



**Technology, Education, Assessment and Management (TEAM)  
Third International Conference 2019**

**Sunday, March 10, 2019 – 1:00 p.m. to 4:00 p.m.  
Monday, March 11, 2019 – 8:00 a.m. to 5:00 p.m.**



**UNIVERSITY OF GUAM**  
SCHOOL OF EDUCATION

# MESSAGE FROM THE UNIVERSITY OF GUAM PRESIDENT



Håfa Adai, and Welcome!

It is the University of Guam's pleasure to host our local and regional partners in education for the 2019 International Conference on Technology, Education, Assessment, and Management.

Following the first conference held here at the University of Guam in 2014 and the second conference hosted by Western Philippines University in 2015, the TEAM Conference has developed a name for itself. It has become a prime opportunity for academic researchers, practitioners, and administrators as well as students in our region to share experiences and best practices, collaborate over common and trending issues, and create valuable connections with subject matter experts.

We greatly value the regional relationships that are formed through this event. This year we welcome a number of institutions and presenters from the Philippines, Louisiana, California, Hong Kong, and Malaysia. We are also pleased to include a special session for one of UOG's most significant local community partners, the Guam Department of Education.

As educators ourselves, it is very fitting that we also teach and learn from one another. This TEAM Conference will once again provide a full schedule of sessions with experts on topics from online learning and artificial intelligence in the classroom to various approaches and philosophies on academic success for both students and faculty.

This conference is planned to coincide with UOG's annual Charter Day celebration on March 12 as well as the Annual Research Conference by UOG's College of Liberal Arts and Social Sciences on March 8. We hope this trifecta of events will make for a very enriching and worthwhile visit to our island and University.

Senseramente,

**Thomas W. Krise**  
**President**  
**University of Guam**

## MESSAGE FROM THE SENIOR VICE PREIDENT, ACADEMIC AND STUDENT AFFAIRS



Håfa Adai yan Buenas!

I want to extend a very warm welcome to the UOG Technology, Education, Assessment, and Management (T.E.A.M) Conference presenters, sponsors, and participants! Thank you very much for joining us on the UOG campus for the 3<sup>rd</sup> T.E.A.M. Conference which brings together speakers from all over the Pacific with the theme “Go T.E.A.M!”

The conference underscores the importance of the four strands of knowledge which continues to take us forward into the future. Technological advances have propelled the Pacific into communication and information options like never before experienced by our communities. Education, at all levels, has been the avenue where young people move forward to become better prepared for a prosperous future. Assessment, with so many strategies and in all fields of discipline, is critical for determining progress and continues to be the best way to demonstrate high quality performance. Lastly, Management is essential in planning and forecasting future directions and in determining fiscal responsibility into the future.

I want to congratulate the administration, Division Chair, faculty of the participating schools and colleges who have worked hard, especially the conference chair and subcommittees for providing a multidiscipline platform for the exchange of new ideas in these four vital areas. Special welcome to those who have come from off-island to participate in the conference this year.

May you be enriched through the new knowledge the conference offers and it is our hope that new networks will be forged from your conference experience. Have a productive, enjoyable, and fruitful conference and again, welcome to the UOG Campus!

Senseramente,

**Anita Borja-Enriquez, D.B.A.**  
**Senior Vice President, Academic and Student Affairs**  
**University of Guam**

## MESSAGE FROM THE DEAN, SCHOOL OF EDUCATION



Buenas yan Háfa Adai!

Welcome to the 2019 TEAM Conference!

The decision for the School of Education to coordinate, plan and execute this conference began in September 2018 and, in my view, there is no better place than the University of Guam School of Education to hold this conference.

The originators of the Technology, Education, Assessment and Management Conference, known as the TEAM Conference, recognized the balance and links between the pillars of technology, education, assessment and management today at all levels.

The involvement and interactions of our presenters and participants, joining us from across the ocean and on island, underscore the commitment and values to high quality education, and places demands to respond to the needs of students and their future educational investments to grow as critical thinking citizens and contributors to a functional society.

I know we can fully rely on distinguished competences of all the presenters and participants as this conference hosts high-level knowledge and expertise in the areas of technology, education, assessment and management.

It is my honor to welcome everyone to this conference and to offer my wishes for fruitful, extensive and cultural exchanges.

I would like to thank a distinguished group of professionals from the University of Guam comprising the TEAM Conference Committee for all their efforts which have made this conference possible.

Sen dangkulu na si Yu'os ma'áse',

**Alicia C. Aguon**  
**Dean, School of Education**  
**University of Guam**

## **KEYNOTE SPEAKER**

### **Unaisi Nabobo-Baba, Ph.D. Professor of Education –Fiji National University (FNU) and Academic Leader, FNU Natabua Campus, Lautoka, Western Fiji**



With about 30 years of working in the field of education (mostly higher education and development), Dr. Unaisi Nabobo-Baba's work has been in teaching, researching, publication and other educational and development related work in the Pacific Islands.

Dr. Nabobo-Baba has worked in Fiji, Tonga, Samoa, Cook Islands, Vanuatu, Solomon Is, Marshall Is, New Zealand, Yap, Pohnpei, Rota, Saipan (CNMI), Guam and Palau.

She speaks Fijian and Pidgin English fluently and has some understanding of Tongan, Samoan, and Kiribati. She has done work and consultancies/research in the following areas/competencies: education and development; curriculum development and evaluation; women and leadership; indigenous knowledge and education; social analysis and survey; research and research training; monitoring and evaluation; teacher education and organizational analysis, sustainable development and leadership.

She writes and publishes as much as she can- a little more than 100 of that to date.



## 2019 TEAM Conference Schedule

Sunday, March 10

**1:00 p.m. – 1:45 p.m.** Conference Registration (**SBPA Building Room 129**)

### ***Opening Ceremony and Keynote Message (SBPA Room 129)***

**2:00 p.m. – 2:30 p.m.** Master of Ceremony: Siñot Joey Franquez  
Ritual Chant of Blessing  
Performance of the UOG Republic of Palau Student Organization  
Light Merienda

**2:45 p.m. – 3:00 p.m.** Message from Dr. Suzanne Bells, TEAM Conference Chair  
  
Welcome Remarks by Dr. Anita Borja-Enriquez, Senior Vice President, Academic and Student Affairs, University of Guam  
  
Introduction of the Keynote Speaker by Dr. Alicia Aguon, Dean, School of Education, University of Guam

**3:00 p.m. – 4:00 p.m.** Keynote Message by Dr. Thomas Krise, President, University of Guam

Monday, March 11

**7:45 a.m. – 8:30 a.m.** Conference Registration / PD894 Recordation  
Light Breakfast

### ***Morning Session***

**8:45 a.m. – 11:30 a.m.** Abstract and Paper Presentations (**SOE Rooms 108B, 117, 201, 203, 204 and 206; SBPA Rooms 129 and 131**)

**9:00 a.m. – 2:00 p.m.** Student Projects Showcase (**SOE 2<sup>nd</sup> Floor Lobby**)

**11:45 a.m. – 12:15 p.m.** Lunch

### ***Keynote Speech (SBPA Room 129)***

**12:15 p.m. – 1:30 p.m.** Introduction of Keynote Speaker by Dr. Ron Rubinstein, Professor of Anthropology, Micronesian Area Research Center (MARC), University of Guam

Keynote Speaker: Dr. Una Nabobo Baba, FNU Natabua Campus Academic Leader and School of Education, Fiji National University

*CAGI – WINDS! - Education and Teaching in the South Pacific-Rethinking Curriculum Spaces for Indigenous Knowledge, Wisdoms, Values and Philosophies for a sustainable 'Sea of Islands'-GIFTS, Ideas and Lessons from the South*

*Afternoon Session*

**1:30 p.m. – 3:45 p.m.**

Abstract and Paper Presentations (**SOE Rooms 108B, 117, 201, 203, 204 and 206**)

**2:00 p.m. – 3:00 p.m.**

Lecture Series #1: In times of Disaster - Climate Action & Sustaining the Blue Continent-- What Universities can do in the Pacific Is- The Case of the Fiji National University (**SBPA Room 129**)

