



Book of Abstracts

1ST INTERNATIONAL CONFERENCE ON
RESEARCH IN EDUCATIONAL SCIENCES

Redesigning the Educational System in Alternative Delivery Platforms:
Moving Towards Post Pandemic

29- 31 MAY 2022



EDITORS:

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The educational system rallies the torch towards bringing light to the besetting issues of our time. It intertwines ethical values and humanistic principles, which are crucial in advancing the trajectories of social justice. Integrating a research agenda focused on a social mission for social justice can pave the way for social and educational change.

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Conference Chair

Conference Chair

Prof. Cathy Mae D. Toquero

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Organizers



Mindanao State University-
General Santos City



College of Education,
Mindanao State University-
General Santos City

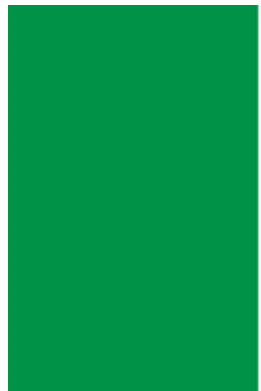
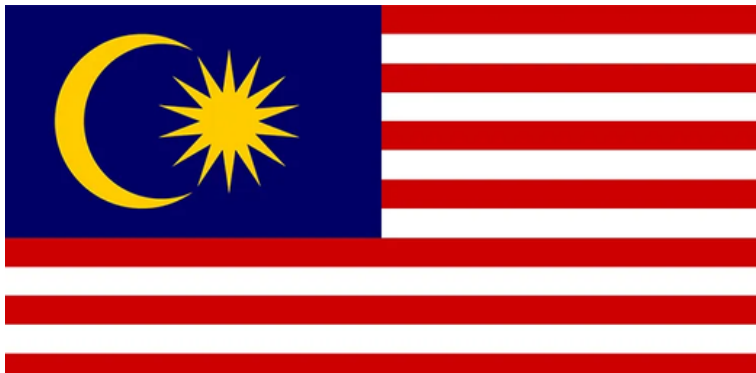
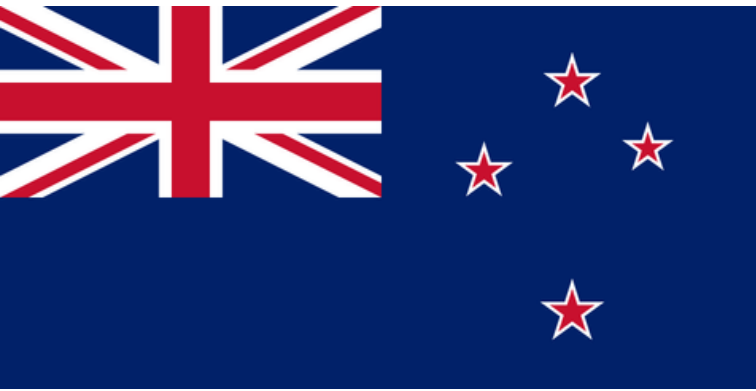
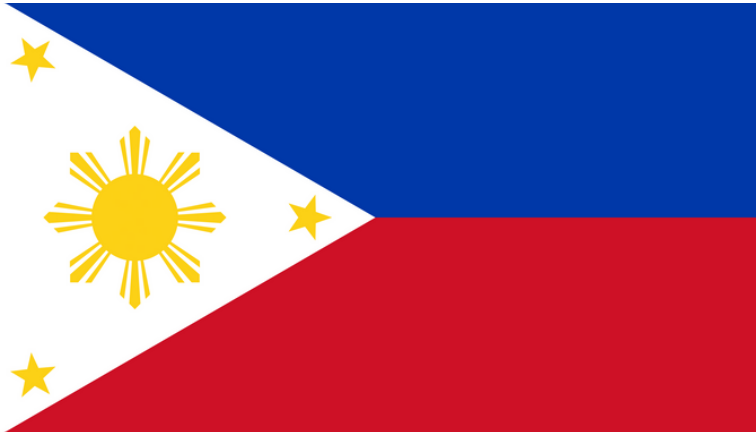
Partner Organizations



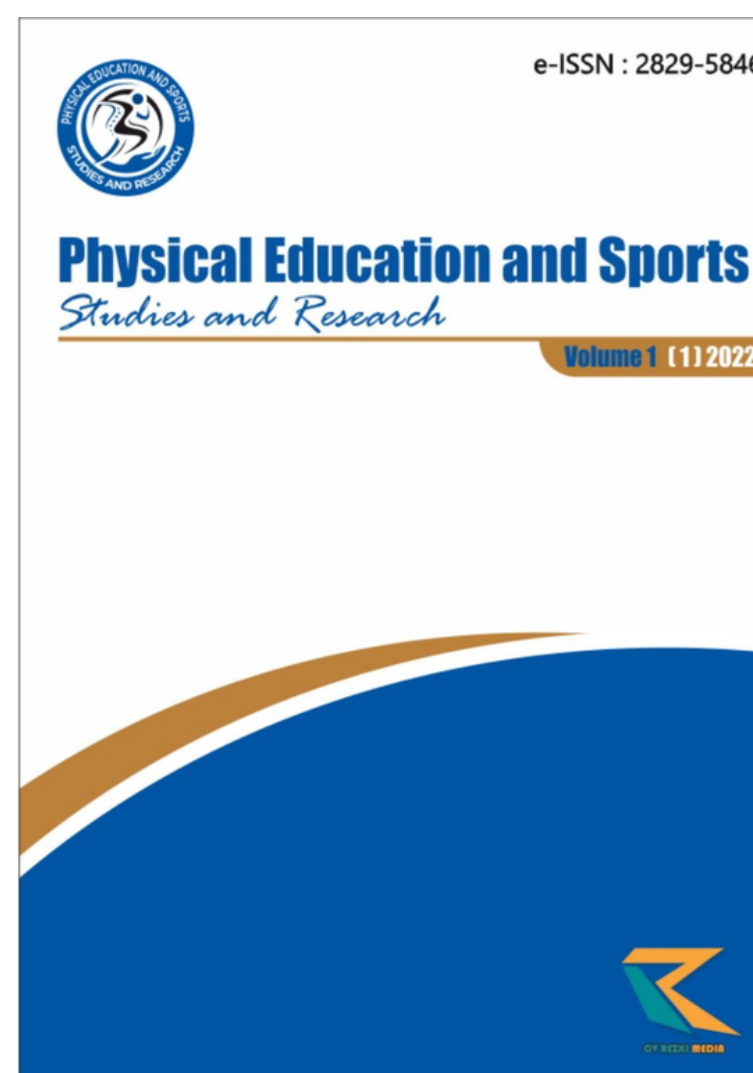
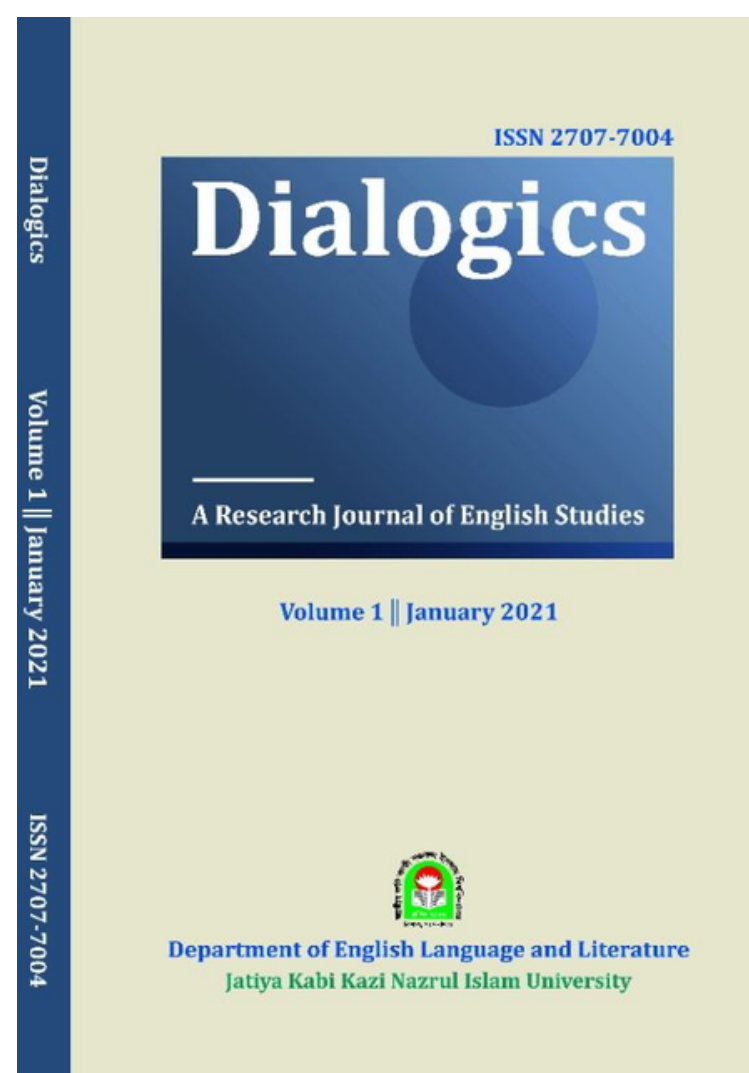
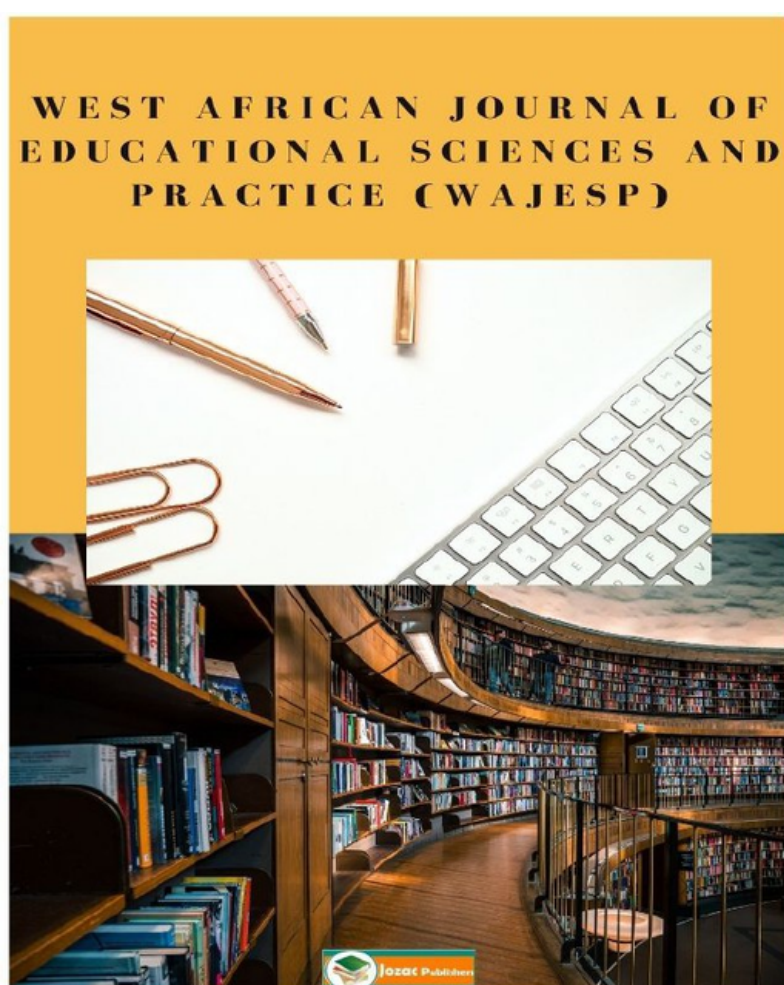
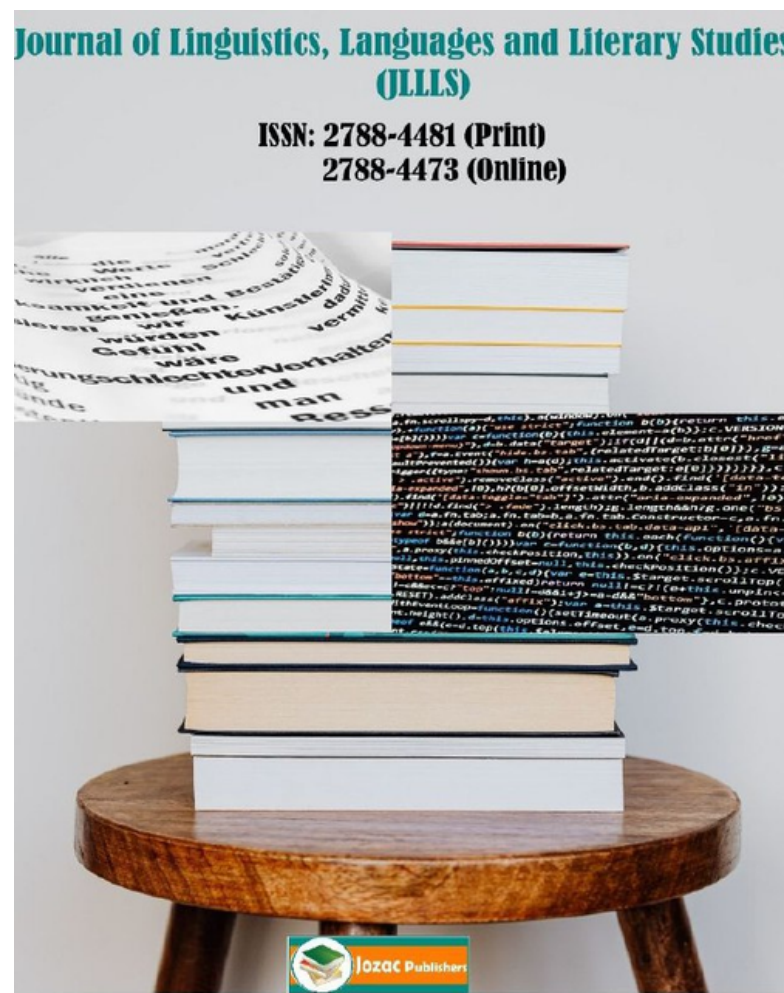
Sponsoring Publishers



Participating Countries



Sponsoring Journals



KEYNOTE SPEAKER



Dr. Joseph Crawford

Editor-in-Chief, Journal of University
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Senior Lecturer, Academic Division,
University of Tasmania, Australia

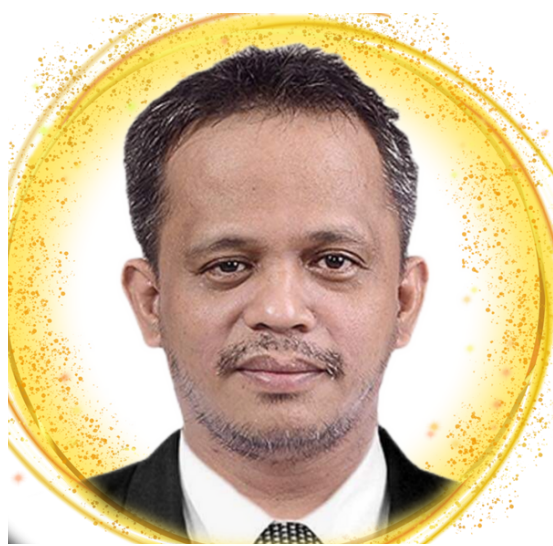
PLENARY SPEAKERS



Dr. Kwong Nui Sim
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Extraordinary Researcher, Northwest
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Charlotte Davies, BA Hons, PGCE, NPQH, FRSA
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JOURNAL SPONSORS AND GUEST SPEAKERS



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Editor, Dialogics: A Research Journal of English Studies
Associate Professor, Department of English Language and
Literature Jatiya Kabi Kazi Nazrul Islam University



Dr. Joshua Chukwuere

Associate Professor, North-West University, South Africa
Director – Jozac Publishers, South Africa



Dr. Yulingga Nanda Hanief

Editor-in-Chief
Journal of Science and Education
Universitas Negeri Malang, Indonesia



MESSAGE FROM CONFERENCE CHAIR

My warmest greetings to all educators, practitioners, policymakers, participants, and listeners in the International Conference on Research in Educational Sciences (ICRES 2022), with the theme: "Redesigning the Educational System in Alternative Delivery Platforms: Moving toward Post-Pandemic."

The world has grappled with the advent of the pandemic in 2020, which threatened the scientific, social, political, economic, and educational landscapes. The digital and human divides have exacerbated among individuals and learners at all levels. Social and educational structures have created digital and democratic revolutions in conventional spaces while experimenting with an overnight transition to an online curricular paradigm. More than ever, anchoring our social structures on evidence-based findings is crucial to manifesting in improved systems and a deeper grasp of multiplex human issues.

The educational system rallies the torch towards bringing light to these besetting issues of our time. It intertwines ethical values and humanistic principles, which are crucial in advancing the trajectories of social justice. Integrating a research agenda focused on a social mission for social justice can pave the way for social and educational change. Involving policymakers and practitioners to promote interdependence and interconnectedness in our research agenda strengthens that call for social justice. Creating relevant research that can address global and community issues can have social impact when researchers, educators, practitioners, and policymakers synergize on that social mission.

An evidence-informed society requires a concerted effort. The educational hiatus in 2020 sparked the goal of ICRES to disseminate salient research findings because research can improve teaching and learning in the midst of experimental educational platforms and hyper-learning. I hope that this conference can empower every one of us to apply evidence-based teaching-learning practices for the recovery of our educational system as we unite in a social mission to achieve social justice moving towards post-pandemic. 2022 has doubled the injustice because 2022 is 2020 too. Hence, let us create relevant research and spearhead this social mission for social justice.

Along this line, I would like to render my heartfelt gratitude to the pillars and giants of the scientific community coming from different countries for generously extending their expertise, time, and resources for the realization of this scientific exchange of knowledge.

Once again, welcome to our dear participants!

For social justice,

Prof. Cathy Mae D. Toquero

Conference Chair

International Conference on Research in Educational Sciences 2022





MESSAGE FROM UNIVERSITY CHANCELLOR

Assalamualaikum warahmatullahi wabarakatuh!

Pandemic limits the human interaction but it pushed major functions of our society to boundless possibilities, and one of those is in the field of education. Despite of the challenges, our educational system strains its best to survive through the efforts of the teachers and researchers to mitigate and help its current state. The online teaching-learning has been our savior and the commitment of the educators to innovate and adapt to better technology has become its weapon.

The initiative of foregrounding an International Conference on Research in Educational Sciences, with a theme: “Redesigning the Educational System in Alternative Delivery Platforms: Moving Towards Post-Pandemic,” is sensible and relevant to the call of times, as educators and researchers should gather and exchange ideas and knowledge on how to set better the educational system of the country. Undeniably, the pandemic affected the world and through listening to the speakers from our locale and other countries, we will have the levelling off of what interventions and practices did they implement so for us to be inspired too to apply in our own classrooms.

As the head of the host institution, Mindanao State University – General Santos, I welcome you all on this grand exchange of knowledge and studies that will benefit the present and the future of humanity. My sincere congratulations to the organizing committee, to the Dean, Faculty and Staff and students of College of Education, the resource speakers, invited lecturers and researchers.

We need to bring the most brilliant of our population to the education sector because they have the task to teach the future leaders of our nation. We need to move forward and learn from the pains of the pandemic and transform those learnings to opportunities in recreating a better world.

Congratulations and may you have meaningful conference!

JD. Usman D. Aragasi, MPA

Acting Chancellor

Mindanao State University- General Santos City





MESSAGE OF SUPPORT

from the Vice Chancellor for Research, Extension,
and Development

A pleasant day to everyone— distinguished guests, researchers, and educators! Magandang Gensan po sa lahat.

I feel so delighted to express my heartfelt gratitude to all of the participants joining today's International Conference on Research in Educational Sciences. We are all excited to have you all here to participate in this two-day research conference organized by the College of Education of Mindanao State University General Santos City.

First and foremost, I would like to recognize the time and effort of all who sincerely committed to prepare for this event. This event would have been impossible without the time, dedication, and support of everyone involved here. So, on behalf of Mindanao State University, I would like to extend my support for the success of this research conference.

Education has been one of the worst hits of the sectors of the economy since the detection of the first index case of COVID-19 in the Philippines. Well, of course, we know how difficult those times were. The immediate impact has been enforced for the closure of schools, colleges, and universities; and in fact, face-to-face classes were suspended and so learning, teaching, and assessment were stopped there. Instead, online contingency was designed to continue teaching and assessment via digital interface, so students can progress to their studies. We saw the resilient response of teachers facing these challenges through the implementation of blended learning fully distance learning education. And so, we feel that the total transition from the physical classroom to other flexible learning modes is encouraged as we move towards post-pandemic cases.

It is a requirement that all of the stakeholders will be involved in the full implementation of these different learning modes. And in this conference, we will learn different advanced pedagogical approaches to help us as we design our educational system in alternative delivery platforms. So with these, the university will continue to support and expect more conferences where academicians and professionals from various fields are provided with the opportunity to share their theoretical knowledge. This is not only to encourage educators but also encourage our students to present their works to the global audience and international community. And I know, at the end of this conference, we expect educators and students to exchange collaborations to do brainstorming sessions for current and future publications. We are indeed in time of great innovation in education. So I am sure you all will feel enriched with the knowledge after the completion of this significant event.

