AVR)

PANEL SESSION 4

Instructional Design and Delivery of STEM Education

Dr. Charisse T. Reyes

Dean and Assistant Professor, Faculty of Education, UPOU

11:30 AM - 1:00 PM

LUNCH BREAK

1:00 - 2:30 PM

HYBRID

Sandbox

PANEL SESSION 5

Universities as Catalysts for Sustainability

Dr. Ricardo T. Bagarinao

Director, Center for Open and Digital Teaching and Learning,
UPOU
Professor, Faculty of Education, UPOU



CONFERENCE PROGRAMME (DAY 2)

ONLINE & HYBRID

23 August 2023, Wednesday (Philippine Standard Time)

1:00 - 2:30 PM

HYBRID

Centennial Center
for Digital Learning
(CCDL) Auditorium

PANEL SESSION 6

Concentrix

Mr. Jose Kristopher Serrano

Assoc. Director, Product Management, Concentrix Software
Solutions

2:30 - 4:00 PM

ONLINE

Sandbox

PANEL SESSION 7

**Development of Postgraduate Micro-Credentials for
Food Security and Climate Change**

Assoc. Prof. Ts. Dr. Nur Azura Binti Adam

Deputy Director for Programs, Southeast Asian Regional Center
for Graduate Study and Research in Agriculture

2:30 - 4:00 PM

ONLINE

Centennial Center
for Digital Learning
(CCDL) Auditorium

PANEL SESSION 8

NearLife

Mike Todd

Chief Executive Officer, NearLife

**Nephila Web Technology, Inc.: Moodle Certified
Premium Partner in the Philippines**

Ms. Sheryl Villaroman

Chief Executive Officer, Nephila Web Technology, Inc.

4:00 - 5:00 PM

HYBRID

Centennial Center
for Digital Learning
(CCDL) Auditorium

CLOSING CEREMONY

Announcement of Awardees

Launching of the Sustainability Campus

Closing Message

Video Announcement of TriCon 2025

Promoting Gender Equality, Embracing Diversity, and Fostering Inclusion in Sustainable Education

23 August 2023 | 8:30 - 10:00 AM PST

ABSTRACT

The Gender, Diversity, and Inclusion Panel is an integral part of the 5th International Conference on Open and Distance eLearning (ICODEL) 2023, which is part of the Tri-Conference on "Sustainability in Education: Intersections, Ideations, Innovations." The panel aims to address the importance of gender equality, diversity, and inclusion in the context of sustainable education, with a focus on open and distance e-learning (ODeL). We amplify the call to address barriers that hinder gender equality and social inclusion through education that is accessible, inclusive, and empowering for all individuals, regardless of their gender, socioeconomic background and abilities. The panel aims to: (1) create awareness about the importance of gender equality, diversity and social inclusion in sustainable education that highlight the role of ODeL in promoting these principles; (2) provide platform for sharing of best practices, innovative approaches, and successful initiatives that would help promote gender equality, diversity and social inclusion in education, in ODeL in particular; (3) discuss challenges and opportunities associated with fostering these principles, particularly in the digital landscape; and (4) facilitate collaboration among researchers, educators, policymakers and practitioners in advancing gender equality, diversity and social inclusion in ODeL.

PANEL CHAIR**Dr. Finaflor F. Taylan**

Director, Office of Gender Concerns, UPOU
Associate Professor, Faculty of Management and Development Studies, UPOU
President, Asian Association of Women's Studies

PANELISTS**Dr. Maria Lourdes Jarabe**

Program Chair and Assistant Professor,
Diploma in Women and Development, UPOU
Secretary General, Asian Association of Women's Studies

Dr. Carol Sobritchea

Lecturer, Diploma in Women and Development, UPOU
Lecturer, Graduate Certificate/Master of ASEAN Studies, UPOU
Professorial Lecturer and Council Member, Asian Association of Women's Studies

Hiroko Kinoshita

Associate Professor, Kyushu University

Dr. Farhana Abdul Fatah

Senior Lecturer, School of Languages, Literacies and Translation,
Universiti Sains Malaysia

Mr. Oudom Man

Graduate, Thammasat University

**Beyond Rankings, Assessment, and Accreditation:
Achieving Quality for Sustainable Impact**

23 August 2023 | 8:30 - 10:00 AM PST

ABSTRACT

Much of the discussion about Quality Assurance (QA) in Higher Education Institutions (HEIs) revolves around rankings, assessment, and accreditation. While these are all important to achieve, working towards a sustainable impact should also be a driving point for implementing QA policies.

In this panel session, QA experts will address questions on how to make sustainability part of the QA agenda in HEIs. A discussion on the kind of impact HEIs should have, the role quality education has in achieving sustainability, and measures to address oversights in sustainability initiatives as part of QA will transpire.

It is important that QA activities in HEIs are also sustainable themselves and this panel session also aims to discuss ways by which this can be done.

PANEL CHAIR**Asst. Prof. Mari Anjeli L. Crisanto**

Director, Quality Assurance Office, UPOU

Assistant Professor, Faculty of Information and Communication Studies, UPOU

PANELISTS**Dr. Myra Borines**

Director, Quality Assurance Office, UP Los Baños

Dr. Consuelo Habito

QA Officer, Faculty of Management and Development Studies, UPOU

Dr. Rodney Odesson RaguindinInternal Auditor, Quality Assurance Office,
Lyceum-Northwestern University**Ms. Diana Rose Sadili-Chu**

Director, SGV & Co. | EY

Transforming Higher Education: Empowering Universities with Microcredentials for Lifelong Learning and Industry Integration

23 August 2023 | 10:00 - 11:30 AM PST

ABSTRACT

In the pursuit of sustainable and relevant education, the integration of microcredentials holds significant potential for higher education institutions, universities, and colleges. This panel session aims to explore the transformative role of microcredentials in fostering lifelong learning and bridging the gap between academia and industry-based training. The panelists will discuss how scaling up and scaling out education with microcredentials can facilitate flexible and remote, residential and non-residential, or hybrid teaching models while maintaining academic rigor. They will examine strategies for ensuring quality of online and distance e-learning environments, focusing on assessment methodologies that align with microcredentials. Furthermore, the session will explore how microcredentials can contribute in shaping agile work environments by equipping learners with industry-relevant skills. It will highlight the importance of accommodating non-academic offerings, such as certifications and specialized training, to enhance the employability of university graduates in today's dynamic job market. By bringing together experts from academia, industry, and policy-making, this panel session seeks to provide insights into the transformational potential of microcredentials in higher education. It aims to facilitate a dialogue on innovative methodologies, research considerations, and best practices for integrating microcredentials into university programs. Ultimately, the session aims to encourage universities and colleges to embrace microcredentials as catalysts for lifelong learning, industry integration, and sustainable educational practices in the 21st century.

PANEL CHAIR**Assoc. Prof. Peter A. Sy, MA**

Associate Professor, College of Social Sciences and Philosophy,
Department of Philosophy, University of the Philippines Diliman

PANELISTS**Dr. Marita C. Guevara**

Research Associate, Institute of Philippine Culture,
School of Social Sciences, ADMU
Faculty, School of Social Sciences, ADMU

Dr. Dennis B. Batangan

Research Scientist, Institute of Philippine Culture,
School of Social Sciences, Ateneo de Manila University (ADMU)
Faculty, School of Social Sciences, ADMU

Mr. Alnard U. Pagulayan

Leader, Talent Delivery
Concentrix Philippines

Dr. Cora Añonuevo

Fmr. Director, National Graduate Office for Health Sciences
University of the Philippines Manila

Instructional Design and Delivery of STEM Education

23 August 2023 | 10:00 - 11:30 AM PST

ABSTRACT

Effective instructional design and delivery are essential components of providing high-quality STEM education. They are pivotal aspects in shaping a STEM curriculum that fosters the development of competencies of the next generation of not only STEM professionals and scholars, but also informed citizens. This panel discussion aims to create a platform to discuss the importance of instructional design in the delivery of STEM curriculum. It hopes to dissect issues and challenges in implementing the principles of instructional design in developing and delivering STEM instruction. Furthermore, this panel discussion aims to discuss instructional strategies that foster a dynamic and inclusive learning environment that furthers the promotion of STEM disciplines. It will also highlight best practices that promote a deep appreciation for STEM and its applications as well as spark inspiration, curiosity, inquiry, and a deep understanding of scientific concepts. This panel discussion aims to create a valuable platform for educators, curriculum developers, policymakers, and STEM experts to share their insights, exchange ideas, and address critical issues in STEM education.

PANEL CHAIR**Dr. Charisse T. Reyes**Dean and Assistant Professor
Faculty of Education, UPOU**PANELISTS****Dr. Louie B. Dasas**Professor and Assistant Dean
College of Education, University of Santo Tomas**Dr. Crist John M. Pastor**Professor
College of Teacher Development, Philippine Normal University**Dr. Ariel L. Babierra**Associate Professor
College of Arts and Sciences, UP Los Baños**Dr. Marivic S. Lacsamana**Professor and Director,
Institute of Chemistry, UP Los Baños

Universities as Catalysts for Sustainability

23 August 2023 | 1:00 - 2:30 PM PST

ABSTRACT

The panel session discusses the critical role of universities in advancing sustainability across national and local governance, communities, and ecological systems. Higher education institutions are increasingly recognized as key drivers of sustainability fostering changes through education, research, community engagement, and institutional practices while striving to address the pressing challenges of the 21st century. This panel session brings together experts from the academe to share their insights, experiences, and innovations that underline the transformative capacity of universities in enhancing sustainability across various sectors. The discussion will focus on the following key aspects of a university: (a) sustainability integration into the university's education; (b) research and knowledge creation and translation; (c) community collaboration, engagement, and partnerships; and (d) institutional practices and campus sustainability. By focusing on these roles of universities in advancing sustainability in multiple dimensions, this panel session aims to inspire conversation and collaboration among conference participants in re-shaping governance, empowering communities, and driving environmental stewardships for a sustainable future.

PANEL CHAIR**Dr. Ricardo T. Bagarinao**

Director, Center for Open and Digital Teaching and Learning
Professor, Faculty of Education, UPOU

PANELISTS**Dr. Jabez Joshua Flores**

Senior Lecturer, Faculty of Management and Development Studies,
UPOU

Senior Lecturer, UP Rural High School

One Health Fellow, St. Luke's Medical Center College of
Medicine-William H. Quasha Memorial

Dr. Maria Ana T. Quimbo

Professor, College of Public Affairs and Development, UP Los Baños

Dr. Jess H. Jumawan

Associate Professor, Biology Department, Caraga State University

Mr. Judee C. Baggo

Director, Center for Ifugao Rice Terraces as Globally Important
Agricultural Heritage, Ifugao State University

Dr. Benigno Glenn R. Ricaforte

Professor, De La Salle-College of Saint Benilde

Platinum Partner's Panel:
Concentrix

23 August 2023 | 1:00 - 2:30 PM PST



The Associate Director for Project Management of Concentrix Software Solutions, Mr. Jose Kristopher Serrano, took center stage to introduce the services that the company can offer to its clients. The presenter also briefly discussed Advanced Learning through Bot and Automation, or ALBA, an artificial intelligence (AI) tool developed by the company.

PANELIST

Jose Kristopher Serrano
Associate Director,
Product Management,
Concentrix Software Solutions



**Development of Postgraduate Micro-Credentials for
Food Security and Climate Change**

23 August 2023 | 2:30 - 4:00 PM PST

ABSTRACT

SEARCA and the University of the Philippines Open University are co-organizing a panel discussion on the Postgraduate Micro-Credentials for Food Security and Climate Change during the 5th International Conference on Open and Distance eLearning. The panel discussion aims to share experiences and explore possibilities for the delivery of learner-centered short-term courses through micro-credentials to address food security and climate change concerns. The offering of micro-credentials provides a flexible and inclusive way for people to develop specific knowledge, skills, attitudes, or values toward life-long learning and/or professional development. The program will utilize advances in digital technologies to develop and offer online modules that will address the twin issues of food security and the changing climate. The session will contribute to the development of the Postgraduate Micro-Credentials for Food Security and Climate Change by the Southeast Asian University Consortium for Graduate Education in Agriculture and Natural Resources, which will start in 2024.

PANEL CHAIR**Assoc. Prof. Dr. Nur Azura Binti Adam**

Deputy Director for Programs, Southeast Asian Regional Center for Graduate Study and Research in Agriculture

PANELISTS**Kelleen Wiseman, MBA, Ph.D.**Academic Director, Master of Food and Resource Economics
The University of British Columbia, Canada**Mas Nida Md. Khambari**Deputy Director, Innovation in Teaching & Learning,
Center for Academic Development and Leadership Excellence,
University Putra Malaysia**Naroon Waramit, Ph.D.**Dean, School of Integrated Science, Kasetsart University
Professor, Department of Agronomy, Faculty of Agriculture
Kamphaeng Saen campus, Kasetsart University

**Gold Partners' Panel:
NearLife**

23 August 2023 | 2:30 - 4:00 PM PST



Mr. Mike Todd, the Chief Executive Officer of Near-Life, and Ms. Janele Belegal, Research Assistant of the Faculty of Management and Development Studies (FMDS), UPOU, joined the first half of panel session 8 and presented an overview of immersive learning. The discussion started with the keys to considering immersive learning: understanding integration, considering the technical approach, cost, capacity, understanding the measures for success, and clarity of outcomes. Mr. Todd then briefly discussed using Augmented Reality (AR) tools. Ms. Janele Belegal presented an external project of the Faculty of Management and Development Studies that used near-life features. This project is an immersive learning experience focusing on a disaster, specifically an earthquake. Ms. Noreen Dianne Alazada served as the moderator for the session.

NEARLIFE PANELISTS

Mike Todd
CEO, NearLife

Noreen Dianne S. Alazada
Research Assistant,
Faculty of Management and Development Studies, UPOU

Janele Ann C. Belegal
Research Assistant,
Faculty of Management and Development Studies, UPOU

**Gold Partners' Panel:
Nephila Web**

23 August 2023 | 2:30 - 4:00 PM PST



The President and Chief Executive Officer of Nephila Web Technology, Inc., Ms. Sheryl Villaroman presented a brief history of the company and proceeded with an introduction and statistics on the use of Moodle, an open-source software package or course management system (CMS) used by various universities. Ms. Villaroman stated that Moodle brings educators, experts, and students with different backgrounds together. Through collaborative projects, this software promotes critical thinking and encourages problem-solving skills. At the end of the session, Ms. Villaroman envisions Nephila Web delving deeper into research and development over the next five years while establishing global partnerships with other providers. Ms. Janele Ebron served as moderator for this panel session.

NEPHILA WEB TECHNOLOGY, INC.: MOODLE CERTIFIED PREMIUM PARTNER IN THE PHILIPPINES PANELIST

Sheryl Villaroman
CEO, Nephila Web Technology

UNCONFERENCING SESSIONS

23 August 2023 | 8:30 - 10:00 AM PST



The Unconferencing Sessions are informal and unconventional platforms for sharing ideas, experiences, and best practices through collaborative workshops, walking methodology, and other creative approaches. The aim of **Unconferencing Session 1** is to foster a culture of collaboration, innovation, and experimentation, as well as generate new ideas, insights, and solutions that address emerging issues related to sustainability in education.

The sessions are designed and sponsored by the One by Walking Network (<https://www.onebywalking.net>), a network of researchers from all over the globe whose main thrust is collaboration, discussion, and experimentation within the area of research methodologies concerned with walking and experimental scientific and art-based work related to walking methodologies.

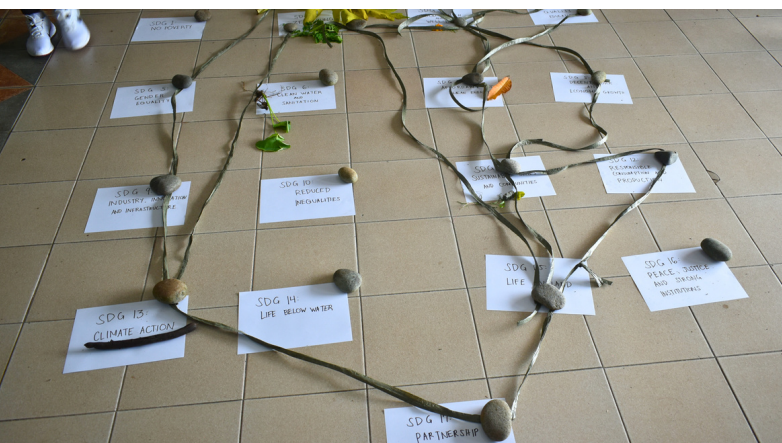
SESSION FACILITATOR

Dr. Diego S. Maranan

Dean and Professor, Faculty of Information and Communication Studies

UNCONFERENCING SESSIONS

23 August 2023 | 11:00 AM - 12:00 PM PST



The Unconferencing Sessions are informal and unconventional platforms for sharing ideas, experiences, and best practices through collaborative workshops, walking methodology, and other creative approaches. The aim of **Unconferencing Session 2** is to share walking methodologies that can be used in place-based and experiential learning towards sustainability in education.

The sessions are designed and sponsored by the One by Walking Network (<https://www.onebywalking.net>), a network of researchers from all over the globe whose main thrust is collaboration, discussion, and experimentation within the area of research methodologies concerned with walking and experimental scientific and art-based work related to walking methodologies.

