







# DAVAO DEL NORTE STATE COLLEGE

## Research, Extension and Production Office

### REP Form 6 TERMINAL REPORT

<b>(1) NATURE OF PROPOSAL (mark only one):</b> <input type="checkbox"/> Research <input checked="" type="checkbox"/> Extension <input type="checkbox"/> Production	
<b>(2) PROGRAM TITLE:</b> Implementing ICT Solutions to Communities and Capability Building for Out-Of-School Youth (OSY), Alternative Learning System (ALS), Educators and LGU Personnel through Relevant ICT Trainings	
<b>(3) PROJECT TITLE:</b> Empowering Educators through Relevant Information and Communication Technology (ICT) Training	
<b>(4) PROJECT LEADER:</b> Hazel A. Gameng	
<b>(5) PROJECT MEMBERS (indicate employment status; conforme signature beside each member):</b>	
Jovito P. Bolacoy Jr. (COS) 	Jumar S. Buladaco (Temporary) 
Jomarie Dave B. Java (COS) 	Ian Jay T. Padios (Permanent) 
<b>(6) PROJECT DURATION:</b> January 2021 – December 2021	
<b>(7) PROJECT COST:</b> P 90,500.00	
<b>(8) BUDGET SOURCE:</b> DNSC - REP	
<b>(9) SITE OF IMPLEMENTATION (specify Municipality / District / Province / Region):</b> Base Station: Base Station: Department of Education - Panabo City Division, National Highway, Panabo City Other Sites of Implementation:	
<b>(10) ABSTRACT (200-300 words only)</b> <p>Basic education teachers need to continually upgrade their ICT skills to better empower these educators, especially in the new normal setting of delivering instructions was the setback this extension project intended to respond by providing relevant ICT trainings in the emerging technologies for delivering instructions and other related tasks. Based on the results, total of 153 for weighted trainees were achieved for the webinar series on Filmora video editing tool and Google Applications for Education.</p> <p>The webinar series was conducted last October 29 – 30, 2021 on Learning Filmora: Training and Workshop for Basic Video Editing and Rendering and ICT Training on Google Workspace for Education Applications. It can be noted that on the average 55.363% increase for the very aware and 72.311% on the extremely aware on the percentage increase for the awareness of the skills before the training and after the training respectively. The pretest and posttest respectively for the ICT Training on Google Workspace for Education Applications. It can be noted that on average 27.788% increase for the very aware and 79.651% on the extremely aware on the percentage increase for the awareness of the skills before the training and after the training respectively.</p> <p>Results highlighted that 55.10% of the 49 teachers who evaluated the overall experience extremely believed that the webinar was worthwhile, that they will apply the skills learned in their daily tasks and rated the overall learning as extremely worthwhile while 36.73% believed that it was very worthwhile for the experiences cited.</p> <p>The objective of this project was met and hopefully, the participants can share their learnings to their fellow educators to multiply the outcome of the project.</p>	
<b>(11) INTRODUCTION (this section not to exceed three page):</b> <p>In a global aspect, Information and Communication Technology (ICT) is changing the way people live. ICT is prevalent in daily work, study and personal lives. In the field of education, learners are growing up in a world depicted by technological change and innovation. Educators have acknowledged that there is a need to equip learners with the necessary skills and experiences that will enable them to become impacting members of the international community. As a prevailing educational tool, ICT can facilitate the conversion of school education. Hence, harnessing ICT continues be an significant challenge to educators [1].</p>	



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To date, the Basic Education Learning Continuity plan of the Department of Education restructures the K to 12 curricula into the Most Essential Learning Competencies (MELCs) to be conveyed in multiple learning modalities and platforms. This is to allow instructions and challenging circumstances to emphasize on the most essential learning for adapting to the distance learning [2].

Research findings over the past 20 years provide some evidence as to the positive effects of the use of Information and Communications Technology (ICT) on students' learning. The outcomes of training programs and an investment in ICT resources, there has been an inadequately gradual uptake in schools [3]. Numerous factors are needed to be revised so that the basic curriculum could better prepare new teachers with expanded content and pupil-centered teaching methodologies to teach DepEd's basic education curriculum in elementary and secondary schools. [4][5].

