



## PROFESSIONAL EDUCATION: THE HYFLEX TEACHING PROFESSION

by:

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### Abstract<sup>1</sup>

*Teaching professions in the HyFlex mode are done to the authorized teachers. Licensed teachers can practice their profession in teaching. CHED PSG provides at least Master of Arts or Master of Science or Master in Education by its articulated field of specialization. Work performance and relevant teaching, training, and experiences with merit and fitness can guarantee quality services to community counterparts/partners. School as a social network system of social responsibilities getting higher and becoming complicated. Grants, scholarships, and academic enhancement make teaching globally competitive. Schools are different from profit organizations; they produce public service instead of public goods. Thus, qualified teacher in the teaching profession possesses PRC-TESDA-DepEd-CHED licentiate. No compromise on the institutional mantra and desiderata on governance, faculty, curriculum, employability, student services, adopt the community program, researches, library holdings, laboratory and physical plant provisions of the school that can guarantee quality services.*

*Keywords: Teaching Profession*

### INTRODUCTION

The teacher and the teaching profession. The teacher thinks, acts, and behaves as a carry-over on heredity and environment. The teacher's thoughts, values, and actions are somehow shaped by "time and space." Time and space because a generation has its own "value system." Space over time has its own environment that shapes teacher walkways. Thus, the philosophy could explain why teaching in the teaching profession is shared by the essentialist to "transmit the necessary tradition and values needed to become a good citizen. Likewise, teach the advocacy to transmit the needed skills in the content of 3Rs (**R**eading, **W**riting-**R**iting, and **A**rithmetic-**R**ithmetic). On the other hand, progressivist states that we teach because we develop intelligent citizen in democratic life. And, what to teach for the progressivist is to train the student to the needs of the democratic society. The need-based and relevant experiences and curriculum may respond to student needs and relates student to their personal lives and experiences. While the response of the behaviorist is on the stimuli in the environment. The environment is the condition sine qua non of learning. The constructivist, however, training become independent and develop the skills of searching, critiquing, and evaluating pieces of information. Thus, teachers for the constructivist must provide "data" of information and allow the learners to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent. Interaction and collaboration is the walkway of constructivism. So, in this paper, the NCBTS (National Competencies-Based for Teacher Standard) and the TSENA (Teachers' Strengths Need Assessment) was revisited to

<sup>1</sup> This is a generalization of the study which constitute a little thing of everything. It will give you the entire perspective of the paper on the Teaching Profession.

answer the teaching profession in the content of a teacher as a person, teacher and professional and the learning environment that shape its “time and space” overtime.

## METHODS

Documentary analysis using the NCBTS and TSENA documents and descriptive approach using the Colaizzi method in collecting and gathering the data needed in the study were utilized. eLibraries and international human investment became the forerunner in the “data” precision. Multimedia infrastructure and data migration were also used in validating and getting the reliability road map on the needed “facts” and information. Teleconference and virtual mode become the HyFlex superhighway in the constant validation.

## DISCOURSES

In the teaching profession, there is a teacher who is a **person** who helps other people acquire *knowledge* [1], *skills* [2], and competence [3]. It is the intelligence of the teacher, the learner harnesses the “God-given richness” (Bates, 2019). A teacher can be a natural person (created by God) as seen in its human form or a juridical person (person created by law) as seen in the school/institution and relative teaching medium. With the advent of technology, a natural person – the teacher was virtually migrated into a “supernova teacher” (NASA, 2019) using the multimedia infrastructure doing the virtual or video teleconferencing which transforms a teacher beyond its “being.” It can be in the form of **borderless** (no boundary), **Netscape** (computer software-Internet Protocol), **Computer-Aided Instruction** (using the Computer), **Open Source** (accessibility through the Network), **Outsourcing** (using the outside goods and services for purposes of lowering the cost), **Insourcing** (utilizing the inside goods and services instead of getting the goods and services outside to lower the cost), **Offshoring** (conducting business abroad, especially in order to take advantage of lower costs), **In-forming** (easy access in any form of communication), **Steroids** (instant messaging and voice – over – teleconferencing), **WIFI** (wireless connectivity) and lastly the **PSYFI** proximal zone (behavior reader). The high magnitude levels on the wireless platforms through the multimedia infrastructure make a teacher migratically grounded and transformational (Brockett, & Hiemstra, 2018). Now, let me bring you to the borderless world of realities. How does the teacher emerge to the learner’s world and live with them in the steroids, WIFI, and PSYFI world? These are the challenges of the teacher in the roadmap of their teaching profession in the eClassroom setting. What makes a teacher a person, as a teacher, and as a professional? Please, set back and relax!

### Teacher as a Person? (RA. No. 7836 par (a), Sec 6, PD No.223 as amended the Phil Teachers Professionalization Act of 1994)

A teacher is a person in their own individuality. Registered in the civil registry. The name was given to give importance to the “body” as subject to “corruptibility” (Galgonovicz, 2019). The body as subject to “decay” is an organic substance by its “form.” “Death” comes in the form of the secession of “life form” from the “flesh” (Meinwald, 2019). This life form becomes evident because of the “act of potency.” Meaning, the capability of moving and movement of the body is an assumption that there is a “life form” (Rettner, 2016). It simply assumes that the invisible “maker,” the source of life is within. Therefore, a teacher as a person has the capability to communicate in the outside world. Thus, a teacher played important role in their community counterpart partner because of such variables:[4] 1) knowledge; 2) management qualities; 3) who empowers; 4) being great learner and never stops in searching the truth; 5) passion to help others to have new experiences; 6) willingness to commit himself as an agent of change; 7) A good role model; 8) An initiator; 9) A coordinator of people and resources; 10) support learning in different environments; 11) An administrator who leads with charisma; 12) an authority as government representative; 13) policymaker and formulate on legislative measures; 14) Working in formal and non-formal education settings; 15) responsible for the well-being of the pupils who is a dreamer and searcher for truth; 16) facilitating, guiding, blending and supporting children under the “parens Patria” (<https://www.healthline.com > human-body>).

### Teacher as a Teacher

The hereditary and environmental factor of a teacher's personality is peculiar (*Piaget, 2013*). As a teacher, to do is always proactively in “doing” something innovative. The license possessed as a teacher proclaimed officially professional in the profession. Meaning, “not all” possessed a licensed teacher. That’s the point that teachers possessed the “credential” or “document” to become an authority in the classroom and in the community of intellectuals. The personality as a teacher is conventional. The following attributes are significant to a teacher: (1) having clear objective (as planned-planner); (2) has sense of purpose (direction-passion); (3) live with feedback & by example (closure and inclusion); (4) has a power of listening (ability to response); (5) has a positive attitude (proactive-prescriptive); (6) expect student to succeed (encourage-compassionate); (7) has a sense of humor (feel the presence-in the state of the mind); (8) uses praise authentically (real-genuine); (9) know how to take the risks (advise-transcendental); (10) consistent (keep repeating-mentally alert); (11) reflective (cannot easily influence-deepness); (12) seek mentors of their own (open to Others-not alone); (13) communicate with parents (cooperative & Collaborative); (14) enjoy their work (workaholic-methodical); (15) adapt to student needs (compassionate-reverent); (16) welcome change in the classroom (innovative); (17) explore new tools (reinventiveness); (18) give their student emotional support (counselor); (19) comfortable with the unknown (futuristic-visionary); (20) not threatened by parent advocacy (independence-impartial); (21) bring fun into the classroom (comedian-collegial); (22) teach holistically (reservoir on experience & passion); (23) never stop learning (seeker for perfection-satisfaction); (24) break out of the box (situationaire-practitioner); (25) master of the subject (specialist-scientist); (26) compassionate & has the brave heart. Today, the teacher is already considered as a “companion” to the learner's exploration, journey, and discoveries on the newly found learning. A companion that will “guide” the learner’s “walkway” to life’s journey towards contentment and happiness.

### Teacher as a Professional

As a teacher as a *professional*, the carry-over “virtue” and “values” emanated from the license are crucial. A teacher has a gavel and biases. The decisions made by the teacher revolved around the questions of which *learning strategies, themes, concepts, and materials* would foster the development of a teacher (*Crook et al, 2017*). Therefore, teachers must engage the profession “fit and meritorious to it.” *Teachers as a professional* are always armed with a short, medium, and long-range *development plan for professional development*. As an expert and specialist in the field of critical and reflective teaching-learning environment, a teacher enriches and sharpens the profession engaged through research and contributes to the community of intellectual and be counted among of the cited works in the body of knowledge (*Brockett et al., 2018*). A teacher as a *professional* develops critical and reflective scenarios in the classroom as a product of “profession.” The teacher needs to enrich and enhance (*Koh et al., 2015*) learning, attend seminars and workshop, conferences, convention, research forums, dialogue, colloquium, and other relative training and relevant experience for schooling and development (*Clara, et al 2014*).

