E-THINK, E-PREPARE, AND E-HARMONIZE: DESIGNING RUBRIC TOOLS IN DETERMININGE-LEARNING MATERIALS IN TEACHING FILIPINO 11TOWARDS A GLOBAL CLASSROOM

LEONARDO F. SANCHEZ

[1]Faculty, De La Salle-College of Saint Benilde, Manila, Philippines,
E-mail: [1]leonardojr.sanchez@benilde.edu.ph

Abstract - It is deemed necessary for e-learning materials to undergo an evaluation to ensure its effectivity in the teaching and learning process. Due to the absence of standardized assessment tool under the K-12 system of education in the Philippines in determining digital and virtual teaching materials, researchers designed a proposed rubric tool to evaluate existing e-learning materials in teaching the subject FILIPINO 11 in Senior High School. By utilizing the theoretical model of teaching according to Kolitch and Dean (1999), researchers created a rubric tool based on their concept of an engaged critical model that focuses on the learner and engages him in the process called critical dialogue. This can be achieved through careful and thorough evaluation of e-learning materials.Based on this study, there are three processes to consider: first, "e-Think" or the identification of online learning materials to be used from various sources; second, "e-Prepare" or the determination and evaluation of appropriate e-learning materials that matches learning competencies from the Department of Education (DepEd) using the corresponding rubric tool, and last,"e-Harmonize" or the actual implementation of e-learning materials in classroom activity after it has been evaluated and validated. In this manner, the teacher is expected to be highly evaluative in identifying, determining, and implementing e-learning materials in his pedagogy.

Keywords - Rubric tool, e-learning materials, e-think, e-prepare, e-harmonize

I. INTRODUCTION

Globalization and technology go hand-in-hand. Through this phenomenon, local, national and international networks become possible, easy, and accessible. As mentioned by Ponde, et, al. (2012), "Globalization has been possible due to fast technological advancements especially in the fields of communications and unrestrictive trade and industrial policies adopted by the countries of the world which allowed many developing countries to take advantage of these technological advancements and utilize them in industrial, educational and other sectors." Thus, there's no arguing why many nations spend so much oneducation. Because it can bring long-term benefits and solution in various inadequacies and conflicts in everyday human life, education is of utmost priority. And part of its modernization and development is the integration of ICT (Information and CommunicationTechnology). "ICTs are one of the major contemporary factors shaping the global economy and producing rapid changes in society (Gulhane, 2012)." From the traditional classroom, we are able to create a global classroom where there is no physical classroom, far beyond the daily routinary student activities, and a kindof learning that is not dependent on what the teacher will show or tell but through a classroom that is borderless and crosses nations. One form of global learning environment that gives freedom to both teachers and students to be active in creating and transmitting knowledge back and forth on the internet and world wide web. In addition, Ponde, et al. (2012) states that "In education, its application has not only enabled in expanding the access of education to the temporally and spatially scattered large mass of learners but has also impacted the content and quality of education. It is with this integration of technological advance in the education system that today the continuous professional development of common professionals and lifelong learning concepts have become a concrete reality. Information and communication technologies have changed the orientation of traditional chalk-face teaching process and have led to the creation of new learning environments."
Through this rubric tool, it strengthens the capability of the students to create, adapt, collaborate and actively participate in various discussions about current trends and issues through the representation ofsymbolsusing texts, images, pictures, diagrams, videos and other methods needed in the digital and virtual space.

II. METHODOLOGY

Due to the absence of a systematic and standardized assessment tool that is appropriate to the digital and virtual needs of the students under the K-12 curriculum, the researchers have created a proposed rubric tool that will evaluate the efficiency and effectivity of e-learning materials in the Filipino 11 subject in the Senior High School. By using the theoretical model of Kolitch and Dean (1999) that can be found in (Palloff and Pratt, 2009), the researchers have anchored the creation of the rubric tool based on the concept of an engaged critical model that is student-centered approach and that will eventually engage him to be part of a critical dialogue. "Engaged critical teaching is an assessment that encourages learners to actually do something to demonstrate

knowledge acquisition rather than taking a test or quiz…" (Palloff at Pratt, 1999). And with the goal that learning must cultivate and instill independence towards growth for it to be called Contextualized Multiple Intelligence (CMI) that is globally, locally and individually responsive to the needs of the studentswith the help of Information and Communication Technology (ICT). It means that the students are not only simple passive recipients of knowledge but also as an active critic, producer and a vital source of learning that has a great impact locally and abroad. It is one way of challenging the skills and capabilities of the students on how he will able to use the tool towards a transformative educational system which is the prime objective of a nation.