Dr. Una Nabobo Baba, FNU Natabua Campus Academic Leader and School of Education, Fiji National University

*Note: The Lecture Series contains three lectures. Lectures #2 and 3 will be held at the following time at UOG CLASS Lecture Hall:*

*Lecture Series #2: Wednesday, March 13, 2019 (4:30 - 5:30 p.m.)*

*Lecture Series #3: Thursday, March 14, 2019 (4:30 - 5:30 p.m.)*

*Sign in Sheet at 4:00pm*

**3:00 p.m. – 3:45 p.m.**

Focus Group: Continuing Partnership in Education (**SBPA Room 129**)

**3:45 p.m. – 4:45 p.m.**

Consul General Plenary: A Sustainable Future when Education serves the Well-being of our People

Introduction of Plenary Speakers by Dr. Velma Sablan, Professor, Foundations, Educational Research and Human Studies (FERHS), School of Education, University of Guam

Plenary Speakers:

Hon. Teresa M. Filepin, Consul General of the Federated States of Micronesia (FSM)

Hon. Vic April, Consul General of the Republic of Palau

Dr. Una Nabobo Baba, FNU Natabua Campus Academic Leader and School of Education, Fiji National University

**4:45 p.m. – 5:00 p.m.**

Closing Ceremony and Certificate Distribution (**SBPA Room 129**)

# University of Guam- Lecture Series

March 11-14, 2019

Professor Unaisi Nabobo Baba

Fiji National University

## **THEME:**

**Our Pacific Ocean!-Our Blue Continent!**

**A Sustainable Future where Education serves Sustainability and Well- Being of our People**

**Lecture One (March 11, 2:00 p.m. – 3:00 p.m., SBPA Room 129):**

***In times of Disaster-***

**Climate Action & Sustaining the Blue Continent-- What Universities can do in the Pacific Is- The Case of the Fiji National University**

**Lecture Two (March 13, 4:30 p.m. – 5:30 p.m., CLASS Lecture Hall):**

***Reclaiming the Pacific-***

**Post -Colonial Education- Literacies and Illiteracies**

**Lecture Three (March 14, 4:30 p.m. – 5:30 p.m., CLASS Lecture Hall):**

***Quality and Relevance-***

**Rethinking Pacific Education- Lessons from the 20 year Movement (RPEIP)**



## Presentation Schedule (March 11) – Morning Sessions

30-minutes Presentation Schedule (Snack Break: 9:50 a.m. – 10:00 a.m.)

	8:45 a.m. – 9:15 a.m.	9:20 a.m. – 9:50 a.m.
<b>SOE 201: Session 1</b>	Is Ethical Hacking in Conflict with Data Protection? Clarifying Issues and Resolving Conflicts <i>Dennis L. Alfaro, St. Paul University Quezon City</i>	Automated Hydroponics System under Greenhouse Condition <i>Amy Lizbeth J. Rico, Tarlac Agricultural University</i>
<b>SBPA 129: Session 2</b>	Critical Race Pedagogical Reflections on Higher Learning, Curriculum and Pedagogy from a Diasporic Native Pacific Perspective <i>Michael P. Perez, California State University Fullerton</i>	Photovoice in Action: A Visual Representation of Advocacy in Counseling <i>KristiAnna Whitman and ED624 students, University of Guam</i>
<b>SOE 203: Session 3</b>	Relevance and Responsiveness of the BS_HRM Ladderized Program of Selected Colleges and Universities in the National Capital Region Based on TESDA Training Regulation Competency Standard <i>Jocelyn R. Sardena, St. Paul University Quezon City</i>	Social Entrepreneurial Behavior of SPUQC's Grade 9 and Grade 10 Basic Education Students: An Intentions-Based Study <i>Helen M. Rigor and Antoniette Z. Lacerna, St. Paul University Quezon City</i>
<b>SOE 204: Session 4</b>	Co-Curricular Experiences in Higher Education: Definitions, Activities, and Assessments <i>Yukiko Inoue-Smith, University of Guam</i>	Population-Centric Counterinsurgency: The Conduit for Ending Boko Haram Insurgency in Nigeria's North <i>Modu Lawan Gana, Mai Idris Alooma Polytechnic Geidam Ku Hasnita Ku Samsu, and Mohd Mahadee Bin Ismail, University Putra Malaysia</i>
<b>SOE 206: Session 5</b>	Corporate Governance Performance of External Auditors <i>Velissa Castaneda Rubaya-Tolibas, Polytechnic University of the Philippines</i>	Perceptions of Elementary Teachers Regarding the Relationship between Accreditation and Student Achievement <i>Aldrin Jay B. Cajigal, Argosy University Hawaii</i>

45-minutes Presentation Schedule (Snack Break: 10:20 a.m. – 10:25 a.m.)

	8:45 a.m. – 9:30 a.m.
<b>SBPA 131: Session 6</b>	Teaching Math from Indigenous Knowledge: "Building a Chuukese house" <i>Don Rubinstein, University of Guam</i>
<b>SOE 117: Session 7</b>	Digital Stories: Pacific Islander Student Narratives through the Use of Technology <i>Aida Cuenza-Uvas, Mt. San Antonio College</i>

30-minutes Presentation Schedule (Snack Break: 09:50 – 10:00 a.m.)

	10:05 a.m. – 10:35 a.m.	10:40 a.m. – 11:10 a.m.
<b>SOE 201: Session 1</b>	Impact of Brain Hacking on Student Learning <i>Marites Fontanilla, St. Paul University Quezon City</i>	Artificial Intelligence in Learning: Faculty Perception from a Philippine Comprehensive University <i>Ronald Cabauaton, University of Santo Tomas</i> <i>Leandro Estadilla, St. Paul University Quezon City</i>
<b>SBPA 129: Session 2</b>	Balance in Mathematical and Visual Approaches in New Engineering Program <i>Pyo-Yoon Hong, University of Guam</i>	Causal Factors that Decrease Motivation to Learn <i>Lourdes M. Ferrer, University of Guam</i>
<b>SOE 203: Session 3</b>	The Effects of the University of Guam Developmental Course Redesign Initiative on Student Academic Success <i>Grazyna Badowski, Katrina Quinata and Michael Herreros, University of Guam</i>	
<b>SOE 204: Session 4</b>	Philosophy for Children, an Island Style: p4c Hawaii and its relevance for Guam <i>Rika Dunlap, University of Guam</i>	Teachers' Knowledge and Beliefs about the Teaching and Learning Process <i>Christine Ballada, De La Salle University</i>
<b>SOE 206: Session 5</b>	A Framework of Values-Based Educational Leadership of Catholic Schools in the Philippines <i>Patricia Khin San Myint Sue and Marlon C. Padilla, De La Salle University</i>	Community Education for Watershed Management - Bringing the Field to the Classroom <i>Mohammad H. Golabi, University of Guam</i>

45-minutes Presentation Schedule (Snack Break: 10:20 – 10:25 a.m.)