SESSION FACILITATOR

Dr. Joane V. Serrano

Dean and Professor, Faculty of Management and Development Studies

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

Session 1-1

Moderator: Dr. J. Aleta R. Villanueva

Author(s)	Presentation Title
Paterno Alcartado, Paul Anthony C. Notorio, Ma. Theresa Christine Valdez, & Marco Saez	<u>From Training to Practice: A Higher Education Institution's Online Teaching Journey Amidst The Pandemic</u>
Nina Jesusa G. Reyes & Clarissa Mae Paranas	<u>Facebook as Alternative Management System</u>
Maria Lourdes T. Jarabe	<u>Co-creating Innovative Education Solutions for Equity and Sustainability in the Philippines</u>
Lloyd Lyndel P. Simportos	<u>A Quantitative Analysis of the Role of Technology in Enhancing Access to Quality Education in Cebu, Philippines: Implications for Social Work Practice</u>

Session 1-2

Moderator: Asst. Prof. Joel L. De Castro

Author(s)	Presentation Title
Rosinah binti Mahmood	<u>Investigating the Physical Activity Profile of Student-Teachers in Open Distance Learning Institutions in Kuala Lumpur</u>
Ria Valerie D. Cabanes	<u>Advancing Nursing Career thru Distance Education Laddered Program</u>
Leah V. Barbaso, Patrick L. Bacalso, & Eugene C. Busico	<u>Bridging the Gaps through Faculty Industry Immersion: The CIT-U Experience</u>
Miraluna T. Sabid	<u>Challenges and Initiatives: Teachers' Response to the Pandemic and Beyond</u>

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

Session 1-3

Moderator: Asst. Prof. Mark Pere Madrona

Author(s)	Presentation Title
Tricia C. Ascan & Primo G. Garcia	<u>Designing an Online Certificate course in Bookkeeping with Basic Leadership Competencies: Issues and Challenges</u>
Earl Vincent R. Malayao, Gil Brian Santos, & Leo Mendel D. Rosario	<u>Course Enhancement of Aerodynamic Structures and Systems Using Technological Pedagogical Content Knowledge (TPACK) Model</u>
Harvey Jay L. Cabante, Gil Brian Santos, & Leo Mendel D. Rosario	<u>Incorporation of Computer-based Simulation for Ground Operations in an Aircraft Maintenance Tertiary Course</u>
Eugene C. Busico, Jasmin Tulin, & Erica Jean Abadinas	<u>SWADOP: Simplified Web-based Application Development Online Platform</u>

Session 1-4

Moderator: Dr. Celeste L. Tayzon

Author(s)	Presentation Title
Nomar M. Alviar	<u>Self-efficacy and Attitudes towards Statistics of Medical Students in an Online Statistics Course</u>
Anthea V. Mariano	<u>Multimodal Authentic Assessment in a Graduate Course on Environmental Planning and Management Delivered via the Distance Mode</u>
Charina Gracia B. Banaay	<u>Sustainability in Education through Online Project-based Teaching and Learning: A Qualitative Description of PBL in a Distance Learning Mode</u>
Patrick L. Bacalso & Myrliza Villamor	<u>Empowering Designers: Introducing User Research Concepts for Enhanced User-Centered Design in Human-Computer Interaction Courses</u>

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

Session 1-5

Moderator: Asst. Prof. Dennis Lee J. Ybañez

Author(s)	Presentation Title
Safiah Md Yusof	Riding the Covid-19 Wave: The OUM experience
Roselyn Alejandro Ymana	Performance and Employers' Feedback on Bachelor of Secondary Education Graduates of Cavite State University – Silang Campus
Joald G. Calpo	Informal eLearning and Community of Practice in an Online Group For Hoya (Apocynaceae, Asclepiadoideae) Hobbyists
Joseph A. Igomu	Assessment of Challenges and Opportunities of Open and Distance Learning Education In Nigeria: A Study of National Open University of Nigeria Abuja

Session 1-6

Moderator: Asst. Prof. Louanne Mae L. Calipayan

Author(s)	Presentation Title
Roldan C. Cabiles & Ramesis Lorino	Exploring Students' Academic Challenges in Bicol University Distance Education Delivery
Ryan V. Lansangan	Framework in Assessing Students' Learning in Junior High School Science in Flexible Instruction Delivery
Gilbert D. Elegado, Althea Arce, & Menard Ace Regencia	Stressors Management of Elementary Pupils in the New Normal: A Model Program
Don August G. Delgado	Adapting to Digital Transformation: Key Features of Online Teaching and Learning in Thai Universities

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

Session 2-1

Moderator: Dr. Aurora V. Lacaste

Author(s)	Presentation Title
Teh Lai Ling & Nurhusna Abdul Malek	<u>Enhancing Transformative Learning: Exploring the Impact of Early Childhood Practicum on Learners' Conceptions of Teaching and Learning</u>
Chelsea Ericka A. Caritativo	<u>Online Reading Program as a Weekly Book Club Meeting: Structured Forum Discussions as Conduits for a Social Constructivist Learning Environment</u>
Rodney Odesson P. Raguindin & Corvin Bangsal	<u>Perception of the Nursing Students on the Implementation of 21st Century Teaching Skills During Flexible Learning</u>
Carl Ivan B. Villanueva, Daisy Ilagan, Amelita Driz, Charles Leoj Roxas, & Aurora Rosalie P. Tolentino	<u>Sealing the DEAL: Development of Inclusive Distance Education Academic Learning Package to address Learners' Diversity</u>
Maria Virginia G. Aguilar, Loreto Camiloza, Edwin Lineses, Rommel Mazo, & Roland Lorenzo M. Ruben	<u>Pandemic in Retrospect: Students' Evaluation of Distance Education during the COVID-19 Pandemic</u>
Diadema A. Ronquillo & Support Thaisurya	<u>Students' Perceived Learning Acquisition of the Enhanced Course for Digital Communication</u>
Tina S. Clemente	<u>Engendering Agency, Mindfulness, and Critical Thinking in Online Education</u>
Jovit G. Cain, Analiza Bucoy, Metchie Mae Casuga, & Renalyn Tancawan	Online Teaching and Learning Strategy among Accounting Students of Selected Schools in Tagum City

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

Session 2-2

Moderator: Dr. Myra D. Oruga

Author(s)	Presentation Title
Jovit G. Cain, Giselle Crystal Fausto, Marian Kaye Nietch Lubino, & Remma Mae Mendoza	Virtual Learning on Students' Performance among Accountancy Program in Tagum City: A Comparative Study
Cheryl B. Pantaleon & Cherry Lyn Sta. Romana	<u>Proctoring Assistance System: Preserving Academic Integrity Online</u>
Nona B. Suerte	<u>English Score Results of BSED English Students: A Reflection on the Integrative Approach and Hybrid Learning</u>
Ernesto L. Bastida Jr., Noel A. Digma, Ma. Victoria C. Balbio, Grace Y. Ramones, Patricia Rose B. Baguion, Russel E. Gatdula, & Cecilia Raquel C. Alvaran	<u>Improving Tertiary Students' Academic Performance and Appreciation of the Life and Works of Jose Rizal Course through Digital-based Biographical Museum Simulation</u>
Joel L. De Castro & Sally Gutierrez	<u>Pólya's Heuristic Approach in Problem-Solving: Implications for Reforms in Mathematics Education</u>
Patrick C. De Leon	<u>Overcoming the Disruption and Ensuring the Quality of Instruction during the COVID-19 Pandemic: The Case of a Catholic School in Hermosa, Bataan, the Philippines</u>
Reina R. Irinco & Reiza Salinas	<u>Student Perception of Mobile Devices as an Active Learning Strategy in a Science Course</u>
Alexander Michael G. Palma	<u>Learning Transitions in Studying Development: Design, Methodologies/Approaches, Tools in the Digital and Hybrid Platforms</u>
Rodney Odesson P. Raguindin & Ros Pauline Perez	<u>Graduates of Traditional Classes contra Online Learners: A Comparative Study on the Level of Competency Among L-NU Nursing Students</u>

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

Session 3-1

Moderator: Asst. Prof. Cesar Z. Luna

Author(s)	Presentation Title
Ephrem Dela Cerna Jr., Presca Lee Lugo, Mario Gener Abella, Gerardo Ramon Galang, & Rizza A Caluag	<u>Revolutionizing Maritime Education and Training through Digital Cloud-based Simulators: An Assessment of its Effectiveness among Maritime Students</u>
Jammille D. Delos Reyes, Queenie R. Ridulme, Alaine Richelle C. Ramos, Bernard Paolo V. Secreto, Ria Valerie D. Cabanes, & Rita C. Ramos	<u>Implementing a Web-Based Related Learning Experience Platform to Graduate Nursing Students</u>
Jaine C. Reyes & Ferdinand Maquito	<u>Exploring Evocative Assessment in an Online Class in a Graduate University</u>
Joel C. Meniado	<u>Universal Design for Learning (UDL) and Its Impact on Online Learning Success: A Case of Southeast Asian Adult Lifelong Learners</u>

Session 3-2

Moderator: Asst. Prof. Lianne Angelico C. Depante

Author(s)	Presentation Title
Jon Paul F. Maligalig	<u>Very Nice: The Last Week I Asked You (LWIAY) Approach as an Open and Distance Learning (ODL) Methodology</u>
Jurell A. Ordanes, Queenie R. Ridulme, Mark Pere Madrona, Charlene Mina, Jestine Crhistia Gatdula, & Carla Alyssa Cabrera	<u>Unveiling the Educational Landscape for K-3 Reading and Early Numeracy in Los Baños, Laguna</u>
Juvy Lizette M. Gervacio	<u>The Open Distance Learning Act (RA 10650) and the University of the Philippines Open University (UPOU): Some Self-Reflections on the Policy and its Implementation</u>
Ria Valerie D. Cabanes, Regine Karla Bagalanon, Araceli Balabagno & Lydia Manahan	<u>Online Graduate Nursing Laddered Program: Stakeholders' Perspective</u>

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

Session 3-3

Moderator: Dr. Sophia DL. Deterala

Author(s)	Presentation Title
Gerry S. Digo	<u>Effectiveness and Impact of Online Capacity-Building on Action Research</u>
Mark Pere Madrona	<u>Selected Philippine Local Government Units' Implementation of the Department of Education's Basic Education Learning Continuity Plan</u>
Jerome A. Suplemento, Diego S. Maranan, & Lucky Vengua	<u>Exploring Student Experiences in a Blended Learning Hackathon: Adapting to Hybrid Learning in Post-Pandemic Education</u>
Edrian Peter B. Villanueva, Jayson Caalim, & Elvin Amerigo Valerio	<u>Probing Teachers' Technological, Pedagogical and Content Knowledge (TPACK), Self-Efficacy, and Technology Acceptance in a Hybrid-Flexible (HyFlex) Learning Environment</u>

Session 3-4

Moderator: Dr. Emely M. Amoloza

Author(s)	Presentation Title
Catherine N. Arellano & Jay Vince D. Serato	<u>Profile of BSCS Students and their Perceptions in the Use of CodeChum as an Online Assessment Tool</u>
Junar S. Cano	<u>Leveraging Online Learning through Preferences and Segmentation: A Conjoint Analysis Approach</u>
Ma. Gian Rose D. Cerdeña, Lexter Mangubat, Luisa A. Gelisan, & Mari Anjeli L. Crisanto	<u>Evaluation of the UPOU MOOC "Principles of Graphic Design" using Product Variable of Biggs' 3P Model</u>
Paul Anthony C. Notorio, Roland Lorenzo M. Ruben, & Constantino Ballena	<u>Impact of Learning Management System towards Learning: From the Vantage Point of Graduate Students</u>

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

Session 3-5

Moderator: Dr. Maripres U. Sarinas

Author(s)	Presentation Title
Jovit G. Cain, Ian Ray Caldito, Sunshine Nepomoceno, & Mary Rose Padada	Assessing the Level of Satisfaction of Accounting Students on Learning Management System in Selected Schools in Tagum City: Basis for Intervention Program
Alyssa Karen Acal & Josiah Jude Abuton	Exploring Selected Public School Teachers' Perception of Their Self-efficacy in the Context of Modular and Online Learning in Selected Cities in Cavite, Philippines
Franchesca Marie D. Moreno	An Assessment of the Pharmacy Students' and Preceptors' Perception of the Effectiveness and Impact of Virtual Learning in Preparation for the Introductory Pharmacy Practice Experience
Zohaib Hassan Sain	Blended Learning: A Novel Challenge for Pakistani University Learners

Session 3-6

Moderator: Asst. Prof. Queenie R. Ridulme

Author(s)	Presentation Title
Shnaoli C. Acharya	<u>E-Assessment at the School Level during the Covid Shutdown: The Students' Outlook</u>
Roldan C. Cabiles	<u>Implementation of Gender-fair Language in Bicol University</u>
Joe Mari N. Flores	<u>Hailing the Voices: Inveiling the Lived Experiences of Accounting Students in Learning Business Taxation in the New Normal</u>
Ana Katrina P. De Jesus & Gian Carlo De Jesus	<u>Designing Liminal Spaces In Digital Spaces: Experiencing Tensions And Negotiations Through Role-Playing</u>

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

Session 4-1

Moderator: Asst. Prof. Shari Eunice San Pablo

Author(s)	Presentation Title
Catherine N. Arellano & Cherry Lyn Sta. Romana	<u>Assessing Performance of CIT-U CCS Students in the PhilNITS Certification Examination: A Replication Study using the April 30, 2023 Examination Result</u>
Myra Collado Almodiel, Anna Cañas-Llamas, Lovelyn P. Petrasanta, Marinela S. Hernandez, & Anna Mhari Duria	<u>Exploring the Integration of Universal Design for Learning (UDL) Principles and Fair Gender Portrayal in the Information and Communication Materials in an Open University</u>
Leah V. Barbaso	<u>Ensuring Academic Integrity through Moodle and Safe Exam Browser</u>
Kristoffer Paulo L. Ramirez	<u>Educational Experiences of STEM Students during the Pandemic: What did we learn so far?</u>

Session 4-2

Moderator: Asst. Prof. Blancaflor Arada

Author(s)	Presentation Title
Teddy S. Manansala	<u>Application of Community of Inquiry Towards Successful Blended Learning Implementation</u>
June Kiervin Dioso & Vel Marie Palisbo	<u>Teaching and Learning in a Hybrid Concurrent Classroom</u>
Jammille D. Delos Reyes, Queenie R. Ridulme, Ria Valerie D. Cabanes, Alaine Richelle C. Ramos, Bernard Paolo V. Secreto, & Rita C. Ramos	<u>Issues and Challenges in Developing a Web-based Related Learning Experience Material</u>
Belinda Esther D. Tan, Jose Antonio Clemente, & Lorelie Grepo-Jalao	<u>Context Matters in LMS Use: Exploring Instructors' Pre-Semester Experiences</u>

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

Session 4-3

Moderator: Asst. Prof. Roda Tajon

Author(s)	Presentation Title
Cesar Z. Luna	<u>Towards the Development of an Online Bachelor's Degree in Real Estate Management: Concepts and Framework</u>
Sophia Deterala, Joel L. De Castro, Mark Pere Madrona, Dennis Lee Jarvis Ybañez, Celeste L. Tayzon, & Sally Gutierrez	<u>"At the edge" of the Metaverse in Teaching and Learning: An Interdisciplinary Conversation</u>
Tricia C. Ascan	<u>Success Factors for Effective Online Accounting Education: A Case Study of Simplified Accounting for Entrepreneurs during the Covid-19 Pandemic</u>
Jovit G. Cain, Raul Alayon, Maybelene Calipayon, & Bryan Sulasula	<u>Learning Style and Performance of Accounting Students in Tagum City</u>

Session 4-4

Moderator: Asst. Prof. Roel P. Cantada

Author(s)	Presentation Title
Brian S. Bantugan	Coursera as the World Economic Forum's Ideological (Trans-)State Apparatus towards a Global Covid-19 Vaccination Hegemony
Ronilo Jose D. Flores & ; Marco Nico Aquino	<u>From Physical to Online to Hybrid Pedagogy: Lessons and Strategies to Reinforce Performance and Ensure Health and Wellness of Student Volleyball Athletes amidst Restrictions</u>
Adiat A. Odunmbaku	Blended Learning and Academic Performance in Basic Sciences in ODeL Programs in Nigeria: Search for Quality Teaching Methodology
Jovit G. Cain, Ronalie Ayco, Judy Budiongan, & Jaylyn Lampara	Assessing the Online Learning of Accounting Students during the Covid-19 Pandemic: Basis for Intervention Program

PARALLEL SESSIONS



ONLINE

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

Session 4-5

Moderator: Asst. Prof. Joyce Mae M. Vega

Author(s)	Presentation Title
Elsa L. Lubrica	Digitized Quality-assured Learning Material on Grade 8 Physics
Roselle Basa, Bernadette San Diego, & John Paul Gonzales	<u>Framework for Instructional Design for Asynchronous Learning Modality: Basis for Measuring Quality</u>
Joald G. Calpo	Recreating the Montessori Prepared Environment for Online Science Instruction: A Design Case

Session 4-6

Moderator: Asst. Prof. Rita C. Ramos

Author(s)	Presentation Title
Clint Erven H. Mosqueda	Effect of Utilizing Interactive Lab on Students' Performance in Physics
Rosnida Binti Abu Bakar	Challenges of Open University Malaysia Nursing Students Towards Readiness in E-Learning
Bit-Lian Yee	Juggling with Life Commitments: Challenges in Open Distance Learning among Nursing Students, Open University Malaysia

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

FROM TRAINING TO PRACTICE: A HIGHER EDUCATION INSTITUTION'S ONLINE TEACHING JOURNEY AMIDST THE PANDEMIC

Paterno Alcartado, Paul Anthony C. Notorio, Ma. Theresa Christine Valdez, & Marco Saez
De La Salle University - Dasmariñas

ABSTRACTS

Session 1-1

The pandemic has pushed higher education institutions (HEIs) to implement changes in the teaching and learning modalities. Central to these changes in modality is the role of the teacher. Many HEIs invested and participated in training programs to ensure that the teachers are equipped to teach in the new modality. Using the e-learning maturity model, technology-pedagogy-content knowledge model, and the substitution-augmentation-modification-redefinition model, this paper explores the experiences of a public HEI after attending an online capacity building program. Through a qualitative case study research design of a public HEI, seven administrators were interviewed, and 14 faculty participated in the focus group discussion. The interview was recorded, transcribed, and thematically analyzed using NVivo. The topics on synchronous and asynchronous session delivery were deemed the most relevant. Moreover, the training prompted changes in pedagogy and ease of use of new education technologies. A post-pandemic perspective training program calls for discipline-specific training and knowing how the barriers of online training were overcome. This study is useful for planning, development, implementation, and evaluation of teacher training programs, especially those related to education technology, pedagogy, and innovation.

