

EduHeart Theme Song

WITH EDUHEART

Sometimes we think about our purpose,
And there were times that we were hopeless,
Sometimes we thought we couldn't do it
We just need something to believe in

Every day we have that chance to make a change,
and together we rise as we begin,
With the knowledge we have and the power to lead,
we'll inspire everyone to succeed

Chorus:
EduHeart, we reflect, and we write and we transform lives
Woah, with EduHeart

Sometimes we ask a lot of questions,
But there is no one here to answer,
So, let's make a better generation,
And build a legacy together

Every day we have that chance to make a change,
And together we rise as we begin,
With the knowledge we have and the power to lead,
We'll inspire everyone to succeed

Repeat Chorus:

Bridge:
This is a brand-new start,
We'll never be apart,
Just listen to your heart,
And we will never stop,
We'll make it to the top, Just listen to your heart

Repeat Chorus:

EduHeart, we reflect, and we write and we transform lives, Woah, with EduHeart!



Kheed Mendoza
Composer, Arranger, and Singer



THE EDUHEART MAGAZINE

EduHeart

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"We Reflect. We Write. We Transform Lives"
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"Women and Everyone for Gender Equality and Women Empowerment."



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EduHeart

EDUHEART BOOK PUBLISHING

VISION

Through inspirational, situational, encouraging, reflective references, and other educational materials, EduHeart aspires to become the top self-publishing firm in the world, inspiring new authors to reflect, write, and transform the lives of others.

MISSION

Eduheart's main goal is to support the local authors in the Philippines and other interested authors from other countries by exhibiting their writing skills and improving their self-confidence to write on subjects, themes, or topics they are passionate about.

CORE VALUES

*H - Humble
E - Empathetic
A - Adaptable
R - Reflective
T - Transformative*

TAG LINE

*"We Reflect.
We Write.
We Transform
Lives."*

EDUHEART'S

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AND E-JOURNALS



EduHeart



ABOUT THE MAGAZINE

EduHeart Magazine is a quarterly publication of EduHeart Book Publishing for educators, administrators, professors in higher education, industry professionals, teachers in basic education, students, and all those who are interested in publishing their educational articles about the topics related but not limited to: teaching and learning processes, experiential learning, reflective practices, best practices, essays, stories, poems, and other articles about education, and becoming an educator with a heart, among others.

EduHeart simply means "educator with a heart." EduHeart Magazine, whose president and Editor-in-Chief is Dr. ER Chua, publishes these pieces of writing. As long as the articles adhere to the standards for writing, EduHeart magazine welcomes submissions from the Philippines and other parts of the world.

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- Recognition in magazine at a very LOW cost
- Preparation for the book launch (free location) and sharing of pica-pica food and drinks

BEING A DETERMINED WOMAN

ELOISA ROSEL-ESPEÑA



A strong woman is a determined woman. She chooses nothing but to fight. It is indeed one of the characteristics of a woman that cannot be eliminated.

Eloisa Rosel-Espeña is a public servant, writer, researcher, and author.

She is presently teaching at Talon Integrated School-Senior High School of the Schools Division of Cavite and a part-time lecturer at De La Salle University-Dasmariñas.

She finished Associate Airline Secretarial Administration, a Bachelor of Science in Secondary Education-Major in English, a Master of Arts in Teaching English Language, and is presently taking up a Juris Doctor.

Her primary interest is to conduct research in the field of English subjects, which focuses on helping non-native speakers or students acquire the language. She is very interested in action research.

Ma'am Eloi never dreamed of becoming a teacher. But the call is for her; since 2001, she's been teaching as stenography lecturer and, at present, as a teacher/lecturer at public schools and universities, respectively.

As she learned to love teaching, she faced all the trials and challenges that blocked her way. She even overcame the personal barriers that would limit her from fulfilling her passion for teaching and servicing the Filipino youth.

This woman, who is working in a world with different attitudes, behaviors, and levels of intelligence, is quite thought-provoking, which made her more determined. She believes that working without determination is just like teaching without a heart. Teaching with a heart is caring for what could be the future of this country, and caring for it means serving its future leaders with wholehearted determination.

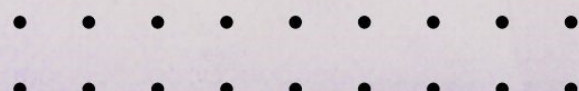


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ABOUT THE COVER



This quarter emphasizes the women's month celebration featuring the Director for Gender and Development (GAD) of Pangasinan State University (PSU), Dr. Romary Reyes Lincod. EduHeart is proud to have Dr. Lincod as a guest writer in the editorial. This month's theme is "Women and everyone for gender equality and women's empowerment."



INSPIRATION



★ EMPOWERMENT



www.myeduheart.com

HOW DO YOU DEVELOP YOUR GROWTH MINDSET?

Mr. Gener G. Entereso



2. Have a self-talk session.

Recognize that you always have a choice, even if your fixed mindset is shielding you from failure by telling you not to try anything new or work hard at all. Refute your inner monologue with statements like "I can try" and "I'm not failing; I'm just learning." I know I can do it. As a teacher and leader, I have tried a positive attitude towards achieving something, and it worked well.

3. Accept Difficulties.

Try to meet obstacles head-on rather than avoid them. Consider them as chances to develop and learn. Remind yourself that growth and progress require time, and practice patience with yourself. Teaching junior high school is never easy; however, you have to accept the challenges and look for possibilities to grow.

4. See failure as a chance to learn.

Instead of viewing failure as a reflection of your intelligence or skill, see it as an opportunity to grow. Examine what went wrong, decide what to do differently the next time, and then give it another shot. There is no harm in trying again and again. What matters most is that you have tried your best and are willing to learn.

5. Be aware of your words.

Your words carry a great deal of power. Try concluding your sentences with the words "yet" and "learning" whenever you face a difficulty or setback. Say, "I can't do this yet," for example, rather than "I can't do this," or "I'm going to fail," rather than "I'm going to learn." Your perspective can be changed to one of growth and progress by making this small language adjustment.

6. Encourage a passion for education.

Foster an insatiable curiosity and a desire to learn new things by reading, going to workshops or classes, or trying out new things. Keep an open mind, and seize the chance to learn new things, and consider viewpoints from other angles.

The best strategy for changing to a positive attitude is to develop positive mindset habits. Make a pattern where these strategies become engrained in your daily life by selecting a handful from the list above or any others you may come across. When we do something out of habit, we don't even need to think about it. Being more optimistic will make it simpler for you to complete tasks and avoid stress and negativity.

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HOW DO YOU DEVELOP YOUR GROWTH MINDSET?

Mr. Gener G. Entereso

The fixed mindset, according to Dr. Dweck, is characterized by the belief that one's attributes are set in stone. This mindset generates a constant need to prove oneself. Every circumstance necessitates an affirmation of their character, intelligence, or personality. Every circumstance is assessed: "Will I feel like a winner or a loser, look smart or dumb, be accepted or rejected, succeed or fail?"

"There is another mindset in which these traits are not simply a hand you are dealt and have to live with, constantly trying to convince yourself and others that you have a royal flush when you're secretly worried it's a pair of tens," he continues. This is how he introduces the growth mindset as an alternative way of thinking. This kind of thinking views the hand you're dealt as merely the beginning of your journey. The growth mentality is predicated on the idea that you can develop your fundamental traits by working hard. Despite the fact that people might differ greatly in terms of their innate abilities, interests, temperaments, and other characteristics, everyone can develop and change with practice and life experience.

Gener G. Entereso is a Teacher III TVL Key teacher at Governor Ferrer Memorial National High School of the Department of Education, Division of General Trias City, and a former instructor at prestigious colleges and universities. He finished his Bachelor of Science in Industrial Education at Sorsogon State College and took up his Master in Educational Management at the Polytechnic University of the Philippines - Manila. His primary interest is to conduct research and studies in the field of creative and trade skills in technology.

Introduction

According to Dr. Dweck's article (2020), we learned from the young people that when you fail with a fixed perspective, it makes you want to give up immediately. Dr. Dweck asserted that when you doubt your ability to improve, you give up rather than giving it your all. On the other side, if you have a growth mindset, you use failure as a tool to get better. You can gain insight into why you failed and apply a growth mentality to rectify the situation by learning from your failures. According to Dr. Dweck, believes that people who are more successful than you are more likely to inspire you rather than make you feel inferior or afraid. Over time, those with a growth mindset are able to accomplish more.

The Fixed Mindset vs. Growth Mindset

In her book *Mindset: The New Psychology of Success*, Stanford University psychologist Dr. Carol Dweck originally presented the idea of a growth mindset. Dr. Dweck asserted that because people with a growth mindset are unaffected by limiting ideas and self-doubt, they are more likely to succeed and realize their full potential. Conversely, individuals who held a fixed mindset thought that their skills, intelligence, and abilities were innate and could not be changed, making learning new things or trying them out pointless.

How can one acquire a growth mindset?

1. Engage in reflection.

Think about your ideas and perceptions of yourself and your potential on a regular basis. Acknowledging your starting point is the first step. Take a moment to examine your thoughts and determine your thinking. You have a stuck attitude if you find yourself thinking, "I can't do this" or "I will fail" all the time.



EDITORIAL

Dr. Romary R. Lincod (Guest Writer)
Director for Gender and Development
Pangasinan State University
Promoting Women's Self-Worth

Promoting women's self-worth, their freedom to make their own decisions, and their right to have an impact on societal change for both themselves and other people is referred to as women's empowerment. It is directly related to female empowerment, which is essential to establishing a more wealthy and peaceful society as well as a fundamental human right.

In the West, several eras of the women's rights movement are frequently linked to female empowerment. There are generally three stages to this movement. The first started in the late 19th and early 20th centuries, when universal suffrage was a major component. The sexual revolution and women's place in society were part of the 1960s' second wave. Many people believe that third-wave feminism first emerged in the 1990s.

In recent years, women's rights and empowerment have become increasingly groundbreaking and have become a part of a big global movement. Events such as International Women's Empowerment Day are becoming more popular.

However, despite significant advancements, violence and discrimination against women and girls persist everywhere in the world.

The importance of women in the field of education

There is no denying the fact that women have made a significant contribution to the process of a society's shift from illiteracy to literacy. Education at the elementary level is essential to a nation's capacity to formulate and accomplish its sustainability goals. It has been demonstrated via research that education has the potential to boost agricultural output, improve the status of girls and women, reduce the rates of population growth, improve environmental protection, and significantly elevate the standard of living. When it comes to encouraging children of both sexes to go to school and remain there, the mother in the family is the one who does so the majority of the time. When it comes to the long-term capacity of the family and the community, the role of women is at the beginning of the chain of improvements that contribute to such ability.

At Pangasinan State University, where I serve as the Director for GAD, I am accountable for the various programs, projects, and other initiatives that are carried out across all nine campuses. Every time we celebrate Women's Month, our office makes it a point to keep track of the activities that are taking place across the country that are in line with the subject of the month, which is Women and Everyone for Gender Equality and Women Empowerment. The fact that there are a great deal of tales to share will be brought to our attention by this special issue of EduHeart Magazine—narratives that can be related to and learned from, as well as experiences that can inspire other women in communities. We can...if we will!

A WOMAN OF INSPIRATION

Ms. Caili Zhang
Dingcheng Education Consulting Company



My name is Zhang Caili, born in China. On the journey of academic pursuit, I cultivated an insatiable thirst and pursuit for knowledge, rendering my scholarly odyssey akin to a splendid tapestry. Since January 2021, I have been pursuing a Ph.D. in English education at the University of Perpetual Help System DALTA. Prior to that, I completed my master's degree in English language and literature at Tianjin Foreign Studies University. During this period, I published three academic papers and received a first-class academic scholarship for two consecutive years. Simultaneously, I achieved high scores in examinations and obtained the International Chinese Language Teacher Certificate. For my undergraduate studies, I majored in English and earned my bachelor's degree from Langfang Normal University in June 2014. Throughout the years, I received the first-class academic scholarship three times and was honored with the title of "Outstanding Student."

Upon entering the professional arena, my professional journey spans various roles, including being the Academic Director of Dingcheng Education Consulting Co., Ltd. and working as an English teacher at different universities. Not only do I serve as an English teacher, but I also hold a part-time position as a counselor at the Graduate School of Tianjin Foreign Studies University. During this period, in my capacity as the secretary of the student party branch, I collaborated with educators to orchestrate student activities, coordinate and manage voluntary services, and organize meetings. This engagement culminated in the consecutive recognition of our branch as the "Top 10 Outstanding Student Party Branch" and the recipient of the accolade for the "Best Party Day Event" for two years running.

What impressed me the most was being an outstanding Chinese teacher volunteer at the Berkeley School, Confucius Institute of Angeles University Foundation. In teaching roles, I am passionate about teaching Chinese as a foreign language, achieving fruitful results in Chinese language teaching, cultural promotion, research activities, and self-improvement, and earning recognition as an outstanding Chinese teacher volunteer.

Throughout this process of learning and working, it was not without challenges; however, it is precisely these challenges that have molded me. This growth and effort have also garnered significant recognition. Initially, I distinguished myself as an outstanding graduate of the class of 2014 from ordinary higher education institutions in Hebei Province, concurrently earning recognition as an exemplary Youth League cadre. Subsequently, by the close of 2015, I had attained a first-class academic scholarship along with the prestigious Casio Educational Fund Scholarship. Besides that, in the realm of the arts, my achievements include securing a third prize in the Tianjin City Integrity Culture Competition for my paper-cut artwork in 2016, coupled with the distinction of being designated as the "Star of Self-improvement, the Most Beautiful Youth in Struggle—My Favorite Youth Figure." During my university tenure, I was elected among the "Top Ten Student Party Members" at Tianjin Foreign Studies University, and at the end of 2016, I once again merited a first-class academic scholarship. Finally, in 2019, I was recognized as an outstanding volunteer Chinese language teacher. This series of accolades serves as a glorious testament to my collegiate journey, propelling me to continually transcend my own capabilities in the future.



Think about it: Would you want to go to a class every day that's boring? Of course not, and your students are no different. Getting to know your students will allow you to relax in your teaching and have fun with them. A light-hearted atmosphere is a definite way to keep your students wanting to come back for more.

A positive attitude can make a big difference in a class, and being an enthusiastic teacher will ensure your learners enjoy their lessons and are able to learn. You need to do your preparation, show up, and give it your best. Your students' success depends on it!

To my fellow educators, let us remember the importance of bringing passion into our classrooms. Passion in action is having so much love in everything we do that our hearts overflow with love for everyone in the class. A teacher's goal is not just about delivering content; it is about inspiring minds, nurturing curiosity, and creating a vibrant atmosphere where learning becomes a lifelong adventure.

ABOUT THE AUTHOR

Adrian Eusyle V. Gutoman, LPT, MEd

Pangasinan State University—Lingayen Campus
Instructor I, College of Teacher Education



ADRIAN EUSYLE VISPERAS GUTOMAN "Sir AE" attained the academic distinction of Bene Meritus (Magna Cum Laude) upon completing his Master in Education (MEd) with a major in Science Education at the University of Luzon Graduate School in 2021. He graduated from the same university with a Bachelor Degree in Secondary Education with a major in Biological Science and an award of Distinction in the year 2018. He was a Special Science Class alumnus and graduated with distinction from Mapandan National High School. He was also a proud alumnus and honor student of Nilombot Elementary School. He is currently pursuing his Doctor of Philosophy (PhD) in Education with a major in Educational Leadership and Management at the Unibersidad de Dagupan. Licensed Professional Teacher, Book Chapter Author, and Writer.