This research answers the needs of creating a balanced exposure of the students in the different disciplines and fields, involving Filipino subjects, more importantly, the Language and Culture that is responsive to the demands and needs of the learning landscape in the 21st century.Through this, it does not only recognize the use of e-learning materials of teachers teaching Filipino subject in the Grade 11 of Senior High School but also encourages them to be keener and more critical on how they can able to improve their teaching pedagogy towards the achievement of a global learning community in understanding the subject, Filipino 11(Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino).

Alongside with this research is the designing of a rubric tool that will be used by the teachers themselves, so that at their level, they can be able to (1) identify, (2) determine, (3) and harmonize classroom activities integrated with e-learning materials from different sources.

These systematic processes are being recognized by the researchers as "self-certifying stage" whereas the teacher is considered as a facilitator of learning, in the process of e-learning, it has the ability to conduct a systematic way of selecting and choosing the appropriate evaluation tool. As a result, there is a presence of a thorough and critical selection of e-learning materials which is used primarily by the teachers for them to utilize the most appropriate teaching methodology.

III. REVIEW OF RELATED LITERATURE

E-learning has been described by Horton (2001) as "the use of internet and digital technologies to create experiences that educate our fellow human beings. The e-age view of learning is quite different. Learning can take place anywhere it is needed, typically within the work environment at the time where the need for learning manifests itself. Learning is not a separate cloistered event but a regular part of everyday life." On that note, it is clearly stated the major difference between traditional classroom and the facilitation of E-learning. E-learning involves its pragmatic approach in the daily student life activity. This does not set aside or demote the role of a teacher rather it modifies the teaching methodology and pedagogyand involves redefining of the teacher's role."In the classrooms, it is the instructor who teaches, in e-learning, it is the designer who teaches." The researchers give emphasis on redefining the vital role of a teacher who teaches the Filipino subject; not only as a source of knowledge but as an instrument of the learning process in establishing a global learning community that recognizes vast information that can be achieved through e-learning.

This research does not only give alternative options to be introduced to Filipino teachers but a concrete evidence of reality that learning is dynamic, thus, the methodologies should also adapt through wireless networks, mobile devices and greater opportunities of learning whereas students can also learn through adaptation and collaboration. "The global classroom provides a greater forum where students can learn with and from others. However, to do this does require a change in the design of the learning task that better embraces authentic, collaborative learning grounded in the curriculum, facilitated through rich interaction and discussion among students, experts and/or other like-minded people that are delivered through the capacity of technology. It is a matter of designing and facilitatingthe new digital learning landscape" (Lock, 2015, p.137)." Meanwhile, the internet does not literally mean easy, automatic and convenient way of learning, still, it will depend on the guiding framework the teacher follows as he/she creates and designs teaching methodologies particularly e-learning materials that will open the horizon of innovation and creation.

In a similar manner, Siddiqui (2012) discussed in an International Conference on Teacher Education, ICT, themost significant aspect of integrating technology in education is through pedagogy. Whenapprehending the teaching competencies for infusing technology, the local concept and the personal approach of the teacher linked with that of their field must be paramount. And if it will be applied into a free, and nationalistic education context, it will be a great impact to the role of a teacher in understanding and teaching ICT and how it will be designed depending on the needs and demands of the students. Also, the teacher who becomes a critic into his own disciplineserves as a bridge of a traditional classroom towards a global classroom. "The teacher's role expands to that of a facilitator of collaboration and networking with local and global communities (Siddiqui, 2012)."

This research is an attempt to become a pioneer in reforming the traditional educational system that aims to go beyond the minimum standard of teaching and understanding. Rao (2012) stated that "Teaching is said to be a nation-building activity and the teacher is the architect of the future. The teacher acts as the pivot for the transformation of intellectual tradition and technical skills, from generation to generation,

and helps to keep the lamp of civilization burning. The teacher thus molds the character in the individuals and prepares the future citizens of the nation." Thus, it is a big responsibility on the part of the teacher to ensure proper execution of e-learning materials towards the realization of the potentials of the students. Also, he said, "It must be realized that without improving the quality of teacher's education, the quality of school education can't be improved." On that note, the researchers truly affirm on the idea that this simple proposed rubric tool will truly bring critical and progressive changes in the educational system in the country.