So with these, I would like to again extend my support to this event and wish everyone a successful, safe, and fruitful conference to all. Thank you and more power to everybody.

Dr. Edna P. Oconer

Vice Chancellor for Research, Extension, & Development
Mindanao State University-General Santos City





MESSAGE OF SUPPORT

from the Vice Chancellor for Academic Affairs

To our chancellor Juris Doctor Usman Aragasi, to the dean of the College of Education Dr. Ma. Theresa Pelones, other university officials, to the faculty and staff of the College of Education, to our guests and plenary speakers from different universities, to the student researchers, and to all the participants of this conference, greetings of peace and solidarity to one and all.

It is my honor to welcome you all to this International Conference on Research and Educational Sciences hosted by the College of Education Mindanao State University - General Santos City and co-hosted by participating Universities.

Any higher education institution operates in accordance with its threefold function mainly; instruction, extension, research and production. Even though all dysfunctions overlap in terms of relevance, the function that makes a university a university is research. It is through research that a university becomes a producer and provider of knowledge which differentiates it from basic education institutions.

With these, let me express my congratulations to the College of Education and the organizers for conducting this research conference. This is in conjunction with the MSU General Santos City's mandate - to strengthen the performance of the trifocal functions of the university specially in terms of research. This conference also gives an opportunity to our student researchers to share the results of the studies to a wider and bigger audience thereby establishing local and foreign linkages. I would also like to convey my sincerest gratitude and appreciation to the educational institutions from the Philippines and outside the country who join with us in this conference. The aptitude of research for scientific knowledge is common to all of us and through collaboration and partnership we can find solutions to our common problems and help ourselves and our communities. This is the purpose of research that our student researchers should realize after undergoing the rigorous process of research writing and interpreting the results, they are now ready to share the results to a bigger group of like-minded individuals. Researchers themselves find benefit in the research undertaking. My congratulations as well to our student researchers for your participation in this conference and my salutations to all your efforts and contributions to our body of knowledge in the world. May you take this experience as a motivation to do more research and continue the quest for knowledge.

Once again, congratulations to the success of the International Conference on Research in Educational Sciences. Thank you and good afternoon once again.

Dr. Mishell D. Lawas
Vice Chancellor for Academic Affairs
Mindanao State University-General Santos City





MESSAGE OF SUPPORT

from the College of Education Dean

As we transition from pandemic teachings to ushering in a new era of education, the College of Education of Mindanao State University General Santos City acknowledges the need to expand pedagogical knowledge, rethink alternative educational systems, and improve evidence-based methods. The ICRES 2022 generates information that has the potential to reform and enhance the educational system, contributing directly to the systemic academic landscape in a free pandemic society. For the conference proceedings' long-term viability and continuity, we convey our full support;

MSU Gensan -College of Education supports ICRES' efforts to collaborate with prominent academicians on our campuses and around the world to assist our research efforts through undergraduate, graduates and post graduate research engagement, including research and extension grants.

MSU Gensan -College of Education supports the "ICRES" in their efforts to improve their creative writing scholarship in the areas of publication, research, and academics.

MSU Gensan -College of Education supports working with ICRES to provide online platform for repository of electronic book of abstract, publicly available materials to showcase effective learning pedagogies and innovative practices from around the world.

MSU Gensan -College of Education encourages ICRES to work with the University of Mindanao Bansalan Campus Office of International Affairs, the Social Ethics Society, Rezki Media Indonesia, JFP Publishers in South Africa, and the Department of English Language and Literature, Jatiya Kabi Kazi Nazrul Islam University, as well as future collaborators, to foster strong partnerships and strengthen knowledge-sharing of research outputs.

MSU Gensan -College of Education supports ICRES' work with "PAPYRUS" in honing research scholars, writers, leaders, practitioners, editors, publishers and interested individuals on and off campus in their drive to extend their research abilities and pedagogical expertise into the worldwide scene.

MSU Gensan -College of Education recognizes that our contribution is only a first step, but it demonstrates our professed desire to participate more in generating quality, relevant and impactful international research outputs.

Soar High ICRES in cementing the Educational System towards Post-Pandemic.
Congratulations and To God be the glory.

Dr. Maria Theresa P. Pelones
Dean, College of Education
Mindanao State University-General Santos City





MESSAGE OF SUPPORT

from Co-host Partner Institution

Dr. Erick T. Baloran

Dean of the College of Education, UM Bansalan

I take great pleasure in submitting a message of acknowledgment and felicitations towards the INTERNATIONAL CONFERENCE ON RESEARCH IN EDUCATIONAL SCIENCES (ICRES) 2022, which will bring together erudite educational researchers from the Philippines and other different countries.

In recent years, there has been a significant surge in interest in educational research. It is now well recognized that research is required to offer a foundation for educational planning. Educational research is a spectrum that focuses on various fields of knowledge, and it helps policymakers formulate new policies by providing answers to practical educational issues. We improve learning, knowledge, skills, and understanding through academic research. It enhances teaching and learning methods by providing facts to assist you in teaching and leading more strategically and efficiently.

Let me share the premise of the University of Mindanao – Bansalan College journal named Gomanan, which is a Bagobo-Tagabawa term for a forge, an essential part of the tribe's culture and traditions. From this forge, blacksmiths make their farm tools and weapons. With the concept of Gomanan, our university as a higher learning institution is not only committed to teaching (instruction) but also to 'forge' knowledge (research) and utilizing the outputs of the intellect to support the larger community (extension). Doing research continues to become a forge that binds the generated knowledge and stories of the lives of the local members of the community. It is also the aim of the university to produce internationalization-focused research that will benefit students, stakeholders, and society as a whole.

I note with reverence that this International Research Conference will highlight significant findings of various researches leading to practical and workable recommendations and implications for practice that can be utilized by educational institutions, concerned agencies and industries, and the community in general. This conference shall be a great opportunity for participants to share their studies on an international platform and bridge the gap between scientific evidence and existing policy and practice.

It gives me great pleasure to congratulate and convey best wishes to the Conference Chair, organizing committee, sponsors, and partners of this event on a grand scale. I wish the ICRES 2022 a great success.





MESSAGE OF SUPPORT

from Co-host Partner Institution

Fr. Dexter Veloso
President, Social Ethics Society

The Social Ethics Society is elated in its partnership with ICRES as we chart the path towards a resilient future in the field of Education, Ethics, and Human Development. The New Normal requires an openness to unique approaches while maintaining our adherence to basic principles and the respect for human dignity. This event forged deep and cutting-edge insights into research that will be useful to Philippine Society and the world as a whole.





MESSAGE OF SUPPORT

from Keynote Speaker

Dr. Joseph Crawford

Editor-in-Chief, Journal of University Teaching & Learning Practice (JUTLP);
Senior Lecturer, Academic Division, University of Tasmania, Australia

This conference comes at a crucial time in the global higher education community. The COVID-19 pandemic created significant turbulence in the flight path of tertiary education. Those bumps and shudders forced micro-responses with fast-paced digitalization of curriculum aligned to lockdown and circuit breaker government mandates. Yet, as we seek to land and re-orient ourselves in a new landscape there is a genuine need to rethink learning and teaching practice guided by student and teacher affect, cognition, and behavior over which technology will enable particular facets of delivery. The future will come with radical shifts in the beliefs of what education is for students, and beginning this conversation is a critical first step in building a more inclusive knowledge economy post-pandemic. There is an incredible opportunity for researchers at this conference to reimagine higher education, and my initial read of the conference abstracts points to a rich and thought-provoking two days of presentations. I am encouraged and humbled by the opportunity to present among a group of quality presenters articulating visions for a future state, and tabling timetables for how we might get there. I am looking forward to seeing the presentations, and I extend a warm welcome to those joining me.



MESSAGE OF SUPPORT

from Plenary Speaker



Dr. Dickson Adom

Department of Educational Innovations in Science and Technology
Faculty of Educational Studies
Kwame Nkrumah University of Science and Technology
Ghana

I would like to convey my warmest greetings to all those associated with the first international conference on Research in Educational Sciences (ICRES) 2022 proudly hosted by the College of Education of Mindanao State University-General Santos City, Philippines. A hearty congratulations to the hardworking management team and staff of the College for taking the bold and very important step in organizing its maiden international conference themed 'Redesigning the Educational System in Alternative Delivery Platforms: Moving towards Post-Pandemic on May 29-31, 2022. The theme chosen for the conference is more appropriate in this post-covid-19 pandemic times when every educational institution is earnestly redesigning their educational systems in search of alternative instructional delivery approaches that are multifaceted and flexible. This is required at this time especially as the world has come to terms with dealing with one pandemic after another. Taking the lead in bringing scholars globally together to brainstorm, ponder and reflect on how to keep the wheels of the education train going all the time, even amidst a pandemic at this very important conference, the College of Education of Mindanao State University- General Santos City, Philippines deserves to be commended and hailed amidst the thousands of education pedagogy-focused universities globally.

The management, staff, and students in the Department of Educational Innovations in Science and Technology, Kwame Nkrumah University of Science and Technology, Ghana stand in solidarity with the College of Education of Mindanao State University as it marks this great milestone in its history. I heartily congratulate The Papyrus Official Publication, Rezki Media Indonesia, and JFP Publishers South Africa for partnering and generously supporting the good cause of the College of Education of Mindanao State University in organizing this landmark conference.

I am looking forward to a very fruitful and academically engaging conference. My fervent hope is for this conference to be highly educative and impactful as together, we chart new and alternative instructional delivery approaches for global educational systems, making them robust and resilient enough to withstand any future pandemic.





MESSAGE OF SUPPORT

from Plenary Speaker

Dr. Christopher Ryan Maboloc

Associate Professor, Philosophy Department, Ateneo de
Davao University

Professor, American University of Sovereign Nations

It is an honor to be able to engage with global scholars whose aim is the promotion and development of education as a tool to finally emancipate millions of people in the world. The experience, value and rigor that this conference provides is something that is not only beneficial but is most meaningful in the meaning of critical thinking and the noble desire to empower people in a just, humane, and democratic world.

Researchers have an important role to play in bridging science and society. Robust research in this regard is about how in a critical way researchers contribute to social transformation and structural reform. ICRES leads the way in realizing the above mission.





MESSAGE OF SUPPORT

from Sponsoring Publisher

Dr. Sheikh Mehedi Hasan

Editor, Dialogics: A Research Journal of English Studies & Associate Professor, Department of English Language and Literature
Jatiya Kabi Kazi Nazrul Islam University

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Education system in developing countries, especially South Asian countries has recently gone through radical changes due to the Corona Pandemic. Countries like Bangladesh have faced tremendous challenges in managing education sectors since during lockdown and shutdown of educational institutions all academic activities were shifted to the cloud overnight. Post-pandemic scenario in education sectors is more challenging for different stakeholders of higher education, policymakers, administrators and so on. New research and findings are coming up to give insights and directions for a sustainable education system comprising utilisation of educational technologies and Internet facilities during both crisis and normal time. In this very context, I feel honoured and privileged to be invited by the College of Education, Mindanao State University-General Santos City, Philippines to attend the international conference on Research in Educational Sciences on May 29-31, 2022, as a Guest Speaker. I must mention as the theme of the conference reads– “Redesigning the Educational System in Alternative Delivery Platforms: Moving towards Post-Pandemic” that it is a pioneering and timely initiative by the organiser. The conference will of course become vibrant with the participation and contributions of renowned academics and researchers across the globe. I hope the conference will bring together new perspectives and directions regarding sustainable education system in the Asian region.

I wish the conference a grand success.

Warmest regards!





MESSAGE OF SUPPORT

from Sponsoring Publisher

Dr. Joshua Chukwuere

Associate Professor, North-West University, South Africa

Director – Jozac Publishers, South Africa

Email: info@jozacpublishers.com

Website: www.jozacpublishers.com

Felicitations!

Our society cannot innovate without the role of academic involvement through networking and sharing of ideas and knowledge. The academic conference promotes an innovative platform for academics, professionals' students, and others to share a common idea. The International Conference on Research in Educational Sciences (ICRES) 2022 is a home for academic networking to share innovative ideas and knowledge to innovate society.

The quality of papers presented at ICRES 2022 presents great ideas and innovations to innovate our society into a better one. The papers presented are an indication that research drives human society.

Jozac Publishers (JP) appreciate your participation, support, involvement, and enriching the ICRES 2022 conference.





MESSAGE OF SUPPORT

from Sponsoring Publisher

Dr. Yulingga Nanda Hanief

Editor-in-Chief

Journal of Science and Education

Universitas Negeri Malang, Indonesia

Greetings to all present participants!

The COVID-19 pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries to prevent the spread of the virus and mitigate its impact.

What have we learned from this public health crisis? Are the lessons worth keeping? Were there advances or gains that we made and how can we continue to build and further improve on those gains?

All of us who work at institutions of higher education and academic settings need to think deeply about these questions as we prepare to work in current environment and slowly but steadily move into post-COVID-19 world. As we prepare to teach for 2022 and once the pandemic is over, there are many lessons we can take from our experiences and help in improving our teaching and learning practices. Blended and hybrid learning seem to be the future of higher education and instructors are making efforts to learn, develop, and manage this form of learning during the pandemic and beyond. While instructors have a major role in improving their course content and delivery methods, support from other stakeholders such as students and administrators is needed to provide engaging learning experiences to students.

The habits that both students and teachers have adopted during the pandemic cannot be abandoned. During the pandemic, students are familiar with various digital platforms, hardware and software as learning media, and learning strategies (such as project-based learning or case methods in the application of learning), therefore the learning approach that has been implemented should still be used, with a note there must be an evaluation and improvement of the learning approach.

Public health disasters such as COVID-19 can encourage innovation and create out-of-the box thinking in educational settings. To be able to provide meaningful and engaging learning experiences to students, instructors and academic administrators have to focus on building appropriate infrastructure to support hybrid and blended learning methods. It is extremely important to focus on capacity building of faculty, so they become more familiar with online learning approaches, e-Learning tools, and usage of innovative technology to facilitate teaching and learning.

I think hybrid and blended learning are quite effective learning systems if applied post-pandemic. Hopefully this pandemic really ends, and we can carry out learning attractively. I really want to meet all the participants offline, maybe on another occasion.



CONFERENCE PROGRAMME



May 29, 2022

Mini Program for the Exhibit Opening

**INTERNATIONAL CONFERENCE ON
RESEARCH IN EDUCATIONAL SCIENCES**

03:00 -05:00 PM

Preliminaries

Prayer
Philippine National Anthem
University Hymn
VMGO College of Education

Welcome Message

Dr. Maria Theresa P. Pelones
Dean of the College of Education,
MSU-GSC

Statement of Purpose

Cathy Mae D. Toquero
Conference Chair

**Short Message from
International Scholar**

Dr. Yulingga Nanda Hanief
Editor-in-Chief
Journal of Science and Education
Universitas Negeri Malang, Indonesia

Video Demo

**Digital Ritual for the
Opening of Virtual Display**

**Acknowledgement of the
Conference Working Committees**

08:00- 08:40 AM

Acceptance to Zoom
Zoom Etiquette

08:40- 08:45 AM

Philippine National Anthem
Prayer
MSU Hymn

08:45- 08:50 AM

Opening Remarks

Cathy Mae D. Toquero
Conference Chair

08:50- 08:55 AM

Chancellor's Message

JD. Usman D. Aragasi, MPA
Chancellor, MSU-GSC

08:55- 09:00 AM

Message of Support

Dr. Edna P. Guevarra
Vice Chancellor for Research, Extension,
and Development

09:00- 09:05 AM

Dean's Message

Dr. Maria Theresa P. Pelones
Dean of the College of Education, MSU-GSC

09:05- 09:10 AM

Message from Co-host Partner Institution

Dr. Erick T. Baloran
Dean of the College of Education, UM
Bansalan

09:10- 09:15 AM

Introduction to Keynote Speaker

09:15- 09:45 AM

Keynote Speech (11:15AM UTA)

**Future proofing higher education –
flexibility in an increasingly complex world**

Dr. Joseph Crawford

Editor-in-Chief, Journal of University
Teaching & Learning Practice (JUTLP);
Senior Lecturer, Academic Division,
University of Tasmania, Australia

09:45- 09:55 AM

Open Forum and Awarding of Certificate to
Keynote Speaker

09:55- 10:00 AM

Introduction to First Plenary Speaker

10:00- 10:20 AM

First Plenary Presentation (2:00 PM NZT)

Educational Technology: What's Next?

Dr. Kwong Nui Sim

Associate Editor, Australasian Journal of
Educational Technology
Learning & Teaching Consultant, Auckland
University of Technology, New Zealand

10:20- 10:30 AM

Open Forum and Awarding of Certificate to
First Plenary Speaker

10:30- 10:40 AM

Health Break

10:45- 10:50 AM

Introduction to First Publication Sponsor

10:50- 11:10 AM

Sponsor's Message (08:50AM BDT)

Dr. Sheikh Mehedi Hasan

Editor, Dialogics: A Research Journal of
English Studies
Associate Professor, Department of English
Language and Literature
Jatiya Kabi Nazrul Islam University,
Bangladesh

11:10- 11:15 AM

Awarding of Certificate to First Sponsor

Introduction to Second Publication Sponsor

11:15- 11:35 AM

Sponsor's Message (05:15 AM SADT)

Dr. Joshua Chukwuere

Director, Jozac Publishers, South Africa
Associate Professor, North-West University,
South Africa

11:35- 11:40 AM

Awarding of Certificate to Second Publication
Sponsor

11:40- 11:45 AM

Mechanics for the Paper Presentations and Poster
Presentations

11:45- 12:00 PM

Opening of Poster Presentation Virtual Gallery

12:00 -01:00PM

Lunch Break

01:00- 01:05 PM

Introduction to the Second Plenary Speaker

01:05- 01:25 PM

Second Plenary Presentation

**Utilizing Online Photovoice (OPV) Methodology
to Redesign the Educational System in
Alternative Delivery Platforms: Moving towards
Post-Pandemic**

Ahmet TANHAN, BS, MS, PhD

Economic and Social Research Center- ESAM
(Ankara, Turkey), Department of Counseling at
The University of North Carolina at Greensboro
(North Carolina, USA) and Adiyaman University
(Adiyaman, Turkey); Institute for Muslim Mental
Health (Michigan, USA); Association for
Contextual Behavioral Sciences, Turkey
Chapter (Instabul, Turkey)

01:25- 01:30 PM

Open Forum and Awarding of Certificate to
Third Plenary Speaker

01:30- 05:00 PM

Parallel Sessions 1

05:00-05:05 PM

Introduction to Third Plenary Speaker

05:05- 05:25 PM

Third Plenary Presentation

**Strategies, Competency, and Institutional
Reform in Education in the New Normal**

Dr. Christopher Ryan Maboloc

Associate Professor, Philosophy Department,
Ateneo de Davao University
Professor, American University of Sovereign
Nations

05:25-05:30 PM

Open Forum and Awarding of Certificate to Third
Plenary Speaker

08:00- 08:45 AM	Registration Vice Chancellor's Message
08:45- 08:50 AM	Dr. Mishell D. Lawas Vice Chancellor for Academic Affairs, MSU- GSC
08:50- 08:55 AM	Introduction to Fourth Plenary Speaker
08:55- 09:15 AM	Fourth Plenary Presentation Readiness in Using Online Interactive Platforms for Remote Teaching Dr. Lim Seong Pek Lecturer, Universiti Selangor, Malaysia
09:15- 09:20 AM	Open Forum and Awarding of Certificate to Fourth Plenary Speaker
09:20-12:10 PM	Paper Presentation
12:10- 01:00 PM	Lunch Break
01:00- 02:50 PM	Paper Presentation and Parallel Sessions
02:50- 03:00 PM	Introduction to Fifth Plenary Speaker
03:00- 03:20 PM	Fifth Plenary Presentation (07:00AM GMT) Multimodal Delivery Approaches in the Post Pandemic Era: The Universal Design for Learning Framework Dr. Dickson Adom Lecturer, Educational Innovations in Science and Technology Extraordinary Researcher, Northwest University, South Africa, Ghana Editor-in-Chief, Research Journal in Advanced Humanities

03:20- 03:25 PM

Open Forum and Awarding of Certificate to
Fifth Plenary Speaker

03:25 -03:30 PM

Introduction to Sixth Plenary Speaker

03:30- 03:50 PM

Sixth Plenary Presentation (08:30 BST)

**Redesigning education to make it fit for
purpose**

**Charlotte Davies, BA Hons, PGCE, NPQH,
FRSA**

Director of Fit2Learn Community Interest
Company

03:50- 03:55 PM

Open Forum and Awarding of Certificate to
Sixth Plenary Speaker

03:55- 04:55 PM

Awarding Ceremony

04:55- 5:00 PM

Closing Remarks

Prof. Beverly Garcia

Director, Office of the International Affairs,
MSU-GSC



INTERNATIONAL CONFERENCE ON RESEARCH IN EDUCATIONAL SCIENCES

THEME:

Redesigning the Educational System in Alternative Delivery Platforms:
Moving Towards Post-Pandemic

SCHEDULE OF PARALLEL PRESENTATIONS

May 30, 2022

PAPER PRESENTATION

Parallel Session 1

Main Room, Set A

1:30- 3:20 PM

Time	Researchers	Title
01:30-01:50 PM	Santelli, Alessio & Isidori, Maria Vittoria	The impact of the COVID-19 pandemic on inclusive education: the case of physical education in schools and the contribution of educational technologies
01:50-02:10 PM	Sen, Debopria	Understanding “virtual classroom” and evaluation process in the contemporary educational setting of Bangladesh in the light of Covid-19 unrest
02:10-02:30 PM	Soguilon, Janabeth A.	A Quan+Qual Analysis of Stakeholders’ Support Mechanisms to the Development of National Certificate II Weaving in Amgu-O, Landan, Polomolok, South Cotabato

02:30-02:50 PM	Berenguel, Dominic & Villamor, Eva E.	Research Empowerment Aiming to Lead Members (REALM) Program: An Innovative Step to Address the Teachers' Experiences in Action Research Based On SWOT Analysis
02:50-03:10 PM	Tria, Jose	Flexible Learning Experiences of Students and Faculty in a Higher Education Institution
03:10-03:20 PM	Open Forum, Set A	

May 30, 2022
PAPER PRESENTATION
 Parallel Session 1
Main Room, Set B
 3:20- 4:50 PM

Time	Researchers	Title
03:20-03:40 PM	Alvarez, Lorie Joy B., Castor, Wilmer D., Pormento, Steven B.	Preparations and Contributory Factors for Topping the Licensure Examination for Teachers (LET): The Case of Topnotchers in MSU-General Santos
03:40-04:00 PM	Edang, Lousie Mae L., Abarcar, Aira Mae J., & Montealto, Irene L.	Covid-19 Survivors and their Stories: A Photovoice Participatory Research
04:00-04:20 PM	Balicucos, Kate Nyssa B., Malun, Ren Heart A., & Panggaga, Almera L.	Marriage in the Lens of Young IP Students in Lake Sebu: A Photovoice Participatory Research

04:20-04:40 PM	Iniba, Xydil Jane P., Flores, Leilani I., & Elegado, Charmaine Jane Y.	Effectiveness of Annak ko Pabasaek Reading Program in Improving the Reading Performance of Grade 3 Frustration level Students in Salakit Elementary School
4:40- 4:50 PM	Open Forum, Set B	

May 30, 2022
PAPER PRESENTATION
 Parallel Session 1
Satellite Room 1, Set C
 1:30- 3:20 PM

Time	Researchers	Title
01:30-01:50 PM	Ibrahim, Nurhana K., Maluya, Shiena Jean T., & Talilisan, Muslima A.	Parents Meeting the Homeschooling Needs of their Children During Community Quarantine: Examining Links with Children's Home Environment and Socio-emotional Skills
01:50-02:10 PM	Areglo, Zosielyn Jane., Enad, Jessalyn B., Mula, Nefthalie Mari D.	Analyzing Home Learning Environment and the Role of Mothers as Facilitators of Learning Using Social Norm Theory
02:10-02:30 PM	Kamid, Jhosalyn B., Manibpel Ailyn A., Paño, Lea Jean M.	Parents' Role and Engagement: A Case Study on the Perspectives of Maguindanaon Parents on their Role and Engagement as Facilitators in the Modular Learning
02:30-02:50 PM	Olarte, Maylyn M., Suelan, Jeds D., Vilches, Keizza Gayle B.	Learning To Do Activities at Home: Investment Nodes of Parents for their Children's Values and Life Skills Development

02:50-03:10 PM	Almanza, Jonaly I., Catipay, Princess Apple A., & Dafal, Mark Agustian T.	Contextualization Practices of T'boli Parents in Facilitating Learning at Home
03:10-03:20 PM	Open Forum, Set C	

May 30, 2022
PAPER PRESENTATION
 Parallel Session 1
Satellite Room 1, Set D
 3:20- 4:50 PM

Time	Researchers	Title
03:20-03:40 PM	Dela Cruz, Jewell Rose S., Luces, Jovie Ann., & Manginsawan, Grace Joy.	Building Synchronous Learning Environment: An Exploration of Classroom Management System during Public Health Emergency
03:40-04:00 PM	Demaraye, Kristine Mae P., Morales, Ma. Alexandra Nichole S., Sulpico, Lovie Meliza Jeal	Exploring the Interpersonal Meanings of Children's Animated Rhymes for the Environment (CARE)
04:00-04:20 PM	Podador, Justine S. & Romupal, Edgar Lester A.	Contextual Factors and Capacities for School Continuous Improvement during Public Health Emergency
04:20-04:40 PM	Dalipe, Rina Edita, Dazo, Jerrah Mae, & Lu, Marie Nicole	Performance Task in Authentic Setting: A Panacea in Assessing Synchronous Learning in Time of Crisis
04:40-04:50 PM	Open Forum, Set D	

May 30, 2022
POSTER PRESENTATION

Parallel Session 1
Satellite Room 2, Set E
 1:00- 3:40 PM

Time	Researchers	Title
01:30-01:40 PM	Kudarat, Hadzal B., Salinda, Jun Rey M., Sinsuat, Norhaya A.	Social Belongingness and Cognitive Achievements of the Students during Home-School Education
01:40-01:50 PM	Ciudad, Dea Mae V., Mangulamas, Sairah M., & Mangulamas, Majed M.	Social Needs, Social Interactions, and Engagement of Students in Emergency Online Platforms
1:50-2:00 PM	Abocado, Shaina Mae B. & Quiamco, Ma. Shandy	Zoom Technology: Pre-service Teachers' Perceptions on its Utilization for Student Engagement during Emergency Remote Classes
2:00-2:10 PM	Caceres Danielle Mae D. Cariaga, Jerryl Ann M., & Gawa, Glaiza A.	Media Literacy Competencies and Disinformation Vulnerability on Social Media of Pre-Service Teachers
2:10-2:20 PM	Camarines, Lady Mae N., Guinang, Lady Mar Gift S., & Macascas, Shaina Mae P.	Empathy Work Adjustment and Effectiveness of Public School Teachers in Teaching Indigenous Learners in Jose Abad Santos during COVID-19 Pandemic
2:20-2:30 PM	Hijapon, Iris P. & Smangkay, Irene B.	Anxiety, Educational Needs and Coping Mechanisms of BEED Students during Community Quarantine
2:30-2:40 PM	Pandayan, Shyndylou D. & Gulanday, Princess Rose A.	Understanding the Difficulties, Pandemic Pedagogy, and Inclusivity from the Vantage Point of Special Education Teachers

2:40-2:50 PM	Cabatuan, C., Sarad, E., & Talisic, S.	Home-Based Education amidst COVID Crisis: Lived Experiences of Mothers with Children with Special Needs
2:50- 3:10 PM	Open Forum, Set E	

May 30, 2022
POSTER PRESENTATION
 Parallel Session 1
Satellite Room 2, Set F
 3:40- 4:30 PM

Time	Researchers	Title
03:40-03:50 PM	Agtarap, Hannah Joyce S., & Januto, Anna Carmela E.	Assessment Strategies of Online Teachers In Evaluating Student Learning during Remote Instruction
03:50-04:00 PM	Animo, Maris Diane H., Dulla, Kylle T., Lagamon, Angel Jay C.	Remote Learning Modality Preference: Its Influence on The Motivation of Learners
04:00-04:10 PM	Ibonia, Riza R., Tabaculde, Renzyl Joy G.	Students' Feedback on Course Module Quality for Teaching English during Emergency Remote Classes
04:10-04:20 PM	Cruz, Pauline Andrea R., Hanafi, Raiahanie D., & Martinez, Jessa Maine D.	Social Media for Collaborative Learning, Interactivity with Peers and Online Knowledge Sharing Behavior of Multicultural Pre-service Teachers
04:20-04:30 PM	Open Forum, Set F	

May 31, 2022
PAPER PRESENTATION
 Main Room, Set G
 9:20- 12:00 PM

Time	Researchers	Title
09:20-09:40 AM	Maris, Shahara K., Moral, Geo Ram C., Ogayon, Ardian B.	Role-Pattern Analysis of Education Stakeholders in Learning Continuity During Precarious Times
09:40-10:00 AM	Dela Peña, Ashley G., Guimbaan, Jason Jr. T., & Macungay, Johanie U.	Modular Learning in Precarious Times: A Narrative Inquiry of Teachers' Experiences in Selected Areas of Mindanao
10:00-10:20 AM	Garzon, Shyne P. & Sanchez Jeniva C.	Perceived Self- Directed Learning and Lifelong Learning Competencies of the Pupils in the Wake of COVID- 19 Pandemic
10:20-10:40 AM	Barrios, Ira Mae N. & Timbang, Judelyn C.	Beyond the Classroom: Perspectives of Ilonggo Parents on Gamification in Modular Learning during Pandemic
10:40-11:00 AM	Ricablanca-Reyes, Zorhaida	Digital Formative Assessment: Effects in Reading Motivation and Performance in Reading and Writing Skills among Grade 11 Students
11:00-11:20 AM	Abdulrahim, Norjainah M. & Gepulgane, Jasse Pearl G.	Barriers Encountered and Satisfaction Level of Mindanao State University Students on the Use of Educational online videos as Delivery Platform during the COVID-19 Pandemic
11:20- 11:40 AM	Buenavista, Karen P., Samud, Mastura III S., & Bogarso, Reymark F.	Cessation of Face-To-Face Teaching: Challenges, Coping Strategies, and Approaches of Junior High School Teachers in the New Normal

11:40-12:00 PM

Open Forum, Set G

May 31, 2022

PAPER PRESENTATION

Parallel Session 2

Main Room, Set H

1:00 - 2:50 PM

Time	Researchers	Title
1:00-1:20 PM	Abad, Zulfa A., Boda, Zaharia A., & Karim, Norjannah S.	Lifelong Learning through Edukasyon sa Pagpapakatao (ESP): Analysis of Learning to Live Together Teaching Practices in Palimbang, Sultan Kudarat
1:20-1:40 PM	Apiag, J-vie Ann, Montejo, Dexter James, Reyes, Kathlea Love.	Behavioral Intentions and Pedagogical Practices of Teachers Teaching Online Classes
1:40-2:00 PM	Arnaiz, Irish Joy A., & Ledama, Rosely Mae S.	Adjustments and Realizations in the Indigenous Ways of Teaching and Learning: Navigating the Learning Labyrinth of Blaan University Students
2:00-2:20 PM	Cabezas, Abbygail S., Pahang, Dessa Mae S., Romano, Matthew D.	Emergency Crisis Response of Mindanao State University- General Santos City During the Early Stages of the Pandemic
2:20-2:40 PM	Silva, Dean Andrew, Prete, Divine Love, & Balabagan, Dhelraima	Home Experience in Assisting Mother Tongue Education during Modular Learning
2:40-2:50 PM	Open Forum, Set H	

May 31, 2022
PAPER PRESENTATION
 Satellite Room 1, Set I
 9:20 - 12:10 PM

Time	Researchers	Title
9:20-9:40 AM	Alac, Charisse D. Meria, Vyrryll Vonn E., Pagaling, Lean Jireh T., Rubio, Carla Marie T.	Advocacy for Inclusivity: Empowering Pre-Service Teachers to Advocate for People with Disabilities through Social Media
09:40-10:00 AM	Lacerna, Jack Robin A., Magallanes, Ma. Florenda F., & Villanueva, Kiana Claive F.	Pre-Service Teachers' Critic on the Movie Lilo and Stitch: Reflecting on Movie Integration in Teaching the English Language to Children
10:00-10:20 AM	Acebes, Swen Joshryll C., Melitante, Jaizele B., Tuble, Nikki T.	Hopes, Goals, Hindrances, and Solutions of Students on Forced Digitalization of Course Learning
10:20:10:40 AM	Evangelista, Rustom Jr. M., Lumanggal, Al Benzhar A., Rotersos, Carlito Jr. C.	Pandemic Strategies in the Online Environment: Examining the Roles, Difficulties, and Strategies for academic Continuity of Teacher Leaders
10:40-11:00 AM	Corpuz, John Mark L., & Carudin, Melody M.	4Ps (Pag-asa sa Pagbasa sa Panahon ng Pandemya): It's Effectiveness in Improving the Reading Performance of Pupils in Badtasan Elementary School
11:00-11:20 AM	Richelle A. Dotarot, Rechel Mie V. Marabiles, & Fir Ann F. Lumagsao	A Case Study (Kaso Ken Hinagi): Factors of Early Marriage among T'boli Learners in Green Valley Integrated School

11:20- 11:40 AM	Jake P. Villanueva & German P. Piamonte	Life Adjustment Program towards Optimistic Progress (LAPTOP): Basis for Contextualized Policy Formulation In Career Pathing Advocacy
11:40- 12:00 PM	Guen Gabat-Calog	Facebook Classroom: An Applied Reinforcement Learning Platform to Increase Students' Engagement and Learning Performance in Physical Science
12:00-12:10 PM	Open Forum, Set I	

May 31, 2022
POSTER PRESENTATION
 Parallel Session 2
Satellite Room 1, Set J
 1:00 - 02:20 PM

Time	Researchers	Title
01:00-01:10 PM	Bati-ao, Brielle Diane A., Orgo, Pearl Angelie E., & Sacandal, Fahima K.	Examining the Readiness of Public Elementary Teachers on their Knowledge, Attitude, and Confidence to Online Teaching
01:10-01:20 PM	Maldepena, Emmalene R., Tamblik, Sherijane R.	Students' Online Educational Engagement and Social Relationship through Emerging Technologies during COVID-19 Outbreak
1:20-1:30 PM	Blahing, Jimpee I., Sabelo, Micko Mharl B., & Sonsona Dalj Andrew Q.	Information Literacy and Collaboration among Education Stakeholders amidst Crisis Situation

1:30-1:40 PM	Almonacid, Krisfer Joyce C., Frinal, Xianette C., Toos, Tylene E.	Collaborative Strategies of Teachers: Experiences of Working Together During Public Health Emergency
1:40-1:50 PM	Madsid, Hannah Aljira L., Patigayon, Cylene Rose C., Ko, Luisa Mae M.	Parental readiness and Engagement of Children to Modular Learning During COVID-19 Pandemic
1:50-2:00 PM	Bauya, Shyra Grace M. & Cacayan, Mary Princess R.	Psychological Distress and Learning Barriers on Emergency Remote Education: Association with Students' Motivation and Resilience
2:00-2:20 PM	Open Forum, Set J	

May 31, 2022
POSTER PRESENTATION
 Parallel Session 2
Satellite Room 2, Set K
 1:00 - 2:30 PM

Time	Researchers	Title
1:00-1:10 PM	Galang, Sofia B., Labtic, John Mark A., & Lasta, Ivy Amor	Home Learning Strategies and Challenges: Voices of Learning Support from Parents in times of Crisis
1:10-1:20 PM	Puspus, Joicelle T., Taquilid, Renelyn P., Lupague, Jesthony Q.	Motivation and Learning Behaviors of Grade Six Pupils in North Fatima District Amidst Pandemic
1:20-1:30 PM	Alac, Charisse. D. Meria, Vyryll Vonn E., Pagaling, Lean Jireh T., Rubio, Carla Marie T.	Advocacy for Inclusivity: Empowering Pre-Service Teachers to Advocate for People with Disabilities through Social Media

1:30-1:40 PM	Abu, Maria Teresa V., Terre, Rufino Jr. G., Usman, Blessing Gay J.	S.M.I.LE. Program Creation: Level of Engagement to School Activities and Problems Encountered among Parents of G.E. Antonio Memorial Elementary School
1:40-1:50 PM	Acebes, Swen Joshryll C., Melitante, Jaizele B., Tuble, Nikki T.	Hopes, Goals, Hindrances, and Solutions of Students on Forced Digitalization of Course Learning
1:50-2:00 PM	Rojas, Helen P.	New Normal Education: Level of Government Support and the Level of Implementation in Cabales-Enarbia Srs Integrated School
2:00-2:20 PM	Open Forum, Set K	

ABSTRACTS

of the Keynote and Plenary Speakers



Future proofing higher education – flexibility in an increasingly complex world



Dr. Joseph Crawford

Editor-in-Chief, Journal of University Teaching & Learning Practice (JUTLP);
Senior Lecturer, Academic Division, University of Tasmania, Australia

The novel coronavirus (COVID-19) pandemic has created a temporary bubble in higher education learning and teaching, and related research. The nature of higher education has perhaps been fundamentally reshaped with students experiencing what flexible and bespoke education may look like. Students accepted during the pandemic a general decline in education quality as academics focused on digitalizing content over adult learning principles and online pedagogy. As the pandemic winds down, student expectations of quality will return, with a need to deliver innovative learning and teaching in a world where students enjoyed the flexibility of attendance mode and learning activity modality. This keynote seeks to explore what some of the challenges directing higher education, and some possible solutions to create rich educational experiences that support student learning in an increasingly complex world.

Utilizing Online Photovoice (OPV) Methodology to Redesign the Educational System in Alternative Delivery Platforms: Moving towards Post-Pandemic



Ahmet TANHAN, BS, MS, PhD

Economic and Social Research Center – ESAM (Ankara, Turkey), Department of Counseling at The University of North Carolina at Greensboro (North Carolina, USA) and Adiyaman University (Adiyaman, Turkey); Institute for Muslim Mental Health (Michigan, USA); Association for Contextual Behavioral Sciences, Turkey Chapter (Istanbul, Turkey)

Education governance can be analyzed by looking at institutional structures and policies. The Philippine educational system needs to be re-examined in the post-pandemic world by means of effective strategies. Based on the 4Es (Enable, Engage, Evaluate and Extend) and RAT Replace, Amplify and Transform, the paper looks into the competency of the sector to adapt to a changing reality. This inquiry also seeks to address the concern of reducing education into a mere instrumental value in which the goal is to create productive citizens. By looking into the social context of education and by employing the integrative or holistic concept of the human person, the paper proposes an emancipatory character that allows the students to blend with the demands of a new normal in an interconnected world while at the same time develop their full potential as persons.

Readiness in Using Online Interactive Platforms for Remote Teaching



Lim Seong Pek

Lecturer, Universiti Selangor, Malaysia

Technological advances offer a new shift of change for society. In this era, it is almost impossible to come by without its help. The Malaysian government has invested highly in information and communications technology (ICT) for online teaching and learning at the current time. Digital technologies have been integrated into the teaching and learning process in almost all public or private schools in Malaysia. The use of multimedia tools has enabled learners to understand difficult concepts or ideas and different types of learning preferences. In order to make teaching and learning successful, the introduction of license-free open-source software platforms to the likes of Google Classroom, Kahoot, Quizziz, and many more has been widely used by these pre-service teachers for synchronous teaching. Hence, the purpose of the study is to identify pre-service teachers' perceptions towards using online teaching platforms as a mode of teaching tool in carrying out Service-learning in the period of the Covid-19 pandemic. Survey research was carried out on 94 final-year pre-service teachers from Diploma in Teaching English as a Second Language. Findings revealed that pre-service teachers had shown positive perceptions of online teaching platforms for remote teaching. Findings had also shown that pre-service teachers preferred blended learning by combining both classroom and online teaching over traditional classrooms per se.

Strategies, Competency and Institutional Reforms in Education in the New Normal



Dr. Christopher Ryan Maboloc

Associate Professor, Philosophy Department, Ateneo de Davao University
Professor, American University of Sovereign Nations

Education governance can be analyzed by looking at institutional structures and policies. The Philippine educational system needs to be re-examined in the post-pandemic world by means of effective strategies. Based on the 4Es (Enable, Engage, Evaluate and Extend) and RAT Replace, Amplify and Transform, the paper looks into the competency of the sector to adapt to a changing reality. This inquiry also seeks to address the concern of reducing education into a mere instrumental value in which the goal is to create productive citizens. By looking into the social context of education and by employing the integrative or holistic concept of the human person, the paper proposes an emancipatory character that allows the students to blend with the demands of a new normal in an interconnected world while at the same time develop their full potential as persons.

Multimodal Delivery Approaches in the Post-Pandemic Era: The Universal Design for Learning Framework



Dr. Dickson Adom

Lecturer, Educational Innovations in Science and Technology
Extraordinary Researcher, Northwest University, South Africa, Ghana
Editor-in-Chief, Research Journal in Advanced Humanities

Mankind has experienced various forms of pandemics that have brought devastating and untold hardships difficult to repair for centuries (Independent Commission on Multilateralism, 2017). The impacts of pandemics, both past and present have disrupted the normal functioning of systems in diverse fields of human endeavor. In the late 2019, the COVID-19 (Coronavirus Sars-Cov-2) pandemic emerged. This global pandemic has brought and continues to bring catastrophic impacts on humans, taking away precious lives and bringing many global activities to a halt. One of such vibrant systems that undergird the sustainability of human lives on the planet but has been hard-hit by the global COVID-19 pandemic is the education system (Adom, 2020).