## THE TEACHER, THE SCHOOL, AND THE RELATIVE ISSUES THERETO

### CMO No. 42, s. 2016; CMO No.

[ray.dilg.gov.ph/files/national\\_building\\_code\\_of\\_the\\_philippines;www.iibh.org/pdf/Philippines\\_02\\_IRR\\_of\\_NBC\\_of\\_the\\_Philippines;education.stateuniversity.com/pages/School-Facilities](http://ray.dilg.gov.ph/files/national_building_code_of_the_philippines;www.iibh.org/pdf/Philippines_02_IRR_of_NBC_of_the_Philippines;education.stateuniversity.com/pages/School-Facilities)

The school as a building means that the structural plan from the civil work is presumed approved by the Office of the Building Official (National Building Code-NBC). It presupposes that the building and Occupancy Permits are presumed approved and certified by the proper person in authority (NBC). Premises, campuses, other amenities, and relative thereto the physical plant are required for the whole operation as a school has been approved by the Board of Trustees then to the approving body. The School in its creation and establishment the administrator must see to it that the following “caveat” must not be present to wit: (1) near the geologic fault-line, creeks, rivers, seashores, estuaries, wharf, places vulnerable to landslides, and other relative thereto; (2) gambling dens and relative thereto; (3) near or close to the prone hazard areas and other circumstances that made the learning environment not conducive to schooling. Below is an attempt on explaining the systemic theory on virtual teachers with a learning environment of the synchronous and asynchronous teaching profession. And, the following are:

### **Structural System theory (SST)**

The founder of the Structural System Theory (SST) is the Structuralist *Edward Bradford Titchener* the student of *Wilhelm Wundt* who believed in *a complex system of interrelated parts that works humans do, think, perceive, and feel*. The structural system as a theory is similar to those of formal organizations. The bureaucratic expectations rule the organizational behavior (*Anderson, 2015*). Rules that are derived from those expectations are represented by positions in the hierarchy. The hierarchy distributes tasks to specialized individuals, and the Organization as a result of the division of labor. The structure of social systems inherits many elements from rational, natural, and open systems theories. Thus, the Structuralist is guided by the OS (*Organizational Structure*) (*Chen, 2017*) and the line-authority of command has guarded the parameter provided by the OS. Their frontline services are defined and structured according to their appointment or designation paper for placement.

### **Functional System Theory (FST)**

*William Walsh James* is the founding father of functionalism. This originated and developed from the works of *Emile Durkheim*. The original belief was “*consciousness helps people adapt to their environment*.” Functionalists view education as a social institution in society. They believed that education contributes to two kinds of functions: manifest (or primary) functions, which are intended and visible functions of education; and latent (or secondary) functions, which are the hidden and unintended functions (*Charles, 2017*). *Functionalism is environmentalist. Therefore, they are particular to the “learning environment of the child as a learner.” There are two functions that are made “caveat” of functionalism theory.*

#### **Manifest Functions**

The first socialization theory begins in preschool and kindergarten; pupils are taught to practice various social roles. Schools are a “*socialization agency that teaches children how to get along with others and prepare them for adult economic roles*.” This socialization role involves learning the rules and norms of society as a whole. School as a system transmits the core values on “*nationalism*” and “*patriotism*” through manifest functions like social control. One of the roles of school is to teach students *conformity to law and respect for authority*. Obviously, respect, given to teachers and administrators, will help a student navigate the school environment. This function also prepares students to enter the workplace and the world at large, where they will continue to be the subject of people who have authority over them. Fulfillment of this function rests primarily with classroom teachers, instructors, and professors who are with students all day.

#### **Latent Functions**

The school has little to do with formal education. The educational setting introduces students to social networks that might last for years and can help people find jobs after their schooling is complete. Of course, with social media such as Facebook and other forms of audio, video, virtual conference, these network platforms are easier than ever to maintain. Another *latent function is the ability to work with others in small groups, a skill that is transferable to a workplace and that might not be learned in a homeschool setting*.

### **Behaviorism System Theory (BST)**

Behaviorism system theory was founded by *John Broadus Watson*. He believed that person can potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities). He believed that learning is responsive to *external stimuli*. The learner is passive: learns via *external processes through positive reinforcement*. Lecture, drill and practice, rote learning, and multiple-choice tests are their forte (*Kendra, 2019*). Meaning, it needs an external stimulus. Physical facilities become the menu or ingredients of stimulus on the eagerness of the learner to learn. “The ideal behaviorism is to eliminate coercion... behave what the organism does.”

### **Cognitivism System Theory (CST)**

The founding father of cognitivism was *Ulric Gustav (Dick) Neisser* an advocate for ecological approaches to cognitive research. The belief of the cognitivist was focused on mental processes, including how people perceive, think, remember, learn, solve problems, and direct their attention to one stimulus rather than another. They also believed that learning is a process of acquiring and storing information. Learning here goes beyond external: is an internal process through Short-Term--Memory (STM)- and Long-Term Memory (LTM) involved. Lecture, visual tools, mind maps, charts and etc to facilitate memorization for learning are advisable while the type of exam is multiple-choice and essay assessment is needed (*Brockett, 2018*).

### ***Constructivism System Theory (CST)***

The founding father of Social Constructivism (SC) was *Lev Semyonovich Vygotsky* and he believed that community plays a central role in the processing of "*making meaning*." He added that, social interaction, more knowledgeable others, and the zone of proximal development interplay in the sociocultural construction – "*power influence – referent power*." While Personal Constructivism (PC) was founded by *Jean William Fritz Jackson Piaget*. He believed that each individual actively constructs their own ways of understanding the world and identifies locus knowledge as the individual mind. Piaget believed that a child developed schemas (planned, programmed, and repetitive action); adaption process (equilibrium, assimilation, and accommodation), and stages of cognitive development (sensorimotor, preoperational; concrete operational, and formal operational).

### ***Connectivism System Theory (CST)***

The founder of connectivism was *George Siemens* and *Stephen Downes* for them connectivism is a learning theory that explains Internet technologies platform created new opportunities for people to learn and share information across the World Wide Web ([WWW.com](http://WWW.com)) and among themselves. These technologies include Web browsers, email, blogs, wikis, online discussion forums, social networks, YouTube, and any other tool which enables the users to learn and share information with other people in virtual reality. They believed learning is a process of connecting nodes or information sources; it is dependent upon technology and recognizes the role of the internet that helps people expand their learning.

### ***Community of Practice System Theory (CPST)***

The founding team on the community of Practice is a cognitive anthropologist *Jean Lave* and educational theorist *Etienne Charles Wenger* believed that "Community of practice are formed by people who engage in process of collective learning in a shared domain of human endeavor...who share concern or passion for something they do and learn how to do it better as they interact regularly. The "socially engaged data" for classroom discourses is paramount.

### ***Humanism System Theory (HST)***

A philosophy that sparks during the renaissance period and it was fathered by an Italian poet *Francesco Canigiani Petrarca*. He believed in a personal act to fulfill one's potential. "*Humanism*" focuses on the individual (*personalism*) as the subject and asserts that learning is a natural process that helps a person reach self-actualization. *Scenarios and role modeling* are important factors in humanistic learning, as experiences, exploring, and observing others. He believed further that it is necessary to study the *person as a whole*, especially as an individual grows and develops over the lifespan. It follows that the study of the self as ideal self–self–image (*Carl Roger*), motivation (*Abraham Maslow*), and goal setting (*Lewin Engel Kurt & Dr. Edwin Locke*). Therefore, for the humanist, the whole individual is important and stresses concepts such as free will, self-efficacy, and self-actualization are compass on the individual the way they "*think, behave and act*."

### ***Experiential System Theory (EST)***

In this theory *David Allen Kolb* (Experiential Learning Model – ELM) constituted the following elements: 1) concrete experience; 2) observation and reflection on experience; 3) formation of abstract concepts based upon the reflection; and 4) testing the new concepts) helped developed on the work of *John Rich Dewey* that "*thought*" is an instrument for solving practical problems, and that truth is not

fixed but changes as problems change. Meaning, “*hands-on, interact and adapt.*” This could happen only when a democratic learning environment is experienced. *Kurt Engel Lewin* in his “*process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.*” His theory is a dynamic balance of forces working in opposing directions such a theory modeled in unfreezing – change – refreeze model that requires prior learning to be rejected and replaced.

### ***Situated Cognition System Theory (SCST)***

The proponents of this theory are *John Seely Brown, Allan Collins and Paul Duguid* emphasize that people’s knowledge is constructed within and linked to the activity, context, and culture in which it was learned. Added to say, “activity in which knowledge is developed and deployed ... not separable or ancillary to learning and cognition... Rather, it is an integral part of what is learned behavior. Situations might be said to co-produce knowledge through activity.”

### ***Systems as System Theory (SST)***

*Ludwig von Bertalanffy* founder and father of General system theory as a general science of wholeness... The meaning of the mystical expression, “*The whole is more than the sum of its parts*” is simply constitutive characteristics that are not explainable from the characteristics of the isolated parts. The characteristics of the complex, therefore, appear as new or emergent. A system theory is a set of things working together as parts of a mechanism or an interconnecting network. So, this system encompasses the school as multifacet perspectives as understood from rational systems, natural systems, open systems, and social systems (*Bozkuş, 2014*) that the school blended according to the demand of “time, space” and circumstances in the borderless society.

### ***Rational System Theory (RST)***

The rational theory lens sees organizations as a machine built to achieve some desired ends. The main purpose is set within the bounds of the organization and prescribe the order to ensure its works in a solid and stable fashion. Utilizing the known to be working, any risk of failure and emergence of undesired outcomes are eliminated (*Insung, 2019*). The assumption is that, if everything stays within the lines of logic, so will the outcomes. Simple and clear VMGs bring the organization (school) in the right direction. Reason dictates the outcomes. The rational theory derives from the bureaucratic structure. The hierarchies of authority, division of labor, work specialization, rules, and regulations structured the behavior within the organization. The position is there and the person designated, appointed, elected is empowered by the position. So, let no one belittle the person in authority because they are empowered by the position.