FACEBOOK AS ALTERNATIVE MANAGEMENT SYSTEM**Nina Jesusa G. Reyes & Clarissa Mae Paranas**

De La Salle University - Manila

With Philippines keeping up with ICT for Education or ICT4E of neighbor countries, many schools and institutions are already using Learning Management System (LMS) as a help in the development of the country's education system. But only the private schools can afford to subscribe to these Learning Management Systems for it has subscription fee (Nuncio, 2020). The need for LMS has been more evident when the COVID-19 Pandemic spread in 2020. A huge part of the Philippines was put into community quarantine because of the pandemic and the school year 2019-2020 did not formally end inside the classrooms. There was a sudden transition from the traditional face-to-face teaching and learning set up to online distance learning (ODL). To continue opening the next school year, these learning management systems became an alternative space for teaching and learning. And because not all the schools and institutions can afford to subscribe to an LMS, not all students and teachers in the Philippines are knowledgeable or even familiar in using LMS. In finding an alternative, social networking sites showed a potential to be an alternative LMS, particularly Facebook as it is one of the applications where both teachers and students are familiar to. In line with this, the aim of this paper is to assess the effectiveness of Facebook as an alternative LMS, using systematic review of literature and LMS Feature Categories by Turnbull (2019). The data gathered indicates that Facebook still requires additional features to meet the needs of its users, especially in an educational context. Although Facebook was not originally designed for educational integration, it is gradually being utilized due to societal demands, and its features are proving to be beneficial for teaching and learning, especially during the pandemic.

CO-CREATING INNOVATIVE EDUCATION SOLUTIONS FOR EQUITY AND SUSTAINABILITY IN THE PHILIPPINES

ABSTRACTS

Session 1-1

Maria Lourdes Jarabe
UP Open University

The COVID-19 pandemic has exacerbated the already existing learning crisis in the Philippines, as evidenced by poor performance in international assessments such as the PISA and TIMSS. This crisis serves as a wake-up call for the need to identify and understand the reasons behind such poor performance. The World Bank has identified four key areas, namely, safe and inclusive learning environments, early childhood education, mother tongue-based multilingual education policy, and increased government education spending. The Philippine Business for Education has identified six root causes, including malnutrition, mental health, lack of teacher support, mass promotion, and lack of proper assessment. However, the pandemic has added an additional level of complexity and uncertainty to the situation. To address the learning crisis in the Philippines in a more comprehensive and sustainable way, the University of the Philippines Open University is embarking on a study to develop a multi-sectoral and multidisciplinary collaboration model for innovative education solutions that can handle uncertainties and complexities. The program of research will involve a multidisciplinary team of experts in collaboration with practitioners in the field, communities, and policy makers. The initial steps involve setting up an innovation hub, identifying local stakeholders, reviewing and integrating multi-sectoral innovation proposals, and planning the research proposal. The ultimate goal is to develop a system for generating knowledge that will inform education policy, encourage sustainable community-level interventions, and make education-community-industry collaboration veritable. With the complexity and urgency of the issue at hand, multi-sectoral innovative solutions should be prioritized over traditional and common practices in education to improve the quality of education multidimensionally, mindful of the sociocultural, health, and technological needs of the learners.

**A QUANTITATIVE ANALYSIS OF THE ROLE OF TECHNOLOGY IN
ENHANCING ACCESS TO QUALITY EDUCATION IN
CEBU, PHILIPPINES: IMPLICATIONS FOR SOCIAL WORK PRACTICE**

ABSTRACTS
Session 1-1

Lloyd Lyndel Simporios
UP Open University

This study explores the impact of technology on access to quality education and its implications for social work practice in Cebu, Philippines. Drawing on relevant literature, it examines the effects of technology on educational outcomes, the challenges posed by the digital divide, and the role of social workers in addressing technology-related barriers to education. The study highlights the potential of technology to improve access to quality education while emphasizing the persistent issue of the digital divide as a significant barrier to achieving educational equity. It underscores the importance of equipping social workers with the necessary knowledge and skills to support students in overcoming technology-related obstacles. Integration of technology training within social work education programs is identified as a crucial step toward addressing the digital divide and facilitating optimal assistance to students in accessing quality education. The study concludes that social workers play a pivotal role in narrowing the divide and leveraging technology to enhance the accessibility and quality of education for all individuals. Future research and innovative approaches are encouraged to further explore and harness the beneficial effects of technology in education.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

INVESTIGATING THE PHYSICAL ACTIVITY PROFILE OF STUDENT-TEACHERS IN OPEN DISTANCE LEARNING INSTITUTIONS IN KUALA LUMPUR

ABSTRACTS
Session 1-2

Rosinah binti Mahmood
UP Open University Malaysia

Physical activity is an essential component of a healthy lifestyle, yet many individuals fail to engage in regular physical activity. In recent years, the emergence of Open Distance Learning (ODL) institutions has changed the landscape of education, allowing students to learn remotely from anywhere, including the comfort of their homes. However, this shift towards remote learning may also contribute to a sedentary lifestyle, particularly for student teachers who spend long hours sitting in front of a computer screen. This study aimed to investigate the demographic profile and physical activity levels of student teachers enrolled in an ODL institution in Kuala Lumpur, with the aim of identifying the factors that influence physical activity and developing interventions to promote a more active lifestyle. This study using a mixed-method design. The study recruited 206 participants, with 41 males (19.9%) and 165 females (80.1%), and collected data on their physical activity levels, demographic characteristics, and factors influencing physical activity. The results revealed that the overall physical activity levels of student teachers were low, with no significant differences observed across various demographic variables. Qualitative data identified time constraints, lack of motivation, and inadequate facilities as the primary barriers to physical activity. The findings highlight the need for targeted interventions to increase physical activity levels among student teachers in ODL institutions, including addressing the identified barriers and tailoring interventions to meet the unique needs of this population.

Keywords: physical activity, demographic profile, student teachers, open distance learning, institution

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

ADVANCING NURSING CAREER THRU DISTANCE EDUCATION LADDERED PROGRAM

ABSTRACTS
Session 1-2

Ria Valerie D. Cabanes
UP Open University

The University of the Philippines Open University (UPOU) has emerged as a trailblazer in the world of online education programs within the Philippines. The institution presented a program to challenge the conventional approach to graduate education to address the needs of nurses who encounter irregular schedules and substantial work demands. The program provided support and resources to nurses not only within the Philippines, but also across various global regions.

In alignment with the UPOU's objective to evolve into a university of the future, it is critical to recognize the necessity of adapting our existing program to address the needs of our nurses to advance their careers, the exigencies of the healthcare system, and the evolving educational landscape.

The purpose of this scoping study is to conduct a comprehensive review of the existing literature to ascertain the necessity of implementing a ladder program within the graduate nursing program. The present study aims to make a valuable contribution to the field by proposing the establishment of a novel ladder graduate nursing program, which, to the best of our knowledge, has not been implemented in the country before.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

BRIDGING THE GAPS THROUGH FACULTY INDUSTRY IMMERSION: THE CIT-U EXPERIENCE

ABSTRACTS
Session 1-2

Leah V. Barbaso, Patrick L. Bacalso, & Eugene C. Busico
Cebu Institute of Technology - University

In computing and information technology, the technologies used in the industry to develop software applications keep changing. This results in a gap between the academe and industry. It is, therefore, becoming a challenge for academic institutions to decide how they can be abreast with the current trends used in the industry. To address this challenge, the College of Computer Studies of Cebu Institute of Technology-University, sent its faculty members to the Faculty Immersion Program of Accenture Philippines; for 320 hours. In this study, qualitative data were collected through reflective essays and interviews by the faculty members who participated in the program. The participating faculty members had no prior experience working in the industry as they immediately worked in the academe after completing their bachelor's degree. While working in the academe, they equipped themselves with the skillset needed to deliver a lesson with the intention of making everyone understand the topic, and most importantly, equipped themselves with the theoretical knowledge needed to deliver a course to prepare their students to be industry-ready. The program was, then, an excellent opportunity for them to learn the various tools and technologies used in industry. In the whole 320 hours, they were able to participate in intensive training in Springboot and React JS and were asked to develop a project using the tools mentioned. The program equipped them not only with theoretical knowledge about Springboot and ReactJS, but also with technical skills. The technical skills they learned were cascaded to their students, Springboot, along with other relevant topics, was taught in Applications Development and Emerging Technologies and React JS in an Elective Course for the 3rd Year BSIT students. The faculty members then recommended this immersion program to be done often to bridge the gap between the academe and the industry.

CHALLENGES AND INITIATIVES: TEACHERS' RESPONSE TO THE PANDEMIC AND BEYOND

ABSTRACTS
Session 1-2

Miraluna T. Sabid
Capiz State University

Studies highlighting teacher's difficulties and initiatives in the context of the new normal and beyond are still limited, thus, this qualitative research was conducted in 2021-2022 to determine the challenges and initiatives of the faculty of Capiz State University during the pandemic and beyond, using the thematic analysis of Clarke and Broun. Participants were the 15 faculty of this university. Data was gathered using an In-depth interview. This study found several themes. The challenges encountered during the pandemic were the digital divide, integrity, and aptitude of students, quality of learning materials. Beyond pandemic safety and security, physical facilities, and learning efficacy. The initiatives during the pandemic were self-empowerment, the use of online platforms, providing student assistance, and preparation and review of the learning materials, moreover beyond the pandemic, initiatives were the use of learner-centered strategies, ensuring the quality of assessment use and preparation of the learning environment. The motivation for coming up with these initiatives was love and concern for students, obligation as a teacher, and commitment to teaching. The initiatives were collaboration with colleagues, and commitment to provide quality education. These imply that teachers face various challenges during and beyond the pandemic and rise above these by initiating strategies to address the needs. Teachers were internally motivated and they were able to realize these initiatives through collaboration with administration and colleagues and commitment to quality education. Teachers also believed that using hybrid and hyflex learning modalities and institutionalizing the learning management system were the initiatives worth considering for long-term integration which can deliver education anytime and anywhere.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

DESIGNING AN ONLINE CERTIFICATE COURSE IN BOOKKEEPING WITH BASIC LEADERSHIP COMPETENCIES: ISSUES AND CHALLENGES

Tricia C. Ascan & Primo G. Garcia
UP Open University

ABSTRACTS
Session 1-3

The increasing demand for bookkeeping services, both online and offline, coupled with the recognition of bookkeeping as an in-demand job by the Department of Labor and Employment, creates a significant opportunity for individuals seeking online employment or career transition. By developing an online bookkeeping course, learners can acquire the essential skills and knowledge needed to meet this demand, providing accurate financial information to businesses and enabling individuals to excel in the virtual bookkeeping industry. In light of this, the UPOU Faculty of Management and Development Studies is developing an online, non-formal Certificate on Bookkeeping and Basic Leadership Competencies. The Certificate is adapted from TESDA to enable the course completers to take the NCIII assessment. It aims to provide learners with competencies in journalizing transactions, posting transactions, preparing trial balance, preparing financial reports, reviewing internal control systems, and enhancing workplace management skills. This paper will identify the challenges in designing and developing an online certificate targeted towards a diverse set of learners, including cognitive support for diverse learners, balancing collaboration and flexibility, and translation of assessment in the online environment, while also providing recommendations to address these challenges.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

COURSE ENHANCEMENT OF AERODYNAMIC STRUCTURES AND SYSTEMS USING TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) MODEL

ABSTRACTS
Session 1-3

Earl Vincent R. Malayao*, Gil Brian Santos*, & Leo Mendel D. Rosario^

*Philippine State College of Aeronautics Institute of Graduate Studies

^UP Open University

e-Learning tools in post-modern aviation education are strongly and continuously developed. In addition, computer-based simulations or training related to aircraft structures and systems enhance the facilitation of student learning by shortening the learning period, thus achieving learning outcomes within the foundation of traditional teaching assessments and methodologies. Previous studies and related literature have shown that the use of computer-based training simulation tools was able to improve students' knowledge, comprehension, and experience in taking aircraft structures and systems. On the other hand, with the absence of virtual reality head-mounted displays, specific real-time aircraft model for maintenance experience and assessment remains limited. As a solution to this gap, this study developed an updated course enhancement for aerodynamic, structures, and systems simulations in an aircraft maintenance tertiary course using Technological, Pedagogical, Content Knowledge (TPACK) model, which considers learning outcomes lacking from the virtual simulation and classroom methodologies. There were five participants from the 2nd year students and faculty members of the Asian International School of Aeronautics and Technology (AISAT). Qualitative data was collected thru interviews focusing on the content criteria of the aircraft flight control structures and systems, air conditioning system, electrical system, hydraulic system, fire protection system, and fuel systems. Results have shown that the e-Learning tool (Unity Play) tool has several areas for improvement specifically on, troubleshooting, simulated scenarios, etc. The results of the study can be used to further improve the functions and features of Unity Play beneficial students of the aircraft maintenance tertiary course and to enhance course outcomes.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

INCORPORATION OF COMPUTER-BASED SIMULATION FOR GROUND OPERATIONS IN AN AIRCRAFT MAINTENANCE TERTIARY COURSE

ABSTRACTS
Session 1-3

Harvey Jay L. Cabante*, Gil Brian Santos*, & Leo Mendel D. Rosario^

*Philippine State College of Aeronautics Institute of Graduate Studies

^UP Open University

e-Learning tools and simulations are continuously developed and enhanced in the field of aviation education. For example, computer-based simulations on aircraft maintenance shorten learning periods and facilitate the accomplishment of learning outcomes within the framework of traditional teaching methodologies. Previous studies have shown that the use of these computer-based training simulation tools was able to enhance the students' knowledge and experience in various fields. According to International Civil Aviation Organization, the core value of offering rapid and dependable air services to help commercial aircrafts the safest way to travel is safety. This study aims to incorporate the computer-based training simulation tool for ground operation in an aircraft maintenance tertiary course. Participants of the study are students of Asian International School of Aeronautics and Technology (AISAT). A quantitative method of research was utilized in the study to gather information through scores from competency activities of aircraft positioning, taxiing, small aircraft towing, aircraft taxi course, marshalling signals, large aircraft marshalling, and large aircraft pushback. Findings have shown that the use of simulation tools is significant to improve students' learning experience which enables them to better prepare their knowledge and skills before proceeding to the actual environment. The result of the study is beneficial to ground operation computer-based simulation developers and educators of the aircraft maintenance tertiary course.

SWADOP: SIMPLIFIED WEB-BASED APPLICATION DEVELOPMENT ONLINE PLATFORM

Eugene C. Busico, Jasmin Tulin, & Erica Jean Abadinas
Cebu Institute of Technology - University

In the new era of technology, where the internet reigns supreme, web-based application development approaches play a vital role in facilitating data communication among different computers and users. However, traditional methods of teaching this approach often require educators to install web development platforms such as Xampp or WampServer. While these platforms serve their purpose, they limit learners' understanding of client-server applications since all the different tiers are located on the same machine. Additionally, using cloud services for hosting and database purposes can be challenging for learners with varying economic statuses.

To address these issues, the SWADOP (Simplified Web-based Application Development Online Platform) has been developed. This platform serves as an intermediary between hosting servers and database servers, allowing users to experience hosted applications within the platform itself. By utilizing React, a free and open-source front-end JavaScript library for building user interfaces based on components, the SWADOP platform enhances accessibility and simplifies interaction with hosted applications.

The SWADOP platform goes beyond a mere hosting and database solution by incorporating the concept of virtualization. This means that multiple learners can have their own dedicated hosting and database servers, providing them with an authentic experience in developing web-based applications.

By leveraging the SWADOP platform, learners can overcome the limitations of traditional approaches and gain a comprehensive understanding of web-based application development. This not only facilitates their learning process but also ensures that economic constraints do not hinder their access to cloud services for hosting and database purposes.

Overall, the SWADOP platform represents a significant advancement in web-based application development education, offering an innovative and inclusive solution for learners of all backgrounds.

SELF-EFFICACY AND ATTITUDES TOWARDS STATISTICS OF MEDICAL STUDENTS IN AN ONLINE STATISTICS COURSE

ABSTRACTS

Session 1-4

Nomar M. Alviar
San Beda University

Learning statistics is essential for medical students to become competent healthcare professionals who can make evidence-based decisions, design and critically evaluate research studies, and contribute to quality improvement initiatives. Attitudes towards statistics can influence student willingness to learn and apply statistical techniques, which then have a significant impact on academic performance in a statistics course. This study sought to measure the attitudes towards medical statistics of students taking an online medical statistics course. Ninety-nine medical students in a Philippine medical school completed the Attitudes Towards Statistics in Medical Research (ATMSR), Statistics Self-Efficacy, and the Community of Inquiry (Col) surveys. On average, medical students appreciate the value of statistics in the medical profession ($M = 6.06$, $SD = 0.78$), but have neutral feelings toward statistics ($M = 3.56$, $SD = 0.78$), slightly positive feelings towards their own intellectual knowledge and skills in statistics ($M = 3.96$, $SD = 1.00$), and negative feelings towards the difficulty of the subject ($M = 3.24$, $SD = 0.72$). Students' statistics self-efficacy was reported to be low ($M = 2.17$, $SD = 0.91$); this moderately correlated with Cognitive Competence attitudes ($r = 0.458$, $p < 0.001$). The online learning experience was favorably rated, with the Col overall mean ($M = 4.54$, $SD = 0.41$), teaching presence ($M = 4.77$, $SD = 0.34$), social presence ($M = 4.30$, $SD = 0.63$), and cognitive presence ($M = 4.49$, $SD = 0.48$) scores reported as positive. Medical students taking an online statistics course who report better positive attitudes about their own knowledge and skills in statistics also report better positive feelings about statistics, even as they view the subject as difficult and report having low self-perceived statistics self-efficacy. Beneficial features of the online statistics course suggested by the positive course feedback will be discussed in the presentation.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

MULTIMODAL AUTHENTIC ASSESSMENT IN A GRADUATE COURSE ON ENVIRONMENTAL PLANNING AND MANAGEMENT DELIVERED VIA THE DISTANCE MODE

ABSTRACTS
Session 1-4

Anthea V. Mariano
UP Open University

With the advent of content-generation AI tools available to assist students in the learning process, educators have to take a more creative approach in crafting assessment activities specially in a distance learning environment. In designing activities for authentic assessment, educators have to think about creation, marking and feedback mechanisms to ensure learning is achieved while learners utilize emerging technologies.