Many educational institutions were overwhelmed by the pandemic and were ill-prepared to accommodate its ravaging effects and/or disruptions on the education system (Chukwuemeka et al., 2021). As a result, most educational institutions had to shut down and then come to the table to plan how to discharge the main activities in education which are the teaching and learning activities (Zagkos et al., 2022). Prior to the pandemic, the majority of educational institutions globally relied heavily on the traditional, in-person face-to-face meeting with their students in deploying their activities. The COVID-19 pandemic, with its first most crucial preventive health protocols, closure of schools, physical distancing and isolation, overturned the in-person face-to-face contact teachers were initially having with their students. There was the urgent need the global education system to devise alternative platforms for offering the right of education to students in all academic levels. One of the early inventions to arrest the cessation of the education system, and ensure that its wheels kept moving, even if its at a relatively slower pace, was the Emergency Remote Teaching strategies (Karalis, 2020). While the ERTs have chalked many successes in the quest of bringing 'normalcy' to the activities run by the education systems globally, pronounced limitations due to the sudden paradigm shift to the use of digital technologies in online learning platforms have been reported in the scholarship (Zagkos et al., 2022; Toquero, 2020; Bozkurt & Sharma, 2020; Hodges et al., 2020).

This exposes crucial research gaps that gratify the urgent need for both seasoned and amateur researchers in education and related fields to brainstorm on how to ensure multimodality in the delivery strategies of teachers to ensure that the required alternatives are available to serve as a backup in any untold eventuality that would shake the very foundation of the global education system as has been done by the COVID-19 pandemic (Dayagbil et al., 2021). While the world is now moving toward the post-pandemic era, this need is even more pronounced as the diversity in the make-up of students-emotional, physical, intellectual, etc. keep exacerbating due to the daunting and irreparable experiences they have had with the COVID-19 pandemic. This great challenge highlights the appropriateness, right timing and global need for this conference's theme 'Redesigning the Educational System in Alternative Delivery Platforms: Moving toward post-pandemic.' As the conference scholarly explore this theme from diverse areas of education and from researchers around the globe, there is the constant need for educational researchers in studying empirically, instructional methodological tools that offer pluralistic approaches in the presentation of teaching content, engagement and assessment that are flexible, inclusive and democratic. The Universal Design for Learning (UDL) framework is an inclusive instructional strategy for offering assistance to learners (Capp, 2017). The UDL is solidly rooted in the philosophy that presenting diversity in the entire teaching and learning process increases the retention, engagement and outcomes of learners (Adom, 2022). The principles that form the nucleus of the UDL framework are identifiable in the fields of neuroscience and educational psychology. The UDL framework is broadly divided into two layers that are the conceptual layer and the implementation layer (Center for Universal Design, 2015). The conceptual layer of UDL is pivoted on the three networks of the brain which are the recognition, strategic, and affective networks. The recognition network, often referred to as the 'what' of learning focuses on the various ways of learning and making meaning of learned content. On the other hand, the strategic network, also known as the 'how' of learning is concerned with how the assimilated content learned is organized. The third brain network plays attention on the 'why' of learning which unravels the motivations that keep learners actively engaged in the teaching and learning activities (Snow, 2018).

The implementation layer of the UDL framework is underpinned in three principles. The first principle that advocate multiplicity in instructional content delivery heightens students' engagement while giving them multiple options in accessing content (Hitchcock et al., 2016). Also, it has been found to improve the learning process (King-Sears et al., 2015) and increase students' learning outcomes (Kennedy et al., 2013). Offering students plural means of expressing their understanding of content delivered, which is the second UDL principle has been empirically proven to offer alternative support to the questioning process of students (Mavrou et al., 2013) and increase the self-determination and self-advocacy of students (Van Laarhoven-Myers et al., 2016). Finally, the third UDL principle promotes the use of multiple means of actively engaging students in the teaching and learning activities. This plurality of engagement has been found to positively impact the learning processes for students (Tzivinikou 2014).

Therefore, as we engage in a rigorous, scholarly and in-depth academic deliberations on the search for alternative delivery platforms in this post-pandemic era, aiming at the resilience of the global education system, we must throw a spotlight on the Universal Design for Learning (UDL) framework. This is important because UDL advocates multiplicity, freedom and inclusivity in the preparation of lesson delivery as evident in the course and lesson plans, presentation of teaching and/or learning content, learners' engagement and expression of learners' understanding of the lesson taught. An instructional methodology such as the UDL that accommodates plurality and alternative means for deploying teaching and learning activities is a crucial choice by global educational institutions in arming themselves against any future pandemic that might hit the education systems in the various countries of the world.

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Educational Technology: What's Next?



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Recently, I submitted a book chapter with my Australian colleague (Dr Henk Huijser), titled “Models of Professional Development for Technology Enhanced Learning in the Virtual University” which will be published within this year. In the chapter, we highlighted the ‘reality’ of the educational technology aspect in higher education. Simultaneously, I received two Australian research grants in collaboration with two lovely colleagues (Associate Professor Michael Cowling and Dr Joanne Orlando), looking into the four pillars of what we consider as the next steps in the educational technology domain: digital wellbeing, digital safety, digital awareness and digital pedagogy. In this piece, I would like to focus on digital pedagogy (more details in an invited panel discussion that was organised by two Australian universities, April 2022).

As a result of the global COVID-19 pandemic, universities have been forced to move teaching and learning into the virtual world, which has created both opportunities and challenges. The future of higher education involves reflections on the fundamental need for a right balance between pedagogies and the use of digital technologies in teaching and learning. The complexity, however, is the understanding of the virtual concept, including (a) the advantages of being virtual, (b) the changes of the rooted perspectives about teaching and learning as well as (c) the realisation of the silver lining that is emerged from the COVID-19 crisis.

(a) In the virtual university, teaching and learning is accessible 24/7

Sim and Cowling (2020) have highlighted that as long as you are digitally connected, everything on the world wide web is accessible 24/7. Educators should make use of this affordance to create different yet effective teaching and learning experiences. The centrality of the lecture theatre with a synchronous audience of students is thus replaced by a range of alternative options in teaching and learning practices, such as preparing voice or video recordings of the course content, along with accompanying activities and assessments, which can be self-paced, synchronous, asynchronous or a combination thereof. In short, regardless of where the teacher or the students are located, the disciplinary content is still being taught, but there is a wide range of digital tools that could potentially be used to facilitate the teaching and learning process and that are accessible 24/7.

(b) From “sage on the stage” to “steering on the net”

The global COVID-19 pandemic has shaken up many industries, not least higher education, where physical distancing and the closure of physical spaces has driven the forced uptake of new pedagogical initiatives based on virtual teaching, learning, and collaboration. Our long-standing habitat of lecture theatres, chalk dusters and whiteboards were suddenly replaced by Zoom calls and chat windows, with all the benefits and limitations that brings. Echoing the recent evidence (e.g., EDUCAUSE, 2020) which suggests that this mode will become the “new” or even “continuous” normal in the third decade of the 21st century and whether we are pursuing the return to the “old normal” or not, all the universities are becoming more virtual without doubt.

(c) Lessons from 2020 and 2021: looking forwards, not backwards

Sim and Cowling (2021) have also noted that the use of digital technologies could encourage a stronger sense of collaborative spirit in the teaching space (e.g., sharing question pools), where the workload of teaching and learning online could be shared, potentially resulting in enhanced pedagogical and scaffolding experiences for students. Where there is a stronger sense of collaborative spirit among teachers (e.g., Bolisani, Fedeli, Bierema & De Marchi, 2021), such as sharing video lectures, difficulties caused by various levels of digital literacy could fall less on one person’s shoulders. And there has never been a better time to discuss this than right now, as universities worldwide settle into a long haul that includes the uncertainty of a global pandemic and other potential disruptions, including the potential impacts and development of Artificial Intelligence (Chen et al., 2020).

However, despite the promise of the digital technologies in benefiting the teaching and learning process, our readiness for teaching and learning in virtual settings is still questionable, as levels of digital literacy vary greatly. This in turn may create considerable anxiety, especially during a time of profound instability and uncertainty. Again, the social aspect of communities of practice, if fostered well, may go some way in addressing this. Overall, the university needs to therefore establish an infrastructure around professional development that aims to develop both required digital literacy levels in staff as well as their currency in that respect, undergirded by a scaffolding support structure. This is a crucial element of ensuring engaging as well as effective teaching and learning environments in the virtual mode even though it seems like we are returning to the physical setting gradually.

Acknowledgement:

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Redesigning education to make it fit for purpose



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The objective of any education system must be to ensure that citizens of all ages can function calmly, fully and appropriately in society.

Garbarino(1) identified that prisoners in the US penal system were basically “giant toddlers”. They were full grown adults with poor development; hence, there were dangerous. The most common cause of these issues was adverse childhood experiences. The inmates development had been restricted by trauma.

According to Lieberman(2) we have evolved to maximise our reproductive capacity. We have not evolved to maximise health or cognition. Henrich(3) would argue that Humans have evolved to shape much of their development outside the womb so that they can adapt to live in any environment. That we can equip our children with the knowledge and development to thrive in our society and environment, but we have to do so consciously it does not happen by accident.

Doidge(4) has documented the emerging field of Neuroplasticity. We now know that humans can adapt their bodies and brains to be able to master skills in any area. It can be argued that in order to do that we must understand how to support the kinetic chain of human development. It is important to support holistic development so that humans can develop fully to be able to play the role of an adult in our society (5).

Henrich(3) points out that humans are pro-social animals that develop in ways which should suit their environment. So, an Inuit can survive in the Tundra, but will not have the skills for life at the Equator.

The future is high-tech, and rapidly changing(6). Humans will need to be multi-skilled. Low skilled jobs will be less available as they are replaced by automation. Further, rewards to labour are going disproportionately to those who are highly skilled. The last few years have highlighted how vulnerable the poor and low skilled are in the world(7).

Western health has focused on siloes of knowledge(8). Many doctors have over-specialised and do not understand how the body works as a whole. Whilst education has focused on teaching to tests(9), selecting the best students and rejecting the rest. There has not been an understanding of why or how some people are neuro-plastic and others are not. The taxi driver study(10) understood that some people changed, but others did not, but not why

There is an urgent need to rethink western models of health and education. Humans develop holistically. Everyone needs to be well-educated (1) to avoid poverty and exclusion from the formal economy (2) for national wealth and security. Everyone needs to be empowered to understand and maintain their own physical and cognitive health.

The key target is to ensure that humans achieve “motor-sensory integration” (MSI) i.e. all senses and motor skills work together. “Until the brain reaches about the age of 7, the brain is primarily a sensory processing machine. This means that it senses things and gets meaning directly from sensations. A young child doesn’t have many abstract thoughts or ideas about things; he is concerned mainly with sensing them and moving his body in relation to those sensations. His adaptive responses are more muscular or motor than mental. Thus, the first 7 years of life are called the years of sensorimotor development.” (Ayres 2005)(5).

In order to achieve MSI Henrich(3) usefully points out what makes us uniquely human. These skills can be mapped into Blomberg(11) and Dempsey’s(12) work on Primitive reflexes e.g. Humans are the only primates that can separate their head movements from the body, this in turn allows the eyes to develop to cross the mid-line. It is not possible to make this movement if the asymmetric tonic neck reflex is not integrated. Also, Shumway-Cooke and Woollacott’s(13) documenting of the key stages in motor skills development and how each stage supports the next stage.

Steps in motor integration include:

- a. Suppressing primary reflexes and controlling individual limbs;
- b. Developing bi-lateral integration of motor skills in four stages: (1) symmetrical bi-lateral integration e.g. clapping hands; (2) reciprocal bi-lateral integration (pedalling a bicycle); asymmetrical bi-lateral integration e.g. one hand holds paper whilst one cuts i.e. one hand leads whilst the other supports; (4) crossing the mid-line to do any task with either hand/foot on both sides of the body.
- c. Developing coordinated movement with opposing limbs e.g. skipping with opposing limbs.

Tomatis’(14) work on the role of the ear and the vestibular system(15) also plays a central role in early years development. Unfortunately, inner ear infection(16) is the most common illness to affect children pre-5 years of age. Inner ear infection can disrupt the development of good sound processing skills and impact on behaviour and learning(17). Sound processing is vital for a human to access language and music skills(14).

Human development is a cumulative process and requires one stage to be established before the next stage can be secure. Consequently, binocular vision and visual processing are our last skills to develop fully, so that the senses and motor skills can integrate.

Once skills are developed so that there are good links to the brain then it is important that children develop and master those skills. Hence, they widen pathways to the brain from the senses and motor skills. If skills are not used they are lost, so it is vital that learning is active not passive. That children have to think and use all their senses and motor skills together to solve problems.

Challenge yourself: learn a new skill, such as, juggling with three balls or walking on stilts and keep a diary of your progress. Feel how your body changes over days. If you block go through my on-line videos and try to release barriers to learning and achieve mastery.

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Effectiveness of Online Teaching at Tertiary Institutions: Bangladesh Perspective



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Against the backdrop of the recent Corona Pandemic, the debate on the effectiveness of online teaching and learning has revived. Before the Pandemic, online teaching was rare at tertiary institutions in Bangladesh. But during the shutdown of educational institutions all academic activities were shifted to online modes. Neither teachers nor students were prepared for the sudden shift. Besides, for teaching and testing online, curriculum and syllabi were not readily available. In post-pandemic context, a hybrid education system consisting of both online and offline teaching and learning is being devised and implemented in education sectors. However, in this technologically advanced way of teaching and learning, challenges and constraints are not few considering that fact that Bangladesh is a developing country aspiring to be a middle-income country. Since the development of the education system and the economic development of the country are intertwined, a potential education system requires to be developed in Bangladeshi universities. In this regard, the effectiveness of online teaching at higher institutes in the country needs to be assessed. Therefore, the main objectives of the paper are to study the factors determining suitability or unsuitability of online teaching at tertiary institutions in Bangladesh, identify the difficulties and challenges, and propose possible ways towards a sustainable education system catering to the goals of fourth industrial revolution. Data will be collected from both primary and secondary sources through questionnaire, focus group interviews, statistical documents, and previous research. Qualitative descriptive research method will be applied to analyse data. The study is expected to shed light on the actual scenarios of online education at Bangladeshi universities and provide propositions for policymakers and educational administrators for developing an advanced education system ensuring the effectiveness of utilising latest educational technologies during both crisis and normal time.

ABSTRACTS

of the Conference Presenters



The Impact of the COVID-19 Pandemic on Inclusive education: The Case of Physical Education in Schools and the Contribution of Educational Technologies

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International research shows that children with special educational needs are still not accessing or being fully included into educational programs within mainstream schools (Neville et Al., 2019). This problem of inclusion is particularly acute when it comes to SEN children accessing high quality physical education. In this respect, one of the strategies adopted to mitigate the impact of Covid-19 on the education sector requires an integrated system which aims to develop the culture of sport in particular among students with disabilities. This model is structured around the following dimensions: Technology supporting physical activity in school; Research and policy guidance; Promoting positive educative and social attitudes and behavior. Anyway, the pandemic determined a radical revision of the activities in the Physical Education curriculum in schools (DPCM 17-5-2020) by means of educational technologies. This survey is carried out in 10 public schools of all levels in the municipality of L'Aquila, Italy, and aims to detect, through the administration of a questionnaire to curricular and support teachers (63 subjects), to what extent it is possible to guarantee the inclusive function of sport during the pandemic. The educational activities promoted by public institutions were equally distributed between the synchronous and asynchronous modes. The result of our investigation shows a reduction in the group size in favor of individual activity even when didactics is conducted in presence. There were also educational organizational difficulties. Adhesion and participation in interinstitutional network projects (afternoon sports activities) took place in a reduced number of cases for afternoon activities while half of the subjects interviewed report that the coordinated institute adhered to the Italian ministerial project.

Keywords: Inclusive School, Integrated System, Educational Technologies, Physical Education

Understanding “virtual classroom” and evaluation process in the contemporary educational setting of Bangladesh in the light of COVID-19 unrest.

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Bangladesh, as a south-Asian country has experienced most days of school closure ever since Covid-19 entered into it back in 2020. Since then, all of its educational institutions remained close for round about 63 weeks. In this long period, all the academic activities were held via online, which again brings forth a number of issues to deal with. The prime objectives behind undertaking this study is to highlight the problems faced by both teachers and students, the validity of the assessment procedure of answer papers and the extent of students' engagement in this new method of learning experience. Some qualitative method of data collection like participant observation, content analysis and interview format like telephone interview & in-depth interview based on some open-ended questions have been undertaken along with Google survey to some extent for quantitative understanding. The study has revealed that student's engagement in this new form of instructional activities is below average. There are some pitfalls also faced by teachers while assessing the answers or assignments and also making and circulating the questions. This study also found out that they were never familiar with this new teaching and learning experience and thus require reshaping of this existing mode of educational system in the post-pandemic era. Needless to say, that it's hard for a country like Bangladesh that is still developing, to handle all its educational activities through online platform only & hence a combination of both online and offline mode of education in post pandemic period has become a mandatory concern to solve the crisis.

Keywords: Learning experiences, students' engagement, instructional activities

A Quan+Qual Analysis of Stakeholders' Support Mechanisms To The Development Of National Certificate II Weaving In Amgu-O, Landan, Polomolok, South Cotabato

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With the fast influence of modernization, many people have to adapt to meet the demand of the changes in the society, including the indigenous communities. Some parts of their culture are being at risk due to the high call of alteration. In these communities, customs and traditions should be protected to preserve their culture, heritage and their identity as a tribe. Thus, the purpose of the study was to make a quan+qual analysis of the support mechanisms of the stakeholders on the development of the National Certificate II Weaving in Amgu-o, Landan, Polomolok, South Cotabato. The research design of the study followed the convergent or concurrent mixed methods, in which both quantitative and qualitative data were used to analyze the stakeholders' support mechanisms. Quantitative data were analyzed with the application of the Prince Chart and Prince Method of Calculation, while qualitative data were perused through content or textual analysis. The research participants of the study were the thirty (30) respondents who answered the survey questionnaire adopted from the UP-NCPAG, and ten (10) informants who went through an in-depth interview (IDI). The results of the quantitative data analysis showed that the issue position elicited affirmative score, while the power and priority scored high. It also showed a 100% probability of support from the stakeholders, which denotes certainty of implementation. On the other hand, the qualitative data and findings reinforced and validated the quantitative data and findings. The study arrived at a conclusion that there is high optimism and likelihood that the proposed development of NC II Weaving in Amgu-o will become a reality.

Keywords: Quan+qual analysis, support mechanisms, stakeholders, NC II Weaving, Blaan culture and tradition, Sitio Amgu-o in Barangay Landan, Polomolok, South Cotabato

Research Empowerment Aiming to Lead Members (REALM) Program: An Innovative Step to Address the Teachers' Experiences in Action Research Based on SWOT Analysis

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This study determined the experiences encountered by the teachers of JBT Caing Sr. Memorial Integrated School, Tambilil Kiamba Sarangani Province, Philippines in conducting action research. The data was collected through interviews among ten (10) teachers from elementary, junior high, and senior high school departments. A qualitative-descriptive approach and purposive sampling were used in this investigation. The data from the interviews was transcribed, analysed, and thematically described. From the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, the main themes occurred and showed that teachers have encountered major challenges, such as a lack of research knowledge, being time-constrained, and a low level of English proficiency. Furthermore, it was discovered that teacher-respondents had positive feedback toward research despite the fact that they had difficulties in conducting action research. Considering the results, researchers proposed a program known as "Research Empowerment Aiming to Lead Members (REALM)", a school research-based program, to address the teachers' challenges as well as empower the school to embrace the culture of research. It is recommended for the school as spearheaded by the school principal to provide in-service training, workshops, and seminars for the sake of updating their knowledge and skills in research activities. The study's implication is that the Department of Education (DepEd) policymakers and officials should consider its results to address the needs of the teachers and the schools in order to build a community of teacher-researchers committed to educational research.

Keywords: REALM Program, Action Research, Experiences, SWOT Analysis, JBT CAING SR. MIS

Flexible Learning Experiences of Students and Faculty in a Higher Education Institution

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As flexible learning is being implemented in higher education institutions in the Philippines amidst pandemic, it is important to investigate the experiences of students and faculty in flexible learning environment, particularly in Catanduanes State University. This qualitative research explored the experiences of students and faculty in the flexible learning anchored on Moore's Transactional Distance Theory. Data collected from semi-structured interviews were analyzed employing thematic analysis. Themes and sub-themes have emerged from the participants' experiences. Emerging themes include structure, dialogue and learner autonomy. Additionally, sub-themes include challenges encountered, support mechanisms and recommendations and suggestions. This study provides the thrust of sustaining and improving flexible learning practices in the local context. Suggested topics for further research are also provided.

