ASSESSING FACULTY PERCEPTION OF THEIR COMPETENCY TO TEACH ONLINE

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Abstract

This study focused on assessing the faculty perception of their readiness to teach online and competencies to use digital platforms. It examined how teachers perceive their abilities regarding online teaching and how confident they are in being online teachers. The study utilized a quantitative method using ramdom sampling method among high school teachers from Munting Ilog INHS, Emilia Ambalada Poblete NHS and Malabag NHS. The instrument used was the survey tool on Faculty Readiness to Teach Online (FRTO) developed by Martin, Budrani and Wang (2019), distributed electronically. The two constructs identified based on the results are attitude based on importance and perception of ability. Since the standard deviation in each area under the two constructs is less than 1, the responses of the participants are homogenous. This means that majority of the respondents shared common perception about the necessary competencies needed by online teachers. Further, under the construct of the faculty's attitude towards the importance of these online teaching competencies, the results across each area has projected a highly positive result wherein a greater percentage of teachers perceived that these competencies are indeed important. The results have implications for online teachers, instructional designers, and administrators who can provide support for faculty preparation. However, specific attention should be given to competencies that the faculty rated low in terms of their ability to perform such competencies. This provides innovative opportunities for teachers to address the paradigm shift in education.

Keywords: Online teaching, Competency to teach online, Online teaching readiness, Faculty perception

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Introduction and Rationale

As an aftermath of the global pandemic that began in the country during the first quarter of 2020, many sectors in society have been severely affected, more so the educational sector. Schools, colleges and universities have closed down due to the Luzon-wide quarantine mandated by the national government in order to ensure public health and safety particularly the students, teachers and other staff. The usual June opening of classes has been moved back to August initially and later to October in order to ascertain the readiness of the entire academic community in continuing education despite the hazards and risks that COVID 19 presents.

And so, pursuant to DepEd Order No. 012 s. 2020 or the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the Light of the COVID 19 Public Health Emergency, all units, offices, schools, and community learning centers of the Department of Education committed themselves to continuing education despite the many challenges posed by the outbreak of the coronavirus disease. The BE-LCP contained very clear guidelines on how academic institutions including private and public schools in the Philippines will endeavor to respond to the challenges of the times. It purports to demonstrate the abominable task of continuing education by adapting various learning strategies and learning delivery modalities. While the Kto12 curriculum has been streamlined into the Most Essential Learning Competencies (or the MELCs), DepEd also proposed the espousal of Distance Learning, Blended Learning and Home Schooling as

other learning delivery options of schools aside from the Face-to-Face learning delivery modality to which students and teachers are accustomed.

Therefore, prior to the formal opening of schools in October, school leaders, teachers, and other personnel have relentlessly been attending online trainings, webinars, and webshops in order to equip themselves with the necessary knowledge, skills, and attitudes needed for the tasks of teaching in the New Normal. The various offices of the Department have each conducted several of such training to ensure that those who will handle education in the New Normal and are at the forefront of instruction and pedagogy will be ready to take on the responsibility of continuing education.

Because learning opportunities are to be made available to all, as stipulated in the memorandum, despite non-physical contact between learners and their teachers, distance learning modality and blended learning modality had been the the top priority of most public high schools. In the different public secondary schools in the District of Silang, specifically, the schools opted to implement the online distance learning (ODL) and modular distance learning (MDL) modalities in order to follow the stringent social and physical distancing measures of both the national and local governments. Self-learning modules that had been developed by the Department for all grade levels are to be distributed either online or offline (through print) to all learners. With strict guidelines and protocols to ensure child protection and safeguarding measures, teachers who will be in constant and direct contact with learners have been given training on how to use various online platforms such as Google Classroom, Zoom, Facebook, and other instant messaging applications such as Messenger and Viber. They were taught how to create

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chat groups for classes they will be handling, to conduct video meetings for real-time discussions and connections with students, to share, upload, and download files, documents, pictures for various purposes, and to make easier and faster communication with students and colleagues through appropriate avenues like e-mail or g-mail.