Moreover, with this type of research, it truly helps and enriches the Filipino discipline to become responsive to the needs of the dynamic learning communities. According to Carroll (2001), "In this new environment, we will move from mass production of education to mass customization of learning" that recognizes the changes in the learning landscape of this modern world. He also said in his paper that the role of teachers in this modern society is: "Education in networked learning communities will enable teachers to move beyond the delivery of a fixed curriculum in self-contained classrooms. Our teachers will become expert learners in collaborating with others to draw on the wealth of learning opportunities available in this new environment. And our students will engage in continuous learning throughout their lives as they work and grow in networked communities."

IV. RESEARCH PARADIGM

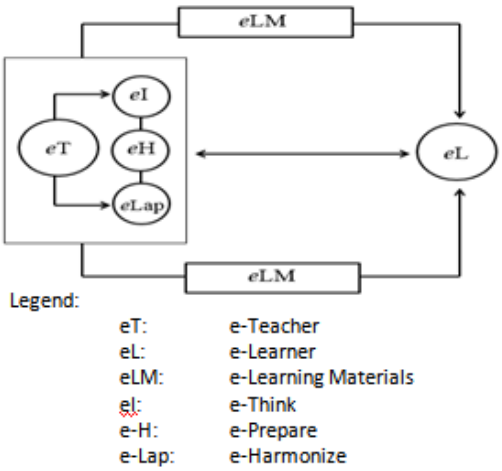


Figure 1. The systematic processes involvedin designing e-learning materials in Filipino 11

With the illustrated conceptual framework of this research (see Figure 1.), it can be observed the importance of the three processes: e-Think, e-Prepare, and e-Harmonizein the teaching pedagogy that seeks to respond to the changing learning environment of an ICT-based instruction and the creation of a global classroom. This model serves as a springboard of the researchers in the creation of a rubric tool that will give the teachers academic freedom in adopting his own innovated teaching pedagogy.Meanwhile, it is a great challenge in the part of the teachers on how he will achieve optimum learning experience through active e-learning (AeL).

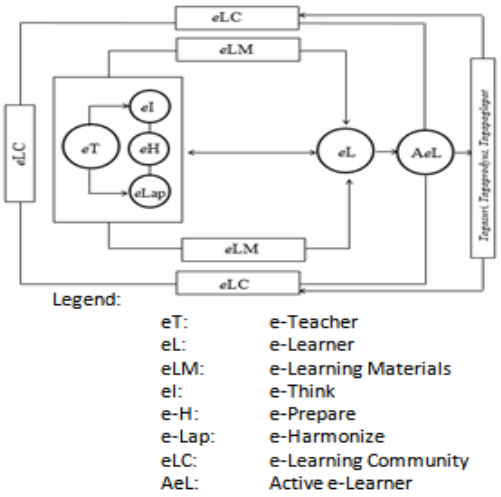


Figure 2. e-LC model of transforming e-L into an AeL in teaching-understanding Filipino 11

In this e-LC model of teaching-understanding Filipino subject (see Figure 2.), the researchers aim to achieve an eLC (e-learning community) wherein students become eL (e-learner)that will undergo transformation into anAeL (Active e-learner)that is open to adaptive, collaborative and problem-based solving context of learning. Beyond the premise in creating and using a rubric tool, this model also covers the goal of the researchers in and for the Filipino disciplineto be transformative and innovative that helps the teachers to achieve academic and professional growth of active e-learning.

V. RESULTS AND DISCUSSION

The main problem of this research is on determining appropriate e-learning materials for Filipino 11. Moreover, researchers have sought to answer the specific questions on how to conduct the processes of identifying (e-Think), determining(e-Prepare), and evaluating (e-Harmonize) e-learning materials using the rubric tool and why it is essential to undergo such processes.

A. e-Think

This is the first process in obtaining an ICT-integrated approach in teaching Filipino 11. Due to the vast information over the internet, it is imperative for the teacher to learn how to be careful and critical in identifying e-learning materials to be used. Therefore, a mere collection of information is highly discouraged. It is high time for teachers to develop systematic skills in arriving at competent, appropriate and intended materials into his teaching. The good thing about this process is the freedom given to the

teacher to explore different sources like online readings, photos, videos, journals, news articles, blogs and among others which can be part of his experience and understanding. But this is not a just simple identification, alongside with this is the realization of learning objectives such as: "What are the expected learning outcomes do I get from this?"; "Is this material sufficient enough for the learner to engage in global learning?"; "How will this take place?"; "How can I develop it further?". This process reflects the teacher as a critic of internet resources likewise his own discipline. And finally, if from the start, intentions of ICT-generated instruction are understood with clarity, anticipated outcomes of learning shall definitely be achieved.