### ***Natural System Theory (NST)***

Listening to the framework of the naturalist as a system. Goals are meaningful as long as they help the organizations survive. Therefore, the organization may modify or even remove the goals when necessary. Organizations are living (organism) systems consisting of social elements and therefore cannot be used as tools and thrown away when the goals are accomplished. They tend to exist even after no more goals to achieve. Natural systems encompass the human side of organizations, and they reject the dualism that splits people and organizations. Those who are disliked may be alienated. A child craving their needs and wants it's natural but which comes first the needs as made natural.

### ***Individual System Theory (IST)***

Each individual has a different set of needs and beliefs that affect behavior. Unlike organizational expectations, individual needs and expectations are flexible and adaptable to formal roles, and thus they provide room for discretion in behavior. Individuals interpret their roles according to their behavior. Confirming *Clarà, & Barberà, (2014)* to the idea of *Bada and Olusegun, (2015)* claim that social behavior is formed by the interaction of bureaucratic expectations and individual needs. Along with behavior, individual needs and beliefs also form feelings. Social systems have strong links with “the attitudes, perceptions, beliefs, motivations, habits, and expectations of human beings” (*Koh et all, 2015*).

### ***Social System Theory (SST)***

Individual needs and social behavior define the administrative processes as strongly related to the social behavior of individuals within the organizations. Social system theory sided hierarchy of relationship is conventional. Two-component theories are institutional and individual. Each of them has two subcomponents. Institutional roles and role expectations constitute the nomothetic, and individual personality and need dispositions constitute the idiographic dimension of social behavior (Gomez, 2016). Institutions meet specific ends, people achieve purposes, organizational structure assigns roles to people and makes rules to achieve purposes, have norms that are represented as roles that impose specific behavior on individuals, are sanction-bearing positive and negative sanctions to make sure that norms are conformed (Brockett, & Hiemstra, 2018).

### ***Open System Theory (OST)***

From the lens of this open system former rational and, natural system theories described schools as independent of their external environment. Open systems are affected by outer forces as included in the parameter of the teaching-learning environment while being simultaneously dependent (Baraldi, 2017; ttektorB, & artsmeiH, 2018). The main element that distinguishes open systems from the others is the transformation process. It is the process of raw materials (inputs) into products (outputs). The process in between is crucial in the “implementation” of the curriculum (Koh et al, 2015). This would affect the competitiveness of the graduates in the playing field of the working force.

### ***Loose Coupling System Theory (LCST)***

Review of Related Literature and Studies (RRLS) reveals that connections between rules and behaviors and among structural units may not consist of solid lines, and schools have little coordination within the subsystems of the organization, a situation known as loose couple-ing. “The degree of coupling, or interaction, between two systems depends on the activity of the variables which they share.” Thus, if there are few variables to be shared between systems then they are independent of each other. Schools “... did not find many variables in the teacher's world to be shared in the world ...if the variables held in common were unimportant relative to the other variables.”

### ***Cultural System Theory (CST)***

Similar to the emergence of informal organizations, culture emerges from interactions of individuals within a system. As individuals interact, they share values, beliefs, habits and gain an identity as a group. This is a natural outcome of all social systems. Culture is the most visible aspect of organizational life that distinguishes it from others. Culture affects behavior through establishing a commitment to shared norms among individuals. In other words, culture represents the un-written, feeling and set of values, norms, and beliefs of the organization. They have attitudes that stimulate them to act in a favorable fashion. It can be said, “*attitude governs one's mind while culture governs an organized mind.*”

### ***Political System Theory (PST)***

Political was seen from the lens of the Institutional, therefore, organizational. Politics inevitably appear in organizations. Politics is not political and vis-à-vis. Politics emerges from the interaction of authority and power within the organization. The issue comes because of no common consensus. Kill the issue by using the institutional VMGs or Agenda. There are four (4) sources of power in an organization. Formal power originates from the structural system – *legitimate power*; the cultural system produces informal power – *coercive power*; individuals have the power of *expertise* and lastly, in an instance, the weak are using the strong or the unpopular using the popular is *referent power*. Politics is the way on how some individuals use their influence for their interests.

### ***Characteristics of Schools***

In this section, some characteristics of schools that are considered as six basic treats which include the following: (1) *structure*, (2) *culture*, (3) *climate*, (4) *leadership*, (5) *decision-making*, and (6) *relationships among personnel* will be elaborated from the perspective of the social systems theory.

### ***Structure***

The school as a social system has the characteristics of rational, natural, and open systems. Possessing the characteristic as rational system theory is always upheld the supremacy on the organizational structure or flow as a “gate-guard” of all organizational behavior. Trust the flow so be it. It is always based on the tenets of order, law, and protocol.

### ***Climate and Culture Theory***

Climate is about “feeling and behavior,” culture is more focused on “values, beliefs, and assumptions underlying feelings and behavior. Climate represents an organization’s distinguishing characteristics, feeling, and behavior that can be presented with a framework which consists of four essential elements: (1) physical framework is the physical factors of a school like equipment, classrooms, etc.; (2) social framework is the social environment mostly related to the social behavior of individuals within a school – the locale & the inhabitant interaction on the physical plant; and (3) structural framework represents factors such as hierarchy, authority, role, and the line-of-command; and lastly (4) symbolic framework is the parts of culture like beliefs, norms, values categorizes school climate according to disposition to interactions – this would simply mean “School-Image-Building.”

### ***Leadership and Decision-Making Theory***

A leader is need-oriented and in leadership role-based oriented dictates. In decision-making, the leader sees the needs and in the making on decision rules was impede the rules of law prevails. Decision-making theory believed in rational choice allowing everybody equal before the eye of the law.

### ***Relationships of both Theory***

Social organizations like schools are stemmed from interaction among people both within and outside of the organization. Relationships within the school buildings and with the community are essential elements of socialization and have a significant impact on many vital processes. Building and maintaining relationships can be considered as a process by which the President, Vice Presidents, Directors, Deans, Chairperson, program coordinator, and teachers link learning that occurs inside and outside of the building. Since social behavior forms those interactions, its perspective can be useful to some extent in analyzing relationships through the OS.

### ***Experimentalism Thought Theory***

Experimentalist psychologist *Wilhelm Maximilian Wundt* believed that the mind through empirical experiments consciousness could be studied through experimentation and consciousness and other mental phenomena should be the object of study in psychology. He believed that the way to truth is through experiments and empiricism. It is also associated with instrumentalism on the belief that truth should be evaluated based upon its demonstrated usefulness. The basic requirement is the scientific process.

### ***Gestalt Thought Theory***

In the 20<sup>th</sup> century (1912) in Austria and Germany, the “school of thought originated by *Johann Wolfgang von Goethe*, *Max Wertheimer*, *Wolfgang Köhler* and *Kurt Koffka*, *Lewin Kurt*, *Rudolf Arnheim*, and *Hans Wallach* explore and discover the *Gestaltian theory* in the modern German way of thinking that thing has been “placed,” or “put together.” “Form” and “shape” are the usual translations; in psychology, the word is often interpreted as “*pattern*” or “*configuration*.” Gestaltian school of thought looks at the human mind and behavior as a whole. They suggest that we do not simply focus on every small component. The theory holds that the whole of anything is greater than its parts.

## ***TEACHING PROFESSION AND THE CURRICULUM***

The formulation and construction of the curriculum depending on the need of the community. It is the community that dictates and determines the “planned interaction” between the school and the curriculum. The preparedness of the physical and human resources of the school tells the curriculum planner the extent of readiness. Thus, the representation on the community counterpart is indispensable.



## **Curriculum**

The teacher and the School Curriculum play an important role in the ‘playing’ field of the teacher/teaching profession. As curriculum defined “planned interaction” of pupils/learner/student/teaching personnel with instructional content, materials, resources, and processes for evaluating the attainment/program of studies/course of educational objectives. Thus, the following mantra and desiderata are considered below:

### **INSTITUTIONALIZATION – RECOGNITION – INTERNATIONALIZATION AND UniFAST-ZATION**

The recognition of an institution is crucial to the space, time, and circumstances given to the public or private HEIs or TEIs by CHED and other accrediting bodies. The “program of studies” or “curriculum” or “course” of every “college” or “unit department” must be recognized by the Commission-On- Higher Education (CHED). Recognition means “permit to operate” are granted. Likewise, the “Certificate of Recognition” and “Program Compliance” is issued by the Commission-On-Higher Education (CHED) to the compliant institution. These are the roadmap for institutionalization. Compliant to the following areas to wit: (1) governance; (2) faculty; (3) curriculum; (4) student development and services; (5) entrepreneurship and employability; (6) adopt the community program or community extension; (7) research; (8) library; (9) laboratory; and the (10) physical plant are bases for grants & relative thereto.