Essays and narratives are the usual assessment tools for social science courses. For the Environmental Planning and Management course, the Faculty-In-Charge (FIC) chose to veer from the usual, instead, learners were tasked to (1) prepare a speech for a specific target audience, (2) prepare a collaborative eJournal, and (3) create a pecha-kucha video for a topic of their choice. These activities are aimed at increasing students' awareness about issues in environmental management, enhance their critical thinking skills, explore emerging technologies, foster collaboration and active participation and hone their leadership skills. A private group on Facebook was created to serve as a venue for communication and an alternative repository of outputs as well as a platform for sharing relevant contents. It was a deliberate attempt to add "fun" and to "humanize" distance learning. Participation in the social media platform was also included in the students' overall assessment.

For a course at the Master of Environment and Natural Resources Management, 53 students is considered a "large class". With this class size, it was challenging to make learning engaging and interesting. The variation in the class activities and the inclusion of social media platform as an added venue for learning and interaction gave students a more meaningful experience without compromising the quality of teaching and learning. This was evident from the students' feedback at the end of the course.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

SUSTAINABILITY IN EDUCATION THROUGH ONLINE PROJECT-BASED TEACHING AND LEARNING: A QUALITATIVE DESCRIPTION OF PBL IN A DISTANCE LEARNING MODE

ABSTRACTS
Session 1-4

Charina Gracia B. Banaay
UP Los Baños

Project-based learning (PBL) is a dynamic approach that makes use of real-world challenges for instruction and provides authentic assessment for and of learning. A core research project entitled “Trichoderma-mediated growth-promotion and biofortification of selected vegetables and medicinal herbs” (Trichoderma project) was designed and evaluated for use as a medium to deliver PBL for a fully online BIO 190 (Special Problem) course during the last “pandemic academic year” (AY 2021-2022). The gold standards for high-quality PBL design were used as guides for designing the student evaluation. Based on the survey of a limited number of respondents, it was determined that the Trichoderma project has all the seven PBL design elements. The project is based on a meaningful and relevant problem related to plant growth and metabolism. Basic ecological concepts in plant growth and plant-microbe interactions are tackled. Inquiry can be sustained as students must actively participate and contribute. Authenticity is the hallmark of the Trichoderma project since it involves current health challenges. Although the research project has its own objectives, goals, and targets, its adaptation in PBL can easily incorporate student voice and choice allowing them to manage their own work within reasonable limits of the course. This project also allows students to reflect on their own learning, work independently, give and receive feedback, and present their outputs. In addition, students can gain first-hand experience engaging in complex problems in their own community as they develop creativity and resourcefulness. Finally, student feedback indicated that the intended project-based learning outcomes were achieved.

22 August 2023, Tuesday (2:00 PM – 3:15 PM)

EMPOWERING DESIGNERS: INTRODUCING USER RESEARCH CONCEPTS FOR ENHANCED USER-CENTERED DESIGN IN HUMAN-COMPUTER INTERACTION COURSES

ABSTRACTS
Session 1-4

Patrick L. Bacalso & Myrliza Villamor
Cebu Institute of Technology - University

Integrating user research concepts at an early stage can develop a solid foundation in user-centered design, enabling the creation of digital products that align with user needs and preferences. This study presents survey findings from second-year college students enrolled in Human-Computer Interaction (HCI) courses conducted in a hybrid setup. The study examines the impact of introducing user research principles on their understanding of user-centered design, emphasizing the significance of integrating these concepts to provide students with a robust understanding of user-centered design methodologies. The 303 participants consisted of 73% males and 27% females, primarily from Information Technology (66%) and Computer Science (34%) programs. The survey results demonstrate that incorporating user research principles significantly influenced students' design decisions. More than half (52%) successfully implemented user research concepts, with 49% reporting unexpected insights from their application. These findings were considered highly influential by nearly half of the participants, resulting in the development of improved user-centered digital solutions. Despite 59% of students having a neutral product design skill level, a vast majority (99%) would recommend the use of user research concepts to others. Furthermore, 97% agreed that user research principles should be an integral part of HCI courses, underscoring their significance in digital product design. Although the benefits are evident, 48% of participants faced challenges when integrating user research into the design process. These obstacles necessitate further investigation and support to enhance the effectiveness of incorporating user research techniques. In conclusion, integrating user research concepts into HCI courses enhances students' user-centered design skills, cultivating a new generation of designers who prioritize user needs and preferences in their digital product development endeavors.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

ENHANCING TRANSFORMATIVE LEARNING: EXPLORING THE IMPACT OF EARLY CHILDHOOD PRACTICUM ON LEARNERS' CONCEPTIONS OF TEACHING AND LEARNING

ABSTRACTS
Session 2-1

Teh Lai Ling & Nurhusna Abdul Malek
Open University Malaysia

Early childhood practicum, also known as a field experience or internship, plays a vital role in early childhood education curricula. It offers learners with a valuable platform to apply theoretical knowledge, observe experienced educators, and reflect on personal experiences. Through hands-on experiences, learners can refine their pedagogical skills and build confidence in working with young children and families. However, the true potential of an early childhood practicum lies in its capacity to facilitate transformative learning, where individuals encounter new ideas or perspectives that challenge their existing beliefs, values, or assumptions.

This paper aims to examine the transformative impact of an early childhood practicum on learners; views of teaching and learning. Through a comprehensive synthesis of the relevant literature and empirical studies, the study identifies key elements that influence the transformative learning process. These elements include the quality of the practicum placement, the nature of mentoring relationships, and the use of reflective practices during and after the practicum.

By exposing learners to diverse classroom environments, instructional methods, and cultural perspectives, early childhood practicum experiences have the potential to enrich and expand learners; conceptions of teaching and learning. The findings of this study suggest opportunities to improve the quality of early childhood practicum experiences, thereby fostering transformative learning.

Keywords: Early childhood, practicum, transformative learning, teaching, learning

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

ONLINE READING PROGRAM AS A WEEKLY BOOK CLUB MEETING: STRUCTURED FORUM DISCUSSIONS AS CONDUITS FOR A SOCIAL CONSTRUCTIVIST LEARNING ENVIRONMENT

Chelsea Ericka A. Caritativo
UP Open University

ABSTRACTS
Session 2-1

There is a pressing reading literacy issue surrounding this generation's Filipino junior high school students as they have been ranked last out of 79 countries in the 2018 Programme for International Student Assessment (PISA) survey. In addition, due to the pandemic, Filipino education professionals have been challenged to adjust to a method of learning unfamiliar with most students. As a response, a reading program designed for online and blended learning was created to fit the context and needs of today's learners. The program's modules include a permanent section called structured forum discussion (SFD) which is, for the objectives of the program, intended to be the classroom equivalent of a 'weekly book club meeting'. SFD is a method wherein a virtual online classroom can become a social constructive learning environment, one where students construct knowledge together through their interactions, discussions, and meaning-making sessions.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

PERCEPTION OF THE NURSING STUDENTS ON THE IMPLEMENTATION OF 21ST CENTURY TEACHING SKILLS DURING FLEXIBLE LEARNING

ABSTRACTS
Session 2-1

Rodney Odesson P. Raguindin & Corvin Bangsal
Lyceum-Northwestern University

According to the Global Partnership for Education, 21st Century skills are set of abilities that can be taught and learned in order to enhance ways of thinking, learning, working and living in the modern world. Today, there is a current academic struggle faced by each institution due to the pandemic faced by the society, 21st Century skills can pave the way and can enable and strengthen the efficiency of flexible learning. The results of this study became a basis in creating a proposed action plan that focuses on enhancement of the implementation of 21st Century Teaching Skills.

With these in mind, the researchers determined the perceived implementation of 21st Century Teaching Skills in terms of Critical Thinking, Collaboration, Creativity, and Communication Skills as perceived by the Nursing Students and its correlation in the academic proficiency in terms of General Weighted Average and Average Test Scores per 100 items.

The respondents of the study were composed of one hundred fifty (150) College of Nursing students that belonged to the third- and fourth-year levels enrolled in the school year 2022-2023 at Lyceum-Northwestern University. The data gathering tool utilized was the survey questionnaire formulated by Kelly et.al (2019) which focused on the development of a survey instrument for 21st century skills as defined by the P21 framework. The data gathered were subjected to statistical analysis, the results show that the perceived level of implementation of the 21st Century Teaching Skills were "implemented". It also shows that there was no relationship between the levels of implementation of the skills to the academic proficiency of the students, which is attributed to the developmental characteristic of the respondents. It has been found out that the respondents belonged in young adult cluster and it has been said that these group are highly adaptable and resilient in facing challenges.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

SEALING THE DEAL: DEVELOPMENT OF INCLUSIVE DISTANCE EDUCATION ACADEMIC LEARNING PACKAGE TO ADDRESS LEARNERS' DIVERSITY

ABSTRACTS
Session 2-1

**Carl Ivan B. Villanueva, Daisy Ilagan, Amelita Driz, Charles Leoj Roxas, &
Aurora Rosalie P. Tolentino**
University of Batangas

Promoting inclusivity in diversity is a goal shared by many colleges and universities but achieving this goal in day-to-day class activities comes with academic ordeals to hurdle. Employing descriptive, qualitative nature of research with thematic analysis approach through the focused-group discussion among select Bachelor of Science in Information Systems and Bachelor of Elementary Education students who experienced learning in full-online environment during the pandemic era, this paper delves into discovering the types of materials provided by their respective teachers and the challenges encountered by the participants in the course of understanding the course content with the available materials as basis for the development of an inclusive learning package. Results revealed that while the learners were primarily provided with a copy of reading materials in either powerpoint or pdf format, videos that are either recorded by their teachers or downloaded from outside source, and physical copy of their course book, these, for them, need to be designed as speaking and engaging materials. Participants generally gave the rating of satisfactorily to highly satisfactorily when asked on the level of their comprehension of the course content with the available resources; however, it was inferred that variations of materials had to be consistently in place. This led to their suggestions and recommendations to have other materials such as a more interactive video personally recorded by their teacher and its corresponding podcast version that they can listen to while studying, or traveling even. The researchers drew inspiration from the narratives of the participants and developed a learning package which includes the independent learning material, video material, and podcast that shall cater to the need of learners' diversity.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

PANDEMIC IN RETROSPECT: STUDENTS' EVALUATION OF DISTANCE EDUCATION DURING THE COVID-19 PANDEMIC

ABSTRACTS
Session 2-1

Maria Virginia G. Aguilar, Loreto Camiloza, Edwin Lineses, Rommel Mazo, & Roland Lorenzo M. Ruben

De La Salle University - Dasmariñas

This study describes the distance learning experiences of university students as regards their readiness, engagement, and performance amid the COVID-19 pandemic. It also examines the support of the university and the administration in attending to the academic and nonacademic concerns of the students. Using sequential explanatory design, the study utilized a quantitative online survey contextualized by qualitative methods such as key informant interviews and focus group discussions. The findings suggest the following: the students in general are equipped to effectively manage distance education, in terms of their gadgets, accessories, and internet connectivity; the remote learning mode engaged the students through the affordances brought by the learning platforms (VLE, MS Teams); and the students performed well in either major and general education subjects due in part to the support and performance of the teachers as well as the assistance of the university and the administration in laying down a framework for relevant teaching and learning. The students also demonstrated their preference for blended (50-50) classes, while it highlighted their concerns about mental health where it needed improvements. The study suggests that all forms of support are extended to optimize the learning the students can get while in quarantine period. The study hopes that the findings shall inform the crafting of policies regarding online learning in the university in the following semesters.

STUDENTS' PERCEIVED LEARNING ACQUISITION OF THE ENHANCED COURSE FOR DIGITAL COMMUNICATION

ABSTRACTS
Session 2-1

Diadema A. Ronquillo & Support Thaisurya
Rajamangala University of Technology Rattanakosin

The inevitable rapid transformation of technology has instantly defined the way of life people have today, particularly in the education sector, where academic experts are compelling to redesign and realign the curriculum and instructions with the existing technological trends. The enhanced course for Digital Communication is presented in this undertaking to address Thai students' digital learning needs in the new normal phenomena. This quantitative inquiry employs a causal-comparative method to scrutinize the ergonomic design of the course. Specifically, it examines the influence of students' prior digital technology knowledge on their cognitive learning acquisition; explores the differences in students' perceived learning acquisition; and diagnoses the comparison of perceived learning acquisition of male and female students. Data were generated from one hundred fifty-two (152) first-year Liberal Arts students using the digital survey questionnaire. Cronbach's Alpha coefficient confirmed the high internal consistency of these personalized and partly adopted questions. The finding reveals that students' perceived prior digital technology knowledge has significantly influenced their perceived cognitive learning acquisition. The diminished data variability strengthens the evidence that students' performance has improved in hybrid and blended learning. Correspondingly, the three groups of respondents highly favored affective learning acquisition over cognitive and psychomotor. It conveys that learners engage well with others along with their digital technologies while grasping the meaning of the subject matter to produce precise task output. Subsequently, male and female students posed equal perceptions of their learning acquisition, suggesting that they are comparable in understanding, appreciation, and execution of learning tasks. This paper, therefore, substantiates that the enhanced course for Digital Communication was designed ergonomically for effective learning.

ENGENDERING AGENCY, MINDFULNESS, AND CRITICAL THINKING IN ONLINE EDUCATION

ABSTRACTS
Session 2-1

Tina S. Clemente

Challenges remain in the conduct of graduate education even when Philippine society has already begun its so-called post pandemic recovery. Such challenges include but are not limited to shifting work arrangements, perturbations in personal and family priorities, and everyday socio-economic realities such as the traffic problem and the rising cost of living. Given this habitus of hard realities and increasing pressure on the individual's mental space, in which learners attempt to negotiate the pursuit of graduate studies, I draw on my lived experience in teaching graduate students at the Asian Center, University of the Philippines Diliman and problematize the issues in engendering agency, mindfulness, and critical thinking as desired states of being in an empowered, student-centered learning setting. The study probes the approaches that were effective in teaching as well as their challenges and the attendant contexts of these. I hope to contribute to the academic discourse on rethinking graduate education pedagogy.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

PROCTORING ASSISTANCE SYSTEM: PRESERVING ACADEMIC INTEGRITY ONLINE

ABSTRACTS
Session 2-2

Cheryl B. Pantaleon & Cherry Lyn Sta. Romana
Cebu Institute of Technology - University

Education has shifted to an online setup due to the COVID-19 pandemic. Faculty members are expected to utilize online tools to provide and accept student deliverables. While performance-based tasks can be directly adapted online, examinations require proctoring systems to maintain their controlled nature and minimize academic dishonesty. Proctoring systems available on the market usually come in a complete package (exam platform, live video monitoring, and automated suspicious behavior tracking). This paper presents a headless proctoring assistance system as a browser plugin that monitors suspicious examinee activity and sends it as telemetry to proctors on a web application. The software, named ProctorAid, is a web-based system that was constructed using NextJS and Postgres. The application is divided into two major parts: the Proctor Management Interface and the Examinee Browser Plugin. The system can track the following activities: changing tabs and URLs, moving to an incognito window, opening another application, completing the exam early, starting the examination late, and idle times. The system was tested on four (4) classes of 200 students handled by four instructors. It was tested in a span of two weeks, both on synchronous and asynchronous online exam sessions. Instructors used Moodle and Microsoft Forms to create their respective exams. A total of 200 surveys from examinees and four surveys from proctors were received and compiled, with a response rate of 100%. Each type of user was given separate surveys emphasizing the relevant impacts of the application in their respective contexts. The results of the testing show that the system is well received by both proctors and examinees. The high score generated from proctor responses signifies a high acceptance rate of the system. It can also be inferred that the tracked browser activities are helpful in the proctoring procedure as they garnered remarkably high scores on the effectiveness feedback.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

ENGLISH SCORE RESULTS OF BSED ENGLISH STUDENTS: A REFLECTION ON THE INTEGRATIVE APPROACH AND HYBRID LEARNING

ABSTRACTS
Session 2-2

Nona B. Suerte

Cebu Institute of Technology - University

This study describes the English proficiency of 2nd-year BSED English students using the English Score, a standardized test designed by the British Council that covers 4 areas in Language Learning: Listening, Reading, Vocabulary, and Grammar. The study is motivated by the need to use a standardized test that is accessible to Filipino learners to gauge the effectiveness of English language instructional activities especially in the current hybrid set-up. The purpose of requiring students to take the English Score, a language test administered online, is to determine whether a significant difference occurs in the English proficiency of students after being exposed to the integrative nature of English major classes in 4-5 months of hybrid learning. Based on the test results, the English proficiency of the BSED English students ranges from B1-Intermediate to C1-Advanced Level. Most of the students have English proficiency equivalent to B2 Upper Intermediate which has been observably an entry requirement for admission of students in Asian universities. After four months of blended/hybrid learning, there were a few who reached a higher level of proficiency based on the CEFR framework while the majority maintained their respective CEFR levels. In general, the overall students' English Score Results showed a significant difference in the increase of the vocabulary scores of students between the first attempt in January 2023 and 2nd attempt in May 2023.