With these considerations, this research therefore will endeavor to examine how teachers perceive their abilities and attitudes with regard to online teaching and how confident they are in being online teachers. Through this research, it is hoped that a viable in-service training for teachers will be shaped in order to answer the pressing needs of the faculty in the New Normal.

Literature Review

To be considered competent, a teacher must possess not only a mastery of his or her subject matter but also a certain confidence of command knowing how well he or she can deliver the lesson. In an online platform, faculty readiness amounts to how prepared a teacher is in meeting the demands of the digital world. Over the years, the accessibility and usage of technology has contributed significantly to the change and improvement in the pedagogical landscape. From computer-mediated instruction to web-based education, schools, colleges and universities have touted their utilization of technology. As a matter of fact, "Online education is no longer a trend, it is mainstream (Kentnor, 2015)." Simply put, online education is not a new development in the field.

In a study made by Ally (2019) he identified the elements that shaped future education in the light of technological advancements and developed a competency profile for the digital teacher of the next generations. This Competency Profile for the Digital Teacher or CPDT which he projected may be utilized to develop and provide orientation for teachers using the Internet and the digital technology. The competencies which he identified are: General, Use of digital technology, Develop digital learning resources, Re-mix learning resources, Communication, Facilitate learning, Pedagogical Strategies, Assess learning, and Personal characteristics. Bezuidenhout (2008) as mentioned in Ally (2019) declared that "there is a gap between how teachers currently instruct and what will be required of teachers in the future." By closing in this gap, these competencies must be achieved by future teachers.

In another study conducted by Bigatel, Ragan, Kennan, May and Redmond (2012), competencies for online teaching success were identified. It evaluated the teaching behaviors, attitudes, and beliefs that mirror the competencies demonstrated by teachers in order to meet a successful online learning environment. It aimed to identify and categorize the critical competencies for online teaching success from the point of view of those with experience in online teaching faculty and other related professionals such as instructional designers, online program managers, support and technical staff, and administrators. Just like in the above-mentioned study, this research was also conducted with a faculty development and teacher training in mind.

In DepEd Order No. 12 s. 2020, the readiness of the Department for distance learning was discussed. One of the critical findings of an online

survey conducted by the DepEd nationwide is that teachers would have to be "trained on the use of technology for learning delivery." This presupposes the fact that a number of faculty have a limited knowledge in ICT (Information Communications Technology), and that, aside from the limitations of access to gadgets and the Internet, is a major consideration in realizing learning continuity in the midst of the global pandemic.

In a study conducted by Caraan and Peñalba (2019), it shows how teachers are proficient in basic computer skills such as keyboarding, mouse/touchpad manipulation and internet browsing and that they need assistance, particularly ICT training with regard to specific computer skills namely: downloading and uploading materials, creating documents online, creating presentations, exporting and importing video clips and using ICT integration like using QR Code and ZipGrade. This means, teachers need to be further prepped with regard to teaching remotely.

Therefore, in order to fully realize the goal of BE-LCP, teachers must be capacitated with the necessary skill set required for teaching in the new normal. Whether through online or print distance learning modality, they would need to acquire online teaching competencies in order to carry on the task of non-physical interaction in the delivery of education. Arias, Swinton and Anderson (2018) differentiates online from face-to-face teaching and declares that "Although the online approach offers freedom, it requires more discipline from both students and educators." As scholars debate on the efficacy of online learning delivery, Nguyen (2015) holds that this option is "not a fad that that will go away." He concludes that both formats - online and traditional (face-to-face encounter) are effective in making learning

happen but that the success of the online means is yet unknown for it is a story yet to be written. The massive migration from traditional to online teaching in all levels will happen in the country and with appropriate preparation and adequate capacity-building training, learning continuity might be successfully realized.

Further, it is not only a question competency but also of commitment. Arvisu, Alejandrino and Bertulano (2019) argued that teachers have been responding very well to the challenges of the 21st century education. They remain steadfast in their commitment to delivering quality instruction through continuous attendance to training and seminars, peer teaching and peer observations. This only proves that teachers are open to gearing up for the New Normal setup. However, although they are open to new learning and are in fact equipping themselves to teach online, it is still important to assess how they perceive their readiness and skills to teach remotely so that an appropriate intervention will be provided.