	9:35 a.m. – 10:20 a.m.	10:25 a.m. – 11:10 a.m.
<b>SBPA 131: Session 6</b>	Student Perceptions of Synchronous Virtual Classrooms <i>Linda Flynn-Wilson, University of New Orleans</i>	
<b>SOE 117: Section 7</b>	Manmaga'håga: The Journey to Fulfill a Legacy of Leadership for Indigenous Pacific Women in Higher Education <i>Andrea Fejeran Sims, Mt. San Antonio College</i>	Predictors of a Successful Inclusive Education: Basis for Policy Formulation <i>Antoniette Z. Lacerna, St. Paul University Quezon City</i>

Student Project Showcase

	9:00 a.m. – 2:00 p.m.
<b>SOE 2<sup>nd</sup> Floor Lobby</b>	Student Projects Showcase <i>Mary Jane Miller and Students from ED319 Children's Literature and ED355 Language Arts Methods, University of Guam</i>

## Presentation Schedule (March 11) - Afternoon Sessions

### *Lecture, Focus Group, and Plenary*

<b>Lecture</b>	<p><b>2:00 p.m. – 3:00 p.m.</b>            In times of Disaster - Climate Action &amp; Sustaining the Blue Continent-- What Universities can do in the Pacific Is- The Case of the Fiji National University  <i>Dr. Una Nabobo Baba, University of Fiji</i></p>
<b>Focus Group</b>	<p><b>3:00 p.m. – 3:45 p.m.</b>            Focus Group: Continuing Partnerships in Education  <i>Michelle Santos, Dean Olah and Cheryl R. Sangueza, University of Guam</i></p>
<b>Consul General Plenary</b>	<p><b>3:45 p.m. – 4:45 p.m.</b>            Consul General Plenary: A Sustainable Future when Education serves the Well-being of our People            Introduction of Plenary Speakers: <i>Dr. Velma Sablan, University of Guam</i></p> <p>Plenary Speakers:  <i>Hon. Teresa M. Filepin, Consul General of the Federated States of Micronesia (FSM)</i>  <i>Hon. Vic April, Consul General of the Republic of Palau</i>  <i>Dr. Una Nabobo Baba, Fiji National University</i></p>

45-minutes Presentation Schedule

	<b>1:30 p.m. – 2:15 p.m.</b>	<b>2:15 a.m. – 3:00 p.m.</b>
<b>SOE 201: Session 8</b>	Online Learning Experiences and Expectations among University of Guam Students <i>Geraldine James, University of Guam, and Paul J. Rabago, Guam Department of Education</i>	Culturally Responsive Pedagogy Tools <i>Matthew C. Limtiaco, University of Guam</i>
<b>SOE 203: Session 9</b>	Interactive Whiteboards <i>Dean Olah, University of Guam</i>	New Frontiers in International and Comparative Studies in mobile and social media for education: A Focus on Services vs. User Needs <i>Dickson K.W. Chiu, University of Hong Kong</i>
<b>SOE 204: Session 10</b>	A Successful Model to Increase STEM Experiences for Native Pacific Islanders <i>Cheryl R. Sanguenza, Austin Shelton and Else Demeulenaere, University of Guam</i>	
<b>SOE 206: Session 11</b>	GDOE Workshop: What is your why? <i>Michelle Santos, University of Guam</i>	Grades should have Meaning! <i>Joy James Ada, Guam Department of Education</i>
<b>SOE 108B Session 12</b>	The Curriculum Based Performance Appraisal System of Teachers and the Correlates of the Engagement- Based Learning and Teaching (EBLT) <i>Princesita Gutierrez Timonera, Iligan Medical Center College Arlyn Tibudan, St. Michaels College Jenena C. Baculio, East Central School</i>	The Role of the Principals in Motivating and Improving the Performance of Teachers under K-12 Enhancement Program <i>Princesita Gutierrez Timonera, Iligan Medical Center College Krystal S. Salva, Salva Suarez Central School Jenena C. Baculio, East Central School Marianne P. Timonera, Iligan City National High School</i>
<b>SOE 117</b>	GDOE Presentation: Teaching Students to Thrive in a Standards-Based Classroom <i>Patricia Anub, Jonah Gumataotao, and Christie Blas, Guam Department of Education</i>	

45-minutes Presentation Schedule

	<b>3:00 p.m. – 3:45 p.m.</b>
<b>SOE 201: Session 8</b>	Quantified Self and Personal Data Protection: Confronting the Conflict between Autonomy and Technology-Mediated Health <i>Marlon Patrick P. Lofredo, American University of Sovereign Nations and St. Paul University Quezon City</i>
<b>SOE 206: Session 11</b>	Expanding Student Horizons: “Building Bridges for Our Island Students” <i>Suzanne Bells, University of Guam</i>
<b>SOE 108B: Session 12</b>	The Leadership Performance of Private School Administrators of Higher Education Institutions in Iligan City, Philippines <i>Princesita Gutierrez Timonera, Iligan Medical Center College Mary Jane Nisnisan Lagbas, Iligan Access Institute of Technology</i>

## Morning Sessions

8:45 a.m. - 11:15 a.m.

Session 1

SOE Room 201

### **#1 Is Ethical Hacking in Conflict with Data Protection? Clarifying Issues and Resolving Conflicts**

Dennis L. Alfaro, St. Paul University Quezon City

*We are now in the age where information is valued most and for some, this information is critical to their day to day activities and transactions and the most common questions are: Are this information safe and secure? Who can access this information? What are the level of access to this information? Are there back-ups to this information? This paper explores some of the misconceptions of ethical hacking and the perceptions of users in the organization, the potential threats and the effect after the process was done. It will give a brief background of what hacking is and an anatomy of a hack, social engineering and other methods used by intruders to gain access to their target machine, users or organization. It will also discuss the step by step process on how this kind of security testing will be done and the non-disclosure agreement that needs to be discussed. This paper will also look on the different perceptions of different users in the organization on ethical hacking, what prevents them in doing the process and what makes them do the process. It will also discuss the different classification of hackers for better understanding.*

### **#2 Automated Hydroponics System under Greenhouse Condition**

Amy Lizbeth J. Rico, Tarlac Agricultural University

*An automated hydroponics system was developed, calibrated and validated in this study. The automated hydroponics system was developed to monitor and control the pH and reservoir temperature of hydroponics system. The greenhouse at the Center for Hydroponics and Aquaponics Technology (CHAT) and locally available materials for the hydroponics and automation were used in the development of the system. These devices were designed and assembled based on the conceptual framework of the study. The pH sensor and reservoir temperature sensor send signal to the microcontroller which triggers the adding of acid/base solution, and turning on/off of the chiller and the mixer. The instruments used were calibrated prior to the performance evaluation. The obtained calibration equation for the pH sensor and water temperature sensors are  $y = 5.68x - 3.80$  and  $y = x + 0.37$ , respectively. The pH and reservoir temperature was obtained for 27 days to determine the performance of the automated system. Based from the actual field performance, evaluation and validation done on the system, significant results were obtained thereby suggesting that the use of the automated hydroponics system be introduced particularly in growing crops using hydroponics system. The system was found to monitor and control the needed parameters (pH and reservoir temperature) in hydroponics system. This system becomes useful in reducing labor cost, real-time monitoring of pH and reservoir temperature, therefore increasing farmers crop productivity and income.*

### **#3 Impact of Brain Hacking on Student Learning**

Marites Fontanilla, St. Paul University Quezon City

*At present, almost everyone is too dependent on smartphones especially the youth. Reports said that app companies are actually designing the technological gadgets and services provided by them to get users hooked. The term used for this is brain hacking and it is defined as engineering the phones, apps and social media to hook someone to spending more and more time on their gadgets. The study was made to present the creative ways that the software development company is doing to hook users on technology via apps and other software. It also examined the brain hacking's impact on the student's learning. Using questionnaire, interviews and observations, data were collected from 75 randomly selected senior high school and tertiary students at St. Paul University Quezon City. Results of the study revealed the positive and negative effects of brain hacking to the student's way of learning. Solutions that are being made by the software developers to address brain hacking and ways to reduce smartphones usage by the students are also presented.*

### **#4 Artificial Intelligence in Learning: Faculty Perception from a Philippine Comprehensive University**

Ronald Cabauaton, University of Santo Tomas

Leandro Estadilla, St. Paul University Quezon City

*In the onset of new technologies available in the market, different learning institutions in the country are slowly catching up with the fast development experienced in the technological industries. One of the adjustments being done by these universities is to adopt new learning techniques on how technology can affect learning of their students. According to Smith and Neupane (2018), artificial intelligence can augment the shortcomings on the learning of students. Using innovative ways on teaching that is suitable to the characteristics of millennial will definitely boost the interests of students and pay attention to the knowledge imparted by the faculty member. Though this strategy can solve the augment the requirements of companies among graduates, there are faculty members who are adamant in trying to use these innovative techniques in teaching. Faculty members of a Philippine university perceived that the use of information technology in teaching is troublesome, it is found out that there are still that prefer the traditional way than the modern ones. The latter poses problems that limits the free time of the faculty members in doing other things since it would require them extra time learning how to use the new technology, availability of gadgets for the faculty members and poor internet connection in the country. These among others are perceived to be the factors that hinder the use of artificial intelligence in teaching.*