Keywords: flexible learning, transactional distance, structure, dialogue, learner autonomy

Home Experience in Assisting Mother Tongue Education during Modular Learning

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During the peak of COVID-19 pandemic, the parents or guardians were forced to assume the primary role of a teacher to their children at home during the implementation of remote learning modality in schools. The study aimed to explore the home experiences of parents in assisting their child in Mother Tongue Education in modular learning. This study utilized a qualitative study to establish the information needed. The data were collected from ten (10) purposely selected parents of learners who were officially enrolled in different public and private schools in General Santos City during the School Year 2020-2021. An interview guide questions that were developed by the researchers and validated by three (3) experts were used to gather the data. Thematic analysis was used in the interpretation and coding of data. Findings revealed that the parents employed ways of teaching mother tongue education such as using mother tongue as a medium of instruction, consolidating learning, maintaining learning schedules, utilizing technology as facilitating tools and data-based translation as helping tools. Meanwhile, results also showed that parents encountered challenges such as difficulty in understanding the mother tongue in the modules, difficulty in comprehending instructions on the module, difficulty in facilitating learning while they were assisting their children. It was also found out that parents search on the internet, refer to the materials given by the teacher, use data-based translation as reference and use mother tongue in casual conversation as ways to cope up with the challenges met while they provide mother tongue education at home. It is recommended that schools may provide comprehensive and contextualized learning guide materials for parents to help them become effective in assisting their children in providing mother tongue education at home.

Keywords: Mother Tongue Education, Modular Learning, Covid-19, Home Schooling

Preparations and Contributory Factors for Topping the Licensure Examination for Teachers (LET): The Case of Topnotchers in MSU-General Santos

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The exemplary performance of LET takers from Mindanao State University-General Santos Bachelor of Elementary Education producing 16 topnotchers in 2 consecutive exams - September 2019 and September 2021, led to the conduct of this study. This qualitative single case study aims to identify major preparations and contributing factors of the topnotchers in topping the licensure examination for teachers. Data were obtained through interviews from eight (8) September 2019 LET and four (4) September 2021 LET topnotchers of the BEED program. To gather the needed data, an in-depth interview (IDI) utilizing semi-structured questionnaires developed by the researchers and validated by three experts was used. The study employed Thematic Analysis to understand the data and facilitated by the Dedoose software. Findings indicate that BEED topnotchers' preparations consisted of examination readiness factors which are: the aim to top as an effective goal-setting; ample preparation time; mastery of test-taking strategy; immersion in an essentialist and behaviorist review program classes; ability to employ learning style to learn the review materials; and ability to handle stress. Four (4) contributory factors consisted of school and non-school factors such as competitive culture of learning in college; firm systems of motivators; strong devotion; and financial support. Data also revealed five (5) common attributes from among the topnotchers which are: self-reflective; disciplined; determined; diligent and critical-thinker. A deeper study must be conducted to intensify learning experience and programs such as LET boosters and free review sessions to produce more topnotchers and higher ratings in licensure examination for teachers and to explain factors in topping the Licensure Examination for Teachers in context with emergency situations.

Keywords: Licensure Examination for Teachers (LET), Common Attributes, Contributory Factors, Participant Cases, Preparation, Topnotchers

Covid-19 Survivors and their Stories: A Photovoice Participatory Research

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The deadly coronavirus has been linked to extreme pneumonia in several people in China, and it has spread to several other countries and cities (Department of Health, 2020). Using photovoice participatory action research this study aimed to narrate the stories of 5 COVID-19 student survivors on their experiences on COVID prior and during their life and death struggles and their ways of overcoming the fatal disease. Further, the researchers utilized the adopted SHOWeD framework to gathered information using photographs, structured interview guide technique, and photo exhibit on data analysis and interpretation. The data revealed that prior to COVID disease, they violate health protocols but later realized the importance of sanitation and valued precautionary measures. Meanwhile, fighting fatal disease have made them dying but found refuge in divine intervention. Nevertheless, overcoming fatal disease motivated them to value self-care, maintain a healthy diet, and seek family support and divine trust. Further, the participants recognized the importance of maintaining proper hygiene and cleanliness. Thus, proper dealing with public health crises is recommended.

Keywords: COVID-19 pandemic, photovoice, lived experiences, survival mechanism

Marriage in the Lens of Young IP Students in Lake Sebu: A Photovoice Participatory Research

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Early marriage as well as unplanned pregnancies continue to escalate particularly to indigenous people in some Southeast Asian countries. This study narrate the stories of eight (8) young IP student mothers of South Cotabato Philippines with 13-17 age range. Using a qualitative research design through Photovoice, the young IP student mothers described their perspectives on marriage, expressed the challenges they encountered and the solutions they employed. The interpretation and the analysis of data were done thru the SHoWeD Framework and the five (5) phases of standard procedure of Photovoice. Results shown that the participants viewed marriage as beautiful, bedrock of life, blessings, a battlefield, simple life and a life with faith while describing the challenges they encountered as emptiness, discrimination, distress, health problem and a cycle while completing education, consistent connection with God, saving money, and good relationship to others are the solutions they employed. Thus, this study hear the voices of the young IP mothers that early pregnancies and marriages especially in IP communities are the leading factor on poverty. This may enlighten the authorities especially the parents and leaders of tribal groups the sanctity of marriage and learn to value education without sacrificing cultural beliefs.

Keywords: Marriage, young Ip student mothers, perspective on marriage, challenges, solutions to problem encountered, photovoice, participatory action research

The Effectiveness of Annak Ko Pabasaek Reading Program in Improving the Reading Performance of Grade 3 Frustration Level Students in Salakit Elementary School

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The study determined the effectiveness of “ANNAK KO PABASAEK” reading program in improving the reading performance of Grade 3 frustration level pupils in Salakit Elementary School using quantitative research design. The Philippine-Informal Reading Inventory (Phil-IRI) materials were used in assessing the level of reading performance of Grade 3 Frustration Level Students. The data were statistically analyzed using frequency, mean, and percentage. The results revealed that among the Grade 3 class, 28 learners were in the frustration level during pretest and during the posttest 17 learners were promoted to instructional level in terms of word recognition. In reading comprehension, the results showed that the overall performance of the learners is also in frustration level. Lastly, there is a significant difference on the level of reading performance in terms of word recognition and reading comprehension. This means that “ANNAK KO PABASAEK” reading program enhanced the Grade 3 frustration students.

Keywords: Reading Performance, reading skills

Parents Meeting the Homeschooling Needs of their Children During Community Quarantine: Examining Links with Children's Home Environment and Socio-emotional Skills

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Due to the surge of COVID-19, schools restricted face-to-face classes and shifted to distance learning which mostly students are learning at home. Parents play a huge role in managing the homeschooling needs of the students to continuously support their learning endeavors. This study aimed to determine the parents' engagement, home literacy practices and psychological distress in meeting the homeschooling needs of their children during community quarantine and examine their links with children's home environment and socio-emotional skills. The researchers used descriptive-correlational research design in conducting the study. A total of one hundred fifty (150) randomly selected parents of children who were enrolled in public elementary schools in Maasim and Glan, Sarangani, and Tambler, General Santos City during the School Year 2021-2022 were chosen as respondents of this study. An adapted and modified survey questionnaire which were validated by experts were used to gather the data needed in this study. Descriptive statistics and multiple regression analysis were used to analyze and interpret the gathered data. The results of the study revealed that parents are very highly engaged in managing the homeschooling needs of their children. In addition, the study showed that the parents highly practice home literacy and psychological distress in dealing with the homeschooling needs of their children. Moreover, it was found out that their children have a high level of socio-emotional skills. The result showed that there is a significant correlation among parents' engagement and home literacy practices, and home environment and socio-emotional skills of the learners. It is highly recommended that the school administrators may conduct activities for parents that will equip them to become effective facilitators of learning at home such as the seminars on strategies and approaches in managing the homeschooling needs of the children.

Keywords: COVID-19, home literacy partnership, socio-emotional skills, home education

Analyzing Home Learning Environment and The Role of Mothers as Facilitators of Learning Using Social Norm Theory

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The pandemic causes students to learn in the comfort of their homes. And parents, particularly mothers, play an active role in the students' educative process through facilitating learning and maintaining a suitable learning atmosphere. Since the home learning environment is one of the determinants of the success of the students learning during this new normal in education, this descriptive case study sought to analyze the home learning environment and the role of mothers as facilitators of learning using social norm theory. This study investigated the needs of mothers in facilitating quality instruction, enabling factors that facilitate quality learning environment, assets, adaptive strategies and pathways of mothers, existing programs in school, and lastly the program barriers. The researchers administered nine sessions of in-depth interviews to the identified mothers that qualified to set inclusion criteria. The data analysis and collection process included face to face interviews following health protocols and online interviews. The researchers utilized thematic analysis to determine and analyze the home learning environment and the role of mothers during this pandemic utilizing the social norm theory. Further, this study revealed that the home learning environment and the role of mothers is pivotal in scaffolding the students' learning during precarious times in which the learning resources, learning environment, hard skills, and soft skills are dire needs of mothers to facilitate learning effectively. Learning partners, and edges of the family are the enabling factors that facilitate a quality learning environment. While the assets and adaptive strategies of mothers are their established strategies such as agreements, scheduling, questioning, and time management. Reinforcing motivation, self-learning modules and asking for assistance are the mother's pathways to improve the quality of learning and home learning environment. The Feeding program, Pantawid Familyang Pilipino Program, and Parents Teachers Association are the existing programs in school. The program barriers are negligence, misunderstanding, and pandemic. Significantly, the mothers are spearheading the learning and ensuring that the home learning environment is conducive for the students during the modular learning. Hence, this study recommends a capacity building program for the mothers to enhance their capacities needed in performing their roles during the modular learning of their children at home.

Keywords: home learning environment, role of mothers, mother's needs, enabling factors, assets and adaptive capacities, pathways of mothers, existing programs and program barriers

Parents' Role and Engagement: A Case Study on The Perspectives of Maguindanaon Parents on Their Role and Engagement as Facilitators in The Modular Learning

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The sudden shift of education system specifically in instruction brought parents particularly mothers into different roles during the Modular Distance Learning (MDL) of their children. From typical carer and provide the basic needs of the learner: food, shelter, clothing and education, parents tend to venture new and variety of roles as learning facilitator in home. Thus, this study aimed to explore the perspectives of Maguindanaon parents on their role and engagement as a facilitator of learning in modular learning. Study employed a descriptive qualitative study. It provides a deeper and richer understanding of Maguindanaon parents' perspective on their role and engagement. Data were analyzed through manual thematic analysis by Braun and Clarke (2006). It involved a total of twelve (12) Maguindanaon parents of Grade II and III learners who were officially enrolled in Dimatingkal-Kamid Elementary School, the School Year 2021-2022. The result of the study revealed that Maguindanaon parents perceive their role and engagement as: parents discuss the learning content, responds to the questions of their child, provides feedback to the output of the students, motivates their child in modular learning and reminds their child about the modular learning schedule. Furthermore, personal factor, school factor and community factor are the enabling factors of the Maguindanaon parents. While hindering factors are: personal barrier, logical factor and financial factor. Maguindanaon parents' understand and quite aware of their role and engagement in the modular learning. However, due to limited knowledge in module contents, low self-esteem and conflicting priorities, parent's struggles to balance. Hence, this study recommends the Maguindanaon parents to make use of opportunities offered by the school and community to effectively perform their role as facilitators in modular learning and expand their scope as they execute said roles.

Keywords: modular distance learning, basic interpretive and descriptive qualitative study, parents discuss the learning content, responds to the questions of their child, provides feedback to the output of the students, motivates their child in modular learning, reminds their child about the modular learning schedule, personal factor, school factor, community factor, personal barrier, logical factor and financial factor.

Learning To Do Activities at Home: Investment Nodes of Parents for Their Children's Values and Life Skills Development

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During the Covid-19 pandemic, the role of parents, especially in home learning, is critical in achieving and improving the values and life skills of children. The goal of this descriptive qualitative study was to identify learning to do activities as investment nodes for parents in their children's development of values and life skills. Data were collected from 13 full-time parents via recorded phone interviews using validated semi-structured interview questions. Thematic analysis was used to analyze the data, which was augmented with narratives and discourse analyses. The following are six learning to do activities that parents can facilitate at home: facilitating household chores as learning opportunities; using gadgets as effective learning media; learning through play for child development; teaching reading and writing skills; financial management practices for children; and gardening activities as contextual scaffolding for learning. Eight values and life skills are formed as a result of the activities. Thinking skills, interpersonal skills, technical and vocational skills, responsibility, initiative, love and compassion, respect for life and nature, and self-care are among them. Parental participation, communication between parents and children, time and home management of parents, and children's motivation were also discovered to be four aspects that enable the implementation of learning to do activities. Parents' knowledge, attitudes, and practices; children's personalities and behaviors; learning environment; and financial problems are all mentioned as impediments. Parents' children have gained crucial values and life skills for the twenty-first century as a result of their involvement in encouraging learning to undertake activities at home. Hence, a more thorough inquiry is required in order to gather further insights and recommendations that will widen the scope of this study.

Keywords: learning to do, values, life skills, factors, barriers, novel model

Contextualization Practices of Tboli Parents in Facilitating Learning at Home

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Contextualization is a genuine technique, approach, scenario, and method. The purpose of this study was to understand the contextualization practice of tболи when it comes to assisting learning through modular modality. This study used descriptive qualitative study to focus in tболи parent's contextualization techniques enabling learning at home, in order to gain a better understanding of tболи parent's perspectives on their position as facilitators of modular learning. Ten (10) Tболи parents whose child are now enrolled at Lamlahak Elementary School and is officially enrolled in the school year 2021-2022 were chosen by snowball sampling for the study. A semi structured survey form was used to interview the participants. The result of the study revealed that tболи parents have difficulty contextualizing learning resources. During modular learning they perceive themselves as facilitators, motivators, and teachers. The findings of the study show, that tболи parent's currently experience dearth of learning materials, dearth of knowledge, poor time management, low level of confidence, low level of understanding, low level of comprehension, and low level of readiness. Based on the context of Tболи culture, the study indicates that tболи parents used available materials at home also the study revealed open communication, sharing of experience, collaboration on child learning process, and identifying problem are implication in addressing the tболи parents experiences. Hence, this study recommends that the school implement an intervention that includes series of trainings and even orientations so that t'боли parents are informed of what they would be doing as learning facilitators.

Keywords: Contextualization practices, modular learning, learning resources

Building Synchronous Learning Environment: An Exploration of Classroom Management System during Public Health Emergency

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The outbreak of the COVID-19 pandemic has challenged both educators and learners to adopt various online platforms to continue education. The schools have shifted to online classes which are mostly done synchronously using e-learning tools. Hence, the study aimed to explore the synchronous classroom management system during a public health emergency. This study employed qualitative research using case study tradition. The data were gathered using Key Informant Interviews (KII) with five (5) purposely selected elementary teachers of BEC Elementary School at Banga, South Cotabato. The study used an interview guide, developed by the researchers and validated by three (3) experts, to gather the data needed for this study. In analyzing the data, a thematic analysis with the aid of Dedoose online software was employed. Findings indicated that the skills required for teachers in managing synchronous classroom management are ICT literacy and communication skills. In addition, they find the reward-based strategy as effective in managing learning during synchronous classes. It was also generated from the teachers that they experienced challenges during synchronous classes such as virtual learning environment problems, the absence of parents in synchronous classes, and the off-task behavior of pupils. Lastly, findings revealed that hybrid management, classified into communication management, technological management, and time management, was used to manage learning in synchronous classes. The study recommended that school administrators may review the synchronous management model proposed in this study. Also, they may use the results of this study to assist teachers by providing financial, technological, and workshop- trainings assistance in order for them to be more effective in delivering their lessons during synchronous learning sessions.

Keywords: synchronous, learning environment, classroom management system, public elementary school, South Cotabato

Exploring the Interpersonal Meanings of Children's Animated Rhymes for the Environment (CARE)

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Nursery rhymes are a powerful learning resource to promote environmental literacy. They make the children get interested in the patterns of language which carry meanings. This study aimed to analyze the interpersonal meanings of the Children's Animated Rhymes for the Environment (CARE). This study employed a qualitative approach to analyze the meanings of the twelve rhymes produced by the Bachelor of Elementary Education students. Using a speech analyzer, the tone system of the rhymes was explored to discover the interpersonal meaning based on three main systems of intonation. The result of the analysis revealed that the Children's Animated Rhymes for the Environment have almost equal dependent and independent clauses. They have also marked and neutral tonicities with four different types of tonality. The analysis also revealed that the rise-fall tone is dominant in the nursery rhymes. Based on the Singer's pattern of intonation choices, the interpersonal meanings constructed have imperative, interrogative, and declarative mood clauses with imperative as the dominant mood clause. Generally, most of the children's animated rhymes for the environment convey direct and persuasive interpersonal meanings. They encourage the children to do something actively and refrain from being passive in the preservation and conservation of the environment. Hence, this study recommends that the MSU General Santos may facilitate training on the integration of Children's Animated Rhymes for the Environment and teachers can also use this as a channel to promote environmental literacy to the learners through reading lessons. Additionally, future researchers may endeavor to study the effectiveness of Children's Animated Rhymes for the Environment in conveying direct and persuasive interpersonal meanings specifically on the preservation and conservation of the environment.

Keywords: Children's Animated Rhymes, Patterns of Intonation, Tonality, Tonicity, Tone, Interpersonal Meaning

Lifelong Learning through Edukasyon Sa Pagpapakatao (ESP): Analysis of Learning to Live Together Teaching Practices in Palimbang, Sultan Kudarat

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Learning to live together (LTLT) was intended to help children and youth develop ethical values and spirituality that will help them enhance their identity, critical thinking, ability to make well-informed decisions, and respect for and collaboration with others from different cultures. The goal of this study was to look into Edukasyon sa Pagpapakatao (ESP) teaching practices of teachers for learning to live together. The qualitative descriptive design was used in this study. Informants for this research were thirty (30) purposively chosen ESP teachers from Palimbang Central Elementary School in the school year 2021-2022. Teachers were interviewed using semi-structured guiding questions to acquire the necessary information. The qualitative data were analyzed using thematic analysis to identify emergent themes. The result of the study revealed that the fourteen (14) knowledge, skills, values, and attitudes promoted by ESP teachers, six (6) teaching strategies, eight (8) challenges faced, and eight (8) themes prevailing the lesson learned by the ESP teachers in teaching learning to live together, as well as six (6) teaching strategies, eight (8) challenges encountered, and eight (8) themes prevailing the lesson learned by the ESP teachers in teaching learning to live together. According to the findings, teachers in Edukasyon sa Pagpapakatao make an effort to incorporate LTLT into their lessons and pedagogical repertoire. As a result, the study suggests that teachers share their best practices for incorporating LTLT into the curriculum. From this, a practical guide to assist teachers in creating lesson exemplars with LTLT integration can be established.

Keywords: Learning to Live Together, Edukasyon sa Pagpapakatao, teaching practices

Performance Task in Authentic Setting: A Panacea in Assessing Synchronous Learning in Time of Crisis

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The sudden shift in the educational system due to the pandemic prompted the government to use educational strategies that a few years before were close to non-existent such as online distance learning and printed modular learning that are currently in use. In the beginning of this new modality of teaching, educators have not been well prepped in facilitating a full class mainly using softwares or LMS's recommended by the school. This case study sought to identify the strategies, tools, and media used by elementary private school teachers in General Santos City with regards to facilitating performance assessment in synchronous learning, as well as determine the enablers, barriers, and results addressing the conduct of an authentic performance assessment. This study employed qualitative research using a case study method. The process of collecting data was conducted through an online interview using a semi-structured questionnaire via Google Meet. Thematic analysis method was used to identify the themes and patterns found in the data. The results found in this study showed 19 themes, six (6) of which were from the strategies, tools, and media used in facilitating performance assessment in synchronous learning; four (4) enabling conditions that are present in administering a performance assessment in an inauthentic setting; five (5) barriers encountered in facilitating a performance assessment in online learning and lastly four (4) that address the barriers of facilitating a performance assessment during public health emergencies.

Keywords: Performance assessment, online learning, strategies, tools, media

Social Belongingness and Cognitive Achievements of the Students during Home-School Education

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The COVID-19 pandemic brought a huge impact that affected the social belongingness of the student and their scholastic performance while on a remote learning modality. Hence, this study aimed to relate social belongingness and cognitive achievement of the students during the homeschool education. This study employed descriptive-correlational research design. It involved one hundred (100) fourth year Bachelor of Elementary Education (BEED) students who were officially enrolled during the school year 2021-2022 at Mindanao State University – General Santos City. They were chosen through convenient sampling. This study used an adapted and modified survey questionnaire which was validated by three experts and secondary data to gather the needed data. The researchers used weighted mean and Pearson Product Moment Correlation Coefficient tools to interpret and analyze the data. The result of the study revealed that students have a high level of social belongingness with their teachers, classmates and family and friends during homeschool education. Also, the study showed that the students have a proficient level of cognitive achievement. The findings found out that the social belongingness of the students has no correlation to their cognitive achievement. It is recommended that the University guidance counselor may provide programs that would increase students' social belongingness and learning motivation during homeschool education.