### **GOVERNANCE**

In this paper, governance is used as a science to govern. In governance, all actions done are institutionalize not personalized. It is an action or process needed in an organized institution through which the will of the people is formulated, carried out, administered, supervised and all members of the governed will follow the authority that resides or emanates from them. All are documented as a protocol. Meaning, internal and external organizational behavior or action made by the institution conform to their specific job description in the placement of designation or appointment. As a rule, the following mantra and desiderata must be followed and observed:

#### ***Administrative organization***

The provisions herein are citing CHED MEMO No. 42, s. 2016 that an educational institution should have a governing body that will be responsible for formulating the general policies of the institution (*Board of Trustees – Chairman is the Mayor the local chief executive; then representative from the following: School – the President who is the vice-chairman; Chairman of the Education Committee – representing the Sangguniang Bayan member; a representative from the Industry, Company, & Business Sectors; a representative from the Faculty and Staff – their president; a representative from the Alumni – their president; a representative from the supreme council of student – their president; a representative from the Education sector and not limited thereto*). The policies of the Board of Trustees should be implemented through a sufficient number of regular appointed and qualified officials (Sufficient number means at least 25% and visible increase in number little by little – qualified officials means that at least position and rank must be vertically aligned or articulated).

#### ***Academic administration CMO NO 38 S 2017***

The academic personnel (VPAA, Deans, Area Heads, Support Services, and Faculty) should be academically qualified. The dean must be preferably Ph.D. in its articulated discipline; none of this, the allied degree will do. With at least (5) five-year administrative relevant experience. For faculty at least Master degree. They passed the FSB (Faculty Selection Board). Those who are teaching the Professional Regulation Commission courses must have an updated license holder.

#### ***Administrative non-academic personnel***

The Administration should be supported by the adequate staff of qualified non-academic personnel with the designation. This would mean Personnel Selection Board (PSB) was established within the institution and institutionalized upon approval made by the Civil Service Commission (CSC) guarded by the approved Quality Standard (QS).

#### ***Financial Management (FINANCE, CASH, BUDGET, ACCOUNTING OFFICE-FCBAO)***

The fiscal administration of the institutions should be well-organized and managed by qualified and competent personnel. They passed the Personnel Selection Board (PSB). Appointment and designation must be clear. The preferred program of studies in the frontline is Bachelor of Science in

Business Administration or Bachelor of Science of Commerce and other related courses of FCBAO. Frontline services must be defined in the FCBAO Manual and the structural organization to avoid the overlapping of functions. All documents must be in-tacked ready and available for the communication audit. Relevant documents relative to the financial matters must be treated as classified and highly confidential.

### ***Supply Management (PROCUREMENT, INVENTORY CONTROL)***

The Supply Management Center includes the listing of the total requirements of the institution as well as inventories and distribution of materials as specified to the entirety of the documents. The Input – thruput – output on documentation must be observable. The roadmap track must be available. And all document is ready for the communication audit for the interested party authorized by law. The approved AIP (Annual Investment Plan) should be the bases for the PPMP (Program Procurement Management Plan) then, when approved it will be based on the (PR) Purchase Request and the PO (Purchase Order) as soon as approved the delivery receipt and other relative documents shall serve as evidence. Manual and the Organizational structure must be ready and available at all times.

### ***Records Management Center -RMC***

Record Management Center (RMC) is the system used to control an organization's records from the creation of the record until the record is archived or destroyed. It is advisable that the institution must have its own Quality Assurance Management Center (QuAMC) is responsible for RMC handling, securing, and monitoring institutional quality output or return of their collegial and institutional services as central to all communication audit necessary for immediate retrieval of the system. Likewise, recording management archives or banking are primary sources of the information to be “data mine.” The file from the areas of immediate concern such as governance; faculty; curriculum; student development and services; entrepreneurship and employability; adopt the community program; research; library; laboratories and physical plant are made available for immediate/ready at all sort for “communication audit “and other relative services such as planning and research.

***Institutional Planning and Development Center– IPDC*** [ched.gov.ph](http://ched.gov.ph) › [wp-content › uploads › 2017/08 › CHED-Strategic-Planning](#); [www.scribd.com](http://www.scribd.com) › [document › CHED-Strategic-Plan-2017-2022-as-o](#).

Institutional planning and development require concern for and attention to the following: The Vision, Mission, Goals (VMGs) and Objectives of the school, awareness of national, regional, and local needs. The short, medium, and long-range planning and development prepared by the educational institution on the basis of its felt needs and the resources available or likely to be available, with a view to improving the school program and school practices. There is a need for adequate allocation of resources, participation of the whole academic community in the planning process formal documentation of all plans and the progress of implementation for periodic review and updating, and the appointment and supervision of an institutional officer who shall be responsible for the coordination of the planning activity.

### ***Linkages and Networking***

*LN RA No. 11448; CMO No. 55, s. 2016; www.slideshare.net › kyutipatuti › ed10-linkages-and-networking;*

The institution has an official responsible for linkages and networking. Qualified and eligible personnel in manning the center is commendable. At least the personnel assigned has a background in research. Handling and managing data are superficial. Data-collecting and gathering are crucial. These should be the basis for any decision-making. Therefore, at least a master of arts or science is required academic discipline however, Ph.D. or any allied doctorate degree is preferable. Relevant experience, “merit and fitness” is highly demanded in the office. The effectiveness and efficiency in handling “data” is a time bomb of the institution. Public relations are highly demanded in a criterion for administrative excellence and expand on institutional linkages and networking. Institutional building images on the assigned officer are magnanimous. Generating resources capability and promoting employability is the centrality of the VMGs (Vision, Mission, and Goals) of the center.

## ***BECOMING A GLOCAL TEACHER –FACULTY OF ACADEME***

(MC17s2013; CMO No. 40, s. 2008; CMO No.30, s.2009; CMO No.52, s.2007; CSC MC No. 10, s.2012; CMO No. 69, s. 2017; E.O. No. 292, Bk No. V, Title 1-A, Chap 5 Sec 22 (3); CMO No.103, s. 2017

Academic Qualification and Teaching Experiences are demandable (CHED MEMO No. 52, s. 2007; art II, par., A-E) to a Globally (Global & Local) enterprise knowledge. The faculty member in the TEIs/HEIs shall maintain 100% MA's of the faculty teaching in the teacher education program as full-time and must have an updated License in the teaching profession. Certificate of Program Development (CPD) must be progressive. The teaching load shall be as follows: (1) not assigned more than two (2) different subjects within a semester; (2) may be assigned an overload; (3) aggregate teaching load is 30 units (inclusive of overload and teaching loads in other schools), and (4) Teaching load per day should not exceed six (6) hours. Likewise, the institution must have a system to support faculty development (stated in the Manual). It should require the faculty members to (1) Doctoral degrees in education and other allied fields; (2) Attend continuing education seminars, workshops, conferences, and others; (3) Undertake research activities involving community development and publish research outputs in refereed publications; and (4) give lectures and present papers in local/national/international conferences, symposia, and seminars. The TEIs/HEIs must provide opportunities and incentives such as (1) Tuition subsidy; (2) Study leave with pay; (3) deloading to carry out research activities; (4) Research grants; (5) Travel grants for academic development activities such as special skills training and attendance in local, national and international conferences, symposia and seminars and (6) Awards, recognition, and merit economic incentives awards.

#### **RECRUITMENT AND SELECTION (RS)**

The publication of vacancies is mandatory to RA No. 7041 otherwise known as the “*publication law*,” which requires that vacancies in the government service should first be announced to the public before they will be filled – up to provide transparency and promote equal opportunity in hiring personnel. Its implementation is lodged with the agencies (as needed) and the civil service commission (CSC). The announcement of vacancies should include the following: 1) position title; 2) item number; 3) full qualification standards, 4) and job description of work and the corresponding station. In the recruitment, selection, and hiring of faculty, the minimum requirements of the CSC and the University/college criteria/standards are taken into consideration (the approved submitted Quality Standard).

#### **RANKING, PROMOTION, TENURE, and SEPARATION (RPTS)**

A college should have a well-defined system of ranking, promotion, tenure, and separation provisions which is clearly described in the Faculty Handbook/Manual or University/College Code. Criteria for ranking, promotion, tenure, and separation including the point system must conform to the approved Civil Service Commission – ALCU rating form. A written notice of any change or retention of status and relative provisions for the faculty members before the end of the probationary period (at least six months) must be informed.

#### **FACULTY LOADING (FL)**

The teaching load of faculty members is governed by the institutional policies following the requirements of the Commission on Higher Education in terms of the following: (1) Academic Qualifications – at least MA in its vertically articulated discipline (evidence needed-CHED, Certificate of Authentic Verification – CAV) ; (2) Field of Specialization – baccalaureate graduation is aligned to the graduate program(evidence needed-CHED, CAV); (3) Number of Preparations – at least two (2) preparation (evidence needed-load report); (4) Number of Units of Teaching Loads – institutional maximum 30 units(evidence needed-load report); (5) Administrative Support – scholarships, grants, fellows & academic upliftment (evidence needed-transmitted report to the CHED); and (6) Twenty-One (21) units to the full-time employment and nine (9) units for the part-time outside to the full-time employment to a total of thirty (30) units (evidence needed-load report).

#### **PROFESSIONAL PERFORMANCE AND SCHOLARLY WORK (PPSW)**

The University/College faculty members' research capability vis-à-vis responsiveness to the community needs. Thus, faculty members are to demonstrate their' productive contribution to the community through relevant research studies, publication/ forum/dialogue/fellowship on research outputs, and development of community counterpart partners. All teaching and non-teaching personnel in the institution are encouraged to come up with an IPR (Intellectual Property Rights) in order to belong to the intellectual community, rose from the rank, increase the salary, and be cited in the intellectual community/forum/IPR/RRLS.