With the aforementioned considerations, it is therefore necessary to assess the perception of teachers of their ability to take on the task of teaching online because it will give the Department the right gauge as to how to better equip the teachers with knowledge and skills that they need for online learning delivery. Locally, this study hopes to provide the administration at Munting Ilog Integrated National High School with the needed information to prepare the teachers more efficiently and effectively through a research-based needs assessment for their continuous professional training program.

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Research Questions

The researchers aim to answer the following questions:

1. How do the teachers at the different public secondary schools in the District of Silang perceive their competencies to teach online?

2. Are these teachers ready to teach online?

3. What are the factors that affect their perception of their competency and certainty to teach using the digital platform?

Scope and Limitation

This study focused on examining the preparedness of teachers at the different public secondary schools in the District of Silang namely Munting Ilog Integrated National High School, Emilia Ambalada National High School, and Malabag National High School to teach online - first, on the aspect of their perception of the importance of online learning delivery modality in the New Normal and second, on their perception of their competency to handle the digital classroom. It endeavored to evaluate their perception not only of the competencies and abilities of the faculty to handle distance learning, whether online or print modular, with the latter also requiring digital communication and follow-up, but also of their confidence to carry on this task. The schools were chosen based on their proximity to the researchers.

However, since distance learning delivery modality is not a new phenomenon in the Department of Education, this study did not dwell on the identification of competencies of an online teacher. Also, it did not discuss other factors that affect the success of online teaching and learning such as

poor Internet connectivity, limited access to technological tools and gadgets, student participation, and others.

Research Methodology

A. Sampling

The researchers employed quantitative research methodology using survey as a means for collecting and gathering data from a set of respondents. Surveys are useful in investigating characteristics, behaviors, and opinions of a group of people (Cherry, 2020). Often, they are used to extracting information which are difficult to measure using other techniques such direct observation. Random population sampling technique was used in this study so that only a certain percentage of the faculty population of Munting Ilog Integrated National High School, Emilia Ambalada National High School, and Malabag National High School are considered. This was because the researchers believe that in formulating a training or a competency-based action plan for teachers as part of their In-service Training, it would be good to consider majority of the teachers who would be at the forefront of online teaching.

As Glen (2018) puts, total population sampling is conducted when the target group is relatively small in number and is henceforth manageable and that they are identified by an unusual or outstanding characteristic. In this study, the target participants were the 150 faculty members of MIINHS, EAPNHS, and MNHS who are all secondary teachers and were relatively new to the ways and means of online teaching.

B. Data Collection

The following were the steps to be taken by the researchers in order to collect data from the target group. First, the instrument used in this study which was the survey tool on Faculty Readiness to Teach Online (FRTO) developed by Martin, Budrani and Wang (2019), will be distributed electronically through Google Forms. Second, respondents answered and submitted the forms online. The expected number of respondents was 150. The researchers targeted 75% of the total number of teachers of each school of whom 120 are female and 30 are male. The age of participants ranged from 25 to 45 years. The Faculty Demographic Characteristics included: gender, age, educational attainment and number of years in teaching. Using FRTO, the researchers were able to classify the online teaching competencies into four. These were: Course design, Course communication, Time management and Technical competencies. The two constructs identified in the study were: attitude based on importance and perception of ability. Finally, the researchers worked on the premise that pedagogical and content knowledge, attitude, ability and readiness were inter-related (Rollnick, Mason, and Butler, 2010)

C. Ethical Issues

This research was conducted in utmost honesty and integrity. All data collected, analyzed, and interpreted were reported accurately and truthfully. Since the data collection was done electronically, the first part

of the online survey form included the informed consent in which the respondent opted to continue or not with answering the form. No part of this research was used to deceive, misinform, or mislead readers or the general public, especially the teachers, of which the study was of vital importance.

Further, the proponents endeavored to avoid bias at all cost. The research design, methodology, analysis and interpretation were done with objectivity and sound judgment.

Also, the intellectual property rights of authors and works cited in the research were respected. All works were given appropriate credits and proper citations were used following the DMOS or the DepEd Manual of Style (based on DepEd Order No. 030 s.2019) and largely referencing to The Chicago Manual of Style, 17th Edition.