Given the setbacks that basic education teachers need to continually upgrade their ICT skills to better empower our educators, especially in the new normal setting of delivering instructions, thus this project is initiated.

### (14) METHODOLOGY:

#### A. Project Planning

The collaboration with DepEd-Panabo City started way back 2016 but was cut in 2020. Hence, there is a need to re-established the linkage through a new Memorandum of Agreement between DNSC and DepEd – Panabo City Division. Under this new MOA it is proposed that DNSC shall provide necessary training programs based on the needs analysis assessment results, provide certificate of training to those successful participants at the end of the training, provide evaluation and monitoring report to DepEd on the attendance and participation of the participants in the training as well as the evaluation results. DNSC shall also provide food for trainings and honoraria for speakers, in the case that the speaker is not a plantilla item personnel of the College. DNSC will also host the training (virtual or actual).

DepEd-Panabo City division shall provide the list of participants based on the result of the needs assessment survey conducted by them, and shall inform the qualified participants DepEd shall also allow DNSC to conduct monitoring and evaluation of each project component/training.

#### B. Conduct of training, evaluation and monitoring

The training will be conducted at the venue prepared by DNSC. Every session will only cater the allowed number of participants to abide with the IATF protocols regarding training conduct, if training will be conducted face to face. If the training will be conducted virtually, it should be conducted with not less than 30 participants in the online meeting room but to be posted live through social media for wider coverage of participants. Evaluation will be conducted through a pretest before the training and the posttest and the training evaluation after the training. There shall also be attendance monitoring in each training.

The Kirkpatrick's Four-Level Training Evaluation Model [6][7] will be used to analyzing learning effectiveness and to identify which outcomes, benefits, or final results that are most closely linked to the training, and to come up with an analysis if the ICT training will make a positive impact to the trainees and to DepEd-Panabo City division as a whole.

### (15) RESULTS AND DISCUSSION:

The webinar series was conducted last October 29 – 30, 2021. The Day 1 discussed about Learning Filmora: Training and Workshop for Basic Video Editing and Rendering and Day 2 discussed about the ICT Training on Google Workspace for Education Applications. Day 1 was attended and evaluated by 111 participants and Day 2 had 42 participants who attended and evaluated the training. Thus, the weighted trainees summed up to 153.



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Results for the pretest and posttest respectively for the Day 1 training on Learning Filmora: Training and Workshop for Basic Video Editing and Rendering. It can be noted that on the average 55.363% increase for the very aware and 72.311% on the extremely aware on the percentage increase for the awareness of the skills before the training and after the training respectively. The pretest and posttest respectively for the ICT Training on Google Workspace for Education Applications. It can be noted that on average 27.788% increase for the very aware and 79.651% on the extremely aware on the percentage increase for the awareness of the skills before the training and after the training respectively.

Results highlighted that 55.10% of the 49 teachers who evaluated the overall experience extremely believed that the webinar was worthwhile, that they will apply the skills learned in their daily tasks and rated the overall learning as extremely worthwhile while 36.73% believed that it was very worthwhile for the experiences cited. 53.06% of the evaluators rated that the webinar as extremely worthwhile on the factor that the webinar is going help them earn a job promotion while 38.78% rated very worthwhile on this factor.

### (16) CONCLUSION

It can be concluded that this extension project which intended to provide relevant ICT trainings in the emerging technologies for delivering instructions and other related tasks had been met. Based on the results, total of 153 for weighted trainees were achieved for the webinar series on Filmora video editing tool and Google Applications for Education. Hopefully, the participants can share their learnings to their fellow educators to multiply the outcome of the project.