Keywords: English language proficiency, CEFR level, English Score, Integrative Approach in EL

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

IMPROVING TERTIARY STUDENTS' ACADEMIC PERFORMANCE AND APPRECIATION OF THE LIFE AND WORKS OF JOSE RIZAL COURSE THROUGH DIGITAL-BASED BIOGRAPHICAL MUSEUM SIMULATION

ABSTRACTS
Session 2-2

Ernesto L. Bastida Jr., Noel A. Digma, Ma. Victoria C. Balbio, Grace Y. Ramones, Patricia Rose B. Baguinon, Russel E. Gatdula, & Cecilia Raquel C. Alvaran
Kolehiyo ng Lungsod ng Dasmariñas

The life and works of the Philippines' national hero Dr. Jose P. Rizal is one of the mandatory social science courses that college students must be enrolled in adhering to the Republic Act 1425. However, some students take the mandated course for granted due to the traditional method of learning delivery and less appreciation of the history-related subjects. To address this concern, the integration of digital learning into the pedagogy is suggested. In this regard, the study aimed to examine the effectiveness of the digital-based biographical museum simulation on the students' academic performance using the quasi-experimental pretest-posttest design. Qualitative research design was also employed to determine the effects of the proposed innovative learning tool to the students' appreciation of the Rizal course through semi-structured interviews. The participants were fifty (50) college students who underwent a match-pairing process. Eight simulated stories revealing the life journey of Rizal from his childhood up to the printing of his novel "Noli Me Tangere" were created. The content presentation was guided by GAT RISAL appreciative-based instructional planning framework.

Results indicated that there is a significant difference between the formative test and posttest mean scores of the experimental and comparison groups. It was also found that there is a significant difference between the pretest and posttest mean scores of both groups. Moreover, the results revealed that there was an improvement on the students' appreciation of the Rizal course because of the following reasons: (1) it presents multisensory learning, (2) it enhances independent acquisition of knowledge, (3) it makes use of authentic assessment, (4) it increases learning engagement and, (5) it discusses the Rizal's life in a clear, enjoyable, and interactive manner. Hence, the researchers recommend that social science instructors apply the digital-based biographical museum simulation.

PÓLYA'S HEURISTIC APPROACH IN PROBLEM-SOLVING: IMPLICATIONS FOR REFORMS IN MATHEMATICS EDUCATION

ABSTRACTS
Session 2-2

Joel L. De Castro & Sally Gutierrez
UP Open University

Reform-based curriculum in mathematics education emphasizes the importance of developing students' understanding of mathematical concepts, processes, and procedures. Rather than just focusing on memorization of formulas and algorithms, this approach encourages students to explore, reason, and problem-solve using mathematical concepts and ideas. In modern mathematics teaching and learning, heuristic strategies for problem-solving became acknowledged because of all George Pólya's works (1887-1985). Pólya's procedures for solving math problems were composed of dividing the process into simple steps by finding an analogy to the problem, finding a more specialized problem, or decomposing and combining the problem. This qualitative document analysis presents how heuristic strategies for problem-solving practical applications in some areas of applied mathematics such as operation research. Reform-based documents were obtained from the National Council of Teachers of Mathematics (NCTM). Results show that through heuristic strategies for problem-solving in mathematics education, students are afforded active learning, conceptual understanding, finding real-world connections with their lessons, and integrating technology in their learning process. Overall, the heuristic strategies for problem-solving help students develop a positive attitude towards mathematics, to see it as a useful tool for solving problems and making sense of the world around them. Moreover, it emphasizes the importance of developing mathematical reasoning skills and a deep understanding of concepts, rather than just rote memorization of procedures.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

OVERCOMING THE DISRUPTION AND ENSURING THE QUALITY OF INSTRUCTION DURING THE COVID-19 PANDEMIC: THE CASE OF A CATHOLIC SCHOOL IN HERMOSA, BATAAN, THE PHILIPPINES

Patrick C. De Leon
UP Diliman

ABSTRACTS
Session 2-2

The COVID-19 pandemic has disrupted the lives and learning of students worldwide. It has also caused the closure of many schools such those in the Philippines. This study investigated how a Catholic school in Hermosa, Bataan survived the disruption and ensured the quality of instruction during the pandemic. It also determined whether there is a significant difference in the academic performance of students before and during the pandemic. The study used the cultural model of educational management as framework. The qualitative and quantitative data needed for the study were gathered through an online survey of all 35 teachers and staff of the case school, and interviews of its officials. The study found that the school overcame the disruption by shifting to the remote modality of learning and providing printed modules to students without internet connection. It ensured the quality of instruction primarily through close monitoring and follow up of students' learning, and secondarily through the holding of webinars on remote or flexible learning modalities. In addition, the results of the paired samples t-test of weighted average grades suggest that the academic performance of students in the sample class during the first year of the pandemic was not significantly different from their academic performance in the year immediately before the pandemic. Their academic performances in the year prior to the pandemic and during the second year of the pandemic, however, was found to be significantly different. The strategies or measures implemented by the school officials were mostly guided by government memoranda. The instructions and advice from the Catholic Educational Association of the Philippines, the Diocese of Balanga, and school officials served only as secondary guides. This latter finding casts a doubt on the applicability of the cultural model of educational management on the case Catholic school during the pandemic.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

STUDENT PERCEPTION OF MOBILE DEVICES AS AN ACTIVE LEARNING STRATEGY IN A SCIENCE COURSE

ABSTRACTS
Session 2-2

Reina R. Irinco* & Reiza Salinas^

*University of the Philippines

^San Beda University

The study aimed to ascertain how students now use their smart gadgets for educational purposes, including in-class use and learning activities. In addition, the goal is to determine how they use the teaching resources offered by the institution. Moreover, the study examined the mobile device's usefulness, dependability, relevance, and personal preference of tertiary students. This study employed a survey research design using an online questionnaire instrument to collate data. The survey consisted of a four-point Likert scale and verbal interpretation. Frequency distribution, mean, and standard deviation indicate whether the respondents agree that mobile devices helped them be more engaged in learning and confident in their research skills. Findings showed that students agree on mobile devices' positive engagement in their education. Also, students are satisfied with their research skills while using mobile devices. Overall, students felt that mobile technology improved their knowledge and engagement. At the same time, they warned that gadgets and applications should only be used as tools because the outcomes also depend on the pedagogical strategy and learning objectives.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

LEARNING TRANSITIONS IN STUDYING DEVELOPMENT: DESIGN, METHODOLOGIES/APPROACHES, TOOLS IN THE DIGITAL AND HYBRID PLATFORMS

ABSTRACTS
Session 2-2

Alexander Michael G. Palma
UP Asian Center

Post-pandemic realities paved the way for certain innovative learning approaches to address the risks associated with the traditional educational settings, inefficiencies in mobility, limited access to facilities and resources, vulnerability to disease of student and teaching population, among others. Learning interactions in digital space remain to be further explored, requiring adjustments in the design of courses, pedagogical approaches and methodologies, as well as tools employed. The adjustments were seen imperative at all levels of education (primary level to postgraduate) and across mainstream fields of studies but even more pronounced, in multidisciplinary and interdisciplinary research study areas, such as Development studies. The combined online and face-to-face learning settings may still prove to be effective and efficient modalities of studying development. This may commence from the rationalizing course design and structure introducing more relatable topics and readings, given the learners' background and academic program tracks. It also allows learners to be more engaged in discussions, and provide participatory feedback. Pedagogical approaches conform to the changes by maximizing the limited in-person interactions through case presentations that otherwise solicit lesser attention span and absorption. Teaching methods should complement the approaches by ensuring that the lessons from thematic discussions are reinforced through a learning synthesis, not through plenary discussion but documentation by the learners. Synthesizing the discussions on development issues serve to consolidate salient points that usually emerge from cross-cutting issues that is characteristic of multidisciplinary and interdisciplinary studies. The synthesis papers reinforce the learning, and may be made available for future learners desiring to know about the course content.

22 August 2023, Tuesday (3:15 PM – 6:15 PM)

GRADUATES OF TRADITIONAL CLASSES CONTRA ONLINE LEARNERS: A COMPARATIVE STUDY ON THE LEVEL OF COMPETENCY AMONG L-NU NURSING STUDENTS

ABSTRACTS
Session 2-2

Rodney Odesson P. Raguindin & Ros Pauline Perez
Lyceum-Northwestern University

The COVID-19 pandemic initiated academic institutions to embrace a new kind of educational system, the online-learning. It is another challenge for the tertiary level in rendering services and education to the students and providing enough skills and knowledge to mold them as the future health allies of the nation. Commission on Higher Education Memorandum Order (CMO) 15 Series of 2017 has enumerated 14 Nursing Competencies that should be included in the program outcomes of higher education institutions which are offering the Bachelor of Science in Nursing (BSN) program.

This research study aims to determine the difference between the level of competency of graduates of traditional classes and online classes from Lyceum-Northwestern University, College of Nursing.

A quantitative research approach using the descriptive and comparative research designs were used in this study. This study was conducted at Lyceum-Northwestern University, Dagupan City, Philippines, forty (40) graduates of both traditional and online classes from L-NU College of Nursing were the participants. The data gathered were treated statistically, analyzed, and interpreted with the use of measures of central tendency and independent samples t-test.

Results shows that only 4 out of 14 Nursing Competencies stated in CMO 15 series of 2017 competencies have significant differences between nurses who graduated from traditional classes compared to those who graduated from online classes.

Keywords: Traditional classes, Online Learners, Level of Competency

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

REVOLUTIONIZING MARITIME EDUCATION AND TRAINING THROUGH DIGITAL CLOUD-BASED SIMULATORS: AN ASSESSMENT OF ITS EFFECTIVENESS AMONG MARITIME STUDENTS

ABSTRACTS
Session 3-1

Ephrem Dela Cerna Jr., Presca Lee Lugo, Mario Gener Abella, Gerardo Ramon Galang, & Rizza Caluag
Seaversity, Maritime Academy of Asia and the Pacific, UC

The paradigm shift in education brought by the COVID-19 pandemic characterized by the sudden transition from face-to-face to online learning, has resulted to an increased demand for revolutionizing the traditional ways in Maritime Education and Training (MET) to a more contemporary and adaptive way. Hence, different online platforms that can cater these demands were utilized amidst the pandemic.

One of these learning platforms is the Digital Cloud-Based Simulators that enables MET institutions provide efficient and realistic training of students to build vital skills that promote safety, cost-efficiency and sustainability in operations at sea. This study therefore aimed to assess the impact of utilizing the Cloud-Based Simulator on the attainment of required maritime competencies in MET institutions. Both quasi-experimental format and quantitative cross-sectional design in were employed. The participants of the study were comprised of maritime students from the University of Cebu (UC) and Maritime Academy of Asia and the Pacific (MAAP).

The results of the study show that students who utilized KSim® Cloud-Based Simulation scored better on the assessments given. This empirically affirm the value, advantages, and benefits of using the KSim-CBS in improving students' field of study that encompasses the different domains such as cognitive, psychomotor, and affective. Therefore, the permanent integration of KSim-CBS in every course module is highly suggested as it could greatly advance the students' learning experience. Meanwhile, the result of the satisfaction survey among users shows a high satisfaction on the utilization of KSim® Cloud-Based Simulation on the attainment of required maritime competencies despite the existence of some challenges and difficulties such as latency, downtime, malware threats, PC slow-down performance, and network problem.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

IMPLEMENTING A WEB-BASED RELATED LEARNING EXPERIENCE PLATFORM TO GRADUATE NURSING STUDENTS

ABSTRACTS
Session 3-1

Jammille D. Delos Reyes, Queenie R. Ridulme, Alaine Richelle C. Ramos, Bernard Paolo V. Secreto, Ria Valerie D. Cabanes, & Rita C. Ramos
UP Open University

Purpose: This study aims to analyze the usefulness and effectiveness of the web-based related learning experience program implemented on the students of master of arts in nursing based on the results of their evaluation of the platform.

Design: The study employed a mixed method research design. Data was gathered from the surveys completed by the students and meetings attended by the faculty members. The evaluation utilized User Perception and Experience (U.S.E.) Survey to gauge the effectiveness of the program.

Findings: Based on the initial findings, students found the platform to be a useful material for their learning. They also love how the whole RLE showed the actual scenarios that these students will learn in an actual setting. Students commend the use of 360 degrees video to get a view of the entire scenario. Users also made suggestions on how to improve the online platform and address the challenges it presented mostly on the technical side of the platform. Overall, users appreciated the entire experience in using the platform.

Value: The implementation of the Web-Based Related Learning Experience proves the need to have an innovative materials or platform that will engage students in clinical activities even after the pandemic. The Web-Based RLE program offers a user-friendly platform and will surely encourage students especially those who are visual learners. Web-based RLE design will serve as a great contribution in the education field and continuous development of this kind of learning material will definitely have a great impact on one's learning.

EXPLORING EVOCATIVE ASSESSMENT IN AN ONLINE CLASS IN A GRADUATE UNIVERSITY

ABSTRACTS
Session 3-1

Jaine C. Reyes & Ferdinand Maquito
UP Los Baños

The COVID pandemic situation necessitated residential higher education institution to shift to online and distance e-learning which posited a challenge to convert traditional classroom situation and simulate its dynamism in an online delivery modality. Adding to the challenge is the profile of learners who are generally part-time working adult students in a graduate education program with digital literacy divide and work-life-study balance predicament. Besides the challenges, affordances exist in assessing student learning in online environment and in selecting on assessment methods (Kearns, 2012). The need and prospects for alternative assessment approaches on online learning environments within the context of higher education traditionally focused on retention of knowledge and its application in limited contexts by paper and pencil tests and academic assignments such as writing term papers (Reeves, 2020).

This paper aims to share experience in the swift transition from face-to-face to fully online class and the experimentation on evocative learning activities that include performance assessment in substitution to real-time paper-and-pen examination or synchronous online examination. Reducing the passivity of learners and eliciting their active participation in online class, problem solving class activity that is different from the often-used presentation-cum-discussion format. This alternative format leverages the principle of coopetition, whereby teams are formed to compete. The faculty in-charge, besides being facilitator and evaluator, in consultation with the rest of the class, could adjudicate in situations where neither team yields. This format also leverages the pedagogical approach of the instructor being a “guide on the side” rather than a “sage on stage”. Hence, the class has been flipped to encourage critical thinking. Peer evaluation is also used for fair and just assessment of individual contribution to teamwork.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

UNIVERSAL DESIGN FOR LEARNING (UDL) AND ITS IMPACT ON ONLINE LEARNING SUCCESS: A CASE OF SOUTHEAST ASIAN ADULT LIFELONG LEARNERS

ABSTRACTS
Session 3-1

Joel C. Meniado
SEAMEO Regional Language Centre

The Universal Design for Learning (UDL), a framework designed to support learners by reducing barriers and maximizing learning by creating equity, and providing opportunities for all students to achieve (Black, Weinberge, & Brodwin, 2014), is believed to be helpful in ensuring students' success in their learning. Designed with the three principles of multiple means of engagement, representation, and action and expression, it allows students to have multiple entry points to use through language or techniques that are available to them as they grow and develop new ways of expressing themselves and getting more involved in the class community. To prove its effectiveness among adult learners learning in an online/remote environment, this qualitative study aimed to examine how UDL helped post-graduate students succeed in one of their online courses in a post-graduate diploma program offered in Singapore. The course was conducted over 10 weeks with 10 participants from Indonesia, Malaysia, Myanmar, Philippines, Singapore, and Vietnam. Each week, the participants were given multiple opportunities and flexibility to access knowledge and demonstrate their learning. Toward the end of the course, individual interviews with the participants were conducted to gather qualitative data on how UDL integration in the course helped them achieve their learning goals. Results suggest that UDL can help adults succeed in their learning feat especially when their varied learning preferences and capabilities, motivational characteristics, and environmental constraints are recognized in the curricular design. More detailed results, insights, pedagogical implications, and practicable recommendations will be discussed during the presentation.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

VERY NICE: THE LAST WEEK I ASKED YOU (LWIAY) APPROACH AS AN OPEN AND DISTANCE LEARNING (ODL) METHODOLOGY

Jon Paul F. Maligalig
UP Diliman

ABSTRACTS
Session 3-2

During the COVID-19 pandemic lockdowns, Open and Distance Learning (ODL) was touted as a viable option for the continuance of formal education. As educators scrambled to adopt their various curricula for ODL methodologies, they would seek out innovative learning delivery and support platforms to achieve the appropriate goals and outcomes. Consistent with the history of educational technology development, some of these innovations were adopted not from academic circles but from other fields such as entertainment.

One such innovative approach is the online video/interaction format called Yesterday I Asked You (YIAY). Originated by YouTuber Jack Douglass (jacksfilms), YIAY asks viewers to respond to a question posted by the host. The video would then contain the responses of the audience, with running commentary by the host. The format became popular enough to be adopted by other YouTubers. Felix Kjellberg (Pewdiepie), the most subscribed YouTuber at the time, adopted the format to create his own version, LWIAY (Last Week I Asked You). Besides text responses, Kjellberg allowed his audience to submit image and video memes, adding more entertainment value to the format.

This case study explored the viability of the LWIAY approach as a learning and evaluation activity for ODL-based systems. The LWIAY format was appropriated for educational technology classes at the undergraduate and graduate levels for three (3) years, all under the COVID-19 remote learning scenario. Study questions were provided every week for learners to answer. They were also encouraged to submit memes on the same topic. Weekly synchronous video sessions were conducted with the learners to synthesize their insights and understanding of the concepts through live commentary on their text, graphical, and video responses. Content of their responses, as well as their attitudes during the synchronous video sessions, suggest that the LWIAY format may be an engaging and appropriate methodology for ODL.

International Conference on Open and Distance Learning (ICODEL)
Sustainability in Education: Intersections, Ideation, Innovations

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

UNVEILING THE EDUCATIONAL LANDSCAPE FOR K-3 READING AND EARLY NUMERACY IN LOS BAÑOS, LAGUNA

ABSTRACTS
Session 3-2

Jurell A. Ordanes, Queenie R. Ridulme, Mark Pere Madrona, Charlene Mina,
Jestine Crhistia Gatdula, & Carla Alyssa Cabrera
UP Open University

Purpose: This study aims to analyze the results of focus group discussions in identifying the challenges in early literacy and numeracy for K-3 education, understanding the current educational landscape, and identifying possible areas of intervention.