He has accumulated a total of four years of teaching experience in the STEM and HUMSS subjects of senior high school at the University of Luzon. Additionally, he has served as the adviser to the Supreme Student Council, radio broadcasting coach, and a review lecturer at the College of Education. Due to his strong dedication to his professional vocation, he is currently working as an Instructor I at the Pangasinan State University—Lingayen Campus, where he imparts knowledge in the field of science at the College of Teacher Education.

He exemplifies a commitment to unwavering dedication and the relentless pursuit of excellence. Committed to nurturing not only academic growth but also social and emotional development, he strives to instill curiosity and critical thinking skills and aims to inspire a lifelong love of education in his students.

PASSION IN ACTION

Adrian Eusyle V. Gutoman, LPT, MEd
Pangasinan State University–Lingayen Campus
Instructor I, College of Teacher Education



By: Adrian Eusyle V. Gutoman, LPT, MEd
Pangasinan State University–Lingayen Campus
Instructor I, College of Teacher Education

Authenticity

The word authenticity is defined as real, genuine, true, and original. So, at its most basic level, being an authentic person means being yourself.

As teachers, we all have our own unique experiences, perspectives, and personalities that we bring to the classroom. When we embrace our uniqueness and allow it to shine through in our teaching, we can connect with our students in ways we never thought possible.

For us teachers, it is caring about students and wanting them to flourish. By sharing our personal stories and experiences, we create a safe and supportive learning environment where our students feel valued and understood.

It is about not only demonstrating expertise but also creating strong bonds with students through small but significant acts that we cannot find in books. This comes through reading and understanding both our students and ourselves better. So, authentic teachers are not often born, but they can be developed with time.

Infection

As the saying goes, "A happy teacher equals a happy class." But what does that really mean? I have proven many times to students in my class whenever I teach that happiness is a virus that is easy to spread.

When the teacher desires to make the classroom happy because he is genuinely happy, the students will feel it, and they too will become happy. A happy teacher brings positivity and energy to the classroom. They create a comfortable and welcoming environment for students, which in turn encourages students to be more engaged and participative in class. This leads to a more productive and enjoyable learning experience for everyone.

Happiness is the primary motive behind everything we do. So, becoming happy teachers should be one of our goals, despite all the stress associated with our profession.

Enthusiasm

Teacher enthusiasm is generally recognized as one of the most essential and desirable qualities and characteristics of effective teachers. Derived from the Greek word "entheos," meaning "possessed by a god," it is often used in instruction to connote a motivating, energetic, and dynamic teaching style.

There are days when we feel drained and powerless. After 7-8 hours each day in school, discussions, monitoring of students' performance tasks, and other reports and instructional materials that need to be done. But when those days come, remember God's promise: "Do not be afraid; I am with you!"



A WOMAN OF HOPE

KAREN M. LIMFUECO, MMEM
Vice President, Paranaque City College
Paranaque City

VP Karen Limfueco is a character with a strong sense of hope because she has optimistic expectations for the future. She engages in optimistic thinking and focuses on positive outcomes. According to her, hope is more than a feel-good emotion, and she appears younger than her age because of her enthusiastic attitude toward work and the people around her.

Ms. Karen M. Limfueco has earned her BS in Business Administration with a major in Operations Management at the Lyceum of the Philippines Manila. She continued her path, earning a Master's Degree in Management with a major in Educational Management at the Philippine Christian University – Manila, and currently, she is taking her Doctor of Philosophy in Business Administration at the University of Perpetual Help System, Dalta. She also earned various Tesda programs, including NCII in Food and Beverages, NCII in Housekeeping, NCII in Baking and Pastry, NCII in Cookery, and NCIII in Bookkeeping.



In 2014, she started as a TVET registrar when Paranaque City College initially opened its doors for the academic community. She was designated as head of student affairs in 2019. In 2021, Ms. Limfueco was again appointed as the Director for Administrative Affairs and Concurrent Head for Human Resources. She works closely with the entire staff and is always interested in and responsive to their concerns and challenges. Then, with the new administration, she was given a chance to be the first Vice President for Administration and Finance of Paranaque City College. She never fails to serve other people, and the loyalty that she has had since she started up to this present.



Continue reading at next page >

A WOMAN OF HOPE

KAREN M. LIMFUECO, MMEM

Vice President, Paranaque City College
Paranaque City

According to VP Limfueco, in order to become hopeful, the following are her pieces of advice:

Try breathing exercises. Taking a minute to slow down and focus on your breathing will help you feel less stressed and anxious. You can use this approach anywhere. Begin by inhaling for four seconds, then holding your breath for four seconds before gently exhaling. Repeat as needed.

Take time to appreciate. When we are worried or overloaded, it can be difficult to slow down and appreciate happy moments in our day. When something good happens, try to take your time and savor the moment. You may begin by practicing with something small, such as a cup of your favorite tea. Try to locate a quiet moment when you don't need to hustle. Take small, leisurely sips while reminding yourself to observe and savor each mouthful. Savouring pleasant events can help us stay present for longer. It can also help us form strong memories that we can refer to when we need them.

Challenge your negative beliefs. Sometimes we have negative beliefs about ourselves without questioning them. Try taking a step back and asking yourself why you think you believe these things about yourself.

Be supportive of your colleagues. Enjoy your colleagues' company while also supporting them. You rely on one another and provide them with the finest possible support.



ASSESSMENT FOR LEARNING

DR. ALFE M. SOLINA



Formative assessment, often known as assessment for learning, is a crucial element in educational environments. Formative assessments are continuous procedures that aim to provide feedback to both students and teachers, in contrast to summative assessments, which are conducted at the end of a learning session to evaluate students' knowledge. This essay examines the importance of evaluation for learning, specifically focusing on how it improves student comprehension, encourages self-regulated learning, and provides valuable information for instructional techniques. Evaluating student progress through assessment for learning is essential for improving student comprehension by offering prompt and focused feedback. Formative evaluations enable instructors to discern students' areas of proficiency and deficiency in comprehension, enabling them to customize education accordingly. Through the reception of constructive feedback throughout the process of learning, students are able to actively participate in their own path of acquiring knowledge, recognize any misunderstandings they may have, and implement remedial actions to enhance their comprehension. This iterative method promotes a more profound understanding and facilitates the development of pupils' critical thinking abilities.

The main objective of assessment for learning is to foster self-regulated learning among students. By incorporating students into the evaluation process, be it through self-assessment, peer assessment, or contemplation of feedback, educators enable them to assume responsibility for their own learning. By engaging in self-assessment activities, students cultivate metacognitive abilities, acquiring a deeper understanding of their learning approaches, establishing learning objectives, and actively monitoring their advancement. Metacognitive awareness not only improves academic performance but also provides pupils with crucial lifelong learning abilities necessary for success in various situations.

In conclusion, assessment for learning is a great tool that provides information to guide instructional approaches. Through the collection of up-to-date data on student performance and comprehension, instructors can make well-informed choices on instructional methods, pacing, and individualization. Formative assessments offer valuable insights into students' learning requirements, enabling teachers to adapt their teaching methodologies to more effectively address those requirements. In addition, continuous assessment data allows instructors to monitor student progress over a period of time, discover patterns, and adjust instruction to maximize learning results. Through the efficient utilization of assessment data, educators have the ability to establish a dynamic and adaptable learning environment that addresses the varied requirements of every student.

"Assessment for learning entails more than just quantifying progress; it involves revealing avenues for development, enabling learners to embrace their ongoing journey of enhancement." Solina, 2024.



BE KIND TO YOUR STUDENTS

Dr. Ethel Reyes-Chua



In addition, kindness not only fosters inclusiveness but also encourages diversity within the educational setting. As a result of teachers recognizing and appreciating the unique histories, experiences, and points of view of each and every student, they are able to cultivate an atmosphere in which all individuals are made to feel valued and accepted. Not only does this sense of belonging help students feel more confident in themselves, but it also helps to foster an environment that is conducive to learning by encouraging the exchange of a wide range of ideas and points of view. Being kind to students when teaching has a tremendous impact on their mental health and emotional well-being, and this influence manifests itself in a variety of ways. In today's challenging and anxiety-inducing academic environment, acts of kindness from teachers can provide students with the vital assistance and confidence they need to succeed. Whether it be through supporting acts, careful listening, or positive affirmations, teachers have the capacity to boost the morale of their pupils and foster a sense of assurance and value in their students.

Another aspect of kindness extends beyond the confines of the classroom and equips learners with skills that are essential for their further development. It is through the showing of empathy, compassion, and generosity that educators impart essential lessons in social responsibility and empathy to their students. Not only do these characteristics foster the personal development of pupils, but they also prepare them to become compassionate and empathetic members of society.

To summarize, the importance of being kind cannot be overstated. By cultivating a culture that is characterized by kindness and understanding, educators create an environment that is conducive to learning. This environment allows for the growth of confidence, inclusivity, and emotional wellness. Not only do teachers have the capacity to influence the academic successes of their students, but they also have the authority to impact the moral ideals that their students hold within themselves. Kindness should therefore be embraced unreservedly as a fundamental tenet of education, with the goal of supporting the intellectual and emotional growth of our students and children as they embark on their educational journey.

"Kindness in teaching is not merely a superficial action; it is the fundamental basis of a profound process that fosters intellectual and emotional growth, molding future outcomes through understanding and sympathy." Chua, 2024

It is impossible to place enough emphasis on the significance of kindness in the classroom, given the dynamic nature of the area of education, which is characterized by the exchange of information and ideas. Even though the pursuit of academic excellence continues to be a top priority, it is equally important to foster an environment that is characterized by kindness and understanding. The purpose of this essay is to explore the significance of demonstrating kindness toward students and the important effect that this has on the educational path that they choose to pursue.

When it comes to teaching, the act of being kind is the most important factor in developing a sense of trust and a healthy relationship between teachers and their students. Teachers feel a sense of value and esteem when they exhibit empathy, comprehension, and sympathy toward their students. This supportive setting helps to cultivate an atmosphere in which individuals feel at ease expressing themselves honestly, asking questions without any reservations, and actively participating in classroom conversations. A strong sense of mutual respect emerges as a consequence of this, which not only fosters a healthy connection between teachers and students but also serves as the foundation for efficient learning for both parties.

Furthermore, acts of kindness contribute to the development of a supportive educational environment in which students are able to feel safe enough to explore outside of their comfort zones and welcome the opportunity to learn from their mistakes during their educational experiences. In a culture that encourages students to respond positively to failure rather than providing them with negative feedback, students are more likely to actively accept challenging assignments and to continue working toward their goals in spite of the challenges they face. Educators may push students to develop resilience and a growth mindset by exhibiting kindness to them. This enables children to view setbacks as opportunities for personal development rather than as insurmountable obstacles.

#HerStory #HerAccomplishment



Dr. Romary Reyes Lincod holds an Associate Professor V position at the Pangasinan State University Lingayen Campus. She is the University Gender and Development Director and former Open University Systems (OUS) Deputy Director for Administration, Planning, and Quality Assurance (2021-2023). She obtained her Doctor of Education (Educational Management) at Lyceum Northwestern University

As a transformative leader, she was also designated for the following positions: Director for NSTP, Physical Education, and Sports Development 2020-2023; Director for Culture and Arts 2017-2020; Deputy Director for Culture, Arts, and Pangasinan Heritage Studies 2015-2017. As an educator, she belongs to the College of Education, teaching professional education subjects (just recently). She started as a social sciences instructor from 1995 to 2016, then as a general education professor from 2016 to 2023. She taught the following subjects under the College of Arts, Sciences, and Letters (CASL): politics and governance, constitution, Philippine history, Rizal, personality development, understanding the self, and gender and society. As an artist, she was the founder of the PSU Caboloan Performing Arts Guild (CPAG) 1996. She acted as an adviser, coach, coordinator, and stage director from 1996 to 2020.

She was bestowed the prestigious "Director of the Year for Excellence in School Development" Award during the Women's Leaders Forum on May 31, 2023, in Dubai, UAE. Proclaimed as Outstanding Educator 2022 and 2007, and as PATRON OF THE ARTS, Leadership Recognition during URDUJA Film Festival 2014. She is one of the ACCREDITORS for the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) INC. 2021-present

Positivity in life starts with the appropriate kind of thinking. It takes more than just thinking positively to develop a perspective that encourages resiliency, happiness, and a passion for life. Individuals who have an optimistic outlook not only have better mental health but also typically live longer, healthier lives.

Every day, take time to consider the things you must be thankful for. It could be anything as simple as the smell of your morning coffee or the warmth of the sun on your face. This easy exercise makes you feel good about the day and gives you a more upbeat perspective on obstacles.



Dr. Alfe M. Solina is an Associate Professor V at Cavite State University Imus Campus and holds the positions of Management Department Chairperson and Graduate School Coordinator. She started at the then Department of Education, Culture, and Sports as an Education Program Specialist in 1989. She also served the Technical Education and Skills Development Authority Central Office from 1996 until 2005. Dr. Solina has been invited to serve as a panelist for local and international conference speakers from the University of the Philippines, the University of Waterloo, Canada, New York University, Stanford University Business School, and Harvard University Business School. She has also represented the Philippines in training programs held in Germany, Italy, and Vietnam, and she served as a resource person at national, regional, and local conferences and youth summits. She received a commission from the United Nations Development Programme (UNDP) to serve as one of the management program training facilitators for government educational institutions in the Asia and Pacific regions in the early 1990s. She has presented papers at multidisciplinary research conferences in the Philippines, Singapore, Thailand, Hong Kong, and Seattle, WA, USA. She is a member of the Asia-Pacific Consortium of Researchers and Educators, the Asian Qualitative Research Association, and the Philippine Council of Deans and Educators in Business, among other reputable professional organizations. She has authored various books and published research studies in local, international, and Scopus-indexed journals. On February 4, 2023, she was conferred the highest recognition with the EduHeart Excellence and Outstanding Author and Community Service Awards by the Eduheart Book Publishing held at the Perpetual Help System University - Dalta, Las Piñas City, Metro Manila, Philippines. Dr. Solina is a graduate of the Doctor in Business Administration program at PUP Manila and a master's degree from the Ateneo de Manila University Graduate School of Business through the World Bank scholarship program.

BUILDING CONNECTIONS IN THE ACADEME MS. CAILI ZHANG



Lunynging A. Valdez is a candidate for a Doctor of Philosophy in Commerce at the University of Santo Tomas. At the same university, she received her Master in Business Administration degree in 2005, while her Bachelor in Business Administration major in Management was earned from the Polytechnic University of the Philippines. Currently, she is an Assistant Professor III in the Department of Management at the Cavite State University-Imus Campus. Her current research interests are in the areas of productivity and efficiency in small and medium enterprises, entrepreneurial behavior, and human resource management. She co-authored a research article published in the Turkish Journal of Computer and Mathematics Education in 2021 entitled Enhancing Teachers' Pedagogical Instruction Through Professional Development Instruments: A Benchmarking Initiative for Faculty Enrichment Plan. This year, two of her studies on entrepreneurial intentions were published in the Journal of Advanced Research. Also this year, she contributed an article entitled Prudence: An Input in Fostering Metacognition in the book entitled Metacognition: Thinking About Thinking and co-authored a book, Strategic Management: The New Normal Perspectives, published both by EduHeart Book Publishing.