Rest assured, all information obtained in this research was treated in utmost confidentiality.

D. Data Analysis

Descriptive statistical technique, focusing on means and standard deviation were the springboard in analyzing this research. This technique was used to describe the characteristics of the target respondents to be studied. The respondents accomplished a 5-point Likert scale survey form both for the two constructs identified in this study as this was the most commonly used psychometric scale in research industry.

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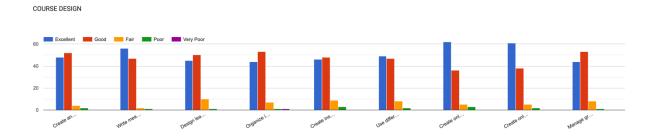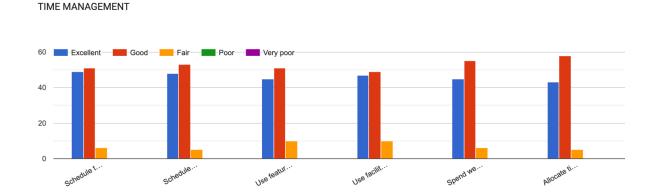## Discussion of Results

COURSE DESIGN

Figure 1: Faculty Readiness and Competency in Terms of Course Design

TIME MANAGEMENT

Figure 2: Faculty Readiness and Competency in Terms of Time Management
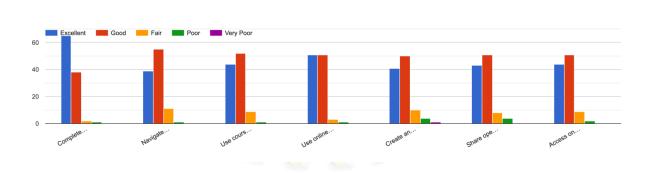
TECHNICAL COMPETENCE

Figure 3: Faculty Readiness and Competency in Terms of Technical Competence

The tables above show important findings from the study that the competencies that faculty perceive as most important in all competency

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areas (Course design, Course communication, Time management and Technical competencies) differ from the top competencies that faculty believe they can perform. Thus, the faculty's perception of how important these competencies varied on how competent they are to execute these competencies.

Considering that the standard deviation in each area under the two constructs is less than 1, the responses of the participants were homogenous. This means that majority of the respondents shared common perception about the necessary competencies needed by teacher to teach online.

Further, under the construct of the faculty's attitude towards the importance of these online teaching competencies, the results across each area has projected a highly positive result wherein a greater percentage of teachers perceived that these competencies are indeed important.

However, specific attention should be given to competencies that the faculty rated low in terms of their ability to perform such competencies. The results has shown that majority of the teachers rated their online teaching abilities as "good" but not "excellent".

The results of this study have implications for (1) faculty who are teaching online or getting prepared to teach online, (2) instructional designers who assist faculty in their preparation to teach online, and (3) administrators who can provide support for the faculty to prepare for online teaching.

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Recommendation

Studies of online teaching competencies are necessary, as they provide information about how online faculty should be trained and be given technical assistance by professional development initiatives. When professional development programs are designed focusing on teachers' competencies to teach online, it is important to cover aspects of competencies in the FRTO instrument. It is important for the faculty to be prepared in all four areas of online teaching: course design, course communication, time management, and technical.

Dissemination and Advocacy

This research will be a basis for future faculty professional development plan. As a result, in-service training or a staff development program for teachers is critical to the success of educational reform. It also acts as a link between aspiring and experienced educators, allowing them to work together to tackle the new challenges of directing students toward greater levels of learning and self-development. Technological competence for teachers is no longer for just an elite few, but rather is an essential element of preparation for all teachers.

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Annexes

A. Research Instrument

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Faculty Perception of their Competencies to Teach Online

An Online Survey of the Faculty's way of Discerning, Understanding, and Interpreting the Importance of Online Competencies and their Abilities to teach or handle Virtual Classes

Dear Respondents,

Caritas Christi Urget Nos!

The researchers are in the process of gathering data in preparation for crafting an effective, research - based In-service Training for Teachers.