### ***PERFORMANCE EVALUATION (PE)***

There should be a regular performance evaluation of faculty using the standardized instrument duly understood by the faculty that includes teaching competencies, research, and community involvement. For the Major Final Output (MFO-1) – Academic leadership, Management, and operation; (MFO-2) – Curriculum Development; (MFO-3) – linkages with relevant industry, businesses, company with other entities; (MFO-4) – student academic evaluation; (MFO-5) – classroom instruction/teaching; (MFO-6) – scholarly work and academic pursuit; (MFO-7) – Student support services; (MFO-8) – Submission of reports; (MFO-9) – administrative services and support operation. For the office and individual performance evaluation, the Civil Service Commission provides the OPCR (Office Performance Commitment Report) and the IPCR (Individual Performance Commitment Report) tool kit for the evaluation. However, the evidence needed in the institutional performance evaluation tool kit may be designed to include the following: (1) student; (2) peer; (3) superior; and (4) self-evaluation tool.

### ***FACULTY DEVELOPMENT PROGRAM (FDP)***

The FDP of a college should have a long-term FDP which takes into account provisions for scholarships, leaves of absence, research grants, seminars and training, and other activities relative to professional growth and advancement. Faculty members must have affiliation in professional organizations and must actively participate in regular and special faculty development programs and assemblies. Faculty are encouraged to engage on the HEIs or TEIs National Higher Education Research Agenda (NHERA) forum for instructional development. Evidence needed is the faculty development plan.

### ***FACULTY RELATIONSHIPS***

A college should have an atmosphere of professionalism, camaraderie, congeniality, and intelligence sharing. Satisfactory relationships should exist among faculty members or between and among faculty members, administrators, students, and other sectors of the community platforms. It is advisable that the Faculty and Staff association must be stronger enough to foster and promote camaraderie through sports, socio-cultural activities, and other relative activities. Collaborative authorship on instructional materials and research to be socially engaged and pursue the intellectual property.

### ***SALARIES AND BENEFITS***

The HEIs / TEIs Institution should introduce measures and policies to enhance the compensation package of all personnel. A compensation that becomes attractive to the teaching and non-teaching personnel so as to package the entire “Personnel Development Plan.” The salary and benefits received by the teaching and non-teaching personnel must be always in accordance with the labor laws, civil service provisions, and other relative laws to the government as an employer and employee relationship. To keep the assets, gyms, and jewels of the HEIs / TEIs through personnel capability, salary and benefits must be enticing enough to get the human pool in the organization. The compensation package will become the magnet on the “capability building” of the human resources in the organization.

### ***BECOMING A PROFESSIONAL TEACHER AND THE CURRICULUM***

The school (Institutionalization) and a college must provide some types of recognition to reward faculty who have rendered long, efficient, and devoted service to the college, by having a system of financing and promotional advancement for the faculty. Performing faculty deserve to be rewarded in the form of economic incentives packages or scholarship grants to foster quality and affordable education. The curriculum design by the institution once it was institutionalized is within the breadth and dimension of the community counterpart. Total representation of the company, business, and industry counterpart must not be discounted during the deliberation on curriculum making and construction. Make the curriculum as a “menu” in the community partners and counterparts to promote employability.

### ***PROGRAM OF STUDIES***

The program of studies required and implemented by the college should meet prescribed standards. It can be the curriculum required seen in the prospectus. The program of studies should provide for a curriculum with clear-cut goals for human and national development and for practical experience directly related to the professional role being prepared. Provisions should be made for a planned periodic reassessment of the curriculum in which both “faculty and students” should be involved. The reason for this is the “specialization” on the program of studies to be delivered by the school. It is true that everybody can teach as a person but not as a teacher and as a professional. Let it be the eye-opener to all

HEIs/TEIs offering the program of studies. Evidence needed is received/approved curriculum by the CHED and the ready reference OBTLP (Outcomes-based Teaching-Learning Plan) for implementation.

### ***INSTRUCTIONAL PROCEDURES***

The methods used in imparting instruction are employed with a view of guiding the student's self-realization through the development of his analytical and critical judgments and the stimulation of his social awareness. They are adapted to the subject matter, situational needs, and individual differences, and are conducted on a collegiate level. A variety of instructional procedures is normally be expected, such as lectures, team-teaching, group techniques, etc. The college/university should make judicious use of a number of teaching devices, such as audio-visual aids, modern multimedia infrastructure through Computer-Aided Instruction (CAI) that can facilitate information technology, etc. The google classroom can help a lot having one server of many Smart K-TV monitor in the classroom. Increase the WIFI dedicated area or spot. Evidence needed Physical Plant roadmap and budget.

### ***CLASSROOM MANAGEMENT***

Conducive effective classroom instruction is carefully observed. Measures be undertaken to ensure the punctual attendance of faculty in their scheduled classes (synchronous or asynchronous). Student absences should not exceed the required number specified by the institution (see the approved student, faculty & administrative manual). Records of these absences should be kept for future reference (through the beadle a copy of which is available to the student services). Overcrowding of classrooms should be avoided (including virtual). The number of students should be appropriate to the size and acoustics of the room (1.5 sq. m. for each student). Proper discipline should be maintained both synchronous and asynchronous. The classroom atmosphere should be conducive to learning. E.g. while the teacher "facilitating" the learning encounter of the student must not disrupt by "chewing" foods/gums/etc.; often standing and going out; generally, disrupting the holiness of the classroom (included virtual). In other words, high respect for the given "time, space" and presence of everybody during the learning process.

### ***ASSESSMENT OF THE ACADEMIC PERFORMANCE***

Students' response to instruction should be evaluated according to the procedures which ensure just appraisal of student performance. Individual differences (the exceptional, the slow but persevering student) should be considered. Graphs should be drawn-up showing percentages of promotions and failures. Students as the recipient party for the quality education must be informed regarding their instructional or classroom or academic performances. The teacher concerned must design several or different mechanics/tools/ machinery in assessment or evaluation to determine the progress of the learning and how much percentage achieve on the given or set objectives for learning. In order not to prejudice the interest of the student, the institution must design the institutional tool or mechanism to evaluate or assess the performance of the student independent of the professor.

### ***SUPPORT FOR EFFECTIVE INSTRUCTION***

Supervision of instruction should include such practical measures as a requirement of syllabi, visits to classes, informal dialogues with faculty and students, evaluation of tests, and examinations (both of questions and of the manner of correcting papers). The faculty should be encouraged to join seminars, educational associations, and to experiment were viable and feasible with new approaches in teaching. Documents needed are the following input-process-output: (1) medical-dental services; (2) cafeteria/canteen and development services; (3) AVR and other amenities; (4) library; (5) laboratory; (6) Research and Instructional, Publication, and Reproduction center; (7), etc... Relevant papers such as: (1) approved communication of doing such purpose; (2) program design or program of activities; (3) budget of the said purpose; and lastly (4) documentation or relevant picture as an exhibit in achieving such purpose.

### ***COUNSELING, CURRICULAR, CO-CURRICULAR & EXTRACURRICULAR ACTIVITIES***

The students should be oriented on the availability of academic guidance and counseling. The person in charge of academic counseling is available to the students for consultation. Personnel in-charged must be Curricular, Co-curricular, and Extra-curricular activities "engaged." It should be given a proportionate role in the overall academic program. A well-rounded student personality should result from participation in such a program. The institution may be able to build up its own image through these activities. Evidence needed are the; Input (Communication – permit), thru-put (how it was done –

mechanics), and Output (documentation – received documents and pictures). See to it that feedback mechanism tool must be prepared as a sort of assessment and evaluation.

### ***MECHANISM FOR MONITORING AND REVIEW OF CURRICULUM***

The Academic Administrator should exercise sound judgment in the development and management of the curriculum. Periodic conferences with the Directors, Deans, heads, faculty, and students should be held. Management Conference (ManCom) must be regularly done as a sort of follow-upping and feed-backing the weekly planned activity. The academic deans, the chairperson must conduct the regular assessment or evaluation of the offered program of studies according to its validity and reliability as far as their feasibility of the program of studies within the nearby environment and the community it may serve. Evidence needed is the tactical plan that implements the short, medium, and long-range plan.

### ***GRADUATION REQUIREMENTS***

Information regarding requirements for graduation should be provided to all students at the start. Assessment and evaluation of the academic performance of the learner must be done ahead of time and space as necessary. Review the curriculum through its prospectus followed by the allege graduating students. Revisit the approved student handbook/manual for graduation requirements.

### ***STUDENT DEVELOPMENT AND SERVICES***

*(RA No 9155; CMO No 09, s. 2013; Art VIII, sec18-23; DO No 277 s.2008; DO No. 13, s.2017)*

#### ***ADMINISTRATION AND SUPERVISION***

The institution's program of student services should clearly reflect the purposes and objectives of the HEIs/TEIs. It should be supported by the needed physical facilities and adequate financial resources to meet its objectives. Lines of administrative relationship and cooperation should be clearly shown. Its objectives and program of activities and services should be known and accepted by the administration, faculty, parents, students, alumni, and counterpart partners in the community. The office should be manned by qualified personnel whose qualification must be at least a master of science/arts related to law or government/public administration and services align to his/her baccalaureate degree. A relevant experience must be at stake especially it is dealing with laws, rules, regulations, and policies to be implemented.