**#1 Critical Race Pedagogical Reflections on Higher Learning, Curriculum and Pedagogy from a Diasporic Native Pacific Perspective**

Michael P. Perez, California State University Fullerton

*Pedagogy and learning are essential activities of higher education, and will be discussed and critically analyzed in this essay/presentation, from a Native Pacific and critical race pedagogical perspective. As a diasporic Native Pacific Islander, and more specifically diasporic Chamoru/Chamorro academic, I have been both keen and oblivious to neocolonial and color-blind contradictions in pedagogical practices particularly in cultural diversity courses, I have taken as a student and taught as a faculty, through three systems of higher education: The University of California system, the California Community College system, The University of Guam, and the California State University system. As I retrospectively consider the patterns of classroom discourse and curriculum throughout my over 25 years in the academy as a student and educator, I find many of the same contradictions in my own cultural diversity courses after having been “enlightened” by critical perspectives in academia. In the context of these historical and educational contradictions, I contextualize the colonial and color-blind contradictions in my observations of cultural diversity classes from lower division G.E. courses to graduate seminars (i.e. introduction to ethnic studies, minority group relations, social inequality, racial and ethnic relations, critical race studies, crime and inequality, introduction to sociology, social theory, and Chicano/a studies), on the backdrop of the colonial developments of U.S. education in general. I analyze negotiations of identity and learning during classroom interaction based on my recollections and observations as a student and faculty member of color; as a manifestation of larger structures and discourses of identity politics and coloniality in higher education. In so doing, I discuss some colonial contradictions in cultural diversity classes and curriculum with the respect to the following epistemological foundations: 1) auto-ethnographic retrospective accounts as a diasporic Native Pacific academic and education leader; 2) review of literature in critical race pedagogy; and 3) ethnographic and in-depth interview data on graduate students of color in the earlier part of the 2000s.*

**#2 Photovoice in Action: A Visual Representation of Advocacy in Counseling**

KristiAnna Whitman and ED624 Students, University of Guam

*Photovoice is a “participatory action research methodology created in the 90’s where people can identify, represent, and enhance their community through a specific photographic technique” (Wang & Burris, 1997, p. 369). Students in a multicultural counseling course are asked to complete photovoice projects based on areas of interest, specifically a community issue they’d like to help establish critical dialogue around. This presentation will be the products of students’ photovoice projects. This medium can be used when there is a need to create awareness around a certain issue or concern, and can be particularly helpful when the issue of concern is one that is traditionally difficult to address or discuss. Two main elements of the photovoice project are the photos and the narratives. Program presenters will share both these elements, along with reasons for wanting to highlight these issues. Those who engage in this presentation will leave with a greater understanding of community issues, along with a new method for bringing awareness to sensitive topics.*

### **#3 Balance in Mathematical and Visual Approaches in New Engineering Program**

Pyo-Yoon Hong, University of Guam

*In an effort to find balance and connection, and increase awareness of the interrelationship between quantitative and qualitative understanding in the structures classes, a unique teaching methodology has been developed and used in the engineering classes at Southern Polytechnic State University. The content, sequence and rationale are described in this paper in some detail. The following elements were used as teaching tools to assist the students to enhance their conceptual understanding of structural principles:*

- ✓ *Parallel use of 3-dimensional modeling software with other class contents*
- ✓ *Interactive, game-like simulation computer programs with focus on structural behavior rather than calculation details*
- ✓ *Open-ended questions and projects for creative thinking*
- ✓ *Connecting bending moment diagrams with structural shapes*
- ✓ *Paring difficult quantitative problems with simple qualitative questions*
- ✓ *Construction toys for eye-opening*
- ✓ *Structural case studies of historical, modern or sophisticated-looking buildings*
- ✓ *Small-scale physical model projects for entire structures and structural members*
- ✓ *Study of rationale behind structures that are found from nature and explicitly used in precedent architecture*
- ✓ *Educational structural analysis software with graphics user interface*
- ✓ *Qualitative quiz show contest - "Weakest Link gives Jeopardy"*
- ✓ *Parametric sensitivity test of structural formulae using different font sizes*
- ✓ *Graphical methods of structural analysis*
- ✓ *Preformatted case notes with graphics to link calculation to physical interpretation*
- ✓ *Real-world problem-solving workshop*

*Reviews received over the last 4 years reveal that students (average age of 19-20, with a male-female student ratio of roughly 70:30) give strong approval for these approaches. Interactive simulation software and model projects rank highest, 3-dimensional modeling sessions rank the second and the quiz show contest rank the third.*

### **#4 Causal Factors that Decrease Motivation to Learn**

Lourdes M. Ferrer, University of Guam

*Many children nowadays fail to make full use of the experience of learning. This situation may be attributed to lack of motivation in the classroom which somehow affects their engagement in learning activities. Diminished engagement brought about by low motivation is explored in this study. The factors that trigger the loss of motivation to learn was conducted to find out the most predominant causal factors and if there are gender and grade level differences that exist with regard to these factors.*

*This study made use of the survey method of research to explore the issue of lack of motivation in the classroom by elementary school children. The results show two main causes that were ranked high by the children across gender and grade level. This paper will discuss these factors and how they can be mitigated by effective classroom strategies.*



**#1 Relevance and Responsiveness of the BS\_HRM Ladderized Program of Selected Colleges and Universities in the National Capital Region Based on TESDA Training Regulation Competency Standard**

Jocelyn R. Sardena, St. Paul University Quezon City

*The main objective of the study is to assess the perception of respondents on the relevance and responsiveness of the Bachelor of Science Hotel and Restaurant Management Ladderized program in selected colleges and universities in the National Capital Region, Philippines. Specifically, this study intended to find answers to the following questions related to in-campus and off campus training facility and the allotted time for use of such facility by the students and so with the perceptions on the level of common basic and core competencies of the students on the following qualifications: Food and Beverage Service Procedure, Commercial Cooking, Baking and Pastry Production, and Bartending Service Procedure. Problems encountered by the respondents will also be assessed. The researcher primarily used the modified TESDA Training Regulation specifically the competency assessment guidelines on the assessment of the perception of the respondents on the relevance and responsiveness of the BS-HRM Ladderized program in terms of in-campus and out campus training facility of selected college/university as the data-gathering instrument in this study. The four-part questionnaire has three different sets for the three groups of respondents; students, practicum coordinator and restaurant supervisor/manager.*

**#2 Social Entrepreneurial Behavior of SPUQC's Grade 9 and Grade 10 Basic Education Students: An Intentions-Based Study**

Helen M. Rigor and Antoniette Z. Lacerna, St. Paul University Quezon City

*This intentions-based study aims to determine the potential of SPUQC's grades 9 and 10 students as future social entrepreneurs. A total of 190 students from Grades 9 and 10 and 144 parents of High School students participated in this survey. In this study, parents and guardians of the high school students are viewed as the students' main component of social norms. To fully utilize the benefits of Theory of Planned Behavior, a survey was conducted with the parents of High School students to determine their preferences and attitude towards Social Entrepreneurship program. As revealed by the results of the study, the proactive personality profile of the parent-respondents and the student-respondents are strongly and moderately correlated with their social entrepreneurship intentions, respectively. Furthermore, the proactive personality profile of the student-respondents is strongly correlated with their attitudes and perceived behavioral control and moderately correlated with their normative beliefs. Based on the on the entrepreneurial intentions and proactive personality profile of Senior High School students and parents, a strategic marketing plan may be crafted towards an effective social entrepreneur development program for SPUQC using the intentions-based models.*

### **#3 The Effects of the University of Guam Developmental Course Redesign Initiative on Student Academic Success**

Grazyna Badowski, Katrina Quinata and Michael Herreros, University of Guam

*University of Guam is an open enrollment university with about 70% of students being placed in developmental mathematics. It has been documented that students entering college in need of developmental coursework are retained and graduate at rates lower than their counterparts. In 2104, Math Development Program was completely changed from self-paced courses to lecture/workshop format. In self-paced classes the students were supposed to study mostly on their own and take test when they were ready. This format failed most of the students. The new program involves students working in small groups with an instructor to solve difficult problems in a collaborative effort. In this paper, we will discuss the transition to a new lecture/workshop format that proved to be highly successful. The pass rate increased from around 20-30% in self-paced classes to 60%-70% in lecture/workshop classes. In addition, we will examine long-term effects of the reform on the success rates in subsequent math courses and retention rates.*