Ms. Kristine Anne S. Vilanueva has been a faculty member of the marketing unit at the Cavite State University Imus Campus since 2020. She is currently the adviser of the Junior Marketing Association on campus. She completed her Bachelor of Science in Business Management with a major in Marketing at Cavite State University in 2011, and her Master of Business Administration degree from the same university in 2018 was hailed as a College Scholar, receiving the second highest commendation on the Graduate School and Open Learning College. Currently, she is pursuing her Doctor of Business Administration at Olivarez College Paranaque. She served as the academic head of STI colleges for two years and also worked as a program head at the same institution. She is currently a member of the Council of Deans and Educators of Business Region IV-A.



Ronalyn I. Garcia holds a Bachelor of Science in Economics with a major in Business from Cavite State University, Indang, Cavite, Philippines. Serving as a Production Control Staff and Marketing and Sales Assistant, she demonstrated a keen aptitude for optimizing manufacturing processes, ensuring efficient production flows, and maintaining quality standards in a dynamic manufacturing environment. Having completed all the academic requirements for her Master in Business Administration, Ronalyn is currently immersed in the final stages of her academic journey, diligently working on her thesis. This dedication to continuous learning underscores her commitment to academic excellence and positions her as a role model for those aspiring to merge advanced education with practical expertise in the dynamic fields of business and project management.



Dr. Rosario B. Gumban is a graduate of the Doctor of Philosophy in Business Management and Master of Business Administration programs at Philippine Christian University. She is also holding a postgraduate certificate in human resource management from the World Academy for Research and Development, Ltd. She has been into writing and mentoring research and has presented at local and international conferences.

Dr. Gumban is currently one of the faculty members in the Department of Management and a part-time professor in the Graduate School Open Learning College at Cavite State University- Imus Campus. She has been in the industry for more than 15 years, holding various administrative positions and being an active member of several educational and professional organizations.



There is no doubt that conferences are an excellent venue for making new contacts in the field of research; nevertheless, it is essential to make the most of these opportunities. If there is a conference or meeting taking place in the field in which you conduct research, you may also expand your network by accepting invitations to participate in workshop groups or panels and being willing to volunteer for those activities. A number of the resources that were mentioned earlier in this resource provide guidance on how to get in touch with people at research conferences. I am able to establish connections through the activities at the institution. When I participate in the research forums that our students attend, I find that I not only learn a lot but also have a lot of fun.

Although it is obvious that social media is an excellent tool for establishing and fostering connections, this topic is discussed in further depth in the resource that is included. Nevertheless, in order to get started, it could be beneficial to talk to someone in your department who has an active online profile and to inquire about the value that it has given to their responsibilities. It is highly likely that you will discover that Twitter users have a particularly favorable attitude toward academic communities. The individuals that make use of the research networks, such as ResearchGate and Academia, in order to interact with other individuals will most likely also be able to provide helpful guidance on how to achieve effective practice.

Traveling and visiting other groups and researchers can help you create strong relationships, and the process of gaining the money you are likely to require for a research visit will also strengthen your CV. If you are geographically flexible, you should consider traveling and visiting other organizations and researchers. The fact that I have contacts with a number of different institutions and universities fills me with pride and happiness. As of late, our organization has entered into a Memorandum of Understanding with EduHeart, which will be of great assistance to us in our pursuit of publications.

In addition, it is essential to engage in social interactions with younger individuals or members of the faculty by participating in activities such as seminars, special occasions, book launches, and a variety of other university- or organization-wide gatherings. It is a good idea to ask your coworkers to network for you at events that you are unable to attend. One of the numerous things you may do is invite people to your organization to benchmark. When you are looking to expand your network, you shouldn't feel as though you need to change your behavior; nonetheless, you should consider ways to create relationships if you are uncomfortable approaching individuals.

When you develop new contacts, it is essential to maintain any positive first impressions by maintaining a respectful attitude toward the time of other people and by following up with them in a timely manner. It is possible to establish a deep connection and relationship with other individuals when you have an understanding of their language and culture. This has a significant impact on how I lead, how I teach, and how I am as a person. Having established connections and a network with a wide variety of people and organizations is something that I am extremely happy about.



**LEADING WITH A HEART
XIANGJUN ZENG (JACK)**



Leadership as an expression of love

There is a strong correlation between leaders and the culture of a business. As time goes on, we are witnessing an increasing need for work environments that are centered on people. Consequently, what are some ways that leaders might make the transition toward a leadership style that is more focused on the heart?

The following are the steps involved in leading with a heart:

1. Begin with awareness and rephrase any outdated beliefs you may have.

At the individual level, leaders who have the intention of constructing a culture that is centered on the heart should assess some outdated practices or ways of thinking that are no longer helping them or their organization.

It will be easier for employees to represent these ideals in a more genuine manner if they unlearn outdated fear-based methods and relearn the true attributes of leaders that they desire. You should not use command and control as your leadership compass; rather, you should incorporate some inspiration and caring into the contacts you have on a daily basis. Do you fear losing control and seeing a decline in performance? It is important to keep in mind that when people are inspired, they produce their finest work.

2. Give up the idea that your life and your work are two distinct situations.

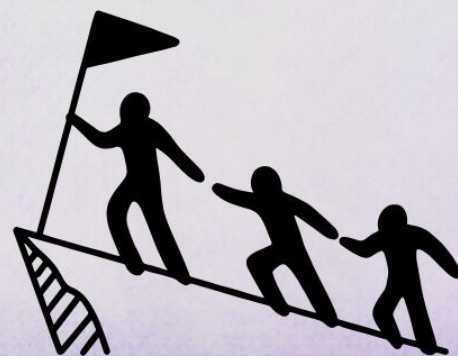
There are other aspects of love outside of romantic partnerships. Our manner of demonstrating concern and compassion for those in our immediate environment has a presence in the workplace that is worthy of it. We start to realize that we are dealing with human beings who are more similar to us than we believe they are when we show up to work with our complete selves and the full spectrum of emotions that we experience.

Suddenly, the people with whom we collaborate experience a diminished sense of threat, incompleteness, and incapacity. People who have the sense that they are appreciated and empowered are more likely to feel at ease bringing all of their ideas to work and debating them. It is during these times that they are able to bring out their full potential, and we are able to see the best in them.

3. Put the power of words to work for you.

Additionally, this applies to interactions that are challenging. Whenever there is a quarrel in the air, we frequently experience feelings of being attacked, furious, or distrustful. On the other hand, when these debates are founded on compassion and sensitivity, we are able to reinforce other people's ideas and better understand them.

We consistently emphasize the importance of communication. It is possible for leaders to let go of their egos and step into connection when they make the decision to love others and acknowledge the efforts of others. In what ways can we motivate other people to perform their best work while simultaneously ensuring that they have a great experience for themselves? A habit of expressing thankfulness and appreciation more frequently can help leaders fill the dread hole that exists in the absence of love. This is because leaders are aware that fear is the space that fear occupies.



Jenica Y. Manuel is a graduate of the Bachelor of Science in Business Management with a major in Human Resource Development Management from Cavite State University, Indang, Cavite, Philippines. She is presently in the concluding phase of her pursuit of a Master of Business Administration degree at the same academic institution. She has also completed a professional teaching certificate. Her career has been notable for its contributions to the manufacturing sector, where she worked as a skilled production staff member and a skilled administrative staff member. Her skill set encompasses a comprehensive understanding of manufacturing processes coupled with efficient administrative capabilities, showing her versatility, commitment, and excellence in both operational and managerial facets.



Dr. Liane G. Ocampo completed her Bachelor of Science degree in Economics with a major in Business Economics at Cavite State University. She earned her Master's degree in Business Administration from the Philippine Christian University and her Ph.D. in Business Management from the same university at the age of 25. She has acquired a well-rounded education that combines theoretical concepts with practical application, enabling her to effectively teach and conduct research in her areas of expertise. She serves as a statistician for undergraduate and graduate theses. Her research findings have been showcased at numerous multidisciplinary conferences, enabling her to publish econometrics and business research studies in esteemed journals



Dr. Wyllyn S. Salva is a Doctor of Philosophy in Business Management. She finished her masters and doctorate at the Philippine Christian University-Dasmariñas City, Cavite. She earned a bachelors' degree in accounting at the Polytechnic University of the Philippines in 2002. She is an Assistant Professor III and is currently connected with the Cavite State University Imus Campus. She has extensive industry experience, holding various positions in the administrative and operations departments of several companies.



Ms. Margarette B. Soberano has been an instructor at the Cavite State University Imus Campus since 2014 and serves as an adviser to students' organizations and various academic and non-academic activities of marketing students on the campus. She completed her Bachelor of Science in Business Management with a major in Marketing Management from Cavite State University in 2011 and her Master in Business Administration from the Cavite State University Main Campus in 2016. Ms. Soberano is presently pursuing her PhD in management.



Nora B. Capistrano has a Masters' and a Bachelor's degree in Business Administration with a major in Accounting at Philippine Christian University Manila. She is a licensed professional teacher, works as an Assistant Professor III, and is currently connected with the Cavite State University Imus Campus. She worked in publishing, marketing, and manufacturing for three decades. She is also a member of a long-time cooperative in Imus City, Cavite.



Ms. Ruby-Lyn T. De Grano is a dedicated educator with a rich and diverse background in the banking and retail industry. She has been a college instructor in the Department of Management at the Cavite State University Imus Campus since 2016. Currently, she is the assistant program coordinator for the business administration department. She completed her Master in Business Administration at De La Salle University-Dasmarias. Her previous positions include junior assistant manager in the banking industry and department manager at one of the largest retail stores in the Philippines. In recognition of her contributions to the field of retail, Ms. De Grano was awarded the top-highest sales chainwide.



Engr. Delilah B. Antolin is a Juris Doctor alumna of Manila Law College. She finished her Master of Business Administration at Pamantasan ng Lungsod ng Maynila. She graduated with a degree in mechanical engineering from FEATI University. Aside from being a Juris Doctor, she is a licensed mechanical engineer and a member of the Philippine Society of Mechanical Engineers (PSME). She is teaching business law, obligations and contracts, taxation, international trade, total quality management, labor legislation, and operations management subjects that are aligned with both her craft as an engineer and law graduate.



Ms. Sonia B. Leal is a public school teacher at San Jose Community High School, was an employee of Year Jan Company Casual Electronics, and was a faculty member at Hillside Academy from 2001-2006 and at St. Jonah Grace School from 2007-2012. She holds a bachelor's degree in BS Education with a major in Filipino from the College of the Immaculate Conception and a master's degree in Educational Management from the Philippine Christian University. Ms. Leal strongly believes in the profound impact of education and is dedicated to establishing a constructive and all-encompassing atmosphere for learning. She has the belief that education goes beyond the confines of textbooks, with the goal of fostering critical thinking abilities, empathy, and a passion for acquiring knowledge in every student under her guidance.



Dr. Cynthia C. Facundo is a Doctor of Philosophy in Business Management. She finished her doctorate and master's studies at Philippine Christian University. She's a Bachelor's in Accountancy graduate of the Polytechnic University of the Philippines. She is a licensed professional teacher and works as an Assistant Professor IV under the umbrella of the Department of Management at Cavite State University, Imus Campus. She is a financial analyst and worked in different private industries for almost seventeen years before she started teaching. She also experienced teaching K11 students at Fairview International School in Kuala Lumpur, Malaysia. Dr. Facundo is an international certified bookkeeper, a registered cost accountant, and a certified accounting technician. She also locally passed NC III Bookkeeping, a Civil Service Commission Sub-Professional and Professional passer. She is teaching financial management, financial analysis and reporting, the math of investment, strategic management, managerial accounting, and other business management subjects such as entrepreneurial development, credit and collection, feasibility studies, and marketing plans, all of which require basic accounting, marketing, and management knowledge. The author believed that a student's mastery of basic topics would stimulate ideas and comprehensive retention of knowledge among other difficult subjects. The author is looking forward to being the author of various books and being a resilient researcher in the future.



Dr. Honelly Mae Segui-Cascolan is an Associate Professor V at Pangasinan State University. She is the Dean of the College of Education at Pangasinan State University, Asingan Campus, and the Program Adviser for the Doctor of Education major in Science at Pangasinan State University-School of Advanced Studies, Urdaneta City. She completed her Bachelor of Science in Chemistry for Teachers at Philippine Normal University, Manila. She took her Master of Chemistry at De La Salle University Manila under the CHED Scholarship. She finished her Doctor of Philosophy in Science Education major in Chemistry at De La Salle University Manila under the DOST Scholarship. She is an Associate Member of the National Research Council of the Philippines, a member of Environmental Impact Assessment of the Department of Environment and Natural Resources-Environmental Management Bureau, and an assessor in Cleaner Production Assessment Technology of the Department of Science and Technology Region 1. Her research interests include action research, flipped classrooms, flexible learning, remote teaching, 3D printing, climate change, and POGIL. She presented her research in national and international forums. Her research output was also published in the Scopus and Web of Science journals.

THE SIGNIFICANCE OF THE TEACHING PROFESSION

Dr. Rowena Vargas-Isidro



In today's world, teaching is the profession that is most sought after. The teaching profession is important because it allows for both fun and learning to take place concurrently. There is no need to impart your expertise simply because you are employed in the teaching profession. Occasionally, teachers themselves acquire new knowledge from their own experiences in the classroom.

Teachers play a significant role in the lives of their students by assisting them in accomplishing their objectives. As a result, selecting the teaching profession provides a plethora of chances for professional advancement. Teaching, on the other hand, is not the only profession; in reality, it is the activity that serves the teaching profession.

The significance of the teaching profession can be summarized as follows:

(1) It enhances Capabilities in Mutual Dialogue.

Teaching is a methodical approach that allows one to communicate with an increasing number of individuals. The ability to communicate effectively will consequently improve if one chooses to work in education. As a consequence of this, one is able to interact with other people with greater

(2) To improve one's knowledge and abilities

One of the only people who is able to transmit their expertise and knowledge to the younger generation is the teacher. Teachers are responsible for motivating and inspiring students to concentrate and improve their innate abilities through the profession that they hold.



Having the ability to work with a variety of learners

Different students, each with their own unique perspective, are able to attain their full potential in school or college. The instructor must be able to manage each and every student, regardless of whether they are average, intelligent, or physically challenged.

Exceptional Capabilities in Organizations

The teaching profession requires one to be able to multitask, despite the fact that it involves teaching students academics, teaching teachers, and teaching organizational skills. When someone is organized, they are able to handle their time and resources in an efficient and effective manner, which results in increased productivity.

Relating to Ethics and Discipline

The teaching profession is characterized by a number of characteristics, including ethics and discipline. Students become more disciplined as a result of the ethical values that teachers teach them. Students are encouraged to realize what is or is not beneficial to them when they exhibit ethical behavior.

The Establishment of a Model for Other People

Being a teacher is not very difficult, but the most important thing is to be a kid's favorite teacher. It is the responsibility of teachers to motivate pupils to discover their latent abilities and accomplish their goals. Through the establishment of role models, a teacher who is inspired can stimulate their fellow students.

Create Leaders of the Future

It is the teachers who are the source of influence for the leaders of the future. Classrooms are created by teachers, who also provide pupils with the opportunity to become educated and future responsible leaders.