There are two steps involved in this process: the actual selection of e-learning materials and the use of a rubric tool to determine suitable materials and its expected results. Through a Holistic Rubrics of Reeves (2011), and with the guidance of Benjamin (2007) on designing rubric tool, researchers have generated eight (8) rubric tools based on the eight categories or areas classified on the learning competencies of the Filipino 11 subject.For evaluating e-learning materials, researchers have created general categories in classifying existing teaching materials that are appropriate for the digital and virtual setting. The following matrix shows the table of categories, its nature and description of e-learning materials under each category.

B. e-Prepare

CATEGORY	DESCRIPTION
A. Images (I)	These are examples of visual or graphical images that can be found on the internet.
B. Audio Presentation (AP)	Examples of this include audio-recorded interviews, songs, dialogues, speeches, and other audio materials that can be downloaded and transferred using CD, storage devices or music downloaders.
C. Video Presentation (VP)	Any example of audiovisual presentation from video downloading application like YouTubeDownloader. Technically used as motivational materials and not for film viewing.
D. Film Presentation (FP)	This includes films, documentaries and other related audio-visual materials that can serve as the primary point of discussion.
E. Online Reading (OR)	Any reading material that can be downloaded from the internet like articles, journals, news, essays, and other written text.
F. Online Activity (OA)	It can be individual or by group, this serves as an alternative option that can be done virtually likeSocratic paideia, group dynamics, group collaboration, online discussion, peer critiquing, and peer mentoring.
G. Teacher-made Online Instructional Materials (TOIM)	From physical classroom to virtual classroom using e-learning materials through different applications like Microsoft Office PowerPoint, Prezi, and others that are accessible to students in order to reach a self-reinforced phase of learning.
H. Real-Time Online Discussion (RTOD)	In the event that a resource speaker cannot make it physically in classroom, a real-time online interview can be considered.

Each rubric tool that was made by the researchers is specially designed for the different categories that can be used by the teachers to assess e-learning materials. In this manner, the teacher enforces appropriate standards in determination and harmonization of materials according to his decision. It consists of ten (10) questions each category and arranged on a four-point Likert scale with verbal interpretations of(4) STRONGLY AGREE, (3) AGREE, (2) DOES NOT AGREE, and (1)STRONGLY DOES NOT AGREE. The expected perfect score for each category is forty (40) points. An average total weighted score of thirty (30) to forty (40) points denotes that the e-learning material is considered high quality in the instruction of e-learning. However, if the material gets a score of twenty-nine (29) and below, discretion is within the teacher whether to continue its use or look for another material with a higher standard.

Each category is presented in a distributive manner covering marked areas with ten (10) specific questions as stated in the rubrics:

1. Corresponding Learning Competencies as per Department of EducationCurriculum Guide
2. Content and relevance of the topic
3. Technical structure and readiness of e-learning materials
4. Promotion of learners towards an engaged critical dialogue
5. Relatability with problems and current issues of the society
6. Appreciation of Filipino language and culture

Researchers made the rubric tool simple: consisting of 10-questions only, and can be easily understood so it won't take so much time of the teachers in adopting the tool. The diction of words was made basic for teachers not to be confused on the technicalities of the tool. In the end, the teacher takes the role of tabulating the obtained score by his own e-learning materials that have undergone the process of evaluation, thus decides its usability.

In the final process, the teacher must have already identified and evaluated his e-learning materials to be used. It must also be cleared to him about the scores of his chosen materials and as per the recommendations of this research, the material should obtain a total weighted score of 30-40 points to ensure a high level of acceptance of the material. And the ultimate challenge in harmonizing the materials in teaching pedagogy is the creation of an outline illustrating its usefulness in the classroom activities towards an integrated, collaborative-problem-based and ICT-based method of learning.

In the initial attempt of the researchers, the following are the examples of harmonizing materials based on the results and standards of the evaluation with the aid of the eight (8) proposed rubric for each category. Also provided, is the matrix of average weighted scores of each given examples of proposed e-learning materials and their corresponding competencies based on Department of Education Curriculum Guide on Filipino 11 in Senior High School- parallel to the actual topics to be taken up by learners and the hyperlink of determined e-learning materials and how they can access the said materials.