May we then request your participation and cooperation in answering this survey tool. Rest assured, all data and information that will be collected here will be treated with utmost confidentiality and respect.

Thank you very much!

Best Regards,

Marites M. Aguilar
Ivy Filipina R. Toledo
Christianne Roie A. Carabeo
Researchers

* Required

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INFORMED CONSENT
RESEARCH TITLE: Assessing Faculty Perception of their Competency to Teach Online: Basis for In-Service Training for Teachers in the New Normal (A Basic Research Proposal)
RESEARCHER (S): Marites M. Aguilar, MT II, Main Proponent
                            Ivy Filipina R. Toledo, MT I, Co- Author
                            Christianne Roie A. Carabeo, T I, Co- Author
CONTACT NUMBER: 09178943084 (Mam Tes)
                            09171407002 (Mam Ivy)
                            09171452217 (Sir Christianne)

You are invited to participate in the research study. Before you decide, it is important that you know what the research is all about and why is it being done. The main purpose of this study is to assess the faculty readiness to teach online (ability and confidence) at Munting Ilog Integrated National High School in order to have a basis for the in-service training to be crafted and delivered hopefully within the academic year 2020-2021. The study will require one (1) session of answering an online survey questionnaire. It will take about about ten (10) minutes for you to complete the session.

The output of the study may help the faculty identify their strengths and weaknesses in the four areas of online teaching competencies namely, Course Design, Course Communication, Time Management and Technical Competence and may serve as basis for the continuous professional development of teachers. The are no risks involved in the conduct of this study aside from a disagreement between and among faculty members as each one may have differing perceptions regarding their abilities and confidence in handling virtual classes. You may decline to answer any or all questions and may terminate your involvement at any time you choose. Your participation is voluntary.

You will be asked to sign this consent form. After you give your consent and you wish to withdraw your response or to stop from answering the survey, you will be free to do so without any explanation. Without completing the survey form, your data will not be saved and will therefore not be used in this research.

Your responses to this study will be anonymous. You may opt not to write any identifying information in your survey form. Your comments and evaluation will also be anonymous. We, the research group, give you full assurance that the data to be collected here will be treated with utmost confidentiality and respect and will only be used for research purposes.

If you have questions, you may contact the researchers in the above given contact information. A copy of your responses will be sent to your respective emails.

1. I have read and understood the provided information. I understand that my participation is voluntary and I am free to withdraw at any time without giving explanations. I also understand that any information or data that will be collected from this survey shall only be used for research purposes and that they will serve as basis for future Faculty Development endeavors

   Check all that apply.

   ☐ Agree
   ☐ Disagree

   FACULTY DEMOGRAPHIC CHARACTERISTICS

2. Name (Last Name, First Name, Middle Initial in ALL CAPS)

   _____

3. Age *

   _____

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4. Position *

Mark only one oval.

( ) Teacher I

( ) Teacher II

( ) Teacher III

( ) Master Teacher I

( ) Master Teacher II

( ) Head Teacher I

( ) Head Teacher III

5. Highest Educational Attainment *

Mark only one oval.

( ) Bachelor's Degree

( ) with Masteral Units

( ) Master's Degree

( ) with Doctoral Units

( ) Doctor's Degree

6. Years of Teaching Experience *

Mark only one oval.

( ) 0 - 3 years

( ) 4 - 7 years

( ) 8 - 11 years

( ) 12 - 15 years

( ) 16 - 19 years

( ) 20 - 23 years

( ) 24 - 27 years

( ) 28 - 31 years

( ) 32 or more

7. Online Teaching Experience *

Mark only one oval.

( ) Yes

( ) No

FACULTY
READINESS
COMPETENCIES

Rate the following competencies on Course Design, Course Communication, Time Management, and Technical Competence based on your perception of their importance to online teaching.

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8. COURSE DESIGN *

Mark only one oval per row.