BEING AN EDUCATOR WITH A HEART Emelinda C. Carillo Dasmariñas North National High School



Dr. Cristie Marie C. Dalisay holds licenses as a licensed professional teacher (LPT), registered psychometrician (RPm), and guidance counselor (RGC). She earned a Magna Cum Laude in BS Psychology, a Master of Arts in Guidance and Counseling, and a Doctor of Philosophy Major in Educational Administration. She belongs to a number of professional associations, including PAFTE, IPCAP, the Philippine Mental Health Association—Pangasinan, the Psychological Association of the Philippines (PAP), and the Philippine Guidance and Counseling Association (PGCA). In the past, Dr. Dalisay has worked as a guidance counselor, department chairperson, coordinator for student services, supervisor for practice teaching, campus executive secretary, and dean. She is currently Pangasinan State University's Director of Expanded Tertiary Education Equivalency and Accreditation (ETEEAP). In addition to these duties, she holds faculty positions in the Open University Systems (OUS) and the Professional Education Department of the College of Education. Lastly, Dr. Dalisay takes pleasure in his role as the university's internal auditor.

Venus May Sarmiento is an assistant professor at Pangasinan State University, handling English, journalism, and literature subjects. She is also a university official, having been the Director of the Public Relations, Publication, and Information Office of PSU from 2022 to present. Ms. Sarmiento served as the Provincial Manager of the Philippine Information Agency—Presidential Communications Operations Office—from 2003 until 2021 and the OIC—Regional Director of PIA in 2018-2019. She often serves as a resource speaker in development communication and journalism-related seminars and a judge in various DEVCOM contests. She started her professional career as an instructor at the University of Pangasinan before joining the government bandwagon in 1998, where she served as a project development officer for the provincial government of Pangasinan. Her experiences as supervisor of the JENESYS program in Japan and as host media officer in the Association of Southeast Asian Nations (ASEAN-2017) and Asia Pacific Economic Cooperation (APEC-2016), coordinating with media people from Indonesia, Thailand, and India, also honed her international relations skills.



Ms. Najera Umpar is currently an Assistant Professor III of the General Education Department at the National University of Dasmariñas. She finished her bachelor's degree as Cumlaude at Emilio Aguinaldo College Cavite. She received her Master's degree in Teaching Social Sciences from De La Salle University, Dasmariñas. She is also a licensed teacher. At present, she is engaged in the completion of her doctorate degree thesis at NU Laguna. Ms. Naj, as she is fondly called, is a dedicated educator with eight years of invaluable experience in the field of academia. As a devout Muslim woman, she brings a unique perspective to her work, emphasizing the importance of diversity, inclusion, and cross-cultural understanding. Her research endeavors have not only expanded the boundaries of her discipline but have also aimed at bringing understanding to the culture of Muslims.

For her education, Ms. Sarmiento is a graduate of the Bachelor of Arts., Major in English, Cum Laude at the University of Pangasinan. She finished her Master in Development Management with a Major in Public Management at PSU in 2009 and is currently pursuing her Doctorate degree in Philosophy with a Major in Language Education. She also enrolled in a brief development communication course that the Development Consultants for Asia, Africa, and the Pacific (DCAAP) was offering at the University of the Philippines—Diliman. Ms. Sarmiento is credited with translating various pamphlets, reading materials, and questionnaires into Pangasinan language. She has also contributed to two published books in 2023, served as an editor of the local newspaper The Pangasinan Star with his dad-mentor, and wrote for the magazine of the Church.

She is a member of the Kapisanan ng mga Brodkaster ng Pilipinas (KBP) and the Pangasinan Information Officers Association (PAGIOA) and has vast experience as a local theater artist. The author is an active church officer, married for 20 years to her first love, and blessed with three children. She is an educator, writer, mother, and servant of God.

Emelinda C. Carillo was born in Bago Bantay, Quezon City, and obtained a Bachelor of Science in Education with a major in English at Philippine Christian University and another major in Library and Information Science at Philippine Normal University in 2000. She took her master's degree in library and information science at Philippine Normal University in 2017. From 1999 to present, she has been working as a secondary school teacher at Dasmariñas North National High School. From 2020 to 2023, she was appointed as an English Reading Coordinator but has been engaged in the program since 2016. She is also a designated librarian at the school. Currently, Carillo resides in Dasmariñas City and is actively doing both jobs—as a librarian and a reading and classroom teacher.

Teaching reading is unquestionably a challenging task. It necessitates patience, persistence, and a sincere enthusiasm for assisting pupils in unraveling the complexities of written communication. Nevertheless, despite the challenges, my commitment to having a positive impact on my students' lives drives me.

We commit specific time twice a week to our reading program to target and improve comprehension skills by addressing learning gaps. We acknowledge that each student advances at a unique rate, and it is our duty to offer them the necessary assistance and direction for achievement.

We aim to empower our students by providing individualized training, targeted interventions, and a loving environment to help them overcome hurdles and gain a deeper comprehension of written language. It's not solely about instructing children in reading; it's about fostering a lasting enthusiasm for learning and discovery via literature. I have directly observed the significant influence education can have on individuals' lives. Gradually, when we diligently strive to narrow the learning disparity and awaken interest in our pupils, we start to notice the impact.

Instances where a struggling reader grasps a difficult chapter or shows delight in finding a new story reinforce my conviction in the significance of being an educator with empathy. By demonstrating unshakable dedication, genuine compassion, and a relentless pursuit of excellence, we may significantly impact our students' lives and help them realize their full potential.

Reflections
Being an educator with a heart goes beyond a job; it is a vocation, a dedication to have a beneficial impact on people's lives through education. Reflecting on my experience as an educator, I am reminded of the significant influence that authentic caring, understanding, and compassion can have on the learning process. In 2018, I tried teaching in higher education to experience a different atmosphere and forget about my career in basic education for a bit. However, I did not stay long in higher education because I valued my career at school. My heart is with my current position, and I feel highly needed by my school and students.

I have realized that every student is a distinct individual, with their own talents, difficulties, and aspirations. It involves looking deeper and comprehending the varied requirements and histories of our pupils. By teaching with empathy and compassion, we establish an inclusive learning atmosphere that ensures every student feels valued, respected, and supported. My job involves extending efforts beyond the classroom to support the comprehensive growth of our pupils. It involves serving as a mentor, providing academic assistance, emotional support, and direction, and being a role model. We support our students through their achievements and difficulties, celebrating their wins and guiding them through obstacles.

As an instructor who cares deeply, it is highly satisfying to observe the development and change in our kids. Observing a struggling learner make substantial progress, experiencing a moment of inspiration and discovery, or recognizing the positive impact we have made on someone's life all serve to confirm the significance of our profession.

Being an educator with a heart poses its own set of difficulties. It necessitates patience, resilience, and a commitment to ongoing learning and development. It involves supporting our students, addressing inequalities, and working towards a fairer and more just educational system.

As I progress in my role as an educator who is passionate, I am mindful of the significant privilege and duty involved in influencing the intellect and emotions of upcoming generations. By teaching with compassion, understanding, and a sincere desire to create an impact, we can change the lives of our students and the world.

Introduction
As a teacher, possessing compassion is essential to my teaching methodology. It involves not only sharing knowledge but also developing the potential of each student, promoting their development, and cultivating a passion for learning that extends beyond traditional education settings.

"As an educator, I believe in cultivating students' intellectual and emotional development, promoting progress, and enabling each student to achieve their maximum capabilities through kindness and understanding." Carillo, 2024

Being an educator with a heart involves seeing each student as a distinct individual with particular abilities, difficulties, and aspirations. It involves acknowledging that each student possesses a unique narrative and background and showing consideration for their own needs and situations.

As an educator, I aim to establish a nurturing and welcoming learning atmosphere that values and respects every student. This involves attentively listening to their opinions, being receptive to their viewpoints, and fostering an environment for cooperation and discussion. Furthermore, possessing a compassionate attitude as an educator involves extending support beyond academic teaching to foster the whole growth of every student. It entails providing direction, mentorship, and encouragement, and being present for them not just as an instructor but also as a reliable ally and supporter.

Being an educator with a heart involves teaching with empathy, compassion, and a sincere dedication to the well-being and success of each student. The goal is to have a good impact on their lives and enable them to achieve their maximum capabilities, both in and out of the classroom.



Dr. Arlene Nisperos-Mendoza currently holds the position of Associate Professor V at Pangasinan State University, having served diligently for a period spanning over two decades. She graduated with distinction, achieving Magna Cum Laude status in her Bachelor of Science in Mathematics with a specialization in Pure Mathematics from Pangasinan State University. Subsequently, she earned her Master's degree in Education with a major in Mathematics, also from Pangasinan State University. In addition to her academic accomplishments, Dr. Nisperos-Mendoza satisfactorily fulfilled the academic requirements leading to the degree of Master of Science in Statistics at the University of the Philippines, Diliman, Quezon City. She further solidified her academic pursuits by completing her Doctor of Philosophy in Mathematics Education at Don Mariano Marcos Memorial State University, showcasing an unwavering commitment to scholarly excellence in her field. As a licensed educator, Dr. Nisperos-Mendoza brings a wealth of expertise to both her academic and professional undertakings. Currently, she is actively engaged in the final stages of her doctorate with a major in educational management at the University of Luzon.

Dr. Mendoza has undertaken a myriad of research projects, showcasing her dedication to advancing scholarly knowledge. Her contributions extend beyond academia, as she has distinguished herself as a presenter at national and international forums, with notable appearances in Vietnam, Japan, and Thailand. Her achievements in the realm of research have not gone unnoticed. She has been honored with accolades such as Best Research Paper, Best Oral Presentation, Best Abstract, and Best Presenter at various prestigious forums. Moreover, she has been sought after as a distinguished resource speaker on topics related to data analysis and the utilization of various statistical software.

Dr. Nisperos-Mendoza's professional responsibilities extend beyond her academic pursuits. She served with distinction as the University Head of the Statistics Center for a commendable three-year term, during which she notably established the center as the first statistics center in the region. During her tenure, she adeptly enhanced the center's operational efficiency and organized regionwide seminars and training sessions. Furthermore, Dr. Mendoza surpassed the ISO surveillance visit and evaluation, contributed to the curriculum enhancement of the BSEd major in Science Program, ensured alignment of faculty members' teaching loads with their areas of expertise, and earned the Certificate of Program Compliance (COPC) for the BSEd major in Science Program during her tenure as the Dean of the College of General and Teacher Education. Hence, she was awarded Outstanding Administrator of the Year.

In addition to her distinguished academic and administrative roles, Dr. Nisperos-Mendoza serves as a respected board of director and auditor of the Federation of Non-Teaching and Teaching Personnel, Inc. She also assumes the vital role of Chair of the Credit Committee of the PSU Multi-Purpose Cooperative. Her multifaceted involvement in these capacities underscores her unwavering commitment to both the academic community and broader organizational initiatives.

Dr. Mendoza maintains a high level of respect within the academic world due to her commitment to being an enthusiastic instructor, diligent researcher, and champion for the progress of mathematics. Her journey serves as a tribute to the formidable influence of determination, intelligence, and the profound effect of a deep passion for the realm of mathematics.



Dr. Jocelyn Sagun - De Vera holds the position of Associate Professor III at Pangasinan State University (PSU). She obtained a bachelor's degree in Science in Biology from Lyceum Northwestern University, Dagupan City; a Bachelor of Elementary Education from Baguio Central University; and earned units in Bachelor of Science in Secondary Education with a Major in Science from The Great Plebeian College. She also obtained her Master of Arts Major in Educational Management from PSU OUS, Lingayen, Pangasinan, and her Master of Arts Major in Science Education from PSU Graduate School (now School of Advanced Studies-SAS) in PSU Urdaneta City, Pangasinan. She also holds a doctoral degree in philosophy with a major in educational leadership and management from the Universidad de Dagupan.

In 2022, she was awarded the title of Outstanding Researcher at Pangasinan State University. And in 2021, she was ranked No. 1 or awarded as the Outstanding Extensionist of PSU. The LGU of Alaminos City, Pangasinan, also acknowledged her for organizing the delivery of numerous community extension services in various barangays of Alaminos City on February 17, 2022. Additionally, the Bolaney Child Development Center presented Dr. De Vera with an award for her outstanding efforts and contributions to parents and children in Bolaney, Alaminos City, Pangasinan. She completed more than 21 research papers in the fields of education, natural sciences, social sciences, gender and development, extension, and product development, and some of her papers are under journal review.

With a strong commitment to science and education, Dr. De Vera consistently achieves notable advancements in academics and research, making a lasting impact on future scholars and the field of environmental science.

Internet Craze

Social media was already popular before the pandemic hit, but due to the immobility of many inside their homes, they turned to their gadgets. According to data from [Statista.com](https://www.statista.com), the Philippines topped the list of Southeast Asian countries that frequented the internet during the pandemic. The previous average of 4 hours per day of a person being online had gone up to 5.2 hours a day. Indeed, it became a big turning point in our virtual lives.

Due to the popularity of using Facebook, Instagram, and other social networking sites, people started sharing their interests and "trendy" lifestyles on them. Even though staying at home sounded less amusing, people made use of the internet to entertain themselves, connect to their loved ones, be able to work, and continue to learn. That is why many people have started their own social media accounts, vlogs, online businesses, and many virtual tasks, contrary to pre-pandemic.

Education

Another thing that had a big change was our education system. From a face-to-face setup, it has changed to an online and modular method. At first, it was quite hard for students to get used to it. But after two years, juggling schoolwork and life at home became a daily scenario for our students. For some, it was easier because they could use more time at home. But for others, it was tedious to manage their schedule.

As for our teachers, it became tough because sharing their knowledge with students became harder. Some older teachers who have difficulty using computers and other gadgets needed to spend extra time learning how to use them so they could hold their classes. Making modules was also demanding because they had to make sure the students would learn from their lessons, and the teachers had to efficiently assess the students' learning using the modules. Not like before, this system was a pretty troublesome way to mold young minds.

Mental Health

Due to the large contrast in our lives before, during, and after the pandemic, many people's mental health suffered too. The stress of not being able to freely go outside to meet friends and relatives made the lockdown unbearable. Balancing our jobs, studies, and housework was brutal. Some people even lost their jobs because of the company's downsizing. Others lost family members because of the deadly virus. Frontliners were overworked because of the inadequacy of health professionals in the country.

Sweat, blood, and tears were all poured throughout this season, leading to a lot of people's mental abilities being challenged. Many fell into the quicksand of anxiety and depression. It triggered deep trouble in their minds on how to stay positive in the midst of seemingly never-ending lockdowns and issues that hit their lives.

On a brighter note, a lot of support groups boosted their movements to take care of everyone's mental health. These days, we are encouraged to be more aware of this issue and more sensitive to others' struggles and personal experiences. We are now teaching our future generation the importance of making people seen, heard, and loved.

The After-Effects

Many things have truly changed within the span of two years. There were good and bad effects. There were moments of sadness and happiness—a season of losing and a season of winning. This pandemic has taught us great lessons in life. It has also made us love harder and appreciate others better.

But whatever this worldwide phenomenon has ever given you in life, be sure to take it to heart and to see the positive in every situation. Make sure to live life better and happier. Why? It is because every moment counts.

INSIGHTS:

Did you know?

Dorothy Famorcan Miralles is a Junior High School Teacher at Dangay National High School, Dangay, Roxas Oriental Mindoro. She completed her degree for Bachelor of Science in Pharmacy at Centro Escolar University, Mendiola, Manila in October 1998. Dorothy earned units for Bachelor of Secondary Education at Clarendon College, Roxas, Oriental Mindoro in 2012. She is currently teaching Grade 8 Science and is a fresh graduate of Master of Arts in Education Major in Biological Sciences at Mindoro State University (MINSU), Victoria, Oriental Mindoro,



PANDEMIC

The Pandemic and Its Effects

Have you ever looked back into your life for the past few years since the pandemic happened?