Design: The study used a qualitative exploratory research design involving focus group discussions for teachers in Los Baños, Laguna, representing kindergarten to grade 3 levels. Insights were gathered from teachers regarding their experiences in teaching early literacy and numeracy.

Findings: The participants identified strengths such as teachers' positive attitudes, broad knowledge, and effective teaching practices. Support from the administration, stakeholders, and parents, along with the availability of learning materials and students' progress and willingness to learn, were also noted. Teachers were familiar with the Marungko method, Concrete-Pictorial-Abstract Approach, and ICT training. Weaknesses identified included difficulties in time and classroom management, students' short learning retention and undisciplined behavior, a high number of non-readers at the beginning of the school year, lack of ICT/special education/early childhood education knowledge and skills among teachers, unavailability of internet connection and materials, and a lack of parent-guided activities.

Value: The FGD showcased the reality of today's educational landscape after the pandemic. It also highlighted the need for interventions such as early childhood education, special education, and ICT training. The thematic areas of resources and tools, training, and system of practices emerged from the analysis, aiming to address challenges related to resource availability, knowledge and skills gaps, and classroom management. Sustainable teaching materials, addressing classroom management and parent expectations, effective assessment strategies, and incorporating ICT in teaching reading and math were identified as important interventions.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

THE OPEN DISTANCE LEARNING ACT (RA 10650) AND THE UNIVERSITY OF THE PHILIPPINES OPEN UNIVERSITY (UPOU): SOME SELF-REFLECTIONS ON THE POLICY AND ITS IMPLEMENTATION

ABSTRACTS
Session 3-2

Juvy Lizette M. Gervacio
UP Open University

Governments saw the increase in the use of ICT in every sector of society including education. Thus, it is important to create policies and institute programs designed to facilitate the use of ICT in education and capacity building. They serve as legal framework and provide guidance that would encourage the use of ICT in education leading to a more sustainable and inclusive society.

In the Philippines, one of the landmark legislations is the Republic Act 10650 otherwise known as the Open Distance Learning Act which was enacted in December 2014. This act aims to make education accessible through open and distance learning (ODL).

It designates the Commission on Higher Education (CHED) as the regulator of HEIs involved in open learning and distance education. At the same time, it mandated the University of the Philippines Open University (UPOU) to promote appropriate information and communications technology to facilitate quality ODL programs in the country.

This paper serves as a self-reflection of how the UP Open University has fulfilled its role in RA 10650. Specifically, it will present the role of UPOU based on the RA10650 Implementing Rules and Regulations (IRR); review other related policies; and discuss some UPOU programs relevant to its role. It will utilize information that are available through the internet.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

ONLINE GRADUATE NURSING LADDERED PROGRAM: STAKEHOLDERS' PERSPECTIVE

ABSTRACTS
Session 3-2

Ria Valerie D. Cabanes, Regine Karla Bagalanon, Araceli Balabagno
& Lydia Manahan
UP Open University

The significance of nurses has been prominently demonstrated amidst the COVID-19 pandemic. The increasing ratio of nurses to patients is a matter of growing concern. The scarcity of nurses is intricately linked to a range of complex healthcare challenges, including but not limited to the growing elderly population, the rising number of retiring nurses, the expansion of healthcare services, the proliferation of specialized and advanced nursing practices, and the emergence of novel health needs. The rapid turnover of nurses has facilitated an accelerated progression up the career ladder.

In alignment with the overarching objective of the institution to deliver education that is both relevant and high-quality, the authors are proposing for the implementation of a ladder program designed specifically for nurses. This aligns with the current initiatives of the Commission on Higher Education (CHED) to introduce curricula that incorporate exit credentials for undergraduate degrees (Philippine Star, 2023). Additionally, CHED has proposed the implementation of a concise Master's Degree program specifically designed for nurses aspiring to pursue careers in academia (Cabato, 2023).

The present study aims to interview the stakeholders involved in the proposed project to gather their perspectives. The authors are currently conducting interviews with various stakeholders, including faculty members, students, alumni, and nurses. This enables the authors also gather valuable suggestions for further analysis and consideration. The objective of this study is to provide assistance in the planning and commissioning of the first Master of Science in Nursing ladder program in the country.

EFFECTIVENESS AND IMPACT OF ONLINE CAPACITY-BUILDING ON ACTION RESEARCH

ABSTRACTS
Session 3-3

Gerry S. Digo
Sorsogon State University

This study presents the development, implementation, and evaluation of a series of online capacity-building activities for action research as an extension program of a public higher education institution in the Province of Sorsogon, Philippines. This is a descriptive study which used survey, document analyses, and interviews to describe the effectiveness and impact of the three-year extension program. From 2020 to 2022, 15 online capacity-building were implemented that were participated by a total of 689 attendees. These online capacity-buildings were effective as revealed by the evaluation results for the program. The effectiveness of the program was assessed based on its attendance rate, the number of completed action research papers, research paper presentations, and research awards. Additionally, local, national, and international partnerships established for the program were taken into account to evaluate its impact. In general, the online learning platform, purposive collaboration, and action research used both as subject and strategy contributed to the effectiveness and impact of the program.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

SELECTED PHILIPPINE LOCAL GOVERNMENT UNITS' IMPLEMENTATION OF THE DEPARTMENT OF EDUCATION'S BASIC EDUCATION LEARNING CONTINUITY PLAN

ABSTRACTS
Session 3-3

Mark Pere Madrona
UP Open University

As part of the national government's efforts to curb the spread of the coronavirus disease (COVID-19) pandemic, then-President Rodrigo Duterte announced the indefinite suspension of classes in the National Capital Region by mid-March 2020.

It was not immediately clear when schools would be reopened, with the timetable ranging from August to December 2020. By June of that year, then-Education Secretary Leonor Briones released Department of Education (DepEd) Order #12 series of 2020 which introduced the agency's Basic Education Learning Continuity Plan or BE-LCP.

The said order enumerated the different learning delivery modalities that can be adopted by schools around the country in the time of COVID-19. These include distance learning strategies like modular distance learning, online distance learning, and television and radio-based instruction. This all-hands-on-deck approach must be seen in the context of the "Education must continue" mantra that DepEd leaders emphasized at that time.

This research focuses on examining the initiatives taken by the local government units (LGUs) in three Metro Manila cities, namely Quezon City, Manila, and Pasig City, in consonance with DepEd's BE-LCP. These cities were chosen because they are among the most populous ones in the region.

For example, ahead of the opening of classes for school year 2020-2021, the LGUs in these cities worked in close coordination with DepEd to facilitate the procurement and distribution of self-learning modules as well as tablets meant for students. In addition, public school teachers in Manila and Pasig were also issued laptops.

The researcher relied on primary sources such as official documents and issuances from the aforementioned LGUs and concerned DepEd offices as well as published news reports in doing this study.

International Conference on Open and Distance Learning (ICODeL)
Sustainability in Education: Intersections, Ideation, Innovations

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

EXPLORING STUDENT EXPERIENCES IN A BLENDED LEARNING HACKATHON: ADAPTING TO HYBRID LEARNING IN POST-PANDEMIC EDUCATION

ABSTRACTS
Session 3-3

Jerome A. Suplemento, Diego S. Maranan, & Lucky Vengua
UP Open University

The pandemic has necessitated significant changes in the field of education, prompting the adoption of distance learning as a potential solution. However, certain aspects of learning, such as skill transfer and production outputs, relied on synchronous activities and face-to-face learning environments from educator to student. To address these challenges, hybrid learning emerged as an alternative method, allowing institutions to leverage the physical spaces while incorporating online teaching. In response to this shift the “Wearable Futures” hackathon was organized.

This paper presents an analysis of the experiences of the student participants throughout the hackathon. The activities encompassed a range of blended learning activities, including synchronous and asynchronous online teaching, face-to-face meetings, hands-on group work, and a final exhibition of their work.

The paper outlines and describes these activities, classifying them based on their characteristics, online or face-to-face, synchronicity, individual or group activity, digital or hands-on.

To capture the participants’ learning journeys, cognitive mapping was employed, enabling them to visually represent their experiences and elaborate how each activity contributed to their final output. Pre-qualification and reflective questions were conducted to assess the impact and retention of knowledge and skills acquired during the hackathon. Key aspects explored included the influence of hybrid learning environments and face-to-face interactions. The paper will also showcase photographs from the exhibition, along with exegetical material contextualizing their work and their progress.

In addition, the paper conducts a comparative analysis employing the course developer’s Compass Method and Bloom’s taxonomy to evaluate assessments. The findings of this analysis can serve as a valuable guide for designing curriculums and developing hybrid learning courses that integrate online and face-to-face components.

International Conference on Open and Distance Learning (ICODEL)
Sustainability in Education: Intersections, Ideation, Innovations

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

PROBING TEACHERS' TECHNOLOGICAL, PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK), SELF-EFFICACY, AND TECHNOLOGY ACCEPTANCE IN A HYBRID-FLEXIBLE (HYFLEX) LEARNING ENVIRONMENT

Edrian Peter B. Villanueva, Jayson Caalim, & Elvin Amerigo Valerio
Asia Pacific College

ABSTRACTS
Session 3-3

Educational institutions were forced to adapt to the changing needs of society in the teeth of the Covid pandemic. In the Philippines, a relatively few number of schools have embraced the practice of conducting simultaneous in-person and online classes which are geared towards providing equitable quality education while being flexible to both students and teachers. However, research about this Hybrid-Flexible learning modality in the Philippine context seems to be scarce. Such limited literature adheres to the notion that the quality of teaching in this modality depends on the teachers' proficiency in using technology. In this paper, we investigated the relationship among TPACK, self-efficacy, and acceptance of technology by teachers in a private educational institution that implements a HyFlex learning set-up. This explanatory sequential mixed-methods study involved 40 teachers. In the quantitative phase, a survey questionnaire that aimed to measure HyFlex teachers' TPACK, self-efficacy, and acceptance of the HyFlex set-up was used. Meanwhile, in the qualitative phase, some of the respondents were involved in semi-structured interviews. Using the Substitution-Augmentation-Modification-Redefinition (SAMR) model, we also explored how teachers integrate technology in their HyFlex classrooms. The quantitative findings indicate that as HyFlex teachers' TPACK increases, their self-efficacy and acceptance of technology would likely increase. Additionally, our qualitative findings suggest that teachers' mastery of the subject matter and pedagogy allows them to cope with the technological demands of the HyFlex setup. While teachers encounter several challenges, like intermittent internet connection and minimal class interaction, they are still able to find means to deliver instruction. We recommend that the effects of different HyFlex teaching strategies on teachers' and students' learning experiences and outcomes be explored further.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

PROFILE OF BSCS STUDENTS AND THEIR PERCEPTIONS IN THE USE OF CODECHUM AS AN ONLINE ASSESSMENT TOOL

ABSTRACTS
Session 3-4

Catherine N. Arellano & Jay Vince D. Serato
Cebu Institute of Technology - University

The use of automated systems for checking students' solutions to programming exercises revolutionized programming assessment. This study aimed to discover the Bachelor of Science in Computer Science (BSCS) first-year students' perception in the use of CodeChum as an Online Assessment Tool. Data from the 150 respondents who were enrolled in the CSIT122 – Intermediate Programming course were collected through an online survey and analyzed using quantitative and qualitative methods. The survey contained students' profiles (gender, Senior High School education, and prior background in programming) and their perceptions in the use of CodeChum. 5-point Likert scale items that determined student satisfaction level were analyzed using descriptive statistics. An open – ended question was asked to discover the challenges they encountered in using CodeChum.

Results showed that students have positive perceptions on skill improvement ($M = 4.09$, $SD = 0.89$), better understanding ($M = 4.02$, $SD = 0.92$), confidence ($M = 4.00$, $SD = 1.01$), progress tracking ($M = 4.01$, $SD = 0.98$), and efficiency ($M = 4.32$, $SD = 0.83$). However, the following items should be looked into for improvement, motivation in learning ($M=3.84$, $SD = 0.94$), enjoyment ($M = 3.72$, $SD = 1.08$), time management ($M = 3.75$, $SD = 1.00$), real – world application ($M = 3.56$, $SD = 1.06$), collaboration ($M = 3.73$, $SD = 1.18$). Students' overall rating ($M = 4.13$, $SD = 0.91$) generally showed a positive perception on the use of CodeChum. Students encountered challenges with the system's reliant on the internet connection, incorrect test cases, not well – defined constraints, not working terminal, large padding in UI, system's very particular to syntax, time – limit on each activity, and server problems.

The findings of this study will be used to improve CodeChum, whether or not to continue using it, and most importantly, the delivery of CSIT122.

Keywords: Online Assessment Tool, Codechum, Perception, Programming, Profile

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

LEVERAGING ONLINE LEARNING THROUGH PREFERENCES AND SEGMENTATION: A CONJOINT ANALYSIS APPROACH

ABSTRACTS

Session 3-4

Junar S. Cano

Notre Dame of Marbel University

The educational systems have been disrupted due to the COVID-19 pandemic that has resulted in the sudden shift in the instructional implementation from face-to-face to fully online distance learning. This quantitative study examined the learners' socio-demographic characteristics and access to technological resources, preferred online learning attributes, and their segmentation. The study employed a descriptive and exploratory research design. Using Cochran's formula and disproportionate stratified random sampling technique, 300 senior high school learners were identified as respondents of the study. Five online learning attributes consisting of delivery type, lecture, learning tasks, learning materials, and assessment methods were analyzed through the orthogonal plan component of SPSS 22.0. Respondents voluntarily answered 16 profiles with 2 holdouts generated by the orthogonal design using an online 5-point Likert scale. The conjoint analysis revealed that learners' most preferred online learning attributes were assessment methods using multiple-choice and multiple-type of exams; synchronous online lectures with slides as the delivery type; individual tasks; and learning materials utilizing visual aids. Further analysis unveiled that learners, considering their preferences and profiles, could be classified into two segments based on grade level. Grade 12 learners comprised segment one, and Grade 11 dominated segment two. The results provide insights for academic institutions that learners in different grade levels differ in their learning preferences in an online setup. Therefore, it would be ideal to redesign the curricula and innovate pedagogical approaches based on learners' preferences and segmentation (grade level) to leverage learning in online education.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

EVALUATION OF THE UPOU MOOC “PRINCIPLES OF GRAPHIC DESIGN” USING PRODUCT VARIABLE OF BIGGS’ 3P MODEL

ABSTRACTS
Session 3-4

**Ma. Gian Rose D. Cerdeña, Lexter Mangubat, Luisa A. Gelisan,
& Mari Anjeli L. Crisanto**
UP Open University

The University of the Philippines Open University (UPOU) has pioneered the offering of Massive Open Online Courses (MOOCs) in the Philippines in 2012, and has since then continued to offer online courses of various topics depending on its target audience and relevance on the current situation (Almodiel et al., 2020). MOOCs, being recognized as a “valuable bridge between higher education and the growing demand for employability”, require continuous evaluation for quality assurance in which the Commonwealth of Learning responded to this need by releasing a framework for MOOC Quality Guidelines, incorporating Biggs' (1993) 3P Model to list dimensions and instruments which can be used to assure MOOC quality.

The evaluation research of the UPOU MOOC “Principles of Graphic Design” focused on the product variable of the 3P Model: completion/retention and certification rates, and enjoyment and self-satisfaction. The completion and certification rates were done using the LMS analytics, while the enjoyment and self-satisfaction rates were evaluated using a survey instrument based on the learner ratings for the product variable in the Guidelines for Quality Assurance and Accreditation of MOOCs using a five-point Likert scale: outcomes perception, continuing education, employment opportunities, and socializing.

With a total of 22,942 enrolled students, 7,620 managed to complete the course and receive certificates. Of these, a total of 7,239 agreed to be survey respondents resulting in high satisfaction rates overall, with the majority (77.95%) of the respondents being very satisfied with the MOOCs. Mean scores for three out of the four learner ratings were above four (4.32 to 4.88), with socializing maintaining a neutral rating (3.14 to 3.59).

Results overall showed high completion and certification rates, and enjoyment and self-satisfaction ratings for the MOOC.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

IMPACT OF LEARNING MANAGEMENT SYSTEM TOWARDS LEARNING: FROM THE VANTAGE POINT OF GRADUATE STUDENTS

ABSTRACTS
Session 3-4

Paul Anthony C. Notorio, Roland Lorenzo M. Ruben, & Constantino Ballena
De La Salle University - Dasmariñas

This study aims to assess the impact of the learning management system (LMS) towards the graduate studies student learning. The increase of the use of LMS calls for the need to evaluate the effectiveness of the new learning modalities brought by the pandemic. There is also lack of research literature on the perspective of graduate studies students vis-a-vis e-learning. An effective LMS utilizes its features to achieve the intended learning outcomes. Using quantitative research design, 71 graduate studies students responded to the online questionnaire. Results were analyzed through descriptive and inferential statistics. Results show that the LMS impact student learning. There is a significant positive correlation between the use of LMS features and the achievement of learning outcomes. Specifically, the use of forum, photos in lessons, essay assessment, dropbox assessment, and awarding of badges are considered predictors of student achievement. This study recommends intensifying training program and evaluation for teachers in the use of LMS. This study can be used to institutional policy on education technology training, especially for graduate studies faculty. Finally, this study posits its theoretical and practical contribution in the field of e-learning, LMS management, and faculty training.

E-ASSESSMENT AT THE SCHOOL LEVEL DURING THE COVID SHUTDOWN: THE STUDENTS' OUTLOOK

Shnaoli C. Acharya

West Bengal State University

E-assessment involves a rich tapestry of possibilities that allows us to evidence student learning in a much deeper and often more authentic way than has been possible with traditional paper-based assessments where students have been expected to use limited resources to respond to tasks. When the whole world has been experiencing a pandemic threat of Coronavirus disease 2019 (COVID-19) and at the same time facing unprecedented changes in everything including education, e-learning has evolved as the only alternative to knowledge transmission even in third-world nations, and e-assessment has been playing an increasingly important role in this digital transformation of education. But how far and of what depth it has made its place among students' minds needs to be studied to leverage its full potential to transform students learning needs. This study reports an investigation made in this direction following a quantitative approach.