C. e-Harmonize

Table 2. Results of Evaluation Using Rubric Tool on Proposed E-Learning Materials

CATEGORY	LEARNING COMPETENCY	SCORE	LINK
A. mages (I)	Kasaysayan ng Wikang Pambansa	40.0	Editorial Cartoon: CHED Memo No.20, s.2013 https://www.google.com.ph/search?q=wika+at+kulturang+pilipino&dcr=0&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi1zrLHxfzXAhXEopQKHV6JAcgQ_AUICigB&biw=1366&bih=637#imgrc=x4ELIaYSrxvEqM:
B. udio Presentation (AP)	Varayti at Baryasyon ng Wika	32.0	Prank Call ni Vice Ganda kay Ogie Diaz https://www.youtube.com/watch?v=oSCk6J-Wlb4
C. ideo Presentation (VP)	Sitwasyong Pangwika (Ekonomikal, Potikal, at Sosyal na Kalagayan ng wikang Filipino)	39.0	Q&A portion ni Maxine Medina sa Miss Universe 2016 na ginanap sa Pilipinas https://www.youtube.com/watch?v=EvfGUaZJ3-g
D. ilm Presentation (FP)	Wikang Pambansa at Edukasyon, Wika ng Edukasyon (MTB-MLE; Midyum ng Pagtuturo)	39.0	i-Witness Documentary ni Howie Severino "Don't English Me" https://www.youtube.com/watch?v=ZeWDJT6npXw
E.	Konseptong	38.0	Artikulo ni James Soriano hinggil sa wikang Filipino,

nline Reading (OR)	Pangwika (Wikang Filipino, Mother Tongue, Identidad)		Identidad at Pribilehiyo http://opinion.inquirer.net/11649/language-learning-identity-privilege
F. nline Activity (OA)	Kasaysayan ng Wikang Pambansa: Isang assessment tool	33.0	Sample uploaded assessment tool para sa paksang Kasaysayan ng Wikang Pambansa https://www.proprofs.com/quiz-school/story.php?title=komunikasyon-sa-akademikong-filipino
G. eacher-made Online Instructional Materials (TOIM)	Mga Konspetong Pangwika: Inuploadni: Salvador Quibin Fontanilla I, Gurosa Filipino Grade 11& 12, Philippine Science High School, QC	37.0	(Maaaring sariling gawa ng guro o di kaya ay gawa ng ibang guro na inupload para sa mga mag-aaral na kumukuha ng parehong kurso) https://prezi.com/km_9bz3r6vz0/mga-konseptong-pangwika/
H. eal-Time Online Discussion (RTOD)	(Maaaring gamitin ang midyum na ito sa mga espesyal na paksa gaya ng gamit ng wika, kasaysayan ng wikang Pambansa, o kaya ay sa sitwasyong pangwika. Mag-iiskedyul ang guro ng online panayam sa mga otoridad at iskolar ng iba-ibang diskursong pangwika at pangkultura at itatanghal ito sa pamamagitan ng video call sa klase.	-	MUNGKAHING PAKSA AT RESOURCE PERSON: Varayti at Baryasyon ng Wika DR. JOVY M. PEREGRINO Professor, Department of Foreign Studies, Busan University

CONCLUSION

From the move to fill the space on the unavailability of a systematic identification, determination and harmonization of teaching materials for a global classroom, researchers pioneered a revolutionary tool that can be individually operated by teachers of Filipino 11 in Senior High School. The said tool will formalize and intellectualize the goals of cultivating the Filipino discipline in teaching language and culture in Grade 11 in particular, to partake in the challenges of 21stcentury learning. A big part of this reform is the creation of these processes which is light, easy and on a level of the self-checking mode of the teacher and the enrichment of his pedagogy; to produce more progressive and meaningful learning through integrated and collaborative use of Information, Communication and Technology (ICT)

of the rapidly changing times. The researchers have concluded that this vision is possible and could reach greater opportunities to develop high-quality standards of teaching and learning the course, Filipino. The processes of e-Think, e-Prepare and e-Harmonize should be integrated into the guiding principle of an innovative teacher aspiring to bring a significant change in the promotion of a student-centered, ICT-based learning and engaged critical participation of his learners. Researchers finally hope that this breakthrough will serve as an active call for refinement and initiative for the teaching profession to impose these high-value principles into their pedagogy to make it a proven common practice in the discipline in the pursuit of global learning.