It was the year 2020 when the world was astounded by great trouble—the coronavirus. People were doing their normal routines—planning holidays, going to school, meeting deadlines, living a normal life—when the virus spread throughout nations. Everyone was surprised, and many people died.

Now that we are getting used to the situation and are almost over the pause of life for the past two years, there are remarkable differences that have affected our ways of living. As people call it, it is the “new normal.”

Going Out

We used to go out without giving much concern to our surroundings. But because of COVID-19, we were forced to wear protective gear. It is truly unforgettable when the government gives orders that each person must wear a mask and a face shield whenever they are heading out. Imagine the trouble of keeping your face covered in a hot and humid country like the Philippines! It was exhausting and too troublesome.

For some who could not afford to buy face shields or masks, they opted to make their own by using whatever was available that could cover their mouths and faces, such as big plastic bottles, big costume masks, and even a sponge. Not proven to be effective and quite looking hilarious, it became popular on social media.

However, even when the government has eased its regulation on this matter, many people still wear a mask when going out for extra protection.



Marjori DG Dela Cruz, RN, MD, is a dedicated healthcare professional with a background in nursing and medicine. She currently works as a medical officer at Hospital ng Parañaque, where she serves the public by providing medical services. Marjori is also actively involved in conducting and participating in charitable medical missions in various communities. Marjori's educational achievements include a postdoctoral degree in strategic management and leadership from the Philippine Christian University in 2023. She also holds a Doctor of Philosophy in Business Management with a major in International Health Care System from the same university, which she completed in 2022. Prior to that, she obtained a Master's in Business Administration from Cavite State University in 2019. Marjori's medical journey began with a postgraduate medical internship at the Air Force General Hospital in Villamor Air Base, Pasay City, Philippines, from 2017 to 2018. She then pursued her Doctor of Medicine degree at the University of Perpetual Help System Dalta, where she successfully passed the PRC board exam and earned her license as a physician.

Before pursuing medicine, Marjori completed her Bachelor of Science in Business Administration at Cavite West Point College in 2013. She also holds a Bachelor of Science in Nursing from the Philippine Christian University, Mary Johnston College of Nursing, where she graduated as the Class Top 2. She is a licensed registered nurse, having passed the PRC board exam. Marjori has gained extensive clinical experience through various affiliations and exposures. She has been certified as a provider of BLS/ACLS/PALS and has worked at Ospital ng Parañaque I, Air Force General Hospital, University of Perpetual Help Medical Center, Philippine General Hospital, Mary Johnston Hospital, National Center for Mental Health, Asociacion De Damas Filipinas Inc., National Children's Hospital, San Lazaro Hospital, and National Orthopedic Center. She has also provided healthcare services in both urban and rural communities, including Parola Compound Gates 16 and 17, Barangay 39 in Tondo, Manila, Barangay Mabacan in Calauan, Laguna, Molave Youth Homes, and Missionaries of Charity.

Marjori possesses a range of skills that contribute to her success in the healthcare field. She easily builds rapport with patients and their families, adapts well to different working environments, and thrives under pressure. She excels at providing therapeutic communication and is self-motivated and independent in her work. Marjori exhibits leadership abilities and has been exposed to different cultures through her international travels. She is fluent in both Filipino and English languages and is computer literate, with proficiency in Microsoft Office, web browsing, and other multimedia applications. Furthermore, Marjori holds a non-professional driver's license, demonstrating her ability to drive.



Mrs. Adrin R. Paje holds the position of Teacher III at San Miguel Elementary School. She obtained a bachelor's degree from Marinduque State College in 1993. In 2014, she obtained her Master of Arts in Education from De La Salle University-Dasmariñas, specializing in educational management. She is currently enrolled in a doctoral program in educational management at the same university. From 1993 to 2009, she dedicated 12 years to working at a private school in Cavite. In 2010, she commenced her career as an instructor at San Miguel Elementary School, specializing in teaching second grade. In addition, she was entrusted with the task of spearheading the school's initiatives for education and growth. She proposed and established various training programs, including the School Learning Action Cell, all aimed at fostering teachers' professional development.

Mrs. Paje was one of the course creators for the online Grade Two students of the City Schools of Dasmariñas during the distant learning mode. Her efforts greatly enhanced the reading materials used in the Reading Intervention Program for Struggling Readers. She spearheads several school initiatives, such as Project FREA, designed for struggling Grade 2 readers, Project STAR, and Project Husay. Mrs. Paje possesses strong enthusiasm and unwavering dedication towards educating young kids. She derives satisfaction from instilling ethical principles, linguistic proficiency, and mathematical aptitude in her students. He volunteered to provide academic assistance to pupils who were experiencing difficulties during the school's summer reading program.



COVID-19



Dr. Margie DG Dela Cruz is a remarkable individual who has consistently demonstrated exceptional academic prowess and a drive for success since her early years. From her time in elementary school to her tertiary education, Margie's dedication and achievements have been nothing short of commendable. Beginning her educational journey at Andres Bonifacio Elementary School, Margie's commitment to excellence became evident as she consistently earned honors and accolades throughout her primary education. This incredible academic performance continued during her secondary education at Arellano High School, where she continued to excel in her studies and received numerous awards. Margie's thirst for knowledge led her to pursue her tertiary education at Pamantasan ng Lungsod ng Maynila. Despite her rigorous academic pursuits, she actively engaged in extracurricular activities, showcasing her well-rounded nature and passion for personal growth. Notably, Margie's innate aptitude for learning earned her multiple scholarship grants, highlighting her exceptional abilities.



Jean Camille M. Zamora, RN, MAN
Cavite State University
A clinical instructor in the College of Nursing at Cavite State University. She gained knowledge on how to put this quality into practice. In 2017, she graduated from Dr. Gloria D. Lacson Foundation College Inc. in Cabanatuan, Nueva Ecija, with a Master of Arts in Nursing. Then, in 2011, she enrolled at Olivarez College Tagaytay in Tagaytay City to pursue a Bachelor of Science in Nursing. At Gentry Medical Center and Hospital Inc. in the City of General Trias, Cavite, she is presently working as an infection control nurse and nurse supervisor. She also passed the nursing licensure examination. In addition to practicing her career, she is a part-time clinical educator and a nurse. She actively participates in both the Philippine Hospital Infection Control Nurses Association (PHICNA) and the Philippine Nurses Association (PNA). After achieving all of these goals and becoming more mature, she understood how important it is to recognize one's own strengths and weaknesses. According to her, "the things we are good at are our innate strengths; the things we need to get better at are our areas of weakness. Recognizing your talents will help you achieve in areas where you naturally excel, while acknowledging your limitations will emphasize the areas in which you still need to progress."



Dr. Evelyn M. Del Mundo obtained her Bachelor of Science in Nursing degree in 1981 from Far Eastern University, located in Sampaloc, Manila. Upon reaching the age of 20, she successfully completed the nursing licensure exam. She then gave one year of her time as a volunteer nurse, then spent two years working as a staff nurse in the Neonatal Intensive Care Unit of Trece Martires City's Andres Bonifacio Memorial Hospital. She chose to travel to the Kingdom of Saudi Arabia as part of the Ministry of Health's program from 1984 until 2000. She held the position of a pediatric staff nurse in Hail and Turaif and was then elevated to the role of head nurse of the Special Care Baby Unit and NICU Nursing Supervisor at Al-Qurayat General Hospital, K.S.A. Deciding to permanently return to our country after 17 years presented a fresh opportunity to pursue a career as a nursing educator. In 2009, she completed her Master of Arts in Nursing with a specialization in Maternal and Child Nursing at De La Salle University-Dasmariñas. In 2013, she obtained her Doctor of Philosophy degree with a major in Educational Management from Cavite State University (CvSU). In 2014, she obtained a license as a professional teacher, which enabled her to teach at the Graduate School and Open Learning College. In 2016, she was appointed Associate Professor V and became the dean of the College of Nursing (CoN) at CvSU. She now holds this position. On February 4, 2023, Dr. Del Mundo was honored with the "Outstanding Author of the Year Award" by EduHeart Book Publishing.



"MaPa Co: A Computerized Stalls Location Tracking with Profiling System for Maddela Quirino"

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ABSTRACT

In order to solve the issues with manual procedures in the administration of stall rents at the Maddela Market in Quirino, this research intends to build an information system strategic plan for the creation and implementation of a computerized stall location tracking system with a profiling system. The goal is to implement a comprehensive system that improves the capability and utility of technology and information systems in the municipality's program for producing revenue. The assessment of the present business and IS/IT environments is done throughout the development stage in order to decide on future IS/IT strategies and information system (IS) plans. The internal and external business environments, as well as the internal and external IS/IT environments, are all included in the evaluation. The cornerstone for developing an IS strategy, an IT strategy, and future IS/IT strategies is a thorough grasp of the current situation. The results show that the Maddela Economic Enterprise Management Department Office (MEEMDO) is disadvantaged because there is a lack of adequate system integration with the organization's units. However, there are several chances to use technology and information systems that are in line with the specific needs of the municipality. This research suggests that a system be put in place that can handle issues like system integration and business process automation that the municipality frequently encounters. By doing this, stall location tracking and profiling operations can become more efficient and effective. The proposed strategy intends to improve the Maddela Market's stall rental management's efficacy and efficiency. The municipality may increase accuracy, simplify operations, and seize new possibilities by replacing manual procedures with computerized ones. The study highlights the significance of system integration and business process automation to boost overall performance and optimize operations.

Keywords: information system strategic plan, computerized system, stall location tracking, profiling system, stall rental management, mapping, system integration, business process automation.

An excerpt from research:

Information and communication technology (ICT) has revolutionized the way we learn and acquire knowledge. In recent years, the integration of ICT in education has become increasingly popular, with many institutions adopting online and digital learning methods to enhance the learning experience. In the field of computer science, ICT plays an even more significant role, as it forms the foundation of the discipline.

“CS Unveiling the Lens of Technology: Exploring BS Computer Science Students Perceptions on ICT Integration in Learning”

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ABSTRACT

Students who experience physical, mental, and emotional stress and lack of sleep are at risk of developing academic burnout. It can be challenging to manage the rigors of academic life when students don't receive adequate rest and leisure time. It might be more difficult to focus and maintain motivation when you don't get enough sleep, eat poorly, or exercise. These factors can also have a bad impact on your physical and mental health. Moreover, mental health conditions like depression and anxiety can make it more difficult to manage stress and may make you feel more burned out. Emotional pressures that increase strain and pressure, such as relationship issues or financial difficulties, can also be the cause of academic burnout. In order to prevent academic burnout, it is important for learners to put self-care first and take steps to manage their stress. Academic burnout has an impact on a student's performance. It may significantly harm a student's academic performance. Students who are burned out frequently feel overwhelmed, tired, and unmotivated. This may result in a loss of interest in the subject matter, trouble focusing, and a decline in general academic performance. Moreover, burnout can make it challenging for students to successfully manage their time, which can result in missed deadlines or poor time management abilities. This study attempts to evaluate how hobbies can eliminate the academic burnout of Bachelor of Science in Computer Science students and their benefits. The study's findings will also close the gap on the effectiveness of hobbies in reducing academic burnout. 125 BSCS students participated in an online survey to learn more about their hobbies. Likert scales were used to assess academic burnout symptoms, experiences with hobbies, and both. There were 50 (63.3%) BSCS1 students, 22 (17.6%) BSCS2 students, 30 (24%) BSCS3 students, and 23 (18.4%) BSCS4. The age range was between 19 and 23. The frequency of female respondents is 48 (38.4%), whereas the frequency of male respondents is 77 (61.6%).

Keywords: Isabela, information, mobile application, mobile tourism, route travel, tourist

An excerpt from research:

Information and communication technology (ICT) has revolutionized the way we learn and acquire knowledge. In recent years, the integration of ICT in education has become increasingly popular, with many institutions adopting online and digital learning methods to enhance the learning experience. In the field of computer science, ICT plays an even more significant role, as it forms the foundation of the discipline.

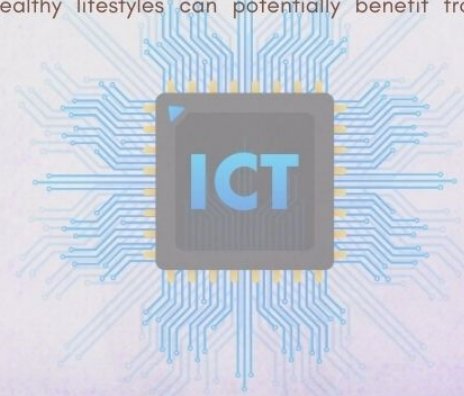
The Bachelor of Science in Computer Science (BSCS) program is designed to equip students with the necessary knowledge and skills to excel in the field of computing. With the growing importance of ICT in the field of computer science, it is essential to understand how students perceive the integration of ICT in their learning process. This research aims to explore the perceptions of BSCS students regarding ICT integration in their learning.

The integration of ICT in education has been widely studied, with many researchers focusing on its impact on student learning outcomes. However, few studies have explored how students perceive the use of ICT in their learning process, particularly in the field of computer science. This study aims to fill this gap by investigating BSCS students' perceptions of the role of ICT in their learning experience.

Conclusion:

When a learner is experiencing any of the three situations related to academic burnout, outdoor hobbies are recommended as the best type of hobby, particularly for those who do not have a preferred hobby. However, all types of hobbies can be effective for learners who have a preferred hobby. In addition to helping learners cope with academic burnout, engaging in hobbies regularly can also lead to positive developments in the three dimensions of health: physical, mental, and emotional. Based on the study's findings, hobbies are strongly recommended as a means of preventing, managing, and recovering from academic burnout. From the findings of this study, the recommendations are as follows:

It is advised that students pick a hobby and keep up with it, especially after a rough day or week. The quantity of homework and other schoolwork should be limited so that students have time for self-care. Hobbies can help students avoid academic burnout, manage it, and recover from it. These strategies should also include a healthy diet, adequate rest, and frequent exercise. This study fills a gap in the existing literature regarding the efficiency of hobbies in preventing academic burnout and finds that they are successful in doing so. The theoretical framework of the study supports the notion that hobbies can mitigate academic burnout and facilitate its recovery. According to the researchers, students who live unhealthy lifestyles can potentially benefit from this study.