***ADMISSION*** *(CMO No 09, s. 2013; Art IX, sec 24; CMO No. 52, s. 2007; sec 7)*

The admission program of a college or university should provide proper selection and direction of prospective students. The institution has always had the prerogative to establish its own quality standard approved by the Board of Trustees (BOT). Policies and practices should clearly reflect the objectives of the institution and meet the government regulations. Through the established admission criteria, the institution should be able to select and classify applicants who show a reasonable chance for success in the different courses that they have chosen. However, extra care is being handled by the administration on the ground that ***"NO ONE LEFT BEHIND."*** The free access to quality tertiary education on the President Duterte Administration made the Filipino community truly be the community counterpart partner on the ***"education for all."***

***GUIDANCE PROGRAM AND SERVICES*** *CMO No 09, s. 2013; Art VII, sec 14,15*

The college should have a program designed to orient new students as well as to reorient old students to the vision, mission, goals, philosophy, and characteristic values of the particular institution. This program, which could be concentrated into a few days prior to the beginning of regular course work, or extended for a longer period, should include general class lectures, group and individual conferences, and social activities. The effectiveness of an orientation program is measured by the degree to which students are able to acquire or assimilate the necessary knowledge about the school. The purpose is to align the Institutional VMGs into the personal VMGs of the student to prepare him/her in the new learning environment as his/her second home.

***STUDENT DEVELOPMENT PROGRAM*** *CMO No 09, s. 2013; Art VII, sec 13-16*

In order to have holistic development of the students, the institution should provide programs pertaining to socio-cultural and sports development. LUCs must help harness in preserving, protecting, and promoting locally established culture, arts, and sports during fiestas and special occasions in the locality. The community-based curriculum should have addressed the culture, arts, and development within the community.

**STUDENT ORGANIZATIONS AND ACTIVITIES** *ched.gov.ph > wp-content > uploads > 2017/10 > CMO-No.09-s2013; ched.gov.ph > sites > 2019/04 > SAS-Evaluation-Report-April-24-2019*

The institution provides a variety of suitable curricular, co-curricular, and extra-curricular activities contributory to student development and supportive of the institution's objectives. The co-curricular programs are well-organized and directed by competent staff including qualified faculty. Students are encouraged to take advantage of such activities that would contribute to the development of their talents, skills and potential. Programs and activities are evaluated so as to determine their effectiveness in promoting student development. Evidence-based needed are the available input-thruput-output process and documentation. Manual, school calendar structural organization, and other relative primary and secondary sources of information that the student may be informed of must be ready and available at all times.

**STUDENT ASSISTANCE PROGRAM** *CMO No 09, s. 2013; Art IX, sec25*

The institution should have student assistance programs like scholarships or grants. The scholarship should provide students privileges such as monthly stipend, book allowance, uniform allowance, and board and lodging. Likewise, there should have clear policies and guidelines in the selection and retention of academic scholars and grantees. Evidence needed is stipulated in the student, teaching, and non-teaching personnel manual. However, it should not be limited thereto.

**SPECIALIZED STUDENT SERVICES WITH MULTI-FAITH SERVICES**

*CMO No 09, s. 2013; Art IX, sec30*

The institution should guarantee the effective delivery of specialized students services such as Medical, Dental and Health Services, Food Services and Information and Communication Technology Services. Likewise, transportation and board and lodging services. If the institution is fortunate enough to avail the support granted from the government and the non-governmental organization other relative needs for schooling must be provided by the school as best practice.

**ALUMNI RELATIONS, SAFETY, AND SECURITY SERVICES** *CMO No 09, s. 2013; Art IX, sec28*

The influence of the college/university extends beyond its walls through its alumni. The alumni are formally organized and the institution has designated person(s) responsible for alumni relations. The objectives of the alumni association are clear and well-disseminated. The association has a specific role in the general program of the institution and services are available to alumni through a distinct alumni office. Manual are approved by the BOT for its support services and development inline to the institutional VMGs. Registered by the Security and Exchange Commission (SEC) or maybe Registered by the Cooperative Development Authority (CDA) for their independent action to the administration. Evidence needed is the profile and tracer of its graduates. Program of activities, services and development engaged.

**ENTREPRENEURIALSHIP AND EMPLOYABILITY** *CMO No 09, s. 2013; Art VII, sec16 (Involvement of Industry in Curriculum Development and Planning /Practitioners in the Teaching Process.)*

The involvement of the community counterpart, business, company, and industry in curriculum development and planning is important in the employability of the graduates. Course offerings should be relevant to the needs of the community counterpart, business, company, and industry. Practitioners should be involved in the teaching-learning process in the same way practicum students are handled by professionals competent in their respective fields. In other word encourage the hiring and employment of the "expert" or "practitioner" on the "specialized" field for teaching to "share" or "impart" counterpart learned state-of-the-art facilities.

**ON-THE-JOB-TRAINING**

The college/university and the partner training institutions should have a good working relationship to assure the success of the training program. The Ordinance if not the Memorandum of Understanding or Agreement withheld the bilateral or unilateral relationship of the school and the community counterpart partners. It should be clear and transparent in the On-the-Job-training Manual. There should be responsible office and qualified personnel to take-care the duty, responsibility, and obligation in the running of the machinery in the said office. The qualification of the DSAS is the same as true to the OJT Director.

**RESOURCE SHARING BETWEEN SCHOOL AND INDUSTRY**

Facilities and equipment should be shared between the school and the industry. As partners and strengthened by the Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA)



cemented by mutual relationship both must extend the corporate social responsibility. In the instance that the community counterpart partner needs the school facilities and relative thereto for the use of the community counterpart partner it should be made available for the purpose. Likewise, if the institution needs their expertise and the state-of-the-art technology or multimedia facilities may not be refused. The resource sharing made by the institution to their community counterpart partner may increase the capability of both. Best practice for the LUCs & SUCs all human and physical resources owned, controlled, managed and supervised by the national and local government must be utilized for purposes of enhancing, enriching, and augmenting the academic need of the institution. The document needed is Municipal Ordinance.

#### ***LCU-LGU INDUSTRY PARTNERSHIP FOR JOB PLACEMENT AND EMPLOYMENT***

There is a need for an office to coordinate this activity and help graduates identify possible employment opportunities in coordination with LGU agencies. Best practices to this aspect are that during the issuance of their business permit they are told about their corporate social responsibility on the locality where their industry or company is established. They are given an approved ordinance regarding the “power-sharing” on the seventy percent (70%) of their employment must be coming from the locality where their industry or company was established. Priority of which shall be given to the local graduates on the community college-owned, controlled, managed, and supervised by the local government unit.

#### ***CONTINUOUS/EMPLOYER PROJECT COORDINATOR***

There is a need for continuous search of industry partners for on-the-job training of the students and future placement of graduates. Strong Linkages and Networking Office is commendable in order to build up a strong relationship to community counterpart partners. The development roadmap must be known by the Linkages and Networking Director to ensure the proactive socio-economic and socio-cultural development legislation must be anchored on the need of the community counterpart partner

#### ***ENTREPRENEURSHIP CMO No 09, s. 2013; Art VII, sec16***

Students are entrepreneurially motivated, thus, the infusion of Entrepreneurship courses across disciplines is needed. It aims to prepare and enhance students’ entrepreneurial capabilities to produce graduates who are knowledgeable in identifying opportunities, developing and preparing business plans and actually starting and managing a business. This cannot be limited only to business world. It can be done also in the college of education. Typical to it is the opening of a cultural and sports clinic in the community. Tutorial, mentoring, coaching, and other form or relative thereto.

#### ***ADOPT THE COMMUNITY PROGRAM/COMMUNITY EXTENSION***

*ched.gov.ph > wp-content > uploads > 2017/10 > CMO-52-s.-2016.pdf;*  
*ched.gov.ph > wp-content > uploads > 2017/10 > CMO-No.60-s2006.pdf;*  
*ched.gov.ph > 2018/11 > 2018-National-Inventors-Week\_Presentation.pdf*

Community involvement is a basic and all-pervasive aspect of a university or college education. This is true, most especially in a developing country like the Philippines, where community involvement may be equated to the total efforts whereby the college or university relates itself to national, regional, and local imperatives of development. The extension aims at initiating, catalyzing, and sustaining the development of various communities using their own professional and cultural expertise and available physical resources (Cramp, et al 2016). A university or college that is involved in the community actually enhances its dignity and integrity extends its identity beyond its walls and achieves a larger goal. In the attainment of this goal, it should provide services generated through research and technical studies for community adoption which will involve the institutions' various units. LCUs are mandated to plan, organize and conduct extension and community development work sustainable.

#### ***RELATIONSHIP WITH THE COMMUNITY***

The University/College maintains harmonious relationships with the various sectors of the community. Its educational VMGs, objectives, philosophy, programs and services should be made known. It should share its resources with the community. The institution’s commitment to community service and development should be expressed in programs, projects, and activities, which are well planned, organized, implemented, evaluated, and supported by the school and other available resources inside and outside the institutional capability. Meaning, more than the availability of money, effort, and time human investment is made indispensable.



## **THE TEACHER AND THE GLOCAL ROAD MAP ON RESEARCH**

*ched.gov.ph > wp-content > uploads > 2017/11 > NHERA-2;*

*ched.gov.ph > uploads > 2017/10 > CMO-no.-03-s.-2015.pdf;*

*ched.gov.ph > research-development-extension;*

*ched.gov.ph > wp-content > uploads > 2017/10 > CMO-52-s.-2016.pdf*

This material looks at research as the systematic investigation of sources in order to establish facts and reach new findings and conclusions. Thus, the following mantra and desiderata are needed below:

### **PRIORITIES AND RELEVANCE**

The Institutional Research and Development Center (IRDC) should be managed by a Director and staff who are educationally qualified (at least a Master's degree with a thesis background) and competent. However, a doctorate degree is most preferable. The program should be relevant to the priorities and needs of the institution. As to the relevance of the research agenda, it must conform to the National Higher Education Research Agenda (NHERA). Likewise, it will be "fit and meritorious" in the part of the HEIs or TEIs research agenda.