Keywords: COVID-19, homeschool education, social belongingness, cognitive achievement

Social Needs, Social Interaction and Student's Engagement in Emergency Online Learning Environment Platforms

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The spread of the COVID-19 virus affected many organizations across the globe and has forced them to adapt and to make use of a variety of emerging online communication technologies and platforms. Schools and universities are one of the organizations that have been greatly affected by this pandemic, leading them to make a new process of Education that maximizes the use of online technologies and platforms to ensure students' learning despite the physical distance. However, because of the abrupt shift in education students and teachers experienced challenges in implementing online or distance learning. Among the said challenges are online interaction and students' engagement. Emergency Online learning is implemented that drastically affects the students' academic performance. It was an unplanned learning instruction where students suffer from connecting with their teachers and peers that causes self-isolation such as stress, anxiety, depression, and atrocious students' engagement (cognitive, behavioral, and emotional). The goal of this study is to determine the correlation between social needs, social interaction, and student's engagement in emergency online learning platforms. This study applied a Quantitative research method with a Correlational design supported by a qualitative method using Focus Group Discussion to support the results of the quantitative tool. A 5-point Likert scale questionnaire was employed to determine the correlation (level, extent, significance) of (n=189) students' online social needs, social interaction, and engagement (cognitive, behavioral, and emotional). The results show a positive correlation among the variables which means the engagement (cognitive, behavioral, emotional) forms a set of indicators to influence the student's needs and social interaction in this emergency online learning platforms. Thus, attaining the engagement would create strong communication and would produce more needs of the students that will cause a good academic performance despite the challenges in this remote learning.

Keywords: Emergency Online Learning, Social needs, Social Interaction, Cognitive Engagement, Behavioral Engagement, Emotional Engagement

Zoom Technology: Pre-service Teachers' Perceptions on its Utilization for Student Engagement during Emergency Remote Classes

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Due to the spread of coronavirus, many institutions and schools across the country and world were forced to switch from face-to-face classes to remote learning. The Zoom platform served as an emergency solution, providing a potentially safe environment for all education. Instructors and learners adjusted to the new mode of teaching and learning process since the beginning of the pandemic. This study attempts to determine the pre-service teachers' perceptions of their experiences in utilizing Zoom technology to enhance their engagement (behavioral, cognitive, emotional) during emergency remote classes. Following a quantitative and descriptive research design, pre-service teachers enrolled in a tertiary education (n=242) were randomly selected into strata to answer a Likert type survey questionnaire with two open-ended questions. Findings revealed that Zoom Technology is an effective tool to be utilized during their engagement in emergency remote classes. However, pre-service teachers perceived that they would still prefer face-to-face classes than online classes with the use of video conferencing tools such as Zoom. In addition, results in the two-open ended questions revealed the following advantages in the use of Zoom, and classified into three categories: foster student interaction; flexibility and adaptability in online education; and performance reliability. Hence, there were some disadvantages in utilizing Zoom identified by category: connectivity; features; and mental health struggles. Based on the results, this study serves as a basis for instructors, pre-service teachers, researchers and academicians to provide the most suitable online learning platforms. Further research on Zoom's utilization is needed to evaluate and develop online approaches.

Keywords: Zoom Technology, Perceptions, Pre-service Teachers, Emergency Remote Classes,

Media Literacy Competencies and Disinformation Vulnerability on Social Media of Pre-Service Teachers

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The fear that disinformation has instilled in its victims shows that it has become more pervasive. While media literacy has become an important tool in 21st-century learning, it is thought to aid in the reduction of disinformation risks. The purpose of this study was to examine pre-service teachers' media literacy and vulnerability to misinformation on social media in the areas of social news, political advertising, instructional posts, and social selling. During the first semester of the school year 2021-2022, 331 pre-service teachers from Mindanao State University's Bachelor of Elementary Education program participated in the study. A survey questionnaire was used to collect the information. The statistical approaches employed in the investigation were frequency count, weighted mean, and Pearson-Product Moment Correlation Coefficient. According to the study, pre-service teachers had a high level of media literacy skills and an average level of disinformation vulnerability on social media. The analysis revealed that the two variables show a very weak positive relationship. Despite the fact that media literacy has little influence on building resilience against fake news, individuals with media literacy are still vulnerable to deception. Hence, this study recommends designing a training program for pre-service teachers on netiquettes and discussion online. Habitually employ fact checking strategies of educational information they access online, and considering other variables such as products they buy online and how often they buy online.

Keywords: Disinformation Vulnerability, Media literacy competencies, Pre-service teachers, New normal

Empathy Work Adjustment and Effectiveness of Public School Teachers in Teaching Indigenous Learners in Jose Abad Santos during COVID-19 Pandemic

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The shift from face-to-face classes to modular or online programs, the COVID-19 epidemic has had a significant impact on teaching and learning in schools. Empathy, work adjustment, and effectiveness are all critical in today's educational environment. The goal of this study was to describe and correlate public teachers' empathy, work adjustment, and efficacy in the face of the COVID-19 pandemic. The descriptive-correlational design was used in this investigation. During the School Year 2021-2022, sixty (60) public school instructors teaching indigenous learners such as B'laan, Tagakaolo and Manobo in Jose Abad Santos, Davao Occidental were surveyed. The information was acquired using a survey questionnaire that had been developed and adjusted. Frequency count, weighted, and Pearson Product Moment Correlation Coefficient were used to analyze the data. The result of the study revealed that the teachers strongly agree that they show empathy to their IP students. They both agree that they made certain work adjustments during the pandemic. Teachers believe they are effective in supporting modular learning, employing technology, and monitoring and assessment, as evidenced by their agreement with the questions in the survey. According to the findings, there is a weak positive association between empathy and effectiveness, but a moderate positive correlation between work adjustment and effectiveness. The study suggests that during a pandemic, the effectiveness of teachers is influenced by both empathy and work adjustment. As a result of this finding, it is suggested that the instructor communicate their difficulties with others in order to come up with better solutions that will help them improve as a person.

Keywords: empathy, work adjustments, effectiveness, teacher, pandemic, strategies

Motivation and Learning Behaviors of Grade Six Pupils in North Fatima District Amidst

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Motivation is a fire that ignites the pupils to burst through any barricade in education and help them reach their goals and objectives. Beginning of the school closure due to Covid-19 pandemic, there are surveys and reports regarding lack of motivation and problematic learning behaviors of learners at home concerning their education. This study aimed to determine the relationship between the level of motivation and learning behaviors of the pupils during their modular learning amidst pandemic

The researchers utilized correlational research design. The respondents of this study were the four hundred eighty-two (482) grade VI pupils who were officially enrolled in public schools in North Fatima District, General Santos City namely; NASA Elementary School, Upper Tumbler II Elementary School, and Upper Tumbler Central Elementary School, during the School Year 2021-2022. Further, the number of samples in each school was determined using Slovin formula with 5% margin of error and utilizing a non-probability method, employing quota sampling technique. Adapted and modified survey questionnaires, checked and validated by the experts, were used to gather the needed data into this study. To analyze and interpret the gathered data, frequency distribution, weighted mean, and Pearson Product-Moment Correlation Coefficient were utilized.

The results indicated that the pupils have a high level of motivation and a very high level of learning behaviors. Consequently, there is a significant relationship between the motivation and learning behaviors of the pupils. The administrator could implement a limited face-to-face academic camp as these pupils are about to enter into a higher grade level and also as preparation for them to be equipped with knowledge for a more challenging academic journey in secondary level.

Keywords: motivation, learning behaviors, modular learning, pupils, Covid-19 pandemic

Anxiety, Educational Needs and Coping Mechanisms Of BEED Students During Community Quarantine

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The social isolation and home quarantine due to Covid-19 Pandemic have caused anxieties and new specific challenges for students during remote learning. During the suspension of F2F classes, coping mechanisms helped the students to overcome the debilitating effect of the pandemic. This study aimed to describe the anxiety level, educational needs and coping mechanism of students during community quarantine. The study used descriptive research design. One Hundred Thirty Nine (139) freshmen BEED students of Mindanao State University, General Santos City who were enrolled during the academic year 2021-2022 were the respondents of the study. The data were collected using adaptive and modified survey questionnaires, checked and validated by experts. Descriptive analysis was used to analyze the result of the study. The result of the study showed that the students have a moderate level of anxiety. Moreover, it was revealed that the educational needs that they felt during community quarantine was the provision of laptop and internet connectivity. In order to cope with the situation, students find emotional support, active coping, emotional support, self-distraction and positive reframing as effective ways to sustain their interest in learning during community quarantine. The study recommended that the University Guidance Office must create programs that will help students manage their learning during remote learning such as interpersonal training and stress-coping workshops. Also, it is recommended that the school administrators use the result of the study to propose actions to address the educational needs of the students particularly on the provision of laptop and internet connectivity.

Keywords: Covid-19, educational needs , college students , anxiety, coping mechanism

Understanding the Difficulties, Pandemic Pedagogy and Inclusivity from the Vantage Point of Special Education Teachers

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The forced to shift traditional classes to distance learning give way to a more challenging task among SPED teachers as they try to find suitable pandemic pedagogies to cater the educational needs of children with disability as well as the possibility to foster inclusivity during emergency remote learning. This article explores the difficulties, pandemic pedagogy, inclusivity from the vantage point of special education teachers. The selection of respondents is in line with the study's goal to find special education teachers who shared the same characteristics through the utilization of purposive sampling. Using a qualitative approach, the researchers gathered data through a one-on-one interview conducted via face-to-face and online from 12 special education teachers in three public elementary schools within General Santos City, Philippines. The data gathered and the responses from the participants were analyzed through the utilization and guidance of the six-basic phase of thematic data analysis. The findings indicate that special education teachers experienced technical issues, intermittent socialization, mental and emotional crisis, financial constraints and challenges in providing effective instruction amid distance learning. Meanwhile, the pandemic pedagogies of special education teachers solely rely on fostering individualized plans, distribution of modified learning modules, integration of educational technology, and home visitation toward SPED learners. SPED teachers also emphasized that inclusivity refers to the promotion or provision of equal treatment and opportunities towards learners with disability. Thus, it is recommended to strengthen the intervention of different stakeholders that supports SPED as it is a vital component to establish the learning welfare of students with special needs and to help minimize the difficulties experienced by special education teachers amid the crisis.

Keywords: Pandemic Pedagogy, Inclusivity, Emergency Remote Learning

Assessment Strategies Online Teachers in Evaluating Student Learning during Remote Instruction

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Teaching remotely introduces new challenges for assessing student learning. To slow the spread of the coronavirus, for which no one is prepared. The Department of Education is forced to modify face-to-face classes into three pedagogical approaches: synchronous, asynchronous, and blended learning, which also requires school administrators to change the grading system, assessment, and evaluation of student performance. This study aimed to determine the assessment tools and strategies that the online teachers have encountered during remote instruction. The study employed quantitative research design. For the respondents of the study, fifty (50) online teachers in both public and private school of South Cotabato were selected randomly through descriptive method. Furthermore, the study were conducted using the survey questionnaire that consist of seventy-five (75) questions in total. Descriptive statistics were employed in the study. The result of the study showed that most of the online teachers were moderately utilized assessment tools which implied that some online assessment applications like Kahoot, Quizzes, Edpuzzle, and Google Classroom are rarely used in assessing and evaluating student learning during remote instruction. It also shows that Facebook, Messenger, and Tiktok were frequently used by online teachers which is easier and accessible for both students and teacher. Nevertheless, most online teachers highly agreed that differentiated assessments with the integration of ICT are highly beneficial to the teachers in evaluating student learning in catering to the learning styles of each student. However, the result of the data revealed that most of the teachers have difficulty ensuring the quality of participation, accommodating the needs of the students, and using online assessment applications. For the most part, the data gathered highly recommended that the Department of Education, school administrators, and local government units should work hand in hand to provide quality education for the students amidst the pandemic.

Keywords: Assessing Student Learning, Remote Instruction, Student Performance, Assessment Strategies, Assessment Tools

Remote Learning Modality Preference: Its Influence on The Motivation of Learners

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Learning Motivation has been a critical factor for remote learning; however, it might increase or decrease when their learning modality is catered. This study aimed to relate the learners preferred learning modes and the learning motivation that stimulates them during remote learning. This study employed descriptive-correlative research design. Adapted and modified survey questionnaires to gather data and determine the result were used in this study. The respondents were the randomly selected two hundred forty-eight (248) intermediate learners from the three (3) schools in Malungon, Sarangani Province namely; Malungon Central Elementary School SPED Center, Upper Mainit Elementary School and Lower Mainit Elementary School. They were officially enrolled in selected public elementary schools during the school year 2021-2022. The data were statistically analyzed using weighted means for identifying both the preferred learning modes of the students and the type of learning motivation and Pearson Product Moment Correlation Coefficient for the relationship of variables. This study revealed that learners' preferred learning modes during remote learning are visual mode, kinesthetic mode and auditory mode. Also, they are more extrinsically motivated rather than intrinsically motivated. Furthermore, the result showed that the learners' preferred learning modes do not significantly influence their learning motivation. The study recommended that the teachers produce modules that contain differentiated instruction so that the various learning modes of the learners will be catered even during remote learning.

Keywords: learning modes, learning motivation, remote learning, Sarangani Province

Students' Feedback on Course Module Quality for Teaching English during Emergency Remote Classes

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One emerging reality as a consequence of this global health issue is the abrupt shift in the learning landscape in the education sector. Due to the transition, modular distance learning was introduced as a new form of teaching and learning process. It is one of the strategies that could provide students with a sustainable and engaging distance learning experience. This study aimed to determine the students' feedback on course module quality for teaching English during emergency remote classes. The research employed the quantitative design, utilizing the survey questionnaire correlated with the interview method. For the respondents of the survey questionnaire, seventy-four (74) third-year Bachelor of Elementary Education (BEED) students of Mindanao State University-General Santos City were selected utilizing the simple random sampling method. Then, twelve (12) students were selected using the inclusion and exclusion criteria for the focus group discussion. Further, the respondents reviewed and evaluated the quality of the five (5) developed modules in the course subject GED 113, "Teaching English in Elementary Grades." Descriptive statistics and thematic analysis were employed in analyzing the data. The results showed that the students strongly agreed which implied that modules have a very high level quality in terms of its objectives, content, design, learning activities, personalized learning, application and evaluation, multimedia integration, values integration, authentic learning, module layout, the level of acceptability and usability. Meanwhile, focus group discussion revealed that modules during emergency remote classes are interesting. However, students had selected several modules as the most difficult, notably the content and created activities. Thus, it implied that they have learned from the distributed modules despite the difficulties and agreed that the modules have the quality that may use effectively as a learning modality during emergency remote classes. Generally, it was recommended that modules are effective alternative learning materials to incorporate during distance learning, provided that the quality should be adequately evaluated before distribution to students.

Keywords: Modules, Emergency Remote Classes, Module Quality, Students' Feedback

Social Media for Collaborative Learning, Interactivity With Peers and Online Knowledge Sharing Behavior of Multi-Cultural Preservice Teachers

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Using social media platforms in academic institutions allows students to communicate with their peers and mentors, access their course materials, customize them, and develop student communities. With the outbreak of the COVID19 pandemic, the university, like other educational institutions around the world, faced significant difficulties in switching to virtual learning environments. This study aimed to describe the use of social media for collaborative learning, interactivity with peers, and online knowledge sharing behaviour of multicultural pre-service teachers. The study employed a Correlational Research Design. The study is based on the survey of one hundred thirty-six (136) randomly selected BEED students by fishball method from 1st – 3rd year in Mindanao State University, Fatima, General Santos City during the academic year 2021-2022. The statistical tools employed were frequency count, weighted mean and Pearson Product Moment Correlation Coefficient. This study revealed that pre-service teachers often used different social media platforms for collaborative learning. They also often interact with their peers using social media platforms. They have a slight correlation of online knowledge-sharing behaviour. Correlation analysis revealed that social media use for collaborative learning has a significant relationship with online knowledge-sharing behaviour of pre-service teachers. Based on these findings, it is worth noting that using online social media for collaborative learning, interaction with peers and online knowledge sharing behaviour are important factors to encourage learning during public health emergency. Hence, it is recommended that pre-service teachers should explore the use of social media to build their collaborative skills, and elevate their attitudes towards knowledge sharing. Moreover, it should find alternative methods of collecting data for deeply understand the context.

Keywords: social media, collaborative, interactivity with peers, pandemic, pre-service

Role-Pattern Analysis of Education Stakeholders during Precarious Times

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Stakeholders in education collaborate to develop a comprehensive strategy that anticipates and solves their issues and challenges while implementing a continuity plan to keep good teaching and learning going during extended school closures. The aim of this descriptive study was to analyze the role-pattern of stakeholders during precarious times where Barangay San Jose of General Santos City, specifically Datal Salvan Elementary School was the focal center of data gathering or the locale of the study. This study used a qualitative case study approach with eight (8) informants: teachers, school admins, Barangay officials, and parents who were carefully selected. Face-to-face interviews, adherence to health guidelines, and safety precautions were all part of the data analysis and gathering process. Through utilizing thematic analysis to determine the role pattern analysis of education stakeholders during precarious times, the findings revealed that education stakeholders have a common perspective on the challenging and demanding sudden changes in their roles and their innovative, diverse obligations in order to ensure learning continuity. It also reflects in the findings that these education stakeholders have been coping with a variety of restraining factors and limitations imposed by the pandemic, indicating that connectivity and hazardous location are the most pressing concerns. Volunteerism and collaboration among education stakeholders, on the other hand, as the driving factors are the key reasons that motivate them. The ability of the stakeholders to provide, serve, adapt, officiate, and build relationships as their capacities during these precarious times are also evident in the results of this analysis. Hence, this study suggests an immediate, systematic action plan for providing solutions and interventive measures, as well as a comprehensive program for strengthening the collaboration of all private, government, and education stakeholders to address the limitations and restraining factors that affect the role-pattern of education stakeholders.

Keywords: precarious times, education stakeholders, learning continuity

Modular Learning in Precarious Times: A Narrative Inquiry of Teachers' Experiences in Selected Areas of Mindanao

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When the COVID-19 epidemic spread swiftly over the world, many countries took various efforts to halt the spread of the virus. One of the sectors affected by these limits is education, as many schools have transitioned from face-to-face to modular modes of learning, posing a number of issues for schools in remote places. This qualitative study used a case study approach to investigate the challenges of modular instruction as described by elementary teachers, their coping strategies for dealing with these challenges, and the capacity needs and support requirements of teachers in delivering modular instruction in remote locations. The data in this study was analyzed using thematic analysis. Teachers from General Santos City, Sarangani, and Maguindanao were interviewed to gather information. The study found that during modular instruction, the teachers face a confluence of problems from financial constraints, parental criticism about the implementation of modular instruction in far flung areas, and stress owing to a severe workload. Furthermore, teachers have simply accepted the scenario in which they find themselves, physically and mentally preparing themselves and thinking how to provide services to parents despite the current situation. Teachers required financial assistance, office supplies, parental support, and training on mental health and effective learning assessments. This study concludes that modular instruction is challenging, not effective, cannot assure that learners learn, teachers' are physically and mentally stressed and they are financially drained to suffice the needs in modular instruction. As a result, this study suggests holding a Round Table Discussion with stakeholders to explore and diagnose the needs in offering modular training.

Keywords: Modular Instruction, Challenges, Coping Strategies, Capacity Needs, Support Requirements

Perceived Self- Directed Learning and Lifelong Learning Competencies of the Pupils in the Wake of COVID- 19 Pandemic

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Due to the implementation of school closures brought by COVID-19 pandemic, school administrators opted to shift the learning modality to still deliver the education the pupils need. Regarding this sudden shift, this descriptive-correlational study aimed to determine the significant relationship between perceived self-directed learning and lifelong learning competencies of the pupils during remote learning. The researchers utilized a Self-Directed Learning Instrument and Lifelong Learning Competencies Scale questionnaire, which were validated by the validator of experts. These instruments were answered by the (150) randomly selected pupils chosen from three selected schools in Sarangani Province namely; Datu Abdullah Tondog Elementary School, Tokawal Elementary School, and Datu Mamundas Mamalumpong Integrated School during the academic year 2021-2022. The study employed descriptive statistics frequency distribution, weighted mean and Pearson's Product-Moment Correlation Coefficient as a statistical tool. Further, this study revealed that the pupils strongly agree that they employ their perceived self-directed learning during modular learning and they always demonstrated their perceived lifelong learning competencies. Moreover, there is a high positive correlation between perceived self-directed learning and lifelong learning competencies of elementary pupils. Hence, the pupils' perceived self-directed learning influences their perceived lifelong learning competencies during modular instruction at home. Generally, this study is useful in considering the pupils' self-direction to develop some of their lifelong learning competencies. The replication of this study using qualitative research design was highly recommended to deeply understand the context.