Dr. Tita C. Lopez is a graduate of the Doctor of Philosophy in Business Management program at Philippine Christian University in 2018. She finished her Master's in Business Administration at the Philippine Christian University. In 1998, she finished her Bachelor of Science in Mechanical Engineering at Mapua Institute of Technology and passed the board exam in 1999. She also gained 18 units of professional education and, fortunately, passed the licensure examination for teachers in 2017. For 17 years, she worked in the private sector as an engineer. In 2017, she joined Cavite State University as a faculty member. In 2019, she was designated as the chairperson of the department of management. After two years, she was designated as the dean of the College of Economics, Management, and Development Studies. Currently, she is the campus administrator of the Cavite State University-Tanza Campus



Ms. Lei Anne B. Rupido is an assistant professor at Cavite State University. She earned her diploma in midwifery in 2005 and her Bachelor of Science in nursing in 2007, both at St. Joseph College in Cavite City. As a registered nurse midwife, she served as a staff nurse in the maternity, pediatric, and neonatal intensive care units. With better opportunities overseas, she left the country and served as a cardiovascular telemetry nurse and an emergency care center nurse in one of the biggest government hospitals in the Kingdom of Saudi Arabia. Her clinical experiences, both locally and abroad, gave her the opportunity to teach as a clinical instructor. Her career at a higher educational institution compelled her to pursue graduate studies. She finished her Master of Arts in Nursing in 2016. In the same year, she also passed the licensure examination for professional teachers after gaining her certificate in teaching units. As a registered midwife, registered nurse, and licensed professional teacher engaged in a university, her role as a clinical instructor in the College of Nursing became her great venue to serve. It's a forum to utilize her erudition by sharing it with young, aspiring students to be professionals in their chosen careers. She firmly believes that learning is a never-ending process. She is now pursuing a Doctor in Nursing Management degree at St. Luke College of Nursing, Trinity University of Asia in Quezon City, where she has already completed her academic requirements. At present, she serves as the designated Job Placement Coordinator and the Alternate Gender and Development Coordinator of the CvSU College of Nursing.



Karen Louela Rint-Herrera, Chairperson, Ethics Review Board (CvSU-ERB), Cavite State University-Don Severino De Las Alas Campus. She is a PhD candidate at the University of the Philippines, Manila. She earned her Master of Arts in Nursing degree at the De La Salle University-Health Sciences Institute in 2013 and graduated with an Associate in Health Science Education and Bachelor of Science in Nursing at the Cavite State University in 2005 and 2007, respectively. She practiced her nursing profession for a year prior to transferring to Cavite State University College of Nursing as an Instructor I in 2008. Now, as an Assistant Professor II, she is the chairperson of the CvSU-ERB, the alumni coordinator of the college of nursing, and a co-adviser to the College of Nursing Student Council and the Red Cross Youth-CvSU Chapter. She is a member of different nursing organizations, such as the UP Honor Society, the Philippine Nurses Association, Sigma Theta Tau International, and the Auditor and one of the Board of Directors of the Global Society for Philippine Nurse Researchers, Inc. (GSPNRI)—Cavite Cell, formerly the Philippine Nursing Research Society, Inc. (PNRSI). She's a nurse, a teacher, and a student of life.



Dr. Annie L. Mojica-Ramos is a licensed physician, medical technologist, and nurse. She has been practicing as a private general physician for 20 years and as a medical educator in the academe for more than 20 years. She took up BS Medical Technology at Manila Central University as her Premedical Course and continued studying Doctor of Medicine at MCU FDTMF College of Medicine and then studied BS Nursing program for Doctors at University of La Salle while she works as a part-time physician and part time Clinical Instructor at Cavite State University, where she thought BS Nursing, Midwifery, BS Medical technology, and BS Criminology and, she was the former Department Chairperson of the Medical Technology Department and presently teaching students for two years now who are taking Doctor of Medicine at the CVSU where is currently working as a full time Assistant Professor in the College of Medicine. She is also a researcher and extensionist, and she is also an active member and officer of the PNA Cavite Chapter and vice chair of the House of Delegates.



Dr. Roselyn A. Ymana is a Doctor of Philosophy majoring in Educational Management from the Philippine Normal University, Manila. She is currently the Chairperson of the Teacher Education Department and the Principal of the Science High School from June 2013 to present at Cavite State University, Silang Campus. She previously worked at the Department of Education City Schools Division of Dasmariñas as a public school teacher from January 1994 to May 2013. Now that she is connected to a higher education institution, she enjoys teaching college and graduate school students.



Jezza Jonah Crucena-Aclan is the Deputy College Secretary at Cavite State University's College of Nursing. She earned her Bachelor of Science in Nursing (BSN) degree in 2010 at the same school and graduated as Cum Laude. She earned her Master of Public Health (MPH) degree in 2018 at the Institute of Community and Family Health, Inc. in Quezon City. At present, she is taking a Doctor of Public Health (DrPH) with a specialization in health management at Our Lady of Fatima University in Valenzuela City. In 2018, she received the "CvSU Outstanding Alumna" award during the university's Grand Alumni Homecoming.

Jezza is an experienced public health nurse with 10 years of experience working in public health, surveillance, and field epidemiology in the government. She has worked at both regional and national offices of the Department of Health from 2011 to 2021, with her latest designation as the Head and Program Manager for the National VPD Surveillance. She has led her team over major outbreaks of measles and polio and has represented the country in several international meetings in the Philippines and in countries around Asia, Africa, and Europe.

In her commitment to continued excellence, she currently helps hone future nurses at Cavite State University-College of Nursing as a faculty and clinical instructor. She shares her passion, knowledge, and experiences with future nurses in the hopes that they too will be of service to the Filipino people.



Phaebi B. Romen serves as the College Secretary of the College of Nursing at Cavite State University (CvSU) in Indang, Cavite. She obtained a Master of Arts in Nursing, specializing in Nursing Administration, from St. Bernadette of Lourdes College in Quezon City. In 2006, she obtained a Bachelor of Science in Nursing degree from St. Joseph College in Cavite City. In addition, she obtained a diploma in midwifery from the same school in 2004. She works as a midwife at the Longos-Zapote V Lying Clinic in Longos-Zapote V, Bacoor, Cavite, for a duration of one year. PR previously worked as a nurse at the Manuel V. Santiago Medical Center in Trece Martirez, Cavite, from 2007 until 2017. In recognition of her outstanding performance in the clinical area, she received the accolade of Best Employee for her exceptional care and service. As a result, she was promoted from her role as a regular staff nurse to the position of department head, and she eventually reached the highest rank of nurse supervisor within the institution. She currently holds the job of college secretary in the College of Nursing, Cavite State University, Indang, Cavite. In addition, she actively participated in the extension program at her college, serving as a resource speaker as required.



Halimah B. Macada-ag is a doctoral student in educational management at Mindanao State University's Main Campus in Marawi City. She completed her Master of Arts in Education with a concentration in School Administration at the same university and was awarded Best Thesis. She also received her Juris Doctorate from the Institute of Law at San Sebastian College in Recoletos, Manila. Halimah is currently an assistant professor IV at MSU's Integrated Laboratory School. She is a member of the MSU - ILS Handbook Revision Committee, the MSU - ILS Technical Review Committee to Check Learning Modules, the MSU - ILS Employees Multi-Purpose Cooperative Board of Directors, and a lecturer at the same university's College of Education. Finally, Ms. Halimah is a mentor, adviser, researcher, extensionist, and innovator. She has written book chapters in *Reflective Essays and Exploring Learner-Centered Education*, published by EduHeart Book Publishing.

SERVANT LEADERSHIP

ALEX C. GABRIEL

My experience as a pastor has strongly influenced my concept and implementation of servant leadership in ministry. One significant occasion was during a mission trip to a rural village, where I experienced the enormous influence of servant leadership on individuals and communities. While working with local residents, I observed the profound impact of humility, compassion, and sincere service. Servant leadership promotes trust, nurtures relationships, and inspires individuals to achieve their maximum potential through acts of compassion and true connections. This event sparked a passion in me to fully adopt servant leadership as both a philosophy and a lifestyle in my pastoral position.

Adopting servant leadership has been a process of personal development and introspection. I have had to prioritize others' needs before my own, listen attentively, and set a good example as a leader. By embracing vulnerability and humility, I have realized that genuine leadership is not about exercising power or desiring acknowledgment but about selflessly serving people with love and sincerity. This method has changed how I engage with others in the church community, promoting a culture of working together, understanding, and empowerment. By practicing servant leadership, I have observed its significant influence on promoting spiritual development, unity, and a feeling of belonging among the congregation. As a male pastor dedicated to servant leadership, my journey is always developing with the belief that genuine greatness is found in selflessly serving others.

Embracing and implementing servant leadership in my pastoral vocation and in the teaching profession has been profoundly transformative and illuminating. One crucial moment that significantly impacted my comprehension of this leadership concept took place during a mission trip to a rural town. While working with local folks, I observed the significant influence of humility, compassion, and sincere service on individuals and communities. This event sparked a strong desire in me to fully include servant leadership in my ministry, acknowledging its ability to establish trust, nurture relationships, and motivate others to achieve their highest potential through acts of compassion and genuine connection. My dedication to servant leadership has remained steadfast, influencing my actions and choices within the church community and consistently molding my leadership style to prioritize selfless service and empowerment.

The concept of servant leadership, on the other hand, has also been successfully implemented with my students. It is impossible for me to deny the fact that whenever I am teaching at the senior high school level, I make it a point to instill morals, proper etiquette, and lessons based on the concept of servant leadership. I believe that it was beneficial to the process of teaching and learning since I consistently observe improvements in my students' attitudes, attendance, and how they interact with other people over the course of the school year.

Finally, servant leadership has been a process of personal growth and introspection, pushing me to prioritize others' needs over my own and lead by setting an example with vulnerability and humility. I have learned that genuine leadership is not about exercising power or desiring acknowledgment but about serving people with compassion and integrity. I have observed the profound effect of servant leadership in promoting spiritual growth, establishing unity, and creating a sense of belonging among the congregation by living these ideals. As a pastor dedicated to servant leadership, I believe that true greatness lies in selflessly serving others and enabling them to succeed in their religious journey.

"Servant leadership is characterized by humility, empathy, and a sincere dedication to serve others, rather than focusing on exercising power or control. As leaders, our main duty is to inspire and enable others in our vicinity, creating a setting where everyone may flourish and achieve their maximum capabilities. Leadership should be evaluated based on the positive influence we have on others through unselfish actions and consistent support, rather than the quantity of followers we accumulate." (Gabriel, 2024).



SERVANT LEADERSHIP

ALEX C. GABRIEL



Alex C. Gabriel is a senior high school teacher in Dasmariñas City and has taught at various colleges and seminaries in Cavite. He finished his Bachelor of Science in Mechanical Engineering at the Technological University of the Philippines-Manila, Master of Divinity in Pastoral Studies at the Presbyterian Theological Seminary-Dasmariñas, his Master of Business Administration at Laguna Northwestern College, and he is currently pursuing his Doctor of Philosophy in Religious Studies at the Philippine Christian University-Manila. He is a licensed mechanical engineer, a professional teacher, and an ordained minister of the General Assembly of the Presbyterian Church of the Philippines. He currently ministers to the young people in his assigned church in GMA, Cavite. His interest is in the intersection of theology, public ministry, and life.



Servant leadership is a leadership ideology that highlights the significance of serving others and giving priority to their needs over one's own. Servant leadership prioritizes empathy, listening, and collaboration over typical hierarchical leadership techniques to accomplish organizational objectives. Servant leaders focus on fostering the growth and advancement of their team members, enabling them to achieve their maximum capabilities and make significant contributions to the organization's achievements. Servant leaders establish an atmosphere of trust, respect, and support to encourage individuals to excel by feeling valued and driven.

Servant leadership is defined by its focus on humility and selflessness. Servant leaders prioritize serving the greater good and making a positive influence on their teams and communities rather than seeking personal glory or recognition. They set a precedent by exemplifying integrity, compassion, and a sincere dedication to helping others. These leaders use servant leadership to build trust, encourage collaboration, and instill a sense of purpose and belonging in their followers, which leads to corporate success and a great work environment.

Servant leadership is a leadership approach that focuses on prioritizing the needs of others, supporting their growth and development, and helping them achieve their highest potential. Servant leadership reverses the usual top-down model by having the leader serve their team rather than holding authority and directing their subordinates.

Robert K. Greenleaf popularized the concept of servant leadership in the 1970s through his works, notably in his essay "The Servant as Leader." Greenleaf states that a servant leader focuses on the welfare and development of their followers, empowering them to realize their maximum capabilities and meet organizational objectives. This method promotes cooperation, understanding, and prioritizing the needs of others.

Important traits of servant leadership are:

1. Servant leaders possess empathy and are sensitive to the emotions and requirements of their followers. They endeavor to comprehend their viewpoints and issues.
2. Listening is crucial to effective communication, as it requires not just speaking but also actively paying attention to others. Servant leaders carefully listen to their team members, appreciating their opinions and ideas.
3. Servant leaders want to assist in the personal and professional growth of their followers. They establish a supportive atmosphere that fosters the growth and development of individuals.
4. Servant leaders possess profound self-awareness regarding their strengths, limitations, values, and beliefs. Their self-awareness allows them to lead with honesty.
5. Servant leaders use persuasion by influencing, reasoning, and developing consensus instead of relying on authority or force.
6. Servant leaders possess a clear vision of the future and strategic thinking abilities. They synchronize company objectives with the values and ambitions of their team.
7. Servant leaders view themselves as stewards of their organization's resources and mission. They behave properly and ethically, considering the long-term consequences of their choices.
8. Servant leaders are dedicated to fostering the growth and advancement of their followers, enabling them to achieve their maximum potential.



Rowena Vargas-Isidro, Ph.D., is connected with Iloilo Science & Technology University, Social Science Department. She was formerly in the Social Science Department of the University of San Agustin, Iloilo City. She has completed the academic requirements for the diploma in special education and is a member of different national and international professional organizations, such as the RQAT VI for the Social Sciences programs, the Executive Officer of the United Federation of Filipino Educators (UNIFFIED Western Visayas), and the Board of Directors of UNNIFIED Philippines, both of which are affiliates of UNIFFIED, Inc., USA. In addition, she is a well-accomplished teacher and mentor with almost three decades of sterling experience in education. The focus of her different research endeavors and advocacies is on the Indigenous Peoples (IPs) in Western Visayas, gender and development, and OFWs. She presented her research works at different national and international conferences and was adjudged the best research oral presenter (Social Sciences & Psychology), best abstract, and best paper in one international multidisciplinary conference. She received the EduHeart Excellence Award on February 4, 2023, in recognition of her dedication to and enthusiasm for writing as well as her commitment to giving books and resources to the community. As a consultant to EduHeart Book Publishing, she makes sure that she is involved in every book project, and she provides guidance for the improvement of the reference material.



Dr. Lemellu Nida L. Sarmiento is a graduate of Doctor of Philosophy in Education Major in Educational Management from the University of Perpetual Help System - Laguna in May 2020. She finished her Master of Arts in Education Major in Administration and Supervision from the Philippine Christian University - Dasmariñas in March 2013. A graduate of Bachelor of Secondary Education Major in Technology and Livelihood Education, Cavite State University - Main Campus in 2005. Currently, she is an Assistant Professor II in the same University and designated as Program Coordinator, Quality Assurance Coordinator and Laboratory Science High School Principal.



Ms. Analyn I. Diola, MSc., is currently an Assistant Professor II at Pangasinan State University. She is the designated focal person of the Expanded Tertiary Education Equity and Accreditation Program (ETEEAP) at PSU Asingan and the concurrent coordinator of the Continuing Professional Development Office and Special Projects. Ms. Diola is an active coordinator for the Institute of Environmental Governance (Tanggol Kalikasan Inc.) and a fellow for the International Visitors Leadership Program (IVLP) of the United States of America, State Department. She is currently pursuing a Doctor of Philosophy in Science Education. She graduated with a Master of Science in Environmental Science from the University of the Philippines Los Baños with the Department of Science and Technology-Accelerated Science and Technology Human Resource Development Program (DOST-ASTHRDP). She graduated with a Bachelor of Science in Environmental Studies from PSU Binmaley Campus and took Professional Education units at Olivarez College-Paranaque City. She is a Licensed Professional Teacher and Civil Service Examination Passer-Professional Level. Ms. Aying is a multi-awarded researcher and teacher. She loves to travel locally and abroad to present research and establish linkages and networks.