**8:45 a.m. -11:15 a.m.**

**Session 4**

**SOE Room 204**

### **#1 Co-Curricular Experiences in Higher Education: Definitions, Activities, and Assessments**

Yukiko Inoue-Smith, University of Guam

*Although the terms “co-curricular” and “extracurricular” are often used interchangeably, co-curricular is more commonly used in higher education. The Western Association of Schools and Colleges (WASC) standards require that an institution of higher education demonstrates an appropriate response to the increasing diversity in society in its policies, and in its educational and co-curricular programs. Co-curricular activities (CCAs), which extend the formal learning experience in academic programs, take place in traditional and nontraditional academic settings (that is, classrooms; and outdoor environments). Given that the university experience is incomplete if students only take regular courses, CCAs make unique contributions toward students’ personal growth and development. Because their value is widely recognized, CCAs are an integral part of the student life experience at many institutions. This paper therefore seeks to achieve a better understanding of the co-curricular in general (including the definition, importance, and benefits of CCAs) and of the activities and assessments of the co-curricular in particular. This is important because the co-curricular, like the curricular, must be suited to the institution’s mission as a whole; and contribute to the educational experience of its students. The paper further discusses the VALUE (Valid Assessment of Learning in Undergraduate Education) of rubrics, which can be used effectively to assess student accomplishments in CCAs.*

## **#2 Population-Centric Counterinsurgency: The Conduit for Ending Boko Haram Insurgency in Nigeria's North**

Modu Lawan Gana, Mai Idris Aloomo Polytechnic Geidam

Ku Hasnita Ku Samsu and Mohd Mahadee Bin Ismail, University Putra Malaysia

*This concept paper analysed the existing counterinsurgency approaches of Nigeria government in combating an Islamist insurgent Boko Haram in Nigeria. Boko Haram violent armed uprising for the Islamization of Nigeria state in 2009 have cooled bloodily murdered thousands of people and displaced million others from their settlements. This has resulted in serious humanitarian situations. To combat the insurgency Nigeria government in collaboration and supports of foreign government have adopted numerous counterinsurgency measures. However, despite the consistent counterinsurgency measures, prevailing evidences suggest that the insurgency is far way from being defeated. In contrast the group sustained it violence attacks unabatedly. Therefore, this paper explored that the sustenance of Boko Haram insurgency in spite of the successive counterinsurgency measures eventuated from the adoption of enemy-centric approach in the combating activities. The paper revealed the repressive military action coupled with draconian laws and policies by state created public dissention toward the counterinsurgency campaign therefore undermine the successes of the campaign. In conclusion, the paper recommends that to effectively tackle the Boko Haram insurgency, Nigeria government need to deviate from the enemy centric approach and to the population-centric paradigm that should focus on minimal force and addressing the socioeconomic factors fuelling the insurgent recruitment and support.*

## **#3 Philosophy for Children, an Island Style: p4c Hawaii and its relevance for Guam**

Rika Dunlap, University of Guam

*In this presentation, I argue for the significance of philosophy for K-12 education with reports from p4c Hawaii. Philosophy for Children, or better known as P4C, is a K-12 program for critical thinking developed by Matthew Lipmann in the 1970s. It adopts a social constructivist approach to education that encourages students to think for themselves and become the authors of their learning. In short, the P4C program transforms a traditional classroom into an intellectual community of active participants, encouraging students to develop critical thinking habits. This presentation focuses on reports from p4c Hawaii to show that their program has at least three features that may be relevant for Guam: 1) community-based learning, 2) intellectual safety, and 3) psychological wellbeing. The first two features are unique to the program in Hawaii, as Thomas Jackson, the founder of p4c Hawaii, modified the approach specifically for students in Hawaii to offer a community-based learning to better suit the indigenous style of learning rather than an individualistic style of learning in the Mainland. Analyzing reports from Hawaii, this presentation explores the relevance of P4C for Guam in K-12 education.*

## **#4 Teachers' Knowledge and Beliefs about the Teaching and Learning Process**

Christine Ballada

*Teachers' knowledge and beliefs about the teaching and learning process influence their classroom practices. One important component of this teaching-learning process that is affected by teachers' beliefs is classroom assessment. This study sought to examine the structure of Filipino teachers' beliefs, meanings, propositions, rules and mental images, more generally referred to as conceptions, about assessment. A total of 391 Filipino teachers responded to the Conceptions of Assessment Inventory (COA-III; Brown, 2004). A combination of confirmatory and exploratory factor analyses revealed that the structure of Filipino teachers' conceptions of assessment may be explained by three dimensions: (1) assessment as a means to improve teaching and learning; (2) assessment as a means to hold schools accountable; and (3) assessment as irrelevant to teaching and learning. Implications for pre-service and in-service teacher training and further research are discussed.*

**#1 Corporate Governance Performance of External Auditors**

Velissa Castaneda Rubaya-Tolibas, Polytechnic University of the Philippines

*The study aimed to assess corporate governance performance of external auditors. It used mixed method employing questionnaire as main data gathering tool answered randomly by different corporations. Frequency and Percentage Distribution, Weighted Mean, ANOVA and ranking utilized as statistical tools. Respondents assessed that corporate governance performance of external auditors is very satisfactory in terms of efficiency, effectiveness, punctuality, accessibility, communication skills, responsibility and accountability when grouped by profile. There were significant differences in respondents' assessment on corporate governance performance of external auditors in terms of efficiency, effectiveness, punctuality, accessibility, communication skills, knowledge, responsibility and accountability when grouped by number of years in company and work experience; there were no significant differences when grouped by job position level and highest educational attainment. It can be concluded that external auditors have improper communication skills in their corporate governance performance and improve financial reports, update knowledge on audit and attend meetings. To improve audit effectiveness and efficiency, external auditors may collaborate with internal auditors, apply professional standards, dispel myths, start from the top, increase communication and instigate training. Future researchers may extend this study by including corporate governance performance of internal auditors and conduct a comparative study of internal and external auditors.*

**#2 Perceptions of Elementary Teachers Regarding the Relationship between Accreditation and Student Achievement**

Aldrin Jay B. Cajigal, Argosy University Hawaii

*The purpose of the study is to explore the perceptions of concerned elementary school teachers of the Guam Department of Education (GDOE) regarding the relationship between accreditation and student achievement. This study used a qualitative approach to research employing a case study consisting of two phases: the demographic questionnaire and the in-depth interviews. The participants of this study were 10 certified GDOE elementary teachers. The finding in this study was unfolded through analyzing the demographic questionnaire, interview transcripts, and observation notes that were taken during the interviews. The findings in this study offer a better understanding on how the accreditation process affects student achievement positively and negatively. Recommendations for further research include: (a) examine perceptions of other populations, (b) explore the views of middle and high school teachers, (c) conduct a research study regarding the different phases of the accreditation process, and (d) conduct a qualitative research to determine if the accreditation process impacts student achievement.*

### **#3 A Framework of Values-Based Educational Leadership of Catholic Schools in the Philippines**

Patricia Khin San Myint Sue and Marlon C. Padilla, De La Salle University

*Catholic schools, because of their religious orientation, have been applying the principles of value education. Religious education is basically a values formation. However, devaluing of the students and graduate are also manifesting in the Catholic schools. Thus, this study proposes to develop the values-based educational leadership of Catholic schools in the Philippines. The framework is based on the fundamental human values: spiritual values, moral values and social values to live out the career of leadership and all the members of educational organization. This concept is adopted from Viinamäki (2012). In the process the leader's the sense of value will manifest to increase the knowledge of values and by listening and sharing of others in the school organization. This study is intending to be a chaperon for the educational leader of the Catholic schools how to be values integrated leaders and to have a right set of values that is very fundamental for educational leaders because one's values can greatly impact on other lives and in nurturing the future leaders. This paper is a qualitative study using the Creswell's research design to analyse data. From that the leaders will be more aware of values (ethical and not ethical) for the decision, through balancing ethical values and discussing for the transformation of the values in individual and for the school organization. After, sound judgement, analyzing and with conviction the leader may have more assurance of ethical values to communicate, coordinate and accept feedback to live the life values-based leadership.*