### (20) LITERATURE CITED:

- [1] "DepED ICT4E Strategic Plan," *Five-Year Information and Communication Technology for Education Strategic Plan*, 2008. [Online]. Available: <https://sci-hub.se/https://doi.org/10.1016/j.evalprogplan.2020.101846>.
- [2] "Adoption of the Basic Education Learning Continuity Plan," *Department of Education, Philippines*, 2020. [Online]. Available: <https://www.deped.gov.ph/2020/06/19/june-19-2020-do-012-2020-adoption-of-the-basic-education-learning-continuity-plan-for-school-year-2020-2021-in-the-light-of-the-covid-19-public-health-emergency/>.
- [3] M. Afshari, K. A. Bakar, W. S. Luan, B. A. Samah, and F. S. Fooi, "Factors affecting teachers' use of information and communication technology," *Int. J. Instr.*, vol. 2, no. 1, pp. 77–104, 2009.
- [4] Y. Zeegers, "Curriculum development for teacher education in the Southern Philippines: A simultaneous process of professional learning and syllabus enhancement," *Int. J. Educ. Dev.*, vol. 32, no. 2, pp. 207–213, 2012.
- [5] R. V. Nuncio, M. M. Arcinas, R. I. G. Lucas, J. V. Q. Alontaga, S. G. T. Neri, and J. M. Carpena, "An E-learning outreach program for public schools: Findings and lessons learned based on a pilot program in Makati City and Cabuyao City, Laguna, Philippines," *Eval. Program Plann.*, vol. 82, no. June, p. 101846, 2020.
- [6] B. D. Kirkpatrick and J. Kirkpatrick, "KIRKPATRICK FOUR LEVELS 2 Audio Recordings Study Guide," pp. 1–58, 2013.
- [7] S. Farjad, "The Evaluation Effectiveness of Training Courses in University by Kirkpatrick Model (Case Study: Islamshahr University)," *Procedia - Soc. Behav. Sci.*, vol. 46, pp. 2837–2841, 2012.

### (18) ACCOMPLISHMENTS:

Objectives	Target Accomplishments	Actual Accomplishments (attach evidences as annexes)
Provide relevant ICT trainings in the emerging technologies for delivering instructions and other related tasks.	- Identified project activities and participants	Please see attached CEA - 01



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	<ul style="list-style-type: none"> <li>- Actual trainings</li> <li>- Monitoring result</li> <li>- Impact Assessment Report Using Kirkpatrick's model</li> </ul>	Please see attached MFO – 4 and CEA -07
	<ul style="list-style-type: none"> <li>- Terminal report</li> </ul>	This form REP Form 6 and attached MFO - 4
<b>(19) EXPECTED OUTPUTS (list in bullet format):</b>		
	<b>Expected Outputs</b>	<b>Actual Output</b>
<b>Publications</b>		
<b>Patents/IP</b>		
<b>Products</b>		
<b>People Services</b>	ICT training to DepEd – Panabo City teachers.	111 participants attended and evaluated the training on Filmora video editing tool and 42 participants for Google applications.
<b>Places/Partnerships</b>	Linkage with DepEd – Panabo City for the conduct of ICT training.	MOA with DepEd – Panabo City and DNSC.
<b>Policy</b>		
<b>Social Impact</b>		
<b>Economic Impact</b>		
<b>Environmental Impact</b>		
<b>(20) PROBLEMS/CONCERNS IN THE IMPLEMENTATION OF THE PROJECT:</b>		<b>(21) SUGGESTED SOLUTIONS TO CONCERNS</b>
<b>A.</b> With COVID – 19, face to face conduct of training cannot be done, hence online platforms were utilized. But full attention of the participants cannot be guaranteed.		<b>a.</b> Although internet connection is not stable, utilizing works but the resource persons on this webinar series are creative enough to make the participants collaborate with the outputs and get participants participate through the chat box and to the actual applications.
<b>B.</b> Signature on the attendance sheet that serves also as proof for receiving the food packs despite sending email and coordination with DepEd – Panabo City for the release of the food packs.		<b>b.</b> Although the DepEd IT Officer was actively doing the announcements for the food pack release, the teachers/participants should heed to the announcement. As for the team, constant reminders through emails are done to answer the concern.
<b>(22) ENDORSEMENT:</b>	<b>SUBMITTED BY (Project Leader)</b>	<b>ENDORSED BY (Dean)</b>
Signature:	<i>Hazel A. Gameng</i>	
Printed Name:	<b>HAZEL A. GAMENG</b>	<b>MARK VAN M. BULADACO</b>
Date:	12/30/2021	12/30/2021