	Very Important	Important	Moderately Important	Slightly Important	Unimportant
Create an online course orientation (Ex. introduction, getting started)	◯	◯	◯	◯	◯
Write measurable learning objectives	◯	◯	◯	◯	◯
Design learning activities that provide students opportunities for interaction (e.g.,discussion forums, wikis)	◯	◯	◯	◯	◯
Organize instructional materials intomodules or units	◯	◯	◯	◯	◯
Create instructional videos (e.g.,lecture video, demonstrations, video tutorials)	◯	◯	◯	◯	◯
Use different teaching methods in the online environment	◯	◯	◯	◯	◯
(e.g.,brainstorming, collaborative activities, discussions, presentations)					
Create online quizzes and tests	◯	◯	◯	◯	◯
Create online assignments	◯	◯	◯	◯	◯
Manage grades online	◯	◯	◯	◯	◯

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9. COURSE COMMUNICATION *

Mark only one oval per row.

	Very Important	Important	Moderately Important	Slightly Important	Unimportant
Send announcements/email reminders to course participants	⬭	⬭	⬭	⬭	⬭
Create and moderate discussion forums	⬭	⬭	⬭	⬭	⬭
Use email to communicate with the learners	⬭	⬭	⬭	⬭	⬭
Respond to student questions promptly (e.g.,24 to 48 hours)	⬭	⬭	⬭	⬭	⬭
Provide feedback on assignments (e.g.,7 days from submission)	⬭	⬭	⬭	⬭	⬭
Use synchronous web-conferencing tools (e.g.,Adobe Connect, Webex, Blackboard Collaborate, Skype)	⬭	⬭	⬭	⬭	⬭
Communicate expectations about student behavior (e.g.,netiquette)	⬭	⬭	⬭	⬭	⬭
Communicate compliance regarding academic integrity policies	⬭	⬭	⬭	⬭	⬭
Apply copyright law and fair use guidelines when using copyrighted materials	⬭	⬭	⬭	⬭	⬭
Apply accessibility policies to accommodate student needs	⬭	⬭	⬭	⬭	⬭

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10. TIME MANAGEMENT *

Mark only one oval per row.

	Very Important	Important	Moderately Important	Slightly Important	Unimportant
Schedule time to design the course prior todelivery (e.g.,a semester before delivery)	◯	◯	◯	◯	◯
Schedule weekly hours to facilitate the online course	◯	◯	◯	◯	◯
Use features in learning management systemin order to manage time (e.g.,online grading, rubrics, SpeedGrader, calendar)	◯	◯	◯	◯	◯
Use facilitation strategies to manage time spent on course (e.g.,discussion board moderators, collective feedback, grading scales	◯	◯	◯	◯	◯
Spend weekly hours to grade assignments	◯	◯	◯	◯	◯
Allocate time to learn about new strategies or tools	◯	◯	◯	◯	◯

11. TECHNICAL COMPETENCE *

Mark only one oval per row.

	Very Important	Important	Moderately Important	Slightly Important	Unimportant
Complete basic computer operations (e.g.,creating and editing documents, managing files and folders)	◯	◯	◯	◯	◯
Navigate within the course in the learning management system(e.g.,Moodle, Canvas, Blackboard,etc.)	◯	◯	◯	◯	◯
Use course roster in the learning management systemto set up teams/groups	◯	◯	◯	◯	◯
Use online collaborative tools (e.g.,Google Drive, Dropbox)	◯	◯	◯	◯	◯
Create and edit videos (e.g.,iMovie, Movie Maker, Kaltura)	◯	◯	◯	◯	◯
Share open educational resources (e.g.,learning websites, Web resources, games and simulations)	◯	◯	◯	◯	◯
Access online help desk/resources for assistance	◯	◯	◯	◯	◯

FACULTY READINESS COMPETENCIES	Rate the following competencies on Course Design, Course Communication, Time Management, and Technical Competence based on your perception of your ability to execute them in online teaching.

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12. COURSE DESIGN *

Mark only one oval per row.

	Excellent	Good	Fair	Poor	Very Poor
Create an online course orientation (Ex. introduction, getting started)	◯	◯	◯	◯	◯
Write measurable learning objectives	◯	◯	◯	◯	◯
Design learning activities that provide students opportunities for interaction (e.g.,discussion forums, wikis)	◯	◯	◯	◯	◯
Organize instructional materials intomodules or units	◯	◯	◯	◯	◯
Create instructional videos (e.g.,lecture video, demonstrations, video tutorials)	◯	◯	◯	◯	◯
Use different teaching methods in the online environment	◯	◯	◯	◯	◯
(e.g.,brainstorming, collaborative activities, discussions, presentations)					
Create online quizzes and tests	◯	◯	◯	◯	◯
Create online assignments	◯	◯	◯	◯	◯
Manage grades online	◯	◯	◯	◯	◯

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13. COURSE COMMUNICATION *

Mark only one oval per row.