### **#4 Community Education for Watershed Management - Bringing the Field to the Classroom**

Mohammad H. Golabi, University of Guam

*The island's beach erosion and pollution due to sedimentation is a pressing issue requiring immediate action. Protecting the shorelines and controlling sedimentation and reducing pollution from upland storm-water and run-off are a priority consideration for environmental as well as economical sustainability for Guam and the other neighboring islands of Micronesia.*

*Human activity such as the use of off road vehicles, frequent hiking from unprotect upland areas, clear cutting, land development, etc., often has a strong impact on watershed dynamics in one form or another. However, community education about the natural resources may reduce the negative impacts by promoting community driven actions to protect and preserve the natural resources such as the watershed landscapes surrounding the island. These objectives are achieved by showcasing the sedimentation load into the ocean via a 'topographical model' of the island of Guam in which watershed features as well as limestone landscape of southern and northern Guam are presented in a small scale model at the UOG campus. The model is surrounded by a moat representing the ocean and it is also equipped with rainfall simulators for creating local, as well as island-wide rainfall events with control time lapse for simulating the island's rainfall patterns. Also, a number of toy size off-road vehicles are being introduced to certain areas where unprotected soil is disturbed and made susceptible to soil erosion and sedimentation. In this educational model, runoff is being directed to streams and rivers which carry the sediments straight to the ocean presenting murky water at the shorelines in order to demonstrate the immediate impact of disturbances (i.e. off-roading) on the watershed and consequences on the ocean water. The aforementioned 'topographical model' of the island is being presented as an idea of 'bringing field to classroom', in order to educate the communities about watershed management strategies and illustrate the protective measures for preserving the natural resources and maintaining the environmental quality.*

**#1 Teaching math from indigenous knowledge: “Building a Chuukese house” (45 mins.)**

Don Rubinstein, University of Guam

*In this presentation, we will watch a short (17 min.) film illustrating the traditional methods for measuring and constructing a Chuukese house. The film demonstrates one example of using indigenous knowledge for teaching mathematics to school children, and provides a model for developing culturally-based pedagogies for STEM learning in Pacific Islands classrooms. The film also reveals that indigenous house construction techniques in Chuuk employ organizing principles—center-finding and successive-halving—that have wider cultural implications and applications. The film also addresses sustainable resource use, in particular the importance of conserving mangrove wood, one of the materials used in traditional house construction. This teaching film was produced as part of a 6-year project entitled “Math and Culture in Micronesia,” funded by the US National Science Foundation and administered by PREL (Pacific Resources for Education and Learning).*

**#2 Student Perceptions of Synchronous Virtual Classrooms (45 minutes)**

Linda Flynn-Wilson, University of New Orleans

*Virtual synchronous E-learning involves real-time audio chat and videoconferencing. This creates a virtual classroom which allows students to interact with the instructor and classmates at a set time from any location with an internet connection. Such virtual classrooms in a university are not without challenges, yet they have benefits that make this type of course delivery desirable to both the professor and the students. The increasing number of university courses offered via virtual synchronous platforms and learning systems prompted research about students' perceptions. Students enrolled in virtual synchronous courses were asked to complete a survey about the quality of audio and video, ability to participate in discussions, quality of discussions, convenience of use, and level of satisfaction. In addition, a comparison of face-to-face, hybrid, and virtual synchronous delivery approaches was conducted. Then, an analysis of the differences among students who took one or more virtual synchronous classes was completed. Data from this survey will be provided in this presentation. Participants will be involved in a discussion of the results and analysis.*

**#1 Digital Stories: Pacific Islander Student Narratives through the Use of Technology**

Aida Cuenza-Uvas, Mt. San Antonio College

*Mt. San Antonio College's Arise Program (AANAPISI-funded) serves Asian American and Pacific Islander students by providing support services and student development opportunities. Emerging from a unique opportunity with two other peer colleges, nine of our Pacific Islander students "talk story" by learning to use digital media to share their personal narratives. The Digital Stories project cultivates a space for students to reflect on their educational journey within the context of their lived experiences that expose themes of cultural identity, family separation, migration, health issues, economic struggles, student-athletics, and other personal struggles and triumphs. These young Chamorro, Samoan, Tongan, and multi-ethnic Pacific Islander students, representing our Oceanic diaspora, provokes a reflection on social issues and concerns within the Pacific Islander college student community. Find inspiration these empowered student voices and discover where they are today while pursuit of their higher education goals. Attend this session to experience how their powerful narratives give voice to marginalized communities within higher education spaces and how the Arise Program has positioned Digital Stories as an effective use of technology for faculty and staff professional development training and as part of regional and national conference presentations within higher education.*

**#2 Manmaga'håga: The Journey to Fulfill a Legacy of Leadership for Indigenous Pacific Women in Higher Education**

Andrea Fejeran Sims, Mt. San Antonio College

*This research journey studied the cultural philosophies and beliefs of manmaga'håga (high-ranked Indigenous Pacific women in higher education), gave voice to culturally competent leadership practices, explored interests of career aspirations. Storytelling methodology and the Indigenous Leadership Model (Minthorn & Chavez, 2015) were used to ground the research. The collective voices of eight Indigenous Pacific women resulted in six emergent themes. Theme one, cultural heritage cultivates the leader included the three subthemes of natibu(indigeneity), minagåhetna(authenticity), and fuestan famalao'an(female empowerment). Theme two, relationships are central to leadership, contained the three sub-themes of inadahi(care), na'i aturidåt(empower), and chenchule'(reciprocity). Theme three, community inspires wisdom and strength, produced the two sub-themes of inafa'maolek(collective responsibility) and famai'che'cho'(resilience). Theme four, lessons instill growth and purpose, revealed experiences in higher education that increased skillsets and intrinsic motivations. Theme five, mentors are significant along the journey, emerged from examples of fafa'nå'gue(teachers) who guided the navigation in their lives and careers. Theme six, advancement is about legacy not title, revealed that the aspirations of creating pathways for others. This study offers insights into the innate leadership capacities of Indigenous Pacific women, their culturally competent leadership abilities, and their commitment to advancing the success of their communities in higher education.*

### **#3 Predictors of a Successful Inclusive Education: Basis for Policy Formulation**

Antoniette Z. Lacerna, St. Paul University Quezon City

*This study was undertaken to determine the factors significant to inclusive education, and the extent of its significance as possible predictors of successful inclusive education which can serve as basis for the decision making and policy formulation of administrators of St. Paul University Quezon City. The study reveals that sixty percent (60%) of the variability of responses can be explained by 9 components namely: (1) educational resources and infrastructure; (2) mutually beneficial school-community relationships; (3) inclusive practices; (4) shared-committed leadership; (5) accountability and governance; (6) innovative and participative learning experience; (7) assessment-related support mechanisms & assistive technology; (8) inclusive policies and (9) inclusive culture. Among these 9 components, 35.29% can be explained by component 1 which is educational resources and infrastructure which connotes that educational reforms such as inclusive education necessitates resources in all aspects such as time, capital, human resources, and facilities. Specific recommendations were given in the areas of Strategic Management, Marketing, Infrastructure and Resource Development, Human Resource Development, and Research should St. Paul University Quezon City decide to pursue inclusive education.*



**CAGI – WINDS! – Education and Teaching in South Pacific – Rethinking of Curriculum Spaces for Indigenous Knowledge, Wisdoms, Values and Philosophies for a Sustainable ‘Sea of Islands’ – GIFTS, Ideas and Lessons from the South, Unaisi Nabobo Baba, Fiji National University**