### **FUNDING, INSTITUTIONAL SUPPORT, AND OTHER RESOURCES**

A specified budget for research should be allotted. The institution must allot or apportion the equivalent percentage (10% discretion) on the gross income of the entire population in support or finance the intended institutional research and development. Besides the institutional initiative done it should and must harness her own capability to capacitate her research institute open to the outside research grants and funding. Evidence needed is the Linkages and Networking of research to other research counterpart partners to the different industries, companies, businesses, and other agencies to "share our resources" and capacitate to one another.

### **QUALITY OF RESEARCH OUTPUT**

To ensure that researches are of good quality, it should follow the institutional guidelines and format. Approved Institutional Research and Development Manual made by the BOT is necessary to capacitate the working machinery of the center. The Director must be grounded by research with associate personnel. Besides, he/she is a *doctor or master* in his/her vertically articulated profession, he/she is also a practitioner. He/she engaged on the local, national and international research forum. *Engaged on a refereed publishable paper and other relative paper publications.* In the local setting, he/she is proactively engaging research material for development.

### **PUBLICATION, DISSEMINATION, AND UTILIZATION**

Before the research results are disseminated, they should be reviewed by a panel. The panel of academe must be at least within their own forty. They have the right to set down and be a panel of academe for the refinement of the paper and scholastically engaged on the "*research problem.*" As much as possible a doctor by profession is preferable. However, if there is no availability of the said profession, a Master of Arts or Master of Science aligns to their field of specialization well do. Measures are taken to ensure integrity in research. The institution must design a mechanism that will protect the Intellectual Property Right (IPR) of the author or the writer. The publication, dissemination, and utilization of their respective output author must be informed in writing.

### **IMPACT OF RESEARCH ON COMMUNITY DEVELOPMENT**

Evidence to improve the community is a consideration that should be fully documented. The Input-thruput-output process must be rigorously documented as evidence for the claim. See to it that the less fortunate or underprivileged community must deserve to be the counterpart partner. The most indigenous ingenuity development to meet the needs of the populace in the area is of great value. The reinventiveness, innovativeness and reengineering tactical know-how of the "institutional wisdom" of the school is creditably honored.

### **SLCU RESEARCH ARM OF LOCAL GOVERNMENT UNIT**

Evidence of research trust/ project of the State & Local Colleges and Universities (SLCU's) aligned to the Local Government Unit's priorities. This has something to do with the "translation" of the VMGs, objectives, philosophy, and core values of the institution and the Local Government Unit. The conduit effort made by the Research Institute of the LGUs and the Institution all together hand in hand

working for the “validity and reliability” on the identified concern and response for the credible decision-making made by the authorized offices. So, research should be the forerunner of the said decision.

#### ***LUC RESEARCH AND DEVELOPMENT PROVIDER OF INDUSTRY***

The reason for this is because the LCU are community – based created institution, there existence is according to the needs of the community. The community counterpart partners are closely engaged within the academe because the program of studies or curriculum or courses offered in the institution comes from the businesses, company, industry, and community counterpart partner. To whom the led man in their “presence in the area” are coming from the school or the institution. Therefore, the culture of research environment in the academe must be established so as to meet the need of the community counterpart partners.

#### ***TEACHING PROFESSION AND THE LIBRARY HOLDINGS***

The library is the reservoir of intellectual property rights. Evaluative materials to measure contribution of the research to the industry must be provided. The Library is of paramount importance to the students and faculty. Researches made by the students and personnel shall be made available. Intellectual property rights must be the greatest concern protecting the rights of the author. It is an essential source of intellectual advancement in an institution. Inline, with the VMGs, goals, philosophy, and core values of the institution, it should endeavor to meet the needs of all its patrons by providing an adequate, well-selected and well-organized library holdings and collection to support the curricula and programs of studies. Every subject at least must have five (5) copies of the library holdings. eLibrary holdings are indispensable. A faculty-library committee should serve as the main channel of communication between the library and its users. It should work toward the continued development and improvement of library resources and services.

#### ***HOLDINGS***

The library holdings should be adequate to meet the curricula, instructional, research and recreational needs of its clientele. The collection should consist of, but should not be limited to up-to-date and relevant books, serials, pamphlets, documents, and non-print materials. Multiple copies of frequently used materials should be provided. In a matter of reserve books, a provision of at least one copy per 30 students is deemed sufficient. However, high magnitude level on the library holdings is enough.

#### ***BUDGET***

The head/chief librarian should prepare advance and projected annual budget plan covered by the Annual Investment Plan (AIP), Project Procurement Management Plan (PPMP), and followed by the Purchase Request (PR) and Purchase Order (PO). In the process he/she should justify all library needs and apportion expected revenues according to these needs. He should also justify and, upon approval, administer the library budget in accordance with the fiscal policies and procedures. Adequate funds should be allocated for the maintenance and administration of the library. All library fees should be used solely for library purposes. Other ways of augmenting the library financial resources of the library should be explored. These include securing endowments and donations and participating in exchange programs and consortia or cooperative projects.

#### ***PHYSICAL SET-UP***

The university/college should provide a library that has adequate space and appropriate facilities, and is accessible to the students and faculty. It should be strategically planned and functionally designed to allow for future rearrangement and expansion. A separate library building for a university would be ideal. Separate library facilities such as (1) Audio Visual Room (AVR); (2) Audio Room; (3) Visual Room; (4) theatre; and other relative amenities on the library holdings and facilities should be provided separately to the books, journals, magazines and relative thereto on the separate building.

#### ***SPACE REQUIREMENTS***

The library should have adequate space to accommodate the reading and research needs of users, and to house the growing collection. It should likewise provide space for a suitable work area for special serviced and for proper shelving and storage. The reading room should have a seating capacity of not less than 10% of the total enrollment computed at 1.6 sq. per reader. Allowance for an increase in enrollment should be considered. Shelving space should be adequate. The shelves should generally not be more than 2.12, meter-high with ample space in between for free access to the collection. Allowance for the growth

of the collection should be provided. Space provisions for special services such as photocopying, exhibits, and displays should be adequate (250watts illumination).

***PHYSICAL PROVISIONS FOR READING COMFORT*** (<https://www.noao.edu> > *QLTkit* > *Safety* > *Light Levels outdoor +indoor*)

Provisions to encourage the maximum use of the library and to enhance the users' reading convenience should be made. The library should be adequately well lighted which illumination passed the International Standard Operation (ISO), properly ventilated suited for quiet reading. It should be aesthetically attractive and properly maintained (250 Watts illumination (*Lux, Lumen/m<sup>2</sup>*)).

***SAFETY AND SECURITY CONTROL*** CMO No 09, s. 2013; Art IX, sec28

Safety and Security Control measures for safeguarding the library and library holdings should be carefully planned and implemented. Sanitation and hygiene must be upheld with utmost care. Preventive measure plan must be conventionally posted to the most visible area in the library. Likewise, blueprint of the library must be made available anytime for purposes of emergency reasons. Fire-fighting gadgets and facilities must be made visible and available.

***LABORATORY FACILITIES & TECH*** (CHED MEMO NO. 52, s. 2007; Art II, sec. 4 par. C)

Laboratories are essential parts of the curricular programs of an institution. These include not just the space but also the supplies and equipment. However, for best practice of the institution they may utilized the community as their learning laboratory provided that the state-of-the-art cannot be made available sophisticatedly inside the school. E.g. the dome, covered court, etc. Science rooms should be spacious, well ventilated, well-lighted, and safe. Furniture arrangement should not be obstructive to traffic and facilities should be readily available when needed provisions for appropriate demonstration and exhibits. Special laboratories adequately equipped to meet the needs of science courses in Biology, Zoology, Botany, Chemistry, Physics, Computer Studies, Engineering, CISCO, relative multimedia infrastructure and etc. The laboratories provided are in accordance to the needed program of studies or curriculum or course offered by the institution. It should now include interactive eLibrary Web page. Provisions should be made to include integrated library system which offers On-Line Public Access, etc. However, this should not be a replacement to the hard-collection on the library holdings.

***SAFETY AND SECURITY***

Since laboratory is a potential area for accidents and fires due to certain equipment and heat sources, a regular monthly, safety check-up is needed. Safety check-up include removal of possible causes of accidents and provisions of fire-fighting equipment like fire extinguishers and fire hoses. First-aid facilities should be available for immediate use and they are available in a kit. For purposes of safety and security Building and Occupancy Permit Requirements from the Office of the Building Officials and the Fire and Safety Office Certificates are issued in accordance to the PNBC. Evidence needed are made visible in the form of posting needed government requirements for the total operation of the businesses in the area made available. However, potable water for drinking must be available and for handwashing. Thermal scanner, alcohol and sanitizer must be mounted on the specified area for virus quarantine.

***MAINTENANCE AND IMPROVEMENT***

The colleges should continuously maintain the laboratories and equipment in good condition. Sustainability is always the almanac in institutional practice. It must adapt to changes and developments in education and provide for expansion of facilities and acquisition of equipment, apparatuses, and required supplies. Laboratory assistants or technicians are indispensable members of the laboratory staff. They relieve the subject professors from routine maintenance, up keep and record-keeping chores, and other minor laboratory requirements.