An online survey consisting of 23 questions in Google Forms was conducted during the Covid times, to collect primary data on students' perception of e-assessment among 342 students of grade 11 of various schools running under the affiliation of CBSE and ICSE boards, in the districts of Nadia and 24 Parganas (North), West Bengal who had adopted the e-learning practices (blended or fully online) in teaching-learning, training, evaluation, etc. The researcher studies the e-learning practices of the institutions referring to various aspects like the forms of e-learning.

Students' answers opened up some possibilities to create an objective framework for the evaluation of e-assessment that consists of several dimensions:

- the first dimension provides a conceptual framework of the content, format style, and type of questions and answers
- the second dimension focuses on adequate students' knowledge related to the content of the questions
- the feedback of the students concerned with their learning could be considered the third dimension.

**IMPLEMENTATION OF GENDER-FAIR LANGUAGE IN
BICOL UNIVERSITY**

ABSTRACTS
Session 3-6

Roldan C. Cabiles

Bicol University Open University

Bias in language use is a manifestation of oppression, trivialization, objectification, and sexism. All these can be observed in (a) semantic derogation, (b) sex specification in the language, (c) gratuitous modifiers, (d) lexical gaps or under-lexicalization, (e) asymmetrically gendered language items, and (f) connotations of language items.

The Philippine government instrumentalities have supported this endeavor such as the Civil Service Commission (CSC) Memorandum Circular No. 12, series of 2005 specifying the use of Non-Sexist Language in all Official Documents, Communication and Issuances; Philippine Commission on Women (PCW) Memorandum Circular No. 2014-06 directing all heads of Government Departments, Agencies, Bureaus, State Universities and Colleges (SUCs), Government-Owned and Controlled Corporations (GOCCs), and organization's GAD Focal Points System to promote the use of gender-sensitive language in the drafting and review of legislative measures. Republic Act 9710, otherwise known as the "Magna Carta of Women," also reinforces the use of gender-sensitive language at all times. Following these, Bicol University as one of the SUCs in the Bicol Region, issued an Administrative Order No. 597, series of 2021 specifying the use of Gender-Sensitive Language and Images in Instructions, Research, and Extension and in all Official Documents, Communications and Issuances of Bicol University.

Hence, this paper shall look into the implementation of gender-fair language as implemented in the University and provide possible recommendations and strategies to strengthen its implementation. This will involve randomly selected bonafide students across all colleges in the University through a survey form, following ethical considerations in conducting research such as establishing provisions of data privacy act and informed consent. Mean and percentage shall be used to treat and analyze the data to be gathered.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

HAILING THE VOICES: INVEILING THE LIVED EXPERIENCES OF ACCOUNTING STUDENTS IN LEARNING BUSINESS TAXATION IN THE NEW NORMAL

Joe Mari N. Flores
University of Mindanao

ABSTRACTS
Session 3-6

This phenomenological study examines the lived experiences of accounting students from different universities within Davao del Norte. Purposive sampling was used in the methods, and multiple regression analysis was applied to analyze the data. The students' exemplars included fourteen (14) participants who were third-year accounting students, seven (7) respondents for an in-depth interview that came from Saint Mary's College Inc. and Arriesgado College Foundation Inc., and seven (7) participants for a focus group discussion from the University of Mindanao Tagum College. The result of this study indicates that the lived experiences of accounting students in learning business taxation in the new normal have nine (9) essential themes based on the data collected that distance learning is more complex than traditional learning. Amidst the pandemic, accounting students can continue their education and overcome the challenges brought about by this online learning, thus they become resilient learners.

22 August 2023, Tuesday (4:30 PM – 5:45 PM)

DESIGNING LIMINAL SPACES IN DIGITAL SPACES: EXPERIENCING TENSIONS AND NEGOTIATIONS THROUGH ROLE-PLAYING

ABSTRACTS
Session 3-6

Ana Katrina P. De Jesus & Gian Carlo De Jesus
UP Los Baños

Teaching communication theories in a remote learning environment is a daunting task, considering the changing profile of the learners, who prefer active learning, through independent and collaborative work. This paper investigates the experiences emerging from an online role-playing game which invited learners to learn, assimilate, apply, and reflect on communication theories on identity construction. To innovate the teaching and learning approach, creative and purposive play was used as a principle for lesson design.

In the design, relationships among teacher, students, and the third teacher, which is the learning space, were reframed. Guided by the learning outcomes, a shared context was established through a narrative. Liminal learning is described as a “transformative state in the process of learning in which there is a reformulation of the learner’s meaning frame and an accompanying shift in the learner’s ontology or subjectivity” (Land, Rattray & Vivian, 2014). This was achieved through the design where learners become indoctrinated in the norms of conduct for women during the Spanish period, and then later on become invited to a secret, revolutionary group that aims for reforms. The identity gaps, tensions, and negotiations then became more pronounced, leading to more contextualized, nuanced, and immersive learning.

Through interviews and peer evaluations, it was revealed that the role-playing facilitated online was found by the learners to be challenging, cognitively, affectively, and psychomotor-wise. Learners were able to explain how identities are shifting, and to analyze multiple vantage points. They also shared the feelings of nervousness, uncertainties, and threat of being caught as a rebel. This made the story alive, and the learning tasks very engaging. They also shared that they did not just learn what the theory says, but also experienced it firsthand. It is recommended to investigate the soft skills developed through this learning design.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

ASSESSING PERFORMANCE OF CIT-U CCS STUDENTS IN THE PHILNITS CERTIFICATION EXAMINATION: A REPLICATION STUDY USING THE APRIL 30, 2023 EXAMINATION RESULT

ABSTRACTS
Session 4-1

Catherine N. Arellano & Cherry Lyn Sta. Romana
Cebu Institute of Technology - University

Taking international certifications and evaluating the results is an essential tool to assess the knowledge and skills of the graduates from a global perspective. This study aimed to validate the effectiveness of the MADE for Learners framework on the performance of the CCS student takers on the April 30, 2023, PhilNITS certification. The first study was done last year, when 25 graduating students were given free exam vouchers sponsored by some of the software development companies in Cebu and took the April 24, 2022, PhilNITS certification. The paper was presented at NCODEL 2022. The current study replicated the methodology, but instead of the graduating students, 22 students (10 third-year and 12 graduating students) were the subjects of the study. The study will also assess the readiness of the third-year students for the certification.

Both studies showed that CIT-U CCS students performed well in both examinations. In the first study, CCS got a passing percentage of 68% (17 passers out of 25 takers), higher than 39.7%, the national passing percentage. In the current study, CCS got a passing rate of 63.6% (14 passers out of 22 takers), where 70% of the third-year takers passed (7 passers out of 10 takers) and 58.3% of the graduating students (7 passers out of 12 takers) passed the certification. The study showed that the third-year students performed remarkably in the examination.

The students who participated in the first and second studies had two years of education under the MADE for Learners Framework. The college used Approach 3, primarily composed of synchronous online classes with synchronous proctored examinations. The findings of this study served as the basis for the college to continuously adopt Approach 3 of the MADE for Learners framework. Moreover, third-year students may also be prioritized for international assessments.

Keywords: Replication, PhilNITS Certification, MADE for Learners Framework, Validation

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

EXPLORING THE INTEGRATION OF UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES AND FAIR GENDER PORTRAYAL IN THE INFORMATION AND COMMUNICATION MATERIALS IN AN OPEN UNIVERSITY

Myra Collado Almodiel, Anna Cañas-Llamas, Lovelyn P. Petrasanta, Marinela S. Hernandez, & Anna Mhari Duria
UP Open University

ABSTRACTS
Session 4-1

The University of the Philippines Open University (UPOU), as a pioneer institution in open and distance e-Learning, has explored and established various information and communication platforms and formats to improve and streamline the information programs of the university. As part of UPOU's initiative to contribute to Sustainable Goals 4 and 7, UPOU ensures that information and communication materials are accessible to all and adheres to UP System-approved guidelines to provide equitable access to quality higher education for all.

This research study aims to determine the design practices of multimedia content creators at UPOU, specifically regarding the Universal Design for Learning (UDL) principles and fair gender portrayal, in addition to their compliance with UP VIG (Visual Identity Guidelines).

The results of the study hope to provide significant and relevant insights on the adoption and development of more inclusive and engaging multimedia materials that cater to the diverse needs of UPOU constituents and as public service support for the general public.

ENSURING ACADEMIC INTEGRITY THROUGH MOODLE AND SAFE EXAM BROWSER

ABSTRACTS
Session 4-1

Leah V. Barbaso

Cebu Institute of Technology - University

The increasing growth of online learning platforms has become a challenge to academic institutions in maintaining academic integrity in the conduct of online examinations. One way to address this is the utilization of Moodle and Safe Exam Browser in select courses in the College of Computer Studies of Cebu Institute of Technology – University. A study was conducted on a group of 178 BSIT and BSCS students to determine the effectiveness of the use of these tools. The study showed that Moodle is a safe environment for students to demonstrate their knowledge during examinations; it prevents academic dishonesty by shuffling questions and choices; displaying random questions taken from the question bank; and its user interface is student-friendly making students easy to navigate the questions. Furthermore, it also showed that the use of Safe Exam Browser (SEB) prevents academic dishonesty by prohibiting students from opening other tabs while the examination is ongoing; SEB discourages students from doing dishonest behavior as it restricts them from accessing other applications and it contributes credibility in the conduct of examinations. Moodle and Safe Exam Browser are, indeed, great combinations in facilitating online examinations as these two enhance academic standards and contribute to upholding the academic integrity of the college. It is then recommended that the Safe Exam Browser be utilized in the conduct of online examinations in all courses of the College of Computer Studies.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

EDUCATIONAL EXPERIENCES OF STEM STUDENTS DURING THE PANDEMIC: WHAT DID WE LEARN SO FAR?

ABSTRACTS
Session 4-1

Kristoffer Paulo L. Ramirez
Taguig Science High School

The study aimed at describing the two – year online learning experiences of senior high school STEM students using various methods such as survey, open ended questions and interviews. Out of 402 senior high school students of Taguig Science High School under the STEM strand, 95 students from both grade 11 and 12 answered the online questionnaire and 5 students agreed to be interviewed. Results indicated that although students had high support from their family and high confidence on the use of educational technologies, most of them had mixed experiences on their lessons highlighting the adjustment of both students and teachers on force remote lesson delivery using online learning platforms. With this adjustment, teaching strategies employed are often ineffective overwhelming students, developing laboratory skills seems difficult to do, taking quizzes becomes nerve racking and pressuring especially on math related task, and digital divide became evident. Beyond these, however, students develop independent leaning, problem solving and critical thinking skills, resourcefulness, technological competence, flexibility, and control over their own learning. Acclimatization and adaptation played the key role in deciding the learning success on force remote learning and online classes have somehow provided the necessary and positive educational experiences required and needed by the students.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

APPLICATION OF COMMUNITY OF INQUIRY TOWARDS SUCCESSFUL BLENDED LEARNING IMPLEMENTATION

ABSTRACTS
Session 4-2

Teddy S. Manansala

De La Salle - College of Saint Benilde

The World Health Organization (WHO) recently declared the end of COVID-19 as global health emergency while Philippines' Commission on Higher Education (CHED) has issued a memorandum for higher education institutions (HEIs) to implement full in-person classes or other learning modality such as the blended learning structure. This study applied community of inquiry (CoI) theoretical framework in determining the success of a course's blended learning implementation during the second trimester of Academic Year (AY) 2022-2023 in a private HEI in Manila, Philippines. Specifically, it was sought to: (1) apply CoI to reflect on a blend of design elements of the course and its implementation; (2) determine the students learning experiences in terms of effectiveness of teacher, online course/subject management, effectiveness of courseware/subjectware, promotion of openness, promotion of deep learning, and faculty presence; (3) apply CoI indicators to assess presence in blended learning; and (4) recommend practical steps to create learner-centered CoI. A sequential mixed-method design was applied and results were triangulated. Results showed insights and exemplar for educators in designing their course/s towards a successful blended learning modality in higher education.

TEACHING AND LEARNING IN A HYBRID CONCURRENT CLASSROOM

ABSTRACTS
Session 4-2

June Kiervin Dioso & Vel Marie Palisbo
De La Salle Santiago Zobel

This research investigates student experiences in the Hybrid Concurrent Classroom (HYCC) setting at De La Salle Santiago Zobel School during the post-pandemic period of 2022–2023, as well as the pedagogical strategies used by Filipino subject teachers of Grade 8. The HYCC program combines in-person and online learning synchronously, enabling DLSZ students to attend lessons locally or remotely via Google Meet. This study emphasizes the requirement for more program evaluation and enhancement through qualitative analysis. In order to understand the application of techniques, student experiences, and problems in the hybrid learning environment, the research focuses on the experiences of Filipino subject teachers of Grade 8 and their students.

Interviews, surveys, observations, and the examination of instructional materials were used to gather qualitative data. In-person students experienced more attention and actively participated in the discussion. Online students, on the other hand, faced challenges with technology and internet connections, distractions, and limited support.

This research can help build a more inclusive and productive learning environment by taking into account the experiences of teachers and students who experienced Hybrid Concurrent Classrooms. It is critical to address inattention during online classes and provide equitable experiences for both learning environments. To address issues and expand or imitate the success of the HYCC program, additional research, pedagogical modifications, and technology advancements are required.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

ISSUES AND CHALLENGES IN DEVELOPING A WEB-BASED RELATED LEARNING EXPERIENCE MATERIAL

ABSTRACTS
Session 4-2

Jammille D. Delos Reyes, Queenie R. Ridulme, Ria Valerie D. Cabanes, Alaine Richelle C. Ramos, Bernard Paolo V. Secreto, & Rita C. Ramos
UP Open University

Purpose: This study will focus on the issues and challenges that the developers encountered during the development phase of creating a web-based RLE material for nursing students. These issues and challenges will be used to improve the quality of the Web-based RLE and evaluate its effectiveness.

Design: The study employed a qualitative research design. The participants were the consultants and developers of the online platform who were directly involved during the development phase of the Web-based RLE material.

Findings: Based on the initial findings, the challenges that were identified during the analysis were technological issues, such as ensuring that the online platform will be accessible to any devices and browsers that the students will use. Creating an effective e-learning material was also noted since designing interactive content requires careful attention for students to be engaged. There are also other issues such as the fidelity of simulation videos and funding for maintaining high-quality videos.

Value: The Web-Based RLE design offers a promising alternative to in-person clinical activities, but it is essential to carefully consider the technical and pedagogical aspects of the design to ensure that the learning experience is engaging, effective, and safe.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

ABSTRACTS
Session 4-2

CONTEXT MATTERS IN LMS USE: EXPLORING INSTRUCTORS' PRE-SEMESTER EXPERIENCES

Belinda Esther D. Tan, Jose Antonio Clemente, & Lorelie Grepo-Jalao
UP Diliman

The pandemic has compelled university instructors to embrace and utilize Learning Management Systems (LMS) regardless of their technological proficiency, access, and adaptability. LMS has now evolved from an optional tool to an essential medium that profoundly influences teaching and learning experiences. Despite this, local studies examining instructors' contexts that shape LMS use remain scarce in this new educational landscape.

This study—the first phase of a research project—examines pre-semester LMS user experience (UX). We aim to explore various aspects of UX such as perceived proficiency with LMS and the nature of their pre-semester contexts (i.e., technical, information, social, task). We also explore the situational context, mainly the impact of the pandemic, by examining how faculty members compare the differences in students and their teaching work before and during the pandemic. Pre-interview surveys and semi-structured interviews were conducted with a sample of 10 university instructors, who are self-rated intermediate to advanced users of a university LMS.

Results reveal that these LMS users have less physical barriers (e.g., owning necessary teaching tools), leading to satisfaction with the LMS. Their prior knowledge of LMS facilitates online resource utilization and independent exploration. Additionally, collaboration among colleagues in sharing good practices with the LMS contributes to an enhanced user experience. However, the workload prior to the semester can be a hindrance to fully maximizing the potential of the LMS.

The preliminary findings depict the multifaceted nature of contexts in contrast to presenting them as mere categories of sociodemographic characteristics. Moreover, the study features the challenges faced by instructors in achieving a positive user experience with LMS prior to the start of the semester, especially in the midst of a pandemic. Implications on user-centric research to support positive cumulative UX are discussed.