**Abstract:**

**We have come a long way.** There are many winds our peoples of the blue continent are acclimatized too – no doubt many more new types, and forces to come. The paper uses the metaphor of the many winds we face in education in the Pacific Is- *Cagi Vovou* (new winds of change), *Cagi Muri* (the subtle winds that blow from your back to propel you forward), *Cagi Donu* (the favorable winds-that which balances and moves our canoes forward with peace, dignity and overall balance, *Cagi Vinaka* (the good winds-that which brings about *BULA SAUTU*- the Good Life, the Ideal life, life that sees people prospering. There are also *CagiLaba*-winds that come to kill and destroy-all we treasure. **In the midst of sea travel or forest walks-usually a child pipes up the usually unspoken: Where exactly are we and where are we going?**

In the Pacific Is there has been many winds of varying forces and impacts in education form, curriculum content, delivery and policy. The paper examines education (and teaching) in the South Pacific providing examples both at school and university to speak to and clarify ideas raised. **Traditional education** in the islands saw the surviving of our people over thousands of years some 3000 or more in the South, much longer in the North especially in the Marianas. **Mission education** and **education in the colonial times** also blew their own types of winds-curriculum that propelled particular ideas and philosophies of development. **During independence** things changed yet again-each time a new wind bore promises of a ‘better catch’-**In the post independent South-** moves at curriculum relevance and arguments and ‘experiments’ for cultural inclusive curriculum and teaching became more pronounced. Post 1970’s to date, movements of curriculum relevance both at the school level and university were made. This paper provides some insights into education and teaching changes, as well as moves to balance Pacific outrigger canoes-to include new ideas, technology and curriculum as well as capture and affirm wisdoms, cultures, values and philosophies of life particular to this region and our people.

## Afternoon Sessions

2:00 a.m. - 4:45 p.m.

Lecture, Focus Group, and Plenary

SBPA Room 129

### **Lecture: In times of Disaster - Climate Action & Sustaining the Blue Continent-- What Universities can do in the Pacific Is- The Case of the Fiji National University**

Una Nabobo Baba, University of Fiji

### **Focus Group: Continuing Partnerships in Education**

Michelle Santos, Dean Olah and Cheryl R. Sanguenza, University of Guam

*Teacher preparation is something schools, current educators, and educator preparation programs all need to be invested in. This conversation/focus group aims to gather input on the successes and areas for growth in teacher preparation on Guam. The School of Education wants to share what we've been doing to improve teacher quality over the last five years and hear from you about the effects of those improvements. We look forward to open, honest, constructive conversation.*

### **Consul General Plenary: A Sustainable Future when Education serves the Well-being of our People**

Introduction of Plenary Speakers by Dr. Velma Sablan, University of Guam

Plenary Speakers:

Hon. Teresa M. Filepin, Consul General of the Federated States of Micronesia (FSM)

Hon. Vic April, Consul General of the Republic of Palau

Dr. Una Nabobo Baba, Fiji National University

**#1 Online Learning Experiences and Expectations among University of Guam Students**

Geraldine James, University of Guam

Paul J. Rabago, Guam Department of Education

*Is online learning for every student? Online learning is emerging as a major factor in higher education as technology today has an enormous influence on teaching and learning. The University of Guam (UOG) is acutely aware of the potential benefits and accessibility that online learning offers the Pacific region. In order to provide the best and most needed services to students and the community, it is important to know what students want and what they need in order to be successful students. This presentation reports the findings from two research studies conducted with UOG students regarding their experiences with e-learning. The first study was a quantitative study conducted with 256 students enrolled in the School of Education at UOG. The study utilized an online survey regarding the students' experience with and preferences for online and blended learning classes. The second study employed a qualitative design allowing the researchers to probe deeper into students' experiences with online courses and explore their perceptions and preferences for e-learning versus traditional classes. For the qualitative study, interviews were conducted with 15 UOG students in three focus groups. Both studies address what students believe worked well to help them complete online and blended courses, what they find makes success difficult, and what direction they would like to see these types of programs take for their future educational endeavors and success.*

**#2 Culturally Responsive Pedagogy Tools**

Matthew C. Limtiaco, University of Guam

*As national education priorities increasingly support standardization, online assessment, and mandated curricula, how do educators reflect their community values and relate content to our students?*

*The film He Wa'a He Moku He Moku He Wa'a (The Canoe is and Island and the Island is a Canoe) was produced by Limtiaco to support teachers in Hawai'i dedicated to culturally responsive pedagogy in their classrooms. The film features members of Polynesian Voyaging Society and elementary students across Hawai'i discussing cultural values and using education to better their communities. Limtiaco and his SOE students are currently working toward developing tools to support these efforts in Guam. His short film, and some of these tools in development will be showcased.*

**#3 Quantified Self and Personal Data Protection: Confronting the Conflict between Autonomy and Technology-Mediated Health**

Marlon Patrick P. Lofredo, American University of Sovereign Nations and St. Paul University Quezon City

*The influence of information technology to health and medicine has increased in the past decades, with the introduction of wearable technologies that allows the user to monitor and assess his/her health status and behavior and recording it as numerical data and once quantified, adjustments to it can be made and see how the related data changes. This technology-mediated self-tracking movement is now called Quantified Self (QS) which works on the principle that if you can measure it, you can change it! QS aims to improve self-sensing, self-awareness and human performance within the digital health industry. This is driven by increasing health and fitness awareness, decreasing costs of wearables, integration of sensors into consumer-end devices, increasing mobile and smartphone permeation in medicine and healthcare, etc. While QS gives the individual the capacity to decide what to do with his/her health and health regimen, it creates problem with autonomy and privacy especially in matters of data access and protection. This paper outlines ethical conflicts inherent in QS and presents some recommendations on the its ethical use in light of autonomy and data protection ethics, and how this can be used to educate students on the ethical and proper use of QS technology.*

**#1 Interactive Whiteboards**

Dean Olah, University of Guam

*An interactive whiteboard is an advanced projector that allows teachers and students to interact while allowing for creation and collaboration. In most settings, the interactive whiteboard allows all students to engage with the same central focal point in the classroom. With the combination of the web-based tools and installable applications, it can encourage questioning, dialog and evaluation at a range of levels.*

*While the interactive whiteboard can open new opportunities for presentation, many users may not be aware of all the features available. This session will explore some of the tools and features available on the latest Promethean brand model and practical uses for any educational environment.*

**#2 New Frontiers in International and Comparative Studies in mobile and social media for education:  
A Focus on Services vs. User Needs**

Dickson K.W. Chiu

*As a result of globalization, rapid technological advancements, and ever-expanding user information needs and changing expectations, comparative research in the fields of Information Science (IS) published in the last decade reflected a wide spectrum of backgrounds, interests, issues, as well as agendas (management, socioeconomic, cultural, etc.). As an example, developments in digital mobile technologies and social media have demonstrated their great potentials for educational use. Revolutionized by smartphones with increasingly versatile computing capabilities and performance that are comparable to a desktop computer, we have discovered that much of the daily information needs and learning habits amongst students have drastically changed. Indeed, mobile technologies are becoming increasingly prominent amongst the lives of university students. Therefore, universities in different parts of the world are also attempting to adopt such mobile technologies for various teaching and learning purposes. Further, such changes in user behavior, in particular, amongst the younger generation, creates impact not just to educators, but also to marketers and various service provision at all levels and perspectives. In our first phase of study, mixed methods with combination of online questionnaire surveys and qualitative interviews with students at a number of universities located in different countries, with the aim of examining the different daily and learning behaviors and information needs amongst students on mobile platforms and social media across different academic disciplines and cultures. Further, we look at students at various study level, as well as other specialize tertiary institutions such as performing arts academies and design schools. Before we conclude, we also introduce our recent and ongoing comparative researches in the related IS, service science, education, and tourism fields.*

**#1 A Successful Model to Increase STEM Experiences for Native Pacific Islanders**

Cheryl R. Sanguenza, Austin Shelton and Else Demeulenaere, University of Guam

*Note: NSF Grant: Growing STEM Engagement and Participation in Native Pacific Islander Communities*