Keywords: Perceived Self-Directed Learning, Perceived Lifelong Learning Competencies, Modular Instruction

Beyond the Classroom: Perspectives of Ilonggo Parents on Gamification in Modular Learning during Pandemic

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Gamification has been a popular teaching strategy in learning environments over the last decade as a tool to boost student engagement and stimulate social interaction. As a result, games have been used in various educational settings, such as incorporated into the modules at all levels of schooling, demonstrating their ability to improve learning. The study aimed to explore the perspectives of Ilonggo parents on gamification in modular learning during pandemic. The study employed a qualitative descriptive research design. The study involved twenty (20) Ilonggo parents whose children were officially enrolled in Purok Rizal Elementary School, Banga South Cotabato during the School Year 2020-2021. The data were gathered using Key Informant Interview (KII), employing interview guides that were developed by the researchers and validated by three (3) experts. Thematic Analysis with the aid of Dedoose online software was used to analyze the data gathered. Findings indicated that Ilonggo parents perceived Gamification as valuable as it activates the imagination, curiosity, and critical thinking of their children. It also increases the children's intrinsic motivation and develops their gross motor skills and interpersonal skills. Despite the perceived value, Ilonggo parents still perceived Gamification as a challenge to them since they lack content knowledge and learning resources to employ the strategy at home. Although the Ilonggo parents perceived Gamification as important to their children's learning, they still find it hard to use as they are also struggling to balance their various responsibilities as parents. The study recommended that future researchers explore further the recommended games to be part of the learning modules and include participants from other ethnicities.

Keywords: gamification, modular learning, Ilonggo parents, Covid- 19, South Cotabato

Digital Formative Assessment: Effects in Reading Motivation and Performance in Reading and Writing Skills among Grade 11 Students

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This study was focused on the effects of digital formative assessment in reading motivation and writing performance of Grade 11 students in the subject Reading and Writing Skills. The study aimed to: determine the writing proficiency level of the students before and after the use of digital formative assessment instruction; find out the reading motivation of the students before and after the use of digital formative assessment instruction; assess if there is a significant difference in the level of students' reading motivation before and after the use of digital formative assessment instruction; and evaluate if there is a significant difference in the level of writing proficiency level before and after the use of digital formative assessment instruction. This research was delimited to the Grade 11 level at Malinao High School during the 2nd Semester of 2021-2022 on the Academic Track.

The writing proficiency level and reading motivation of the students before and after the use of digital formative assessment instruction were analysed through the use of descriptive statistics. In addition, Paired t-test was used to assess if there was a significant difference in the students' reading motivation level and writing proficiency level before and after the use of digital formative assessment instruction. The study used the motivation on reading questionnaire, adopted from Wigfield and Guthrie (1997). Also, DepEd Order no. 8 series of 2015 was used to assess the students' writing proficiency level. The students had a very low performance before the use of digital formative assessment and moderate performance after the intervention. Students became moderately motivated in reading before the use of digital formative assessment and highly motivated after the intervention. There is a significant difference in the students' reading motivation level and writing proficiency level before and after the use of digital formative assessment instruction.

Keywords: Digital Formative Assessment, Computer-Assisted Language Instruction, Digital Natives

Barriers Encountered and Satisfaction Level of Mindanao State University Students on the Use of Educational online videos as Delivery Platform during the COVID-19 Pandemic

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This study aimed to determine the barriers encountered and students' satisfaction on the use of educational online videos to the selected students of Mindanao State University – General Santos City. The study's respondents were 100 students from the College of Education's BSEd English, BSEd Filipino, and BSEd Mathematics programs. This study used a descriptive study method with a quantitative and qualitative design. It utilized an adapted and modified questionnaire to determine the extent of barriers encountered in terms of access to materials, digital literacy, and the quality of instruction and resources; students' level of satisfaction in terms of usefulness, appropriateness, learning performance, and student engagement; and other barriers encountered by students in using educational videos. For quantitative data, weighted mean and one-way analysis of variance (ANOVA) were utilized, while thematic analysis was used to evaluate the narratives gathered from the interviews. The study found that the extent of barriers is high, and that the majority of students lack access to devices, computers, and resources, limiting their ability to utilize videos. Furthermore, students are highly satisfied with the appropriateness, use, and contribution to learning performance. However, there is no significant difference between programs in terms of the degree of barriers encountered and MSU students' satisfaction with educational videos. Other barriers that the students faced when using educational videos were socioeconomic level, personal factors, location, the teacher's high standards and expectations, technological issues, electricity, online video drawbacks, online learning social interaction, internet access, and their learning environment.

Keywords: Educational Technology, Educational Online Videos, Barriers, Satisfaction, Online Video Instruction, Educational Paradigm Shift

Cessation of Face-To-Face Teaching: Challenges, Coping Strategies, and Approaches of Junior High School Teachers in the New Normal

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The purpose of this study was to look into the challenges faced by junior high school teachers at Mindanao State University-CETD in General Santos City as a result of the cessation of face-to-face teaching, as well as their coping strategies and approaches to the new normal conducted in Mindanao State University-CETD, General Santos City. The study employed a qualitative research design with 12 junior high school teachers purposely selected from varied academic disciplines. The relevant data for this investigation was collected using a self-made questionnaire created by the researchers. The data was collected using Google forms, which were then provided to the teachers via online communication after being validated by education professionals. Quirkos was used to analyze, store, and retrieve data quickly. Thematic analysis was used to code, synthesize, and evaluate the acquired data. The participants in this study concluded that when education went online, they developed fairly suitable strategies to cope with the numerous problems of the new normal in education. They showed resourcefulness and resilience as they learned to embrace the changes in the manner of teaching with a development attitude, while being greatly challenged by technological issues and other significant considerations. The researchers suggest that educational institutions rethink and improve their present teaching strategies and approaches, as well as be better prepared to use platforms to meet students' learning needs. It is necessary to invest in regular teacher training and the supply of technology for both teachers and students in order to overcome or at least mitigate the challenges they face when they transition to new standard practices.

Keywords: COVID-19, new normal education, junior high school teachers, online teaching, online distance learning, teaching strategies and approaches

Contextual Factors and Capacities for School Continuous Improvement During Public Health Emergency

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The vision to improve is a sign of dynamism in the midst of the ever-changing circumstances. However, school programs, including the continuous improvement, are disrupted by the COVID-19 crisis with insufficient research, especially in the lens of Philippine schools. This qualitative case study explored the contextual factors and capacities for school continuous improvement during a public health emergency. Semi-structured questionnaire was used to gather information through personal and online interviews and focus group discussions (FGDs) with school administrators, teachers, parents, and stakeholders of Katangawan Central Elementary School, substantiated with data from the school records and documents. Processed qualitative data reveal that school continuous improvement can happen despite the changes and challenges brought by the VUCA world if there is a facilitation of contextual factors and capacities which include the contextual factors of the school, assets and adaptive capacities, and the needs and support requirements of the teachers. Also, findings indicated that each of the mentioned facilitating factors encapsulates multiple numbers of specified factors that correspond to it as a sub-theme, which elaborates the factors needed to be focused on in facilitating school continuous improvement in this period of a public health emergency. Thus, giving autonomy to the school based on its context and case, and utilizing the Podador and Romupal Novel Model of School Continuous Improvement as a guide model in facilitating the school can improve continuous improvement activities. Moreover, as recommended by the researchers to the school leaders, members, partners, and educators; they must be equipped with continuous improvement practices and related-skills tailored to respond to emergency situations.

Keywords: Contextual Factors and Capacities, Assets and Adaptive Capacities, School Continuous Improvement, Public Health Emergency Situation, Novel Model

The Use of Moodle in the New Normal: Its Acceptability and Satisfaction Level among Mindanao State University Students

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The VLE is a modern instrument that supports the continuity of teaching and learning processes for students and teachers regardless of their geographic location. This study used a descriptive-comparative research design to assess students' acceptability and satisfaction on the use of Moodle as a Virtual Learning tool in MSU-GSC. The student evaluates the acceptability of students in terms of ease of use and usefulness, as well as satisfaction with the student interface, content, and usefulness. A 25-item online survey questionnaire was utilized to collect data from 100 randomly selected respondents who were taking classes and enrolled for the school year 2020-2021. Statistical analyses show that the usage of VLE is highly accepted. Students considered the VLE to be beneficial and easy to use, and it helped them complete their learning tasks. In addition, the overall satisfaction rating revealed a highly satisfied remark. This indicates that students are happy with the VLE's content, usefulness, and user interface. The value of the VLE is the same for students in all year levels. Furthermore, there is no significant difference in the degree of acceptability of selected students across year levels. There is no substantial variation in student satisfaction scores across year levels, according to the findings. This indicates that the students are equally satisfied with the use of the VLE. It is hoped that the existing systems can help improve the design and execution of new systems that may rebound in a better quality of flexible education during the post-pandemic.

Keywords: Virtual Learning Environment, MOODLE, educational technology, new normal education, flexible learning, acceptability, satisfaction

Adjustments and Realizations in the Indigenous Ways of Teaching and Learning: Navigating the Learning Labyrinth of Blaan University Students

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This study aimed to explore the adjustment and realization of an indigenous students particularly in the tribe of Blaan as they set another point of adjustments in this time of pandemic. This descriptive study sought to analyze the adjustments and realizations and navigating the learning labyrinth of Blaan University students using resilience theory that interprets and empowers the study about Indigenous ways of Learning and Teaching: Navigating the Learning Labyrinth of Blaan University Students in the times of pandemic. The researcher's objective was achieved through the participation of BEED Blaan students who are currently enrolled in Mindanao State University. The data analysis and collection process includes one-on-one interviews through online video calls and messages due to COVID 19 restrictions following safe and health protocols. The researchers utilized thematic analysis to monitor the outcomes and to determine the adjustments and realization of Blaan students during this pandemic. Furthermore, the study revealed that the adjustments of Blaan University students that they currently experience in times of pandemic is the infrastructural problem, digital literacy and technical issue, lack of motivation, abundant distractions, dependence on structure and support of in person school, dealing with stress, difficulty in balancing academics and household chores, delay in information, limited student teacher interaction, financial stress, low level of motivation among student, stress and anxiety , poor time management. However, study also revealed the realizations and coping mechanisms of the students in this new normal setting being optimistic, familial love, support from peers, learning new skills, getting oneself organized, keeping one's mind open to the new horizons. Hence, in this study the researchers will provide recommendations that will help our Blaan university students with their previous academic experience, situations and realizations as they go through their learning labyrinth. Possible ways of this drawn situation is to give them a manual system wherein they can use a modular system, particularly those who lived in far-flung areas. It is hoped that it will assist young educators in Blaan tribe to generate the academic barrier for the following years of emergency.

Keywords: learning labyrinth, explore, realizations, adjustments, coping mechanism

Emergency Crisis Response of Mindanao State University – General Santos City During the Early Stages of the Pandemic

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Due to the emergency transition of education, institutions of higher education were unable to provide a framework of emergency crisis response during the early stages of the pandemic, which remains poorly evidenced and understood by many students. This quantitative study explored the university's emergency crisis response among students and tested its differences with the demographic profile, the relationship between the level of awareness and the level of satisfaction, and the implementation of different emergency crisis response variables within the university. The sample of the study is comprised of 452 students based on the demographic profile. This study employed ANOVA along with post-hoc, correlation, and regression analysis on the data collected through the survey method. This empirical study found significant differences in levels of awareness, satisfaction, and implementation among students when grouped according to their demographic profile. This current study also disclosed significant relationships between the level of awareness and the level of satisfaction, as well as the implementation of the university's emergency crisis response during the early stages of the pandemic. Further, this study revealed that the level of awareness of the students was highly related to their level of satisfaction. Significantly, there was also a significant relationship between the level of awareness and the level of implementation. Furthermore, Mindanao State University- General Santos City must establish communication platform, and evaluation criteria for the services that have been implemented. The development and improvement of such variables can promote sustainable assistance and leadership for the integration of quality education into the university.

Keywords: emergency crisis responses, early stages of the pandemic, awareness, satisfaction, implementation, university students

Advocacy for Inclusivity: Empowering Pre-Service Teachers to Advocate for People with Disabilities through Social Media

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The pandemic exacerbates the exclusion of People with Disabilities (PWDs) and this marginalization pervades as society shifted to the online realms. To advocate for PWDs, this study aimed to rigorously analyze the pre-service teachers' (PSTs) advocacy messages and reasons for advocating for people with disabilities through social media. This also investigated their attitudes, perspectives, and reasons in advocating for PWDs. PSTs partook of an embedded inclusivity pedagogy from a course delivered through Telegram platform during 2020. However, their advocacy messages were posted in Facebook platform. Through a multi-phase design integrating a predominantly qualitative approach combined with quantitative analysis, the researchers analysed the advocacy posts (consisted of 38, 437 words and 252, 966 characters) of the pre-service teachers (N=133). Anchored in the social model of disability, Phase 1 involved A PRIORI CODING analysis through directed content analysis, while Phase 2 applied summative content analysis in both course modules and Facebook posts. In Phase 3, researchers conducted an online survey, analyzed through descriptive statistics to determine the randomly stratified PSTs' (n=100) attitudes and concerns towards PWDs. In Phase 4, the researchers conducted four online FGDs to 12 purposively selected participants to find out their reasons in advocating for PWDs. Result highlights show that PSTs advocacies include to raise awareness for the discriminated and to end maltreatment among PWDs. They use social media platform to create awareness, link to organizations, and promote social change. They advocate for PWDs due to their personal relationships and experiences with PWDs, and to prepare for their teaching career and lobby the government to support PWDs. It is recommended that teacher education institutions integrate critical inclusive pedagogy in curricular response to equip the future professional teachers in dealing with PWDs and sustaining inclusive education; and, provide social and curricular programs and platforms for the PSTs to conceptualize and implement their innovations for PWDs.

Keywords: Inclusive education, Covid-19, people with disabilities, advocacy, social media

Pre-Service Teachers' Critic on the Movie Lilo and Stitch: Reflecting on Movie Integration in Teaching the English Language to Children

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English is the world's primary and most spoken language. It has become increasingly necessary, demanded, and expected in careers and education. However, the 2018 PISA results show that the Philippines has lost ground in the English proficiency test. While the educational materials may be uninteresting and uninspiring as one reason for this demise, the movie integration can be crucial. This study aimed to determine and analyze the Pre-service teachers' (PSTs) critics of the movie Lilo and Stitch: Reflecting on Movie Integration in Teaching Children's English Language. The researchers used a multi-phase qualitative design. Phase 1 required participants to watch Lilo and Stitch. Phase 2: Participants completed their modular coursework activities following the movie, and the researchers analyzed the data from the 145 modules through a document review. Phase 3: Interviews with 12 PSTs who participated in the FGD were conducted to support and validate the module's responses. The researchers utilized thematic analysis to highlight PSTs' attitudes, reviews, perceptions, and acquired values towards the movie. The results suggest that PSTs gained a positive outlook and anticipation about the film's visual and aural features functioning together to assist comprehension and inculcate values. They see sensitive and superfluous movie elements that require adult supervision and acknowledge that the movie's comprehensible language and relatable character storyline have the potential to immerse children in authentic language environments and are considered a key component in language instruction and an alternative to supporting children's social and emotional needs. They perceived the movie as beneficial since it provides a rich learning environment for children to expose themselves to and acquire fundamental vocabulary and forms of communication to help boost their comprehension and language skills. They also recognize how the movie introduces valuable lessons linked to the language acquisition process, such as essential values for teaching children English as vital in the motivation process. It is recommended that movie integration be done by selecting a relevant movie and leveraging its elements to fill the gaps in preparing children to cope with the demands of the English language.

Keywords: Lilo and Stitch, Movie Integration, Pre-Service Teachers' Critic, English Language Teaching

Hopes, Goals, Hindrances, and Solutions of Students on Forced Digitalization of Course Learning

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The immediate sweep of a lethal virus known as COVID-19 has jolted the world's education system and propelled educators to instantly switch to an internet-based pedagogy. Howbeit, this study determines pre-service teachers' hopes, goals, hindrances, and solutions regarding the forced digital revolution of course learning. It encompasses strategies for students to cope with the reconceptualization and proactively manage knowledge acquisition in the face of a disease outbreak. For this qualitative investigation, the researchers apply summative content analysis to understand better how those words or passages operate in context. Hence, fifty modules under the CPE 100: Child and Adolescent Growth and Learning Principles course of the First Year Pre- Service teachers were analyzed. Researchers complemented the document review with Focus Group Discussions to triangulate the analysis results. Based on the pooled findings, pre-service teachers hope to gain in-depth knowledge, have fun and engaging activities, and apply to the real-world setting what they have learned. Personal growth, becoming an effective teacher, build connections among peers is what they have desired while embarking on their scholastic endeavors. As they have faced multiple impediments, they have come up with being resourceful and finding alternatives, undergone research, asked for assistance from their colleagues, and reached for their professors to have in-depth knowledge about their pedagogy. Furthermore, they have developed virtual learning strategies to assist them in overcoming obstacles; those strategies include strengthening their note-taking implementation to build shared knowledge in emergency remote learning, paying attention during synchronous sessions, and remaining optimistic. The preface of the COVID-19 virus has substantially influenced pre-service teachers' learning; ergo, empowering one another is a prime source of consolation for students who suffer during these rough patches. University must function as a centre for students' holistic development and create a conducive environment that will allow students to flourish despite digital experiments.

Keywords: COVID-19, internet-based pedagogy, emergency remote learning, synchronous sessions, digital experiments

Pandemic Strategies In The Online Environment: Examining The Roles, Difficulties, And Strategies For Academic Continuity Of Teacher Leaders

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Teacher leaders are now being tested in ways that they have not been in the past. They were forced to rethink the nature and degree of necessary changes to support and address the emotional well-being of teachers and students who are now fearful about the future of schooling as the pandemic continues. This study aims to investigate the leadership style, level of utilization of strategies for academic continuity, roles played, difficulties encountered in the online environment, and recommended pandemic strategies of teacher leaders during a pandemic. In the study, 65 teacher leaders in some provinces of Mindanao, Philippines were selected as respondents. The frequency percentage, weighted mean, T-test, Analysis of Variance, Pearson-r Moment of Correlation, and Simple Linear Regression techniques were used to determine whether there was a significant relationship between independent and dependent variables. There was a significant relationship between the leadership style and responses of teacher leaders such as the utilization of assessment, roles played, and recommended pandemic strategies during pandemic. However, the difficulties encountered in the online environment does not relate to their leadership styles. In regression analysis, only the pandemic recommended strategies predicts the leadership styles of teacher leaders. Qualitative results show that teacher leaders spearhead information and resource dissemination and public health safety protocols and confront challenges in shifting to alternative learning environments. Teacher leaders must strengthen the environmental protocols that is anchored on a sustainable environmental framework of a school to stop or manage the spread of the corona virus. Likewise they should, implement provisions for psychological needs and health safety of stakeholders. Lastly, ensure the clear and consistent communication mechanisms of reaching out to teachers and students.

Keywords: Teacher leaders; leadership style; level of responses

4 Ps (PAG-ASA SA PAGBASA SA PANAHOON NG PANDEMYA): Its Effectiveness in Improving the Reading Performance of Pupils in Badtasan Elementary School

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Badtasan Elementary School

This study aimed to determine the effectiveness of Pag-Asa sa Pagbasa sa Panahon ng Pandemya (4Ps) Program in improving the reading skills of the pupils. Using quasi experimental research design, it involved 41 pupils with frustration reading level in Badtasan Elementary School. The data were treated using frequency count, mean, percentage, t-test for dependent sample, and thematic analysis. The results showed that there is a significant difference between the reading performance of pupils before and after the implementation of 4P's Program. The results further revealed the following themes regarding the experiences of the pupils in the 4P's program: a.) High participation of the pupils in the program; b.) Commendable attitudes of the tutors; c.) Provision of quality reading materials and support; d.) Strong parental intrinsic and extrinsic support. This study concludes that the 4P's Program is effective in improving the reading performance of the pupils. It is recommended to enhance and sustain the said program to improve the reading performance of pupils of Badtasan Elementary School and the said program. It can also be used by other schools with reading problems encountered.

Keywords: target beneficiaries, needs improvement, frustration reader, reading levels, tutor, tutees

A Case Study (Kaso Ken Hinagi): Factors of Early Marriage Among T'boli Learners In Green Valley Integrated School

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Green Valley Integrated School

This research explored the cases of early marriage in Green Valley Integrated School (GVIS). The qualitative approach and descriptive research design was used to investigate and analyze the cases of early marriage among 10 purposively sampled elementary and junior high school learners in GVIS during the school year 2021-2022. Frequency count, percentage and thematic analysis were applied to treat the data gathered. Based on the result, it was found that most of the students are 15-16 years old, junior high school students is the majority who marry early and whose parents attained elementary education only. The results also uncovered three themes regarding the perceptions of the students on early marriage: a.) early marriage as part of T'boli culture b.) early marriage as driver/way of financial stability, c.) early marriage as route to poverty and d. early marriage as influenced by peers. Moreover, the major factors that influence learner's decision to marry early were a). early marriage dominates in parental decision as part of T'boli culture and tradition, b.) peer pressure is one factor of young ones to engage in early marriage, and c.) self-call decision leads the young to engage in early marriage. Furthermore, the results also uncovered four themes with regard to the lived experiences of early married learners: a.) early marriage as burden to young couple and family, b). early marriage as consequences in education, c. early marriage as diver of emotional stress and anxiety and d.) early marriage as lack of financial stability. Considering these results, the research recommends that, the school should accelerate application to open SHS program. This action would encourage the pupils to continue schooling instead of engaging in early marriage.