	Excellent	Good	Fair	Poor	Very poor
Send announcements/email reminders to course participants	◯	◯	◯	◯	◯
Create and moderate discussion forums	◯	◯	◯	◯	◯
Use email to communicate with the learners	◯	◯	◯	◯	◯
Respond to student questions promptly (e.g.,24 to 48 hours)	◯	◯	◯	◯	◯
Provide feedback on assignments (e.g.,7 days from submission)4.	◯	◯	◯	◯	◯
Use synchronous web-conferencing tools (e.g.,Adobe Connect, Webex, Blackboard Collaborate, Skype)	◯	◯	◯	◯	◯
Communicate expectations about student behavior (e.g.,netiquette)	◯	◯	◯	◯	◯
Communicate compliance regarding academic integrity policies	◯	◯	◯	◯	◯
Apply copyright law and fair use guidelines when using copyrighted materials	◯	◯	◯	◯	◯
Apply accessibility policies to accommodate student needs	◯	◯	◯	◯	◯

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14. TIME MANAGEMENT *

Mark only one oval per row.

	Excellent	Good	Fair	Poor	Very poor
Schedule time to design the course prior todelivery (e.g.,a semester before delivery)	◯	◯	◯	◯	◯
Schedule weekly hours to facilitate the online course	◯	◯	◯	◯	◯
Use features in learning management systemin order to manage time (e.g.,online grading, rubrics, SpeedGrader, calendar)	◯	◯	◯	◯	◯
Use facilitation strategies to manage time spent on course (e.g.,discussion board moderators, collective feedback, grading scales)	◯	◯	◯	◯	◯
Spend weekly hours to grade assignments	◯	◯	◯	◯	◯
Allocate time to learn about new strategies or tools	◯	◯	◯	◯	◯

15. TECHNICAL COMPETENCE *

Mark only one oval per row.

	Excellent	Good	Fair	Poor	Very Poor
Complete basic computer operations (e.g.,creating and editing documents, managing files and folders)	◯	◯	◯	◯	◯
Navigate within the course in the learning management system(e.g.,Moodle, Canvas, Blackboard,etc.)	◯	◯	◯	◯	◯
Use course roster in the learning management systemto set up teams/groups	◯	◯	◯	◯	◯
Use online collaborative tools (e.g.,Google Drive, Dropbox)	◯	◯	◯	◯	◯
Create and edit videos (e.g.,iMovie, Movie Maker, Kaltura)	◯	◯	◯	◯	◯
Share open educational resources (e.g.,learning websites, Web resources, games and simulations)	◯	◯	◯	◯	◯
Access online help desk/resources for assistance	◯	◯	◯	◯	◯

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DECLARATION OF ANTI-PLAGIARISM AND ABSENCE OF CONFLICT OF INTEREST

I/We, **Christianne Roie A. Carabeo and Ivy Filipina R. Toledo**, hereby declare that:

1. This research paper is original and all sources used have been properly cited.

2. No part of this work has been plagiarized. This includes copying others' work or using ideas without appropriate acknowledgment.

3. No conflicts of interest is related to this research. A conflict of interest is a situation where personal considerations could have compromised research judgment or conduct.

4. This research is not part of any thesis or dissertation and has not been submitted elsewhere.

I/We understand that:

1. Violations of this declaration may result in consequences imposed by the Department of Education Schools Division of Cavite Province.

2. The Department may take action if any conflict of interest is discovered during review (as per DO 16, s. 2017).

Christianne Roie A. Carabeo, MACDDS
Name and Signature of Lead Proponent

Ivy Filipina R. Toledo, MBA
Name and Signature of Proponent

Name and Signature of Proponent

Date: **March 3, 2022**

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