REFERENCES

[1] Admiraal, Wilfried. (2017). Preparing pre-service teachers to integrate technology into K-12 instruction: Evaluation of a technology infused approach, Technology, Pedagogy, and Education, (26) 1. New York, USA: Routledge Taylor & Francis Group, 105-120

[2] Allen, Jonathan. (2012). Primary ICT: Knowledge, Understanding, and Practice. London, England: SAGE Publications, Ltd.

[3] Benjamin, Steve (2007). The Quality Rubric: A Systematic Approach for Implementing Quality

[4] Principles and Tools in Classrooms and Schools. Wisconsin, USA: American Society for
   a. Quality.

[5] Callahan, William P., & Switzer, Thomas J. (2001). Technology as Facilitator of Quality Education: A Model. In W Heinecke and L Blasi (Eds.), Methods of Evaluating Educational Technology. Connecticut, USA: IAP Information Age Publishing, 215-234

[6] Carroll, Thomas G. (2001). Do Today's Evaluations Meet the Needs of Tomorrow's Networked Learning Communities? In W Heinecke and L Blasi (Eds.), Methods of Evaluating Educational Technology. Connecticut, USA: IAP Information Age Publishing, 3-15

[7] Chandra, Vinesh, and Kathy A. Mills. (2015). Transforming the core business of teaching and learning in classrooms through ICT, Routledge Taylor & Francis Group, vol. 24, no. 3, 2015, pp. 285-301.

[8] Gulhane, G. L. (2012). Effective Integration of ICT in Teacher Education. In D Harichandan and S Pandya (Eds.), Teacher Education and ICT: Global Context, Policy and Framework. New Delhi, India: APH Publishing Corporation, 16-23

[9] Horton, William (2001). Leading E-Learning. Virginia, USA: American Society for Training & Development.

[10] Jenkinson, J. (2009). Measuring the Effectiveness of Educational Technology: What are we Attempting to Measure? Electronic Journal of e-Learning Volume 7 Issue 3 2009, (pp273 - 280), available online at www.ejel.org

[11] Lock, Jennifer V. (2015). Designing learning to engage students in global classroom, Technology, Pedagogy, and Education, (24) 2. New York, USA: Routledge Taylor & Francis Group, 137-153

[12] Nuncio, Roderick V., et al. (2016) Sidhaya 11: Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino. Quezon City: C & E Publishing, Inc.

[13] Oliver, M. (2000). An Introduction to the Evaluation of: Learning Technology. Educational Technology and Society, 3(4), 1-18. Retrieved December 11, 2017, from http://www.ifets.info/journals/3_4/intro.html

[14] Palloff, Rena M. & Pratt, Keith (2009). Assessing the Online Learner: Resources and Strategies for Faculty. California, USA: John Willey & Sons, Inc.

[15] Ponde, M.S., Shinde, A.D., Karwar, A.K. (2012). ICT-Enabled Teaching-Learning: Changing Paradigms of 21st Century. In D Harichandan and S Pandya (Eds.), Teacher Education and ICT: Global Context Policy and Framework. New Delhi, India: APH Publishing Corporation, 45-54

[16] Context, Policy and Framework. In D Harichandan and S Pandya (Eds.), Teacher Education and ICT: Global Context Policy and Framework. New Delhi, India: APH Publishing Corporation, 24-37

[17] Reeves, Anne R. (2011). Where Great Teaching Begins: Planning for Student Thinking and Learning. Virginia, USA: ASCD

[18] Siddiqui, Mohd. Akhtar (2012). Keynote Address in International Conference on Teacher Education and ICT: Global Context, Policy, and Framework. In D Harichandan and S Pandya (Eds.), Teacher Education and ICT: Global Context, Policy and Framework. New Delhi, India: APH Publishing Corporation, 1-7

[19] Tondeur, Jo, et al. (2017) "Preparing beginning teachers for technology integration in education: ready for take-off?" Routledge Taylor & Francis Group, vol. 26, no. 2, 2017, pp. 157-177.

[20] Weston, T. (2004). Formative Evaluation for Implementation: Evaluating Educational Technology Applications and Lessons. American Journal of Evaluation, 25(1), 51-64. doi:10.1177/109821400402500104

[21] Yang, Kai-Ti. & Wang, Tzu-Hua (2015). Interactive Whiteboard: Effective Interactive Teaching Strategy Designs for Biology Teaching. In A Traver (Ed.), E-Learning: Technology, Training, and Teaching. New Jersey, USA: Clanrye International, 159-175

★★★