*Three faculty members from the University of Guam collaborated to design a project that touched the core of our passion: increasing experiences and interest in STEM careers for underrepresented populations through place-based research experiences. Native Pacific Islanders are underrepresented in STEM fields due to lack of opportunity for engagement in underserved communities. In 2014, Native Pacific Islanders received less than 0.25% of all science and engineering bachelor's and advanced degrees awarded in the U.S. (NSF, 2017).*

*Major elements grounding our project design were: authentic local research experiences and near peer mentoring. Project design to further engage Native Pacific Islanders in STEM activities also included: outreach opportunities, research symposiums, and submitting and presenting at the largest STEM diversity conference, Society for Advancement of Chicanos/ Hispanics and Native Americans in Science (SACNAS).*

*In this session I will briefly share our "why," the project design that allows us to achieve our "why," and experiences during the first cycle of a two-cycle grant. The ultimate goal of this session is to engage in discussions addressing ways to design similar experiences that can be successful in your reality.*

**GDOE Workshop: What is your why?**

Michelle Santos, University of Guam

*The main goal of this presentation is for teachers to self-examine their purpose for being in the classroom and to take away tools and strategies to enhance student learning. After being a student for 20 plus years, faculty are bound to teach in the same manner they've been taught. However, the audience has changed. How are we changing our instructional methods to meet the needs of our audience? How are we ensuring that the content we've invested years of study and research into is as exciting for our students as it is for us?*

*Participants should anticipate interaction, as the facilitator will encourage discussion and some hands-on activities.*

**#2 Grades should have Meaning!**

Joy James Ada, Guam Department of Education

*Should standards-based grading (SBG) replace traditional percentage-based grades? What meaning should grades have for students? How should student learning be formally assessed? SBG is a grading practice gaining popularity in K-12 classrooms. It involves measuring students' proficiency using well-defined learning objectives. This presentation covers the basics of SBG with examples of practical applications in a middle school language arts classroom. Discussions are centered on how SBG is used to report what students know and how they demonstrate their learning of content standards. Methods presented are intended to help teachers make SBG work in their classrooms for different grade levels and content areas. Additionally, attendees will have the opportunity to discuss the challenges and misconceptions surrounding SBG.*

### **#3 Expanding Student Horizons: “Building Bridges for Our Island Students”**

Suzanne Bells, University of Guam

*The graduate students of the University of Guam (UOG) MEd Specialization: Special Education program completed their capstone project, “Building Bridges for Our Island Students.” Under the guidance of a faculty advisor, the students develop and implement a project. The purpose of the project is: 1) to engage students in educational leadership, 2) to collaboratively support professionals/educational organizations with assistance in addressing a need and 3) enhance students’ skills in special education so that students are able to effectively contribute to their field and improve programs and policies.*

*The graduate students traveled to Palau to conduct workshop sessions for staff and parents of the Palau CCA/Head Start program. The training allowed the students to apply their knowledge and skills from the program’s coursework. In addition, it aligns with the UOG Good to Great action to expand student horizons through off-island engagement.*

**1:30 p.m. - 3:45 p.m.**

**Session 12**

**Room SOE 108B**

### **#1 The Curriculum Based Performance Appraisal System of Teachers and the Correlates of the Engagement- Based Learning and Teaching (EBLT)**

Princesita Gutierrez Timonera, Iligan Medical Center College

Arlyn Tibudan, St. Michaels College

Jenena C. Baculio, East Central School

*The study sought to determine pupils’ engagement based on behavior, emotion and cognitive, and the teachers performance. A total of One Hundred Twenty Six (126) pupils and Thirty three teachers from were taken as respondents. The study used descriptive-correlational method of study. It was found out in the study that there are more pupils in Developing Level and in Approaching Proficiency level, than in Proficient level and in Beginning Level. The pupils’ behavioral engagement is average while the pupils’ emotional engagement is not high. The pupils’ cognitive engagement is not active. Majority of the teachers obtained a Very Satisfactory their teachers’ performance while only a handful obtained Outstanding. It was found out further that there is significant relationship between the gender of the pupils and the teachers and the Pupils engagement. There is no significant relationship between the academic performance of the pupils and the Teaching performance of the teachers and the pupils’ engagement. There is significant relationship between the Pupils engagement and the pupils and teachers gender. There is no significant relationship between the pupils’ engagement and the pupils’ academic achievement and teachers’ performance.*

## **#2 The Role of the Principals in Motivating and Improving the Performance of Teachers under K-12 Enhancement Program**

Princesita Gutierrez Timonera, Iligan Medical Center College  
Krystal S. Salva, Suarez Central School  
Jenena C. Baculio, East Central School  
Marianne P. Timonera, Iligan City National High School

*The objective of this research was to determine the role of the principals in motivating and improving the performance of the teachers and its effect to pupil's grades in Iligan City, Philippines. The respondents of this study were the one hundred twenty-three (123) teachers and the 13 principals. It was found out in the study that majority of the teacher respondents need to develop their career by taking master's degree and attending seminars and training since majority of the respondents were neophytes. The teacher's foremost motivation are salary and self-efficacy in classroom management. Hence, there is a need for school principals to support the teachers by providing adequate school facilities and equipment. The school-community relations ranked first on teachers' career fulfillment. The academic performance of the pupils was average attributed to lack of reading materials and school facilities.*

## **#3 The Leadership Performance of Private School Administrators of Higher Education Institutions in Iligan City, Philippines**

Princesita Gutierrez Timonera, Iligan Medical Center College  
Mary Jane Nisnisan Lagbas, Iligan Access Institute of Technology

*Managing a school entails school organization and management qualities. This study focuses on the leadership performance of the school administrators emphasizing on their leadership competencies, styles and practices and how these affect their performances. A descriptive-correlational method was utilized to provide a context of understanding on the extent of leadership competencies style and practices of school administrators. 40 school administrators in Iligan City were the subject of this study. The leadership skills of school administrators are measured using ten indicators such as teamwork, sensitivity, judgment, leadership skills observer's assessment, results and orientation, organizational ability, oral communication, written communication, developing others, and understanding own strengths and weaknesses. Teamwork, developing others, organizational ability and oral communication, and judgment were among topmost skills that school administrators' possessed. Leadership Styles are measure using indicators like transformational leader, transactional leaders' style and passive avoidant style. Most leaders are passive avoidant. The Leadership practices of the school administration in term of School-Based Management are measure using indicators like Policy & Planning System, Participatory Mechanisms in Education Governance, Human Resources, and Development of Education Management and most school administrators are using more on policy and planning system of management.*

**GDOE Presentation: Teaching Students to Thrive in a Standards-Based Classroom”**

*Patricia Anub, Jonah Gumataotao, and Christie Blas*

*Standards-Based Grading is a relatively new concept to our island. The traditional grading procedures that measure student growth are challenged by the standards-based grading theory that the progress of a student cannot be largely determined by a letter or a number grade alone. Through recent years, several pilot schools have initiated the transition from traditional to standards-based grading using proficiency scales. The practice is more recently adopted by all schools prior to reaching full implementation. Island-wide training is provided to teachers, and stakeholders are concurrently informed about its general differences from the traditional grading system. This presentation aims to introduce Standards-Based Grading, the implementation of proficiency scales, and the overall impact of its practice in the Guam public schools. Moreover, the presentation aims to showcase a variety of teaching strategies and technology integration in public school classrooms which utilize proficiency scales and support the unique student demographic of our island.*



## **Conference Proceedings Publication Opportunity**

*The deadline for submission of proceedings is **March 31, 2019**.*

### **Required Information:**

- ✧ Contact information about the author(s), including email address(es)
- ✧ Institutional affiliation(s)
- ✧ Identify the sub-theme: Technology, Education, Assessment or Management

### **Manuscript Format:**

- ✧ 3,000-4,000 word limit, excluding references
- ✧ Word format (.doc or .docx)
- ✧ Letter size paper with 1.0-inch margins
- ✧ Times New Roman font, 12-point
- ✧ Single-spaced
- ✧ APA style

Dr. Yukiko Inoue-Smith will inform author(s) whether their manuscript is accepted on or before April 15, 2019.

### **Submission:**

Send all manuscripts to [yinouesmith@triton.uog.edu](mailto:yinouesmith@triton.uog.edu).

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