Ms. Ermalique S. Corpuz is a dedicated educator and academic professional currently serving as an Instructor I at Pangasinan State University, Asingan Campus. She embarked on her academic journey at Pangasinan State University-San Carlos Campus, where she successfully graduated with a Bachelor of Secondary Education major in Technology and Livelihood Education. Driven by a desire to enhance her own educational expertise, she is currently pursuing dual master's degrees. At Pangasinan State University OUS, Lingayen, Ms. Corpuz is engaged in the Master of Arts in Education major in the Educational Management program; in parallel, she is furthering her academic pursuits at Lyceum-Northwestern University, undertaking a Master of Education major in Technology and Livelihood Education. This dual focus on educational management and specialized subject matter highlights Corpuz's dedication to staying abreast of the latest pedagogical methodologies.



LIBERTY E. RAMONES, LPT, MBA, MPA, MA ANTHRO(CAR), JD

About Me: She is a dedicated and passionate Licensed Professional Teacher (LPT) with a strong commitment to education. Her journey in the field of teaching has been both rewarding and fulfilling. As an LPT, serving as a senior high school teacher in the Department of Education for seven years now has given her the privilege of shaping young minds, fostering critical thinking, and inspiring a love for learning, which laid the foundation for her teaching career. She honed her pedagogical skills, classroom management techniques, and curriculum development expertise.

Educational Background:

Her bachelor's degree in sociology has enabled her to delve deeper into the systematic study of social life, groups, societies, world systems, and virtual communities. It focuses on understanding the dynamic interplay between individuals and society. As a graduate, she is equipped with the sociological perspectives and skills necessary for comprehending social issues and problems. Her Master's degree in Business, Public Service, and Anthropology has significantly contributed to addressing social issues and problems, especially in the area of social research. She critiques the practical research her students conduct as panelists for social research.

Juris Doctor (J.D.) Graduate: Beyond the classroom, she pursued her passion for law by completing her Juris Doctor (J.D.) degree. Her legal studies equipped her with a deep understanding of legal principles, critical analysis, and advocacy. She finds the intersection of education and law to be fascinating, and she thinks that this special combination strengthens her capacity to make a significant contribution to both fields. As a debate club organizer in school, with the help of the school management and colleagues, students are given the privilege to engage meaningfully in a healthy and scholarly discourse in resolving critical and controversial issues, which is the best platform for students to raise their voice in a positive avenue of transformational and life-long learning.



Ms. Analene V. De Guzman is an educator at Pangasinan State University. Currently, she holds the position of department chairperson for professional education. Ms. De Guzman has been teaching professional education subjects for seven years to prepare pre-service teachers for their chosen profession. Teaching while raising her two children by herself, she was able to painstakingly obtain her Master of Arts in Education major in English degree at the University of Luzon and is currently pursuing a Doctor of Philosophy major in Language Education. She is also committed to crafting instructional materials to aid the teaching and learning process in her field.



DR. GRACE G. DE VERA is currently the Dean of the College of Teacher Education at Pangasinan State University, Lingayen Campus. She is teaching English subjects at the College of Teacher Education. She is also teaching at the graduate and post-graduate levels at Pangasinan State University-Open University Systems and serves as the program adviser for the Master of Arts in Education major in Educational Management as well as the major in Instructional Leadership. She finished a Bachelor of Secondary Education major in English at Philippine Normal University, a Master of Arts in Education major in Communication Arts in English, and a Doctor of Education major in Educational Management at Pangasinan State University. She is a member of various professional organizations and a dedicated and passionate educator.



IMPORTANT TRENDS, ISSUES, AND CONCERNS IN HEALTH CARE EDUCATION

My Experiential Journey

As a female midwife and clinical educator, I have directly observed the changing trends and important challenges in healthcare education. An unforgettable encounter that represents these patterns took place during a simulation-based training session. Our program has invested in innovative simulation equipment to offer immersive learning experiences for our students in response to the growing integration of technology. I was impressed with how the technology allowed future midwives to practice crucial skills in a safe and controlled environment while leading a group of them through a simulated birthing situation.

Amid the thrill of technological progress, I was acutely conscious of the urgent challenges in healthcare education. We emphasized the significance of cultural competency and addressing social determinants of health during the event, highlighting the requirement for midwives to comprehend and respect various cultural customs and socioeconomic backgrounds. We addressed ethical concerns and legal considerations to ensure that our students were prepared to preserve patient rights and confidentiality. We discussed the workforce shortages and healthcare access discrepancies, highlighting the need to encourage midwives to work in underprivileged areas and push for policy changes to tackle these problems.

At the end of the session, I pondered the intricate healthcare education environment, characterized by the coexistence of technological progress, enduring challenges, and urgent social issues. It highlighted the crucial role that academics and healthcare professionals have in determining the future of healthcare delivery and guaranteeing equal access to quality treatment for everyone.



Reflection

As I reflect as a midwife and clinical educator, I have observed the changing healthcare education environment and its associated difficulties. One memorable encounter took place during a simulation-based training session, where I led prospective midwives through a simulated childbirth situation. This session showcased the use of technology in education, as our program acquired advanced simulation equipment to offer immersive learning experiences. The technology allowed our students to develop crucial skills in a secure setting while simultaneously highlighting the urgent challenges we have in healthcare education. During the seminar, we discussed important themes such as cultural competency, social determinants of health, ethical considerations, and workforce shortages. We highlighted the significance of comprehending various cultural customs and socioeconomic origins to equip our students to traverse intricate healthcare environments with compassion and respect. We also discussed the importance of advocating for policy changes to tackle healthcare access gaps, especially in impoverished regions. This experience made me consider the delicate equilibrium between technological advancement and persistent obstacles in healthcare education, emphasizing the crucial influence of educators and healthcare professionals in molding the future of healthcare provision and guaranteeing fair access to high-quality care for everyone.

Keeping up with the constantly changing trends, issues, and concerns in healthcare education is crucial for influencing the future of patient-centered care.

Key trends, issues, and concerns in healthcare education include the integration of technology, collaboration between different professions, cultural competence, social factors affecting health, ethical dilemmas, shortages in the workforce, and adjusting to challenges posed by pandemics. These factors significantly influence the field of healthcare education and practice. The elements demonstrate the ongoing changes in healthcare education, highlighting the importance of adapting and innovating to address the changing requirements of patients and communities.

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IMPORTANT TRENDS, ISSUES, AND CONCERNS IN HEALTH CARE EDUCATION

Mrs. Herlina Gabriel Kolehiyo ng Lungsod ng Dasmariñas

Herlina Gabriel is a full-blooded midwife, a licensed professional teacher, and a clinical instructor of the midwifery department in Kolehiyo ng Lungsod ng Dasmariñas, Province of Cavite. She finished her Diploma in Midwifery at Saint Michael's College of Laguna in Biñan Laguna, her Bachelor of Science in Midwifery at Mary Chiles College, Sampaloc Manila, her Master in Management Major in Public Health Administration at Philippine Christian University Manila, and her on-going PhD BM Major in International Health Care System at the same institution. She also works in hospitals, lying-in clinics, and in the community as a health care advocate, specializing in maternal and child care. Her primary goal is to help produce quality, compassionate, efficient, and world-class-skilled professionals in the fields of midwifery and health care.

"Embracing and tackling significant developments, difficulties, and concerns in healthcare education is not optional but a duty. Through continuous adaptation and innovation, we sculpt the future of healthcare professionals, ensuring they are equipped to navigate the ever-evolving landscape of health challenges with competence, compassion, and unwavering dedication." (Gabriel, 2024)

Introduction
Healthcare providers globally are facing workforce shortages, increasing workloads, and economic pressures, which are prompting them to enhance operational efficiencies and develop innovative care delivery models. Socially conscious healthcare CEOs are increasingly acknowledging their duty to enhance healthcare equality and decrease the sector's carbon impact to protect the planet's health.

1. Technological Integration in health care education is advancing quickly. Virtual reality (VR), augmented reality (AR), simulation-based learning, telemedicine, and remote learning platforms are increasingly used to improve educational experiences for students and professionals.

2. Interprofessional Education (IPE) is increasingly acknowledged for its significance in fostering collaboration among healthcare professionals. Institutions are focusing on Interprofessional Education (IPE) to train students from different healthcare disciplines to collaborate efficiently in team-based treatment approaches.

3. Emphasize Social Determinants of Health (SDOH): Health care education is now integrating lessons on social determinants of health to tackle health disparities and inequities. This involves comprehending how socioeconomic status, race, ethnicity, education, and environment influence health results.

4. Increased emphasis on cultural competency training in health care education is due to the growing diversity of patient populations. This involves comprehending cultural subtleties, beliefs, and customs in order to provide patient-centered treatment.

5. Continuous professional development is crucial in the continually changing healthcare field, emphasizing lifelong learning and continuing education. Institutions are providing additional chances for lifetime learning and continuing education to ensure healthcare workers remain current with the latest innovations and evidence-based practices.

6. Increasing acknowledgment of the significance of mental health in total well-being is leading to greater awareness and education on the topic. Healthcare education programs are integrating mental health awareness and education into their curricula to prepare future healthcare workers to successfully manage mental health issues.

7. Global Health Education is gaining importance due to the growing interconnectedness of health issues across different countries. This involves comprehending worldwide health issues, inequalities, and resolutions while also acquiring cross-cultural encounters through overseas rotations and partnerships.

8. Health care education covers ethical concerns, patient rights, confidentiality, and legal duties. Healthcare practitioners must grasp ethical and legal considerations due to developments in medical technology and intricate healthcare systems.

9. Workforce shortages and distribution disparities are prevalent in many locations, especially in rural and underprivileged areas, leading to a lack of healthcare providers. Healthcare education programs are investigating new methods to tackle these deficiencies and guarantee a fair allocation of healthcare professionals.

10. The COVID-19 pandemic has greatly affected health care education by causing disruptions in clinical training, transitioning to virtual learning settings, and placing more importance on infection control and public health protocols. It is a priority to adjust to these obstacles while upholding educational standards.

Various trends, issues, and concerns impact health care education, affecting curriculum design, teaching methods, and professional standards. Staying informed about these advancements is essential for educators, administrators, and policymakers in healthcare education.



Catleen Glo M. Feliciano Isabela State University

She is a faculty member at Isabela State University Main Campus, College of Computing Studies Information and Communication Technology (CCSICT), and the current program chair of the Bachelor of Science in Computer Science (BSCS).

She is a Cum Laude graduate of AMA Computer College Santiago Campus for the degree of Bachelor of Science in Computer Science. She completed the Special Science Class Curriculum at San Isidro National High School and received distinction awards and recognition. Additionally, she was a proud San Isidro East Central School honor student and alumna. She is currently pursuing her Doctor in Information Technology (DIT) and working on her dissertation at the University of the East. She is a member of the Mechatronics and Robotics Society of the Philippines (MRSP) and one of the founders of the MRSP Isabela Chapter. In 2021, she received a distinction award from MRSP as an Outstanding Professional Member. Additionally, she received the 2022 MRSP Outstanding Officer Award. Additionally, she was awarded the Best Paper Award in Extension at Isabela State University for two years in a row. Currently, she is the project leader of an extension activity that aims to provide municipality and barangay staff with ICT literacy skills and facilitate technology transfer to help with the manual processes of the municipality. Her name has been cited in various scientific journals, both local and international. A demonstration of her commitment as a responsible person and group member.



Dr. Ethel Reyes-Chua "Doc Jeth" graduated from Pangasinan State University – OUS with a degree in Doctor of Education with a major in Educational Management. She holds two master's degrees in English and in library science. She is a licensed professional teacher and a licensed librarian at the same time. She worked in the Royal Commission for Jubail (KSA) from 2010-2018 as College Instructor. She became the Dean of the School of Education (SOE) and the Continuing Professional Development (CPD) Manager of one private HEI in 2018-2021. She became the Director for Research and the Vice President for Academics and Research at a local college in 2021-2022. During her employment at Pangasinan State University, which ran from January to November of 2023, she was able to accomplish significant achievements for the institution as a whole. Her research expertise includes topics on motivation, reflective teaching and learning, assessment, community and extension, educational technology, and many others. She conducts training on project impact assessment, teambuilding, and reflective thinking. Finally, Dr. Chua is branded by her students and colleagues as an "Educator with a Heart," which was also the reason why she and her team put up the book publishing company called EduHeart during the pandemic. EduHeart has gained more than 200 authors as of September 2023. Doc Jeth has created the Eduheart tagline, which says, "WE REFLECT. WE WRITE. WE TRANSFORM LIVES."





EXPERIENTIAL LEARNING FOR COMPUTER SCIENCE STUDENTS
Nancy P. Mirador
(Pangasinan State University)

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Teaching and Learning

EXPERIENTIAL LEARNING FOR COMPUTER SCIENCE STUDENTS
 by Nancy P. Mirador
 (Pangasinan State University)

Mrs. Nancy Mirador obtained a Master's degree in Development Management with a specialization in Public Management from the Pangasinan State University Systems Graduate School. She is currently working as an instructor at Pangasinan State University, Main Campus. She has been a teacher for nearly twenty years. She is a diligent individual dedicated to her vocation. She worked as a cashier at CSI Warehouse Club from 1999 until 2001. She worked as a clerk at PSU-FENTEP from 2001 to 2004. She was employed as administrative staff at PSU-Main Campus from 2004 until 2023.

Mrs. Mirador is currently engaged in training programs to improve her skills and abilities. Some of these programs focused on gender awareness, women's leadership in peacebuilding, communication skills training, K-12 curriculum, human rights orientation, budget preparation, human behavior, safety and security initiatives, and others.

"Experiential learning is essential for empowering computer science students to connect theory with practice. By engaging in practical projects, internships, and research, students develop vital skills and foster a mentality of curiosity, creativity, and invention necessary for success in the ever-changing technology industry." Mirador, 2024

Experiential learning is crucial in developing the abilities and competencies of computer science students beyond typical classroom teaching. Engaging in internships, hackathons, and project-based learning allows students to utilize theoretical knowledge in practical situations, enhancing problem-solving abilities, teamwork, and innovation. These experiences enhance students' comprehension of computer science principles and offer vital insights into industry practices and trends, equipping them for the dynamic and always-changing technology profession.

Collaborations with industry partners, research opportunities, and entrepreneurship initiatives enhance the overall development of computer science students. Participating in practical projects helps students enhance their critical thinking skills, adaptability, and technical expertise. Experiential learning boosts academic performance and fosters an attitude of continuous learning and innovation crucial for success in today's technology-focused society.

Experiential learning is highly advantageous for computer science students, as it offers practical, hands-on experience that supplements the theoretical knowledge acquired in the classroom. Here are some suggestions for integrating experiential learning into computer science education:

Collaborate with local tech companies or start-ups to provide internships or co-op programs for students to engage in real-world projects. Students can utilize their academic expertise to address real-world issues and acquire significant industrial exposure.

Host hackathons or coding competitions for students to work together in teams to tackle tasks under time constraints. Hackathons promote creativity, collaboration, and rapid problem-solving abilities.

Implement project-based learning in the curriculum, allowing students to engage in long-term projects either individually or in groups. These projects can be customized for several domains within computer science, including software development, data analysis, cybersecurity, and more.