Keywords: Early Marriage, Poverty, Cultures, Traditions

Life Adjustment Program towards Optimistic Progress (LAPTOP): Basis for the Formulation of Contextualized Policies in Career Path Advocacy

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German Piamonte**

James L. Chiongbian National Trade School, Philippines

This study aimed to examine the curriculum exit in the career choice of Senior High School graduates of James L. Chiongbian National Trade School in the implementation of the LAPTOP (Life Adjustment Program Towards Optimistic Progress) Program. The researchers utilized quantitative and qualitative research approaches that administered survey questionnaires and in-depth interviews. A sample of 253 respondents from Senior High School graduates for the survey questionnaire and 30 participants for in-depth interviews from Senior High School students and their parents, and Senior High School teachers were selected by the researchers using the Purposive Sampling Technique. The findings revealed that most of the respondent graduates of Senior High School Students from James L. Chiongbian National Trade School chose to pursue higher education. And the majority of the Senior High School graduates, considered alignment from their previous track offering to their choice of tertiary courses. From the views of the participants, the students are satisfied in terms of their careers based on the implementation of the LAPTOP program. But still needs to improve the availability of the learning resources and the access to the internet connectivity. And the parents confidently claimed that their children are on the right path because of the program's continuous advocacy. The teachers are fully equipped in terms of educational background and professional growth to provide competent and quality education to their Senior High School students. For the students who did not pursue their careers during their Tertiary Program, unavailability of the Technical-Vocational courses and Technical-Vocational school, the Family's financial stability, and the opportunities of scholarship programs offered from universities and colleges were the main factors.

Keywords: Curriculum exit, Career advocacy, Career choice

Facebook Classroom: An Applied Reinforcement Learning Platform to Increase Students' Engagement and Learning Performance in Physical Science

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Malinao High School

This study aimed to determine the role of Facebook classroom as an applied reinforcement learning platform to increase the students' engagement and learning performance towards Physical Science. Specifically, it aimed to: determine the level of students' engagement of Grade 11 and Grade 12 selected students as exposed to Facebook classroom; identify the level of learning performance of Grade 11 and Grade 12 selected students as exposed to Facebook classroom; find out the significant difference in the level of students' learning performance of Grade 11 and Grade 12 selected students as exposed to Facebook classroom; and evaluate the significant relationship between the students' engagement and learning performance of Grade 11 and Grade 12 selected students as exposed to Facebook classroom. An experimental research design was used. One-group pretest-posttest was utilized to determine the outcome of using Facebook classroom to the level of engagement and learning performance of 35 selected students. Descriptive statistics was used to measure the level of students' engagement and learning performance. Paired T-test was used to measure the significant difference in the level of students' learning performance. Pearson correlation was used to determine the significant relationship between the students' engagement and learning performance. Learning performance was determined using pretest-posttest with 45 items and 13 items students' engagement questionnaire adopted and modified to measure non-academic assessment. The result of the study revealed an increase in learning performance of students as exposed to Facebook classroom. The findings of the study revealed that students agreed that they were positively engaged during online class using Facebook classroom. Moreover, there is a significant difference between the learning performance in terms of pretest and posttest. However, there was no significant relationship existed between students' engagement and learning performance in Physical Science as exposed to Facebook classroom as reinforcement learning platform.

Keywords: Facebook classroom, reinforcement learning platform, eLearning, Mobile Learning

Examining the Readiness of Public Elementary Teachers on their Knowledge, Attitude, and Confidence to Online Teaching

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Due to COVID-19 pandemic, schools and administrations settled with distance learning delivery mode and online teaching was an ideal alternative for effective and successful teaching and learning processes. However, teachers fell short of skills and competencies to conduct online classes on their own. This study aimed to measure the level of readiness of teachers in terms of knowledge and attitudes in online teaching, level of confidence, and identify demographic factors that influence these variables. Descriptive-correlational design was employed in this study. The respondents were the one hundred fifty (150) teachers from selected public schools in the Department of Education, Division of General Santos City namely; Fatima Central Elementary School, Upper Tambler Central Elementary School I, Upper Tambler Elementary School II, and NASA Elementary School. Adapted and modified questionnaires validated by experts were used to gather the needed data of this study. Descriptive statistics and Pearson Chi-Square tests were used to analyze and interpret the results. The findings revealed that the teachers have a high level of readiness and confidence in online teaching. Moreover, results showed that there is a significant relationship in age, years teaching in service and online in knowledge and attitude towards online teaching. Furthermore, it was found out that there is a significant relationship among gender, age, and years of teaching in service in confidence in online teaching. The study recommended that school administrators may use the result of this study to create programs that will further develop the teaching competencies of the teachers for them to be more effective in using online platforms and tools in teaching.

Keywords: public elementary teachers, Covid-19, online teaching, teaching readiness

Home Learning Strategies and Challenges: Voices of Learning Support from Parents in times of Crisis

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Schools across the globe closed their doors to prevent the spread of the viral outbreak during the COVID-19 pandemic. Due to this sudden school closure, education shift to home learning which placed more responsibility on the parents to ensure their children's education. Examining the experiences of parents in supporting and facilitating the home learning of their children are useful for the future policy decision making. This descriptive qualitative study was planned to explore the experiences of the parents in terms of the challenges they encounter in facilitating the home learning of their children and strategies they use to support the learning of their child at home. Data were collected from the parents of top 10 Grade III students in Upper Tumbler Central Elementary School. To gather the data, an in-depth interview utilizing semi-structure questionnaires developed by the researchers and validated by the experts was used. Thematic coding was done using the Dedoose software to analyze the challenges and strategies of the parents during the home learning of their child. The results show three (3) themes prevailing on the perception of parents about their role in their child's home learning which are: home learning facilitator, monitor and evaluator of self-directed learning, and motivator. There were three (3) themes prevailing on the strategies used by the parents to support their child's home learning. These are: one-on-one mentoring, setting rules, and reviewing their child. There were three (3) themes prevailing on the challenges faced by the parent's in facilitating home learning. These are: difficulty of the parents to keep the interest of the child in learning, confusion brought by errors in the modules, disruptive learning environment. There were four (4) themes prevailing on the strategies used by the parents to cope up with the challenge of home learning. These are: increased patience of parents helps in dealing with the frustration of home learning, corrective discipline motivates the learner to remain focused, token reinforcers are effective in encouraging the students to finish their modules and balancing equitably their time. Textural and structural descriptions are used to expand on these themes. Future policy makers can use the results of this study to provide comprehensive and inclusive education policies while considering the experiences of the parents during home learning.

Keywords: Parents Involvement, COVID-19, Home Learning, Strategies of parents,

Information Literacy and Collaboration Among Education Stakeholders Amidst Crisis Situation

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The necessity for communication and collaboration skills has become even more essential in today's workplace. With the onset of a pandemic, specifically the COVID 19, there is a need to examine how institutions, particularly those in the education sector, communicate and collaborate. Hence, this study aimed to determine the significant relationship between information literacy and collaboration among education stakeholders in the context of a crisis situation. This research employed correlational research design. Two scales were utilized in this study, a modified Information Literacy scale and a researcher-made Collaboration scale was used and answered by one hundred forty-eight (148) randomly selected education stakeholders from the three (3) different elementary schools in Fatima, General Santos City namely; NASA Elementary School, Fatima Central Elementary School, and Upper Tambler Elementary School II during the academic year 2021-2022. The data were statistically analyzed using frequency distribution, mean and Pearson Product Moment Correlation Coefficient. The study results indicated that the teachers have a high level of information literacy, as well as a perceived level of collaboration among education stakeholders. The analysis also revealed that information literacy significantly influences collaboration among education stakeholders in the aftermath of COVID 19 situation. It was recommended that school administrators may conduct information literacy programs or discussions that will require or inform school staff and other stakeholders to improve their information skills. This is to prepare them as they participate in more collaboration activities that the school may implement that require intensive communication and information practices.

Keywords: Information Literacy, Collaboration, Education Stakeholders

Collaborative Strategies of Teachers: Experiences of Working Together during Public Health Emergency

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Both students and teachers gain from effective collaboration tactics. Teacher collaboration is a key element in driving school improvement, creating an environment for teachers to improve their practice while facilitating action designed to address diverse student needs. The aim of this study was to identify collaborative strategies of grade level chairpersons in public schools. The design used in this study was a qualitative case study. Six (6) grade chairpersons from Upper Tumbler Elementary School II in Barangay Fatima, General Santos City participated in this study. The semi-structured interview guide was the tool used by the researchers to gather the needed data for this study. Teachers employed group goal setting, conversation, and teamwork strategies in interacting with their co-chairmen. The study also found out that the chairpersons used online platforms, offline platforms, and learning tools. Empowerment, communication, and teamwork are also viewed as enabling characteristics for collaboration. Poor internet connectivity, a lack of technological gadgets, inadequate collaboration, and time constraints all existed and were cited as barriers to collaboration. Significantly, the experiences of grade-level chairpersons working together amidst public health emergencies proved that even though they encounter challenges, teamwork or collaboration facilitates professional growth in teachers and can contribute to students' academic success. Thus, this study recommends the most effective collaboration strategies needed for the teachers to plan, strategize, and communicate as well as to enhance professional development to perform their roles and to have successful collaboration during this time of the pandemic.

Keywords: Grade Level Chairpersons, hindering factors, enabling factors, technological platforms, and collaboration strategies

Parental Readiness and Engagement of Children to Modular Learning During Covid-19 Pandemic

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Mindanao State University- General Santos City

The outbreak of Covid-19 pandemic ushered the creation of the new normal set-up in education particularly the remote learning modality. This educational shift made a huge implication to the learning engagement at home of both learners and parents. This study aimed to relate the readiness of the parents and their children's learning engagement to modular learning modality amidst the pandemic. This study utilized descriptive-correlational research design. The respondents were the randomly selected one hundred-forty (140) parents of Grade I to III pupils who were enrolled at Datu Abdullah Tondog Elementary School, Baluntay Alabel Sarangani Province during the School Year 2020-2021. The data were gathered using adapted and modified survey questionnaires, checked and validated by experts. The gathered data were analyzed using frequency count, weighted mean, and Pearson Product Correlation Coefficient. The results showed that the parents have a very high level of readiness in facilitating the modular learning of their children. Moreover, the data revealed that the pupils have a high level of engagement in their modular learning. Findings indicated that the parents' readiness in facilitating modular learning significantly influence the pupil's engagement in modular learning. This study suggested that the school administrator should create programs that will assist parents to be better prepared and equipped to help their children in their learning activities during public health emergency.

Keywords: parental readiness, learning engagement, modular learning, Covid-19

Psychological Distress and Learning Barriers on Emergency Remote Education: Association with Students' Motivation and Resilience

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Emergency remote education has become a critical learning platform that created changes in ways of attaining learning goals. This shift to a new learning platform posed a great challenge to students' motivation and resilience in learning. This study aimed to analyse the learning barriers and psychological distress encountered by the students and their motivation and resilience in studying during the emergency remote education. A descriptive-correlational research design was employed to examine the research questions posed in this study. The respondents of the study were the two hundred thirty-eight (238) BEED students of Mindanao State University–General Santos City who were officially enrolled during the S.Y. 2021-2022. A stratified sampling technique was employed by the researchers in selecting the respondents for this study. Adapted questionnaires such as the Depression, Anxiety, Stress Scale-21 (DASS-21), Learning Barriers Questionnaire, Motivation to Learn Online Questionnaire (MLOQ), and the Connor-Davidson Resilience Scale (CD-RISC), checked and validated by experts, were used to gather the needed data. Descriptive statistics and Pearson Product Moment- Correlation Coefficient were used to analyze and interpret the gathered data. In this study, the researchers found out that psychological distress significantly influences the resilience of students but it does not influence their motivation in learning. Results also revealed that the learning barriers significantly influence both motivation and resilience of the students. Replication of this study is highly recommended using qualitative research design and including other variables such as assessments and the engagements of students.

Keywords: psychological distress, learning barriers, learning motivation, emergency remote education, BEED students

Students' Online Educational Engagement and Social Relationship through Emerging Technologies during COVID-19 Outbreak

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The advancements in educational technology have proven to be extremely useful during the remote learning amidst pandemic especially in connecting with social groups. The study aimed to relate students' online educational engagement and social relationship through emerging technologies during Covid-19 outbreak. Following a descriptive-correlational research design, this study involved one hundred twenty (120) regular third-year students of Mindanao State University-General Santos City, who were officially enrolled during the first semester of the academic year 2021-2022. The study used a researcher-made survey questionnaire and interview guide questions, checked and validated by the experts, to gather the needed data in the study. The weighted mean and Pearson Product-Moment Correlation Coefficient were used to analyze and identify the results of the study. Findings revealed that the students use social media such as Messenger, Google Meet, Facebook, emails, and other online platforms to communicate with their family, friends, and teachers. Also, it was found that students form social relationships through consistent communication and communication with positive behavior. The results indicated that the online educational engagement of the students significantly influences their social relationships. This study recommended that the Faculty of the College of Education, Bachelor of Elementary Education, Mindanao State University-General Santos City may use other online tools such as Viber for online education to further enhance students' online learning.

Keywords: social relationship, emerging technologies, online education, engagement, Covid-19, learning engagement

S.M.I.L.E. Program Creation: Level of Engagement to School Activities and Problems Encountered among Parents of G.E. Antonino Memorial Elementary School

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Rufino Jr. G. Terre
Blessing Gay J. Usman**

G.E. Antonino Memorial Elementary School

S.M.I.L.E. (Sama-sama sa Munting Kabuhayan Ipaunlad ang Lakas ng Edukasyon) Program. This study was conducted to determine the level of manifestation of parents' engagement to school activities for the creation of SMILE program. Quantitative and qualitative type of research were applied to this study. The 20% of the total parents living in the five "purok" or group of parents in a certain area out of 354 parent's population in G.E. Antonino Memorial Elementary School which is 188 parents answered in the survey questionnaire to gather the needed data. The statistical solution use to determine if there is significance relationship between the demographic profile of parents and the level of parents' engagement in school activities were frequency counts, weighted mean, and pearson R. This action research found out that demographic profile of parents and level of their engagement in school activities denotes no significant relationship for the creation of SMILE program.

Keywords: level of engagement, school activities, problems, parents

Parents' Perspectives in the Implementation of Radio-Based Instruction with Learning Activity Sheets as Distance Learning Modality

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Cabales-Enarbia Srs. Integrated School

This study focused on the parents' perspectives in the implementation of Radio-Based Instruction with Learning Activity Sheets as Distance Learning Modality in Cabales-Enarbia Srs. Integrated School. Specifically, the researchers used quantitative research design as a research method to effectively assess the efficacy of Distance Learning Modality through the use and implementation of Learning Activity Sheets (LAS) and Radio-Based Instruction as evaluated by the perceptions of the parents. The results have shown that parents had a general agreement of the system and strategies that the school had carried out for the distribution of learning Activity Sheets and they agreed on all of the metrics offered. The system of retrieval of learning modules was generally acceptable to parents except that they were asking for time extension for their children in finishing all the activities. Moreover, time allotment is perceived to be neutral. This was because parents had low response to the time allotment for the accomplishment of the activities in the learning Activity Sheets. Parents thought the activities were too many to accomplish in the given span of time. Similarly, Parents generally agreed that assessment was carried out well and parents agreed that activities are sufficient to allow learners to acquire the required competences. Also, results showed a high agreement of parents to the implementation of safety and health protocols in the school and in the community. Additionally, the findings reflect certainty and trust in the community's ability to limit the spread of COVID-19 due to the stringent adherence to health regulations established by the IATF and school authorities. Furthermore, findings showed that parents are neutral with Radio-Based Instructions' efficiency. Parents agreed that teachers are capable of maneuvering the use of RBI, however, parents are neutral with regards of understanding efficiency and interest of their children through Radio-Based- Instruction.

Keywords: parents' perspectives, modular distance learning, learning activity sheets, Radio-Based Instruction, Cabales-Enarbia Srs. Integrated School

New Normal Education: Level of Government Support and the Level of Implementation in Cabales-Enarbia Srs. Integrated School.

Helen P. Rojas

G.E Antonio Memorial Elementary School

The research determined the level of government support and the level of implementation in Cabales-Enarbia Srs. Integrated School, School Year 2021-2022. A descriptive correlational method was employed. Mean, weighted mean, and Pearson r were used in achieving valid results. The study used self-made set of questionnaires inspired from different DepEd Orders which was validated by some experts, with 13 elementary teachers and 13 secondary teachers as respondents. Based on the results of the study, the following findings were drawn; the government showed Very High support in the provisions of health and safety kits with an overall mean of 4.54 and teacher's and learner's materials with 4.72 mean. In the level of implementation, the school showed Very High support particularly in monitoring teachers' performance with a mean of 4.88. The correlation results showed no significant relationship between government support and its school implementation. With these results the following were recommended; teachers should attend School Learning Action Cell to be conducted to enhance the skills in accessing the necessary resources and to access the needed resources from LRMDS (DepEd Commons, etc.) as well.

Keywords: government support, implementation, Cabales-Enarbia Srs. Integrated School

Project Commvac (Communicate to Vaccinate): Parent's Knowledge, Attitudes and Perceptions Towards Vaccination for Children

Leogen L. Abueva

Pedro M. Buen Sr. Elementary School

This study explored the Attitudes and Perceptions of Parents towards the vaccination for school aged children which became the sole basis of the Project COMMVAC (Communicate to Vaccinate) in Pedro M. Buen Sr. Elementary School for the school year 2021-2022. This study employed the quantitative research design. Overall, Parent's Attitudes towards the vaccination for their children was described as undecided with an overall mean of ($x = 3.36$). The result revealed that parents strongly agree that they are afraid of the adverse effect of the vaccine to their child after vaccination ($x = 4.92$) despite of the fact that Covid-19 is a serious disease so they strongly agree that children must be vaccinated ($x = 4.46$) however they disagree that they are fully aware of the positive and negative effects of the vaccine ($x = 2.25$). Meanwhile, Parent's Perception towards the vaccination for children was described as undecided with an overall mean of ($x = 3.21$). The result showed that parents strongly agree that fear of temporary/long time side effects are the hurdle in the adoption of vaccination ($x = 4.30$) and also they agree that timing of the vaccination really matters ($x = 4.00$); vaccination is prohibited to the religious sect where they belong ($x = 3.67$); and child vaccination is important ($x = 3.50$). Despite of this, parents are somehow eager to be trained and hungry of information regarding the CoViD-19 vaccination so they need a proper awareness, orientation and information drive campaign about the CoViD-19 vaccines.

Keywords: attitudes, perceptions, vaccination, Project COMMVAC

Home-Based Education Amidst Covid Crisis: Lived Experiences of Mothers with Children with Special Needs

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Mindanao State University - General Santos City

The advent of COVID-19 pandemic has forced an unprecedented lockdown worldwide. In many countries, schools were closed, and educational sectors directed teaching and learning to home-based education. In this current learning setup, children with special needs are also affected, considering their needs and support. This qualitative study explored parents' lived experiences while providing home-based academic support to their children with special needs. Following a purposeful sampling procedure, this study involved eight (8) parents of special education students studying at Romana C. Acharon Central Elementary School, General Santos City, Philippines. Data were gathered through a researcher-made questionnaire and online individual interview and was analysed using Modified Colaizzi's Descriptive Phenomenological Method. Based on the findings, exercising a supportive parental autonomy is one of the day-to-day experiences of parents. Additionally, parents encountered difficulty dealing with low literacy and numeracy levels of their children and one of their coping mechanisms is religious coping wherein parents pray for their children's safety and academic success despite their disabilities. In conclusion, it is pivotal to realize that while the Department of Social Welfare and Development (DSWD) and the Department of Education (DepEd) are pushing for the No Filipino Child Left Behind Act of 2010, parents, as home facilitators of home-based education, should be equipped with knowledge and training. Moreover, an in-depth qualitative investigation is recommended to assess those lived experiences and address the problems faced by special education parents.

Keywords: COVID-19, home-based education, lived experiences, children with special needs, challenges, coping mechanism

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Information Literacy and Collaboration among Education Stakeholders amidst Crisis Situation

Jimpee I. Blahing
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POSTER AWARDEES

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Emmalene R. Maldepeña
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Psychological Distress and Learning Barriers on Emergency Remote Education: Association with Students' Motivation and Resilience

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Hopes, Goals, Hindrances, and Solutions of Students on Forced Digitalization of Course Learning

Swen Joshryll C. Acebes
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