***SPECIAL PROVISIONS***

Special consideration should be given to any specific provision for scientific work in accordance with the specific objectives of the institution. These provisions may include research facilities, science libraries, etc. Certain courses require specific equipment and supplies. For Commerce or Business Administration, for example, there should be adequate office machines, filing and indexing equipment and office forms. For Teacher Education, there should be a multi-media center for the reproduction of appropriate teaching materials and aids, especially those required for field study and student teaching. For Food Technology, there should be cold or hot kitchen where students are taught culinary skills. For Housekeeping, there should be a housekeeping laboratory with adequate equipment and chemicals. For

Language courses, there should be a speech laboratory with adequate equipment and materials needed by students to acquire language skills.

### ***THE TEACHING PROFESSION AND THE PHYSICAL PLANT***

[www.academia.edu](http://www.academia.edu) > *The National Building Code of the Philippines*; [www.chanrobles.com](http://www.chanrobles.com) > [republicactno6541.ray.dilg.gov.ph/files/national\\_building\\_code\\_of\\_the\\_philippines;CMO No. 9, s.2013; ched.gov.ph/gender-and-development ched.gov.ph/wp-content/uploads/2017/10/CMO-no.-01-s.-201; ched.gov.ph/wp-content/uploads/2017/10/Revised-Policies; ched.gov.ph/wp-content/uploads/2017/10](http://republicactno6541.ray.dilg.gov.ph/files/national_building_code_of_the_philippines;CMO%20No.%209,%20s.2013;ched.gov.ph/gender-and-development%20ched.gov.ph/wp-content/uploads/2017/10/CMO-no.-01-s.-201;ched.gov.ph/wp-content/uploads/2017/10/Revised-Policies;ched.gov.ph/wp-content/uploads/2017/10)

The Physical Plant of a university/college should be adequate for the attainment of its VMFGOS. Physical Plant includes *site, campus, buildings, equipment and building services*. In the planning of new school buildings or in the remodeling of old ones, the function of each building, or more specifically, of each room, must first be considered, and then carefully studied, since form follows function. The architect can best serve if at the earliest stage of planning and remodeling consulted the responsible person specified in the building operation and ownership. Particular building to be built or remodeled must take account the relationship of the building with the whole campus in general. Thus the following below are needed:

#### ***SITE***

The site should be located in a wholesome environment that is safe from traffic and transportation hazards, sufficiently free from noise, dust, odors, smoke, and other undesirable elements. It should be provided with adequate facilities for drainage and sewage disposal. Its size should be adequate to meet the needs of the present school population and of foreseeable future expansion. The school should be accessible to the present and the anticipated school population. Therefore, the campus development plan roadmap must be landscape in the form of the “blueprint.” This should be displayed in public for the awareness of the general clientele regarding the site campus development plan.

#### ***CAMPUS***

The campus should be well-planned, adequately facilitating the social, physical, cultural, spiritual needs and well-being of the institution. It should be kept aesthetically attractive. It should be provided with sufficient facilities for foundation activities (academics), intramural (sports& cultural) programs, and physical education classes and athletic activities. Provisions should be made for military drill grounds if required by the school. It should have adequate parking area and open spaces and other relative amenities for curricular, co-curricular and extracurricular activities. Generally, the campus must have the area equivalent of 1.5 sq. hectares (horizontally) but it cannot sustain and provide the provisions it can be done vertically and the same area needed.

#### ***BUILDINGS***

The buildings should be functionally designed, constructed of strong and resilient in natural catastrophe, durable materials and equipped to withstand earthquakes, typhoons, and fire hazards. The design should be pleasing to the eye, in harmony with the surroundings, and at the same time conducive to quiet and effective learning. They should be satisfactorily planned so as to meet future expansion needs. There should be well-planned entrances and exists to ensure the safe and convenient movement of the school population. Stairways and fire exist should be adequate in size and number, and should be conveniently located. There should be no obstructions in corridors that would impede the free flow of students and faculty traffic. Other amenities required in the National Building Code of the Philippines shall be provided.

#### ***CLASSROOMS***

The size and number of classrooms should be adequate to accommodate the student population. Classrooms should have a pleasant atmosphere and should be clean and adequately equipped with furniture and black/whiteboards. There should be satisfactory provisions for proper lighting, ventilation, and freedom from noise. (*Reference: CHED Specifications and the National Building Code of the Philippines*).

#### ***OFFICES AND STAFF ROOMS***

Adequate provisions should be made for administrative offices, staff rooms, private counseling rooms, and reception areas. There should be an institutional, unit/department/college bulletin board facilities, and if possible, fireproof vaults for storing permanent records. The faculty should have restrooms that are conveniently located, restful, pleasant and equipped with adequate facilities and amenities. If possible, all mandated offices in the OS (Organizational Structure) are assigned in their own

respective offices effectively and efficiently rendering their frontline civil service required by the commission on civil service for their OPCR (Office Performance Commitment Review) and IPCR (Individual Performance Commitment Review). Evidence needed is the “User Manual” and “Log-Book” with pictorials.

**AUDITORIUM AND STUDENT SERVICES WITH PWD** (CMO No 09, s. 2013; Art IX, sec 32)

The auditorium should have a seating capacity adequate to meet school requirements. It should be functionally designed and should have good acoustics and proper ventilation. Necessary facilities and equipment should be adequate and kept in good condition. Evidence needed is the “User Manual” and “Log-Book.” Input-Thruput-Output process must be sustaining in the workability of the dome or the covered court and other amenities. Users are required to kept their own documentation specially the pictorial if not the Closed-Circuit TV or a self-contained surveillance system comprising cameras, recorders and displays for monitoring activities are present. Likewise, there must be a provision on the equal opportunities to Person with Disabilities, Indigenous Peoples, Solo Parents, etc. (Academic Accommodation for learners with special needs).

**ATHLETIC FACILITIES** (CMO No 09, s. 2013; Art IX, sec 34)

The athletic facilities should be accessible to the student population as well as sufficient in number and in variety to meet the requirements of the school. There should be suitable arrangements for athletic activities during the rainy season. Evidence needed is the “User Manual” and “Log-Book.” Input-thruput-output process must be strictly observed for the workability of the “facilities.” Likewise, users are required to keep their own documentation specially the pictorial if not the Closed-Circuit TV or a self-contained surveillance system comprising cameras, recorders and displays for monitoring activities are present.

**MEDICAL/DENTAL CLINIC** (CMO No 09, s. 2013; Art IX, sec 27)

An infirmary and a school clinic for physical and dental examinations should be adequately equipped to serve the school population. Observance of privacy and quietness should be maintained. (Preferably on the ground floor of the building.) However, if the institution cannot provide their own sufficient medical-dental services within the physical plant they may outsource through memorandum of understanding or agreement and part of their best practices. Evidence needed is the “User Manual” and “Log-Book.” Input-thruput-output process must be strictly observed for the workability of the “facilities.”

**FOOD SERVICE AREAS** (CMO No 09, s. 2013; Art IX, sec 26)

The food service areas should be adequate for the school population. The area must be free from hazard, discouraging and dilapidated facilities, food are nutritious that meet the grow, go, and glow foods. Street and junk foods are discouraged in the food service area. They should be conveniently located and well-planned to ensure efficiency and a good traffic flow. They should be adequately equipped and kept sanitary. There should be proper provision for efficient and sanitary garbage disposal. Evidence needed are the “User Manual” and “Log-Book.” The input-thruput-output process must be strictly observed for the workability of the “facilities.” Moreover, users are required to kept their own documentation specially the pictorial if not the Closed-Circuit TV (CC-TV) or a self-contained surveillance system comprising cameras, recorders and displays for monitoring activities are present.

**STUDENT CENTER/HOUSING & RESIDENTIAL SERVICES** (CMO No 09, s. 2013; Art IX, sec 29)

An adequate area is provided for a student center where students can meet and discuss issues and use it as a working area. These venues are different to the Supreme Student Council office and area. This is intended for the whole studentry can work, develop, promote, siesta, and other relative activities to be done by the student to foster camaraderie and other student activities. Student launch and other amenities for curricular, co-curricular and extracurricular work activity made by the student are possibly haul and crowd control venue. The student center is the common place where student “harnesses” their hidden talents, skills, and potentialities. Unique and best practice to be done in a community college in all LGUs must issue ordinances to utilize all government infrastructure facilities and amenities to support the learning environment of the established and created LCUs within their own respective place

## CONCLUSIONS

The NCBTS and TSENA tool kit for DepEd, CMOs & PSGs for CHED, and relative guidelines for standardization of the institutional behavior must be strictly observed. Likewise, supported by the adopted Quality Standard of the institution expected quality outcomes will be sustained. And lastly, internal and external institutional behavior audits must be regularly done for effective and efficient services.

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[1] It is a fact, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject or philosophically understood as the raw material on the material activity of the mind as the building block which constitutes subject, object and cognition.

[2] the ability to do something well; expertise.

[3] the ability to do something successfully or efficiently.

[4] It refers to the term which a particular teacher's behavior is to be observed and recorded. A variable specifies a behavior by explicitly stating the way in which the behavior is to be measured. For example, we can derive a variable from the behavior "organization by constructing a scale the required observer to rate the teacher's lesson as "very structured, fairly structured, average, fairly unstructured or very structured.

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