International Conference on Open and Distance Learning (ICODEL)
Sustainability in Education: Intersections, Ideation, Innovations

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

TOWARDS THE DEVELOPMENT OF AN ONLINE BACHELOR'S DEGREE IN REAL ESTATE MANAGEMENT: CONCEPTS AND FRAMEWORK

Cesar Z. Luna
UP Open University

ABSTRACTS
Session 4-3

After a decade of offering a graduate program in real estate valuation and management, the University of the Philippines Open University (UPOU) is now in the process of conceptualizing a baccalaureate counterpart of the said degree . This paper outlines the concepts, circumstances, and factors that program designers are considering, including: (i) the biune nature of real estate valuation and management, where private sector and government practices are quite distinct in terms of objectives, approaches, techniques and overall perspectives; (ii) the subfields within the discipline, and the need to balance comprehensiveness with depth; (iii) recent developments in the real estate sector that present opportunities and challenges; (iv) the niche that the proposed program could fill among similar existing programs; and (v) advances in online distance learning that should be exploited to cater to the unique needs of learners in this discipline. The paper concludes by outlining the features that will be built into the program to make it worthy of being called a program of the UPOU.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

“AT THE EDGE” OF THE METAVERSE IN TEACHING AND LEARNING: AN INTERDISCIPLINARY CONVERSATION

ABSTRACTS
Session 4-3

**Sophia Deterala, Joel L. De Castro, Mark Pere Madrona,
Dennis Lee Jarvis Ybañez, Celeste L. Tayzon, & Sally Gutierrez**
UP Open University

The continuous development of digital technology has accelerated all areas of society, education included, into the virtual worlds promoting a metaverse. Thus, the metaverse as a learning platform has increasingly attracted the attention of researchers. While ongoing research has been focused on ethics, safety, and data security which may affect the students as vulnerable individuals, there has been scant research on education experts' perspectives on the metaverse as a 3D learning space. This paper, therefore, attempts to fill this gap using an autoethnographic analysis of our insights as higher education experts in various fields who are teaching in an open and distance e-learning university. Our conversations revolved around how we view the metaverse as a learning space, how the metaverse affords the most significant competencies in our fields and our experiences, and how we envision the future of education. Results show that we have discipline-specific insights (e.g., how the metaverse can be used as a platform for content and cognitive development of our students) on the usability of the metaverse as a learning space. However, common to us is our vision that as we advance in our technological knowledge, the metaverse as a learning platform is a promising learning space.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

SUCCESS FACTORS FOR EFFECTIVE ONLINE ACCOUNTING EDUCATION: A CASE STUDY OF SIMPLIFIED ACCOUNTING FOR ENTREPRENEURS DURING THE COVID-19 PANDEMIC

Tricia C. Ascan
UP Open University

ABSTRACTS
Session 4-3

Online and distance learning education has played a crucial role in enabling students and professionals alike to pursue their educational goals. This has proved to be valuable during the Covid-19 pandemic when universities and schools are closed, and remote learning became the only alternative to ensure continuity of education. This study focuses on identifying the success factors that contributed to the effectiveness of the online course "Simplified Accounting for Entrepreneurs" during the pandemic. A case study approach was employed, and data were based on the learners' evaluation of the course. Completion rates, feedback on learning materials, activities, assessment, and learner support services were identified and analyzed. By analyzing these factors, valuable insights were gained to enhance and improve the design and delivery of the course. Moreover, such factors could assist course developers and educators in creating engaging learning environments that promote effective online learning experiences during times of crisis. Results underscore the importance of a clear course design, engaging learning activities, and timely learner support as essentials in student engagement and satisfaction which then translates to a higher completion rate.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

FROM PHYSICAL TO ONLINE TO HYBRID PEDAGOGY: LESSONS AND STRATEGIES TO REINFORCE PERFORMANCE AND ENSURE HEALTH AND WELLNESS OF STUDENT VOLLEYBALL ATHLETES AMIDST RESTRICTIONS

Ronilo Jose D. Flores & Marco Nico Aquino
UP Los Baños

ABSTRACTS
Session 4-4

Determining the effects of quarantine regulations on the athletes' perceived athletic level and well-being was necessary in order to formulate strategies to safeguard athletes during the early COVID-19 crisis characterized by sudden lock downs and mobility restrictions. This change in the routine and environment of student-athletes posed a threat to their health and well-being. Surveys and interviews were conducted to determine such effects and assess the effects of restrictions on the perceived physical fitness, nutrition status and stress levels of the student-athletes. Adaptive measures that emerged ranged from stationary exercises, stretching to household chores. A shift in nutrition habits was also observed that led to slight weight gain, though the body mass index remained normal. Majority of the athletes felt stressed, with boredom, anger and anxiety being the most prevalent. Formulation of a virtual volleyball varsity program that used adaptive strategies founded on nutrition, allowed physical activity, natural environments, and human biology education to address the compounded effects of activity restrictions and on-line learning on student-athletes was done. As community restrictions eased out in 2022, onsite classes, including athletic meets and onsite training sessions, were allowed in various universities. Adaptive strategies that accorded a level of physical distancing and compliance with minimum health standards were employed such as new, original drills, flexible scheduling and modality, daily health monitoring, distanced huddles, among others. Utilizing natural environments for cross training, meditation and wellness breaks was employed for healthier transition to physical face to face training. This seminar lecture showcases the 3 year evolution of the UPLB Men's Volleyball Varsity through the pandemic and the lessons that coaches and educators may apply to safeguard health and wellness on court or the normal classroom.

22 August 2023, Tuesday (5:45 PM – 7:00 PM)

FRAMEWORK FOR INSTRUCTIONAL DESIGN FOR ASYNCHRONOUS LEARNING MODALITY: BASIS FOR MEASURING QUALITY

ABSTRACTS
Session 4-5

Roselle Basa, Bernadette San Diego, & John Paul Gonzales
University of the East

For most educational institutions, learning modalities have changed as a result of the Pandemic in 2020. Today, the combination of onsite and offsite interaction between teachers and students is still being implemented. And there is no evidence yet that suggests that will stop anytime soon. With encouragement and support from the Commission on Higher Education (CHED), educational institutions are invested and committed to continue with the implementation of the hybrid modality of instruction as they are seeing its benefits for all parties concerned.

One component of the offsite interaction is the asynchronous portion where teachers provide opportunities for self-directed and independent learning for the students. Using the learning resources provided by the teachers, students are expected to acquire the desired outcomes without direct interaction with the teachers. These learning resources are carefully designed, developed, and deployed to ensure student engagement.

This paper hopes to investigate various strategies employed by teachers for their design of asynchronous activities. Another consideration is to look into the overall instructional design for courses offered for hybrid modality. This entails consideration of the strategies even for onsite and offsite synchronous interaction to ensure that holistic approach to ensure achievement of outcomes. By exploring the strategies, an array of factors/attributes are bound to surface which will be used to come up with an institutional framework to measure the quality of the learning resources.

ABSTRACT REVIEWERS

Paula Marielle Ababao
Prof. Mideth Abisado
Dr. Myra C. Almodiel
Asst. Prof. Blancaflor Arada
Mary Ann De Guzman
Asst. Prof. Lianne Angelico C. Depante
Asst. Prof. Bernie S. Fabito
Prof. Eddie G. Fetalvero
Dr. Roberto Figueroa
Dr. Lea C. Garcia
Asst. Prof. Luisa A. Gelisan
Asst. Prof. Elijah John Dar Juan
Ms. Yrelle Mae S. Lleva
Dr. Diego S. Maranan
Verlyn Nojor
Asst. Prof. Kathleen Lourdes Obille
Dr. Ruth Rodriguez
Asst. Prof. Shari Eunice San Pablo
Asst. Prof. Gabriel Avelino R. Sampedro
Asst. Prof. Roda Tajon
Asst. Prof. Maria Maura Tinao
Prof. Jocelyn Villaverde

ICODEL 2023 STEERING COMMITTEE

Dr. Melinda dela Peña Bandalaria
Overall Conference Chair

Dr. Primo G. Garcia
Steering Committee Chair

Dr. Joane V. Serrano
Steering Committee Co-Chair for Program

Dr. Jean A. Saludadez
Dr. Diego S. Maranan
Steering Committee Co-Chairs for Paper

Dr. Ricardo T. Bagarinao
Awards Committee Chair

Mr. Michael P. Lagaya
Dr. Ria Mae H. Borromeo
Secretariat

Ms. Yasela Irene Angela M. Yambao
Invitation Committee Chair

Ms. Margaret J. Suarez
Ways and Means Committee Chair

Dr. Reinald Adrian D. Pugoy
Technical Management Committee Chair

Asst. Prof. Luisa A. Gelisan
Documentation Committee Chair

Dr. Roberto Figueroa
Asst. Prof. Mari Angeli L. Crisanto
Exhibits Committee Chairs

Dr. Myra C. Almodiel
Publicity and Promotion Committee Chair

Ms. Elvy A. Pamulaklakin
Physical Arrangements Committee Chair

Dr. Finaflor F. Taylan
Reception Committee Chair

Mr. Michael P. Lagaya
Finance Committee Chair

ICODEL 2023 COMMITTEE MEMBERS

PROGRAM COMMITTEE

Chair: Dr. Joane V. Serrano

Co-Chair: Asst. Prof. Lloyd P. Simporios

Members:

Dr. Maria Lourdes Jarabe

Dr. Leo Mendel D. Rosario

Asst. Prof. Lianne Angelico C. Depante

Asst. Prof. Ari Luis C. Halos

Asst. Prof. Karl Abelard Villegas

Ms. Noreen Dianne S. Alazada

Ms. Janele Ann C. Belegal

Ms. Janelle G. Ebron

Ms. Camille G. Hemedes

Ms. Rachel Ann Joyce Chin Sales

PAPER COMMITTEE

Chair: Dr. Diego S. Maranan

Co-Chair: Asst. Prof. Gabriel Sampedro

Members:

Asst. Prof. Maria Maura Tinao

Mr. Jerome Suplemento

AWARDS COMMITTEE

Chair: Dr. Ricardo T. Bagarinao

SECRETARIAT

Co-Chairs:

Dr. Ria Mae H. Borromeo

Dr. Charisse T. Reyes

INVITATION COMMITTEE

Chair: Ms. Yasele Irene Angela M.

Yambao

Members:

Ms. Ma. Sarah Cabungcal

Ms. Christine Domalaon-Volante

Ms. Marites Moya

Ms. Arleen Tampus

IWAYS AND MEANS COMMITTEE

Chair: Ms. Margaret J. Suarez

Members:

Ms. Nikhaela Valenciano

Mr. Michael Lagaya

TECHNICAL MANAGEMENT COMMITTEE

Chair: Dr. Reinald Adrian D. Pugoy

Members:

Mr. Melvir Nathaniel Paras

DOCUMENTATION COMMITTEE

Chair: Asst. Prof. Luisa A. Gelisan

Co-Chair: Mr. Lexter N. Mangubat

Members:

Ms. Maria Amabelle Banasihian

Mr. Alejandro Zamora

Mr. Allan Nuñez

Mr. Angelo Joaquin Ascan

EXHIBITS COMMITTEE

Chair: Dr. Roberto B. Figueroa

Co-Chair: Dr. Diego S. Maranan

Members:

Asst. Prof. Blancaflor Arada

Asst. Prof. Joel De Castro

Dr. Myra Oruga

Mr. Lexter Mangubat

Ms. Joshze Rica Esguerra

Mr. Jebel Musa

ICODEL 2023 COMMITTEE MEMBERS

PUBLICITY AND PROMOTION COMMITTEE

Chair: Dr. Myra C. Almodiel

Co-Chair: Ms. Lovelyn P. Petrasanta

Members:

Ms. Anna F. Cañas-Llamas

Ms. Marinela Hernandez

Ms. Anna Mharie Duria

Ms. Jestine Crhístia Gatlula

Ms. Charlene Mina

Ms. Felicia Yvonne Maturan

Ms. Denise Therese Anne Palisoc

Mr. Jurelle Ordanes

Ms. Allysa Mae Gargarino

Ms. Carla Alyssa Cabrera

FINANCE COMMITTEE

Chair: Mr. Michael P. Lagaya

Member:

Ms. Gloria Boncodin

PHYSICAL ARRANGEMENT COMMITTEE

Chair: Ms. Elvy Pamulaklakin

SPECIAL CONCERNS

Chair: Ms. Agnes Mejia

Member:

Ms. Ela Giselle Abao

RECEPTION COMMITTEE

Chair: Assoc. Prof. Finaflor Taylan

Co-Chair: Rhonna Marie Vereña

Members:

Ms. Andrea Gonzales

Ms. Harold Mangubat

Ms. Charlene Mina

Ms. Rubielita Parcon

Ms. Krista Marie Fama

Ms. Regine Maligalig

Mr. Efraime Cruz

Ms. Nikhaela Valenciano

Ms. Marites S. Moya

Ms. Eden Salon

Ms. Alyanna Fatima Micoso

Ms. Janet Robledo

FOOD COMMITTEE

Chair: Ms. Lorelee Mones

Co-Chair: Jennifer Pareja

Members:

Ms. Ma. Sarah Cabungcal

Ms. Gemma Cullat

Ms. Joy Abigail Rebulanan

Ms. Rachel Bautista

Mr. Jimmy Fermin

ORGANIZERS



University of the Philippines
OPEN UNIVERSITY

University of the Philippines Open University
(UPOU)



University of the Philippines Open University
Foundation Inc. (UPOUFI)



Philippine Society for Distance Learning, Inc.
(PSDL)



Southeast Asian Regional Center for
Graduate Study and Research in Agriculture
(SEARCA)

PARTNERS

PLATINUM PARTNER



GOLD PARTNERS



EXHIBIT PARTNERS

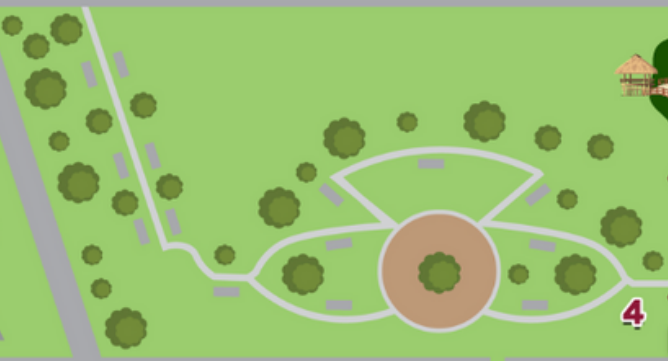


CONFERENCE VENUE (PHYSICAL)

8a

- Pre-Conference
- Opening Ceremony
- Plenary Sessions
- Parallel Sessions
- Panel Session 2
- Panel Session 3
- Panel Session 5
- Closing Ceremony

- Academic Residences
- Canteen
 - Physical Exhibit



3a

- Panel Session 1
- Panel Session 4
- Panel Session 6
- Panel Session 7
- Panel Session 8

2a



- 1 > Community Hub
- 1a > Galeria Sinag
- 2 > Oblation Park
- 2a > The UPOU Lagoons
- 3 > Administration Building
- 3a > Audio-Visual Room (AVR)
- 4 > The Walk
- 5 > Instructional Materials Development and Production Office
- 5a > Oblation Hall
- 6 > Centennial Plaza
- 7 > Multi-Purpose Hall (MPH)
- 8 > Centennial Center for Digital Learning (CCDL)
- 8a > CCDL Auditorium



U.P. Open University COMMUNITY HUB

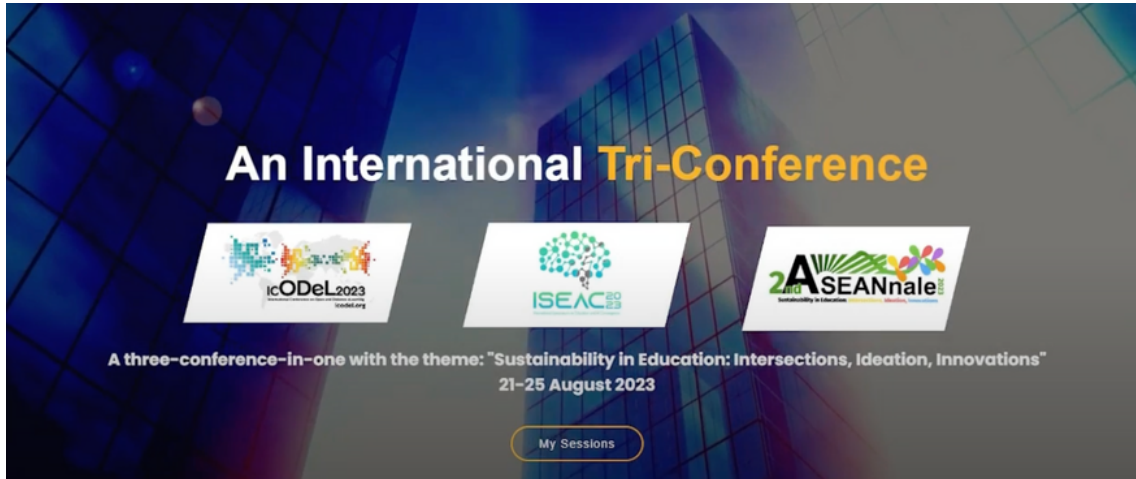
CONFERENCE VENUE (ONLINE AND ONSITE)

- Tri-Conference Metaverse



CONFERENCE VENUE (ONLINE)

- Tri-Conference Landing Page (tricon-platform.upou.edu.ph)



TRI-CONFERENCE 2023 Home Announcements My Sessions ICODEL ISEAC ASEANnale FAQs More

Micro-Credentials for lifelong learning and Industry Integration Assoc. Prof. Peter A. Sy, MA (10:00 - 11:30 AM) Transforming Higher ... ICODEL Day 2 0% complete	Sustainability and Education Prof. Asha Singh Kanwar, Ph.D. (11:00 - 12:00 PM) Sustainability and Education ISEAC Day 1 0% complete	Sustainability and Education Prof. Asha Singh Kanwar, Ph.D. (11:00 - 12:00 PM) Sustainability and Education ICODEL Day 1 0% complete
PLENARY SESSION 3: A Budding Revolution: The Unprecedented Convergence of AI and Education Dr. Reinald Adrian Pugoy (1:00 - 1:45 PM) A Budding Revolution: The ... ISEAC Day 1 0% complete	PLENARY SESSION 3: Quality Assurance Prof. Ebba Ossianilsson, Ph.D. (1:00 - 2:00 PM) Quality Assurance ICODEL Day 1 0% complete	PANEL SESSION 5 Universities as Catalysts for Sustainability Dr. Ricardo T. Bagarinao (1:00 - 2:30 PM) Universities as Catalysts for ... ICODEL Day 2 0% complete

TRI-CONFERENCE 2023 Home Announcements My Sessions ICODEL ISEAC ASEANnale FAQs More

ABOUT THE SPEAKER Collapse all

Dr. Reinald Adrian Pugoy
Assistant Professor and Director of ICT Development Office, UP Open University

has been with the UP Open University since 2015, teaching mostly graduate courses on Programming Languages, Software Engineering, and Artificial Intelligence. He advises both graduate and undergraduate students for their special problems (theses). He is also an active researcher, presenting and publishing conference papers and journal articles mostly in international venues. He is a recipient of various awards that acknowledge his innovations in and contributions to Distance e Learning and Artificial Intelligence. He obtained his PhD in Computer Science and Information Engineering degree from the National Cheng Kung University in Tainan City, Taiwan in January 2023.

PROGRAMME | August 22, 2023 | 1:00 - 1:45 PM



*Sustainability in Education:
Intersections, Ideation, Innovations*



icodel.org