Offer undergraduate students chances to engage in research projects alongside faculty members or graduate students. Engaging in research can enhance students' comprehension of computer science principles and techniques, enabling them to make valuable contributions to state-of-the-art developments in the area.

Engage with business partners to develop authentic case studies or projects for students to undertake as part of their academic curriculum. Industry-sponsored projects offer students the opportunity to gain familiarity with industry standards, methods, and technologies.



IMPORTANT TRENDS, ISSUES, AND CONCERNS IN HEALTH CARE EDUCATION
Mrs. Herlina Gabriel
Kolehiyo ng Lunsod ng Dasmariñas

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OVERCOMING TURBULENCE IN EDUCATION

Jose Mari Javier Ygbuhay
Philippine State College of
Aeronautics

It is possible to foster innovation and resource sharing across educational stakeholders, such as schools, colleges, government agencies, and community organizations, by encouraging partnerships and collaboration among these entities. This can assist in addressing problems that all of these entities share. Through the process of working together toward shared goals, many stakeholders are able to pool their expertise and resources in order to develop long-term solutions for complex educational problems. Promoting lifelong learning and a growth mindset among students might help them build the resilience and adaptability required to face challenging periods in education and beyond. Educators can encourage students to overcome obstacles and reach their full potential in a constantly evolving world by fostering a passion for learning and a readiness to tackle challenges.

In my role as a professor of aeronautics, I was confronted with obstacles in the field of education that I had not anticipated. These challenges put my skills and resolve to the test in ways that I had not expected. Despite the fact that the journey was fraught with challenges and was filled with unanswered questions, it ultimately served to demonstrate the resilience and endurance of both myself and my students.

During the onset of the COVID-19 outbreak, the abrupt implementation of remote learning was the precipitating event that caused the disorder. Instantaneously, traditional classroom environments were replaced with virtual platforms, which brought forth an extensive range of issues in terms of both technology and education. I quickly adapted by implementing cutting-edge teaching strategies and technology in order to recreate the dynamic and exciting learning environment that my students were accustomed to experiencing.

At a time when we were beginning to become accustomed to functioning without any problems in the internet world, new educational legislation and regulations contributed to additional disruption. The challenge consisted of navigating through this intricate regulatory framework while simultaneously ensuring that students achieved their academic potential and maintained excellent academic standards. Using my determination and effort, I collaborated with my coworkers and administrators to develop strategies that were in accordance with our academic standards and satisfied the requirements for compliance.

In spite of the difficulties I encountered, I remained unwavering in my commitment to delivering an education of the highest possible caliber and facilitating the accomplishment of my students. In order to inspire my students to tackle complex problems with critical and creative thinking, I incorporated real-life examples and case studies into my lectures. I did this by drawing on my background in aeronautics.

As the turbulent conditions subsided, I reflected on the major life lessons that I had gained over this incredible journey. It is necessary to possess adaptability, resilience, a strong sense of purpose, and enthusiasm for teaching in order to be successful in overcoming problems in the field of education. During the course of the journey, there are challenges and hardships, as well as accomplishments and growth.

After taking some time to reflect on this turbulent moment in my professional life, I am grateful that I had the opportunity to lead my students through it. As we continue our path of constant learning and exploration in the vast domain of education, we have become stronger and better prepared to meet any hurdles that may occur. This includes the fact that we have become more united.

Furthermore, as I reflect, I have encountered difficulties in adjusting to the concept of distance learning as a result of the COVID-19 outbreak, which put my capabilities and dedication to the test in ways that I had not anticipated. During the transition from traditional classrooms to virtual platforms, I was faced with a number of technological and pedagogical challenges that required me to swiftly adapt and innovate in order to overcome them. This was necessary in order to maintain a dynamic learning environment for my students. Not only did we have to adjust to the new educational environment, but we also had to deal with the implementation of new rules and regulations, which presented us with yet another problem. It was a challenging task that required teamwork and drive to guarantee student accomplishment in the face of uncertainty. In order to overcome these problems and sustain academic excellence, it was necessary to demonstrate academic excellence.

I came to the realization that it was of the utmost importance to foster a sense of community and solidarity among my students when the commotion was going on. I concentrated on open communication and empathy, offering counsel and encouragement as we worked through the challenges together. I was aware of their increased worry and uncertainty, and I made it a point to communicate with them in a transparent manner. We established a culture that emphasized resiliency and adaptability, one in which failures were regarded as opportunities for personal development and education rather than as obstacles to be overcome. Together with my students, I was able to demonstrate our capacity to persevere through adversity through the use of solidarity and mutual help through our participation in this collaborative activity, which emphasized our strength and resilience.

"I have discovered that resilience involves not only enduring challenges but also leveraging them to advance, turning obstacles into chances for development and creativity." Ygbuhay, 2024



EXPERIENTIAL LEARNING FOR COMPUTER SCIENCE STUDENTS

Nancy P. Mirador
(Pangasinan State University)

Provide courses that teach students how to recognize market opportunities, create business plans, and establish and introduce their own technology firms. Entrepreneurship programs enable students to utilize their technical skills in creative ways and cultivate an entrepreneurial mentality.

Promote collaborations across several disciplines by connecting computer science students with students from fields like engineering, business, or healthcare. Interdisciplinary projects promote a holistic approach for students to utilize computer science principles in solving intricate, real-world issues.

Implement mentorship programs that match students with mentors from industry or academia to offer assistance, advice, and support throughout their academic and career pursuits in computer science. Mentorship programs assist students in enhancing technical and soft skills while broadening their professional connections.

Integrating experiential learning into computer science education helps students acquire practical skills and industry experience and enhances their readiness for successful employment in the sector.

As a computer science instructor, my experience with experiential learning for computer science students has been highly rewarding and impactful. Through my personal observation, I have seen the significant influence that practical experiences may have on students' educational growth and career advancement. One standout experience was coordinating a hackathon for my students, challenging them to create inventive solutions to real-world issues within a set time constraint. Observing the students engage deeply in collaborative, creative, and problem-solving activities was extremely motivating. Students utilized theoretical concepts from the classroom and acquired practical skills and insights into the software development process through this experiential learning experience.

Another notable event involved overseeing a research project in which students were able to contribute to cutting-edge developments in artificial intelligence. Leading students through the research process, including hypothesis formulation, experimentation, and result analysis, was really gratifying. Engaging in experiential learning within a research environment enhanced students' comprehension of intricate computer science concepts and promoted critical thinking and innovation. Observing the enthusiasm and feeling of achievement in students as they made significant contributions to the field demonstrated the effectiveness of experiential learning in molding the future computer scientists.

My personal experiences as a computer science instructor have confirmed the significance of experiential learning in helping students develop into proficient, self-assured, and flexible workers in the always-changing technology industry. By engaging in hands-on projects, internships, and research opportunities, students acquire practical skills and cultivate a fervor for continuous learning and innovation. As an educator, I am dedicated to creating experiential learning settings that encourage curiosity, creativity, and greatness in my students, equipping them to succeed in the ever-evolving field of computer science.

When looking back on my time as a computer science professor, I have found that experiential learning has been a fundamental aspect of my teaching philosophy, continuously proving to be both gratifying and meaningful. I have personally seen how practical experiences can significantly impact students' academic paths and career prospects. One notable event entailed coordinating a hackathon for my students, where they were tasked with addressing real-world issues with creative solutions under tight time limits. The students' engagement in collaborative problem-solving, where they combined academic concepts with practical abilities, provided important insights into the software development process and was really motivating to witness.

Supervising a research project in artificial intelligence highlighted the effectiveness of experiential learning. Leading students through hypothesis development, experiment planning, and result interpretation enhanced their comprehension of intricate ideas and fostered their critical thinking and imaginative skills. The students' enthusiasm and sense of accomplishment while contributing to cutting-edge discoveries demonstrated the effectiveness of experiential learning in shaping the future of computer science. In the future, I will continue to create hands-on learning environments that encourage curiosity, creativity, and high achievement, helping students succeed in the ever-changing field of technology.

Lastly, being a part of the academic community is gratifying. In spite of the fact that I had expertise in different disciplines, I never imagined that I would be able to be one of the instructors. On the other hand, my drive and confidence in myself made it possible for me to develop into the person I am today. I have made a commitment to my students that I will do everything that I can to fulfill my passion for teaching. Providing them with high-quality instruction is the only option that may possibly be available.





TEACHING WITH ENTHUSIASM

Maria Teresa Allas Garingan
Nueva Vizcaya General
Comprehensive High School

Maria Teresa Allas Garingan was born in Dupax del Sur, Nueva Vizcaya, in 1972 and obtained a Bachelor in Secondary Education from Saint Mary's University in 1993. She later earned her Master's degree from Aldersgate College of Solano, Nueva Vizcaya, in 2015. She has been one of the K-12 division and regional trainers in MAPEH 7.

Both students and teachers can greatly benefit from enthusiastic classroom instruction, which has the power to transform the way we learn. The classroom is transformed when a teacher teaches with genuine passion and energy, which ignites curiosity, intrigue, and a hunger for knowledge. Ramsden (2007) once said that "teaching is the most exciting of all human activities if it is done well, and it is the most humiliating and tedious if it is done poorly."

An advantage of enthusiastic teaching is that it successfully engages students' focus. Enthusiastic educators captivate students and inspire them to participate by conveying their passion for the subject through their words, tone, and body language. Because of this enthusiasm, the classroom becomes a dynamic and engaging place where students are encouraged to engage with the material.

In addition, if you teach with enthusiasm, your students may be more motivated to learn and appreciate the subject matter. Students can be captivated and amazed when they see their teacher genuinely interested in and enthusiastic about what they are teaching. They are more receptive to trying new things, asking questions, and learning from sources other than textbooks.

A passionate educator can have a positive impact on their students' mindsets toward education. When students observe their teachers' enthusiasm and commitment, they are more likely to embrace a growth mindset and tackle challenges with optimism and drive. The joy of discovery and personal growth are also integral parts of learning, which they see as more than simply acquiring information.

Furthermore, a passionate teacher can develop strong bonds with their pupils. By being genuine and building rapport with their students through their love of the subject they teach, passionate educators strengthen the bond between themselves and their students. The students are encouraged to do their best work because they know their teacher values their accomplishments and is willing to help them succeed.

At the end of the day, inspiring your students through enthusiastic teaching is a powerful tool for creating engaging, impactful learning experiences. Teachers who are truly enthusiastic about what they teach inspire their pupils to be active participants in their education, which in turn fosters a lifelong love of learning.

As a high school PE teacher, I've long recognized the power of enthusiasm to energize my students and propel them toward academic success. I'll never forget a semester when my fervent dedication to teaching had an impact on both my students' lives and my classroom.

Starting the new school year, my goal was to make physical education more than just a required subject. My goal in creating this engaging classroom was to encourage my students to find joy in moving their bodies and taking care of themselves. In pursuit of this goal, I eagerly set out to design engaging and educational courses.

I have enthusiastically and passionately welcomed my students since the start of the course. I infused every class with my enthusiasm for physical fitness, whether we were warming up, practicing skills, or discussing health and wellness. I inspired my class to do more, to push themselves beyond their limits, and to enjoy the thrill of physical exercise.

Our annual fitness challenge was a highlight of the semester. Instead of treating it like a boring old exam, I turned it into a fun team competition complete with incentives. Emphasizing the value of teamwork, perseverance, and self-improvement was how I inspired my students. Everyone in the class caught the infectious enthusiasm and worked together enthusiastically to achieve their fitness objectives.

Rather than focusing just on physical exercise, I hoped to teach valuable life lessons through PE. I shared stories from my own life about how I overcame obstacles and achieved my goals by working hard and never giving up. I emphasized the importance of setting goals, staying motivated, and sticking with them, whether it's in athletics or in life.

I saw remarkable growth in my students during the course of the semester. They were more confident, motivated, and enthusiastic about their fitness and health journey. They participated actively in class, encouraged one another, and shared in the joy of their successes. Most significantly, students learned something new about the value of exercise and how it affects their health in general.

As I said my goodbyes to my students at the end of the year, I felt a sense of accomplishment and pride. In addition to providing them with fitness and exercise advice, I helped them develop a lifelong love for physical fitness and self-assurance. I felt sure that they left my class with the knowledge and skills to live healthy lives and the enthusiasm and determination to chase their dreams with all their might.



TEACHING WITH ENTHUSIASM

Maria Teresa Allas Garingan
Nueva Vizcaya General
Comprehensive High School

Looking back, I realize that, as a high school PE teacher, I have always recognized the power of enthusiasm to drive my students and enhance their learning. Because of the profound impact that one semester's enthusiastic teachers had on both the classroom climate and the students' personal development, that term stands out. I set out at the start of the school year to improve the PE program by making the gym a place where students would want to work out and take care of themselves. I was inspired to craft engaging and informative classes because of this commitment.

I welcomed each class with a burst of energy and enthusiasm throughout the semester, and I made sure to incorporate my deep love of exercise into each and every one of my lectures. Whether we were working on warm-ups, sports practice, or health-related topics, my goal as a teacher was to inspire my students to push themselves to their physical and mental limits and enjoy the excitement of exercise. With the semester's high point, this strategy peaked: the annual fitness challenge became an exciting team contest with prizes for taking part and winning. The energetic atmosphere in my classroom motivated my pupils to work together passionately to achieve their fitness goals.

Finally, I hoped to instill in my students the importance of setting goals, maintaining motivation, and pushing through tough times. My students transformed during the course of the academic year; they became more confident, motivated, and enthusiastic about their health and fitness. At significant events, we acknowledged their achievements, highlighting the importance of their academic and extracurricular efforts. I was thrilled with pride and fulfillment as I bid farewell to my students at the end of the year, knowing that our combined efforts would have a lasting impact on building a better future.

"Teaching with enthusiasm involves more than just presenting courses; it entails sparking interest, nurturing passion, and guiding towards continuous learning." Ma. Theresa Alias Garingan, 2024



OVERCOMING TURBULENCE IN EDUCATION

Jose Mari Javier Ygbuhay
Philippine State College of
Aeronautics

Jose Mari Javier Ygbuhay is a 2021 graduate of the Philippine State College of Aeronautics with a Master of Education Major in Aeronautical Management (MEAM). His bachelor's degree was in aircraft maintenance and technology from the same institution in 2018. He also finished his Associate in Aircraft Maintenance and Technology in 2016. Now he is connected with his alma mater as a college instructor.

In order to successfully navigate the obstacles that are present in the field of education, there is a need for an all-encompassing plan that can address the myriad of challenges that students, educators, and educational institutions face. It is essential to incorporate adaptability and flexibility into both instructional strategies and course content. Teachers are able to modify their teaching strategies in order to accommodate the various learning styles and requirements of their students. In this context, "enhancing the incorporation of technology in the educational process" could include providing individualized learning experiences, fostering possibilities for collaborative and hands-on learning, and delivering individualized learning experiences.

It is necessary to create a learning atmosphere that is welcoming and inclusive in order to address the issues that are present in education. Specifically, this means lobbying for programs that promote diversity, equity, and inclusion in order to guarantee that all students are made to feel respected and given assistance in their education. For the purpose of establishing a more equitable educational system that enables each and every student to achieve their goals, it is essential to address the systemic inequities and barriers to access that exist.

Helping educators better deal with challenges and adapt to changing educational contexts can be accomplished through the enhancement of programs that provide professional development and training for teachers. It is possible for educational institutions to improve their capacity to deal with obstacles and deliver good instruction by providing teachers with the tools, skills, and support they require throughout their careers.