

Teaching Effectiveness: A Design Feedback Process of One State University in the Philippines

John Vincent Aliazas, Allen Pasia & Jocelyn Madrideo
Laguna State Polytechnic University, San Pablo City Campus

ABSTRACT

Flexible learning is becoming an increasingly important component of curricula. Universities worldwide are becoming more concerned with ensuring that their students develop the skills required for success in the workplace. There has, however, been little theoretical development or empirical research on the effectiveness of teaching in flexible learning. Tenure and promotion decisions must consider teaching effectiveness, and instructors must have opportunities to advance their careers as teachers. As a result, this paper draws on educational research to determine student learning engagement as an influencing factor to teaching effectiveness following the CQA SF 012 criteria for assessing teaching effectiveness in flexible learning at a state university in the Philippines. The study included 281 teacher education students as respondents to the survey. Multiple regression analysis was used to identify significant predictors of teaching effectiveness. According to the findings, respondents were highly observed in all constructs of student learning engagement. Similarly, teaching techniques to engage and support all students, instructional and assessment practices, and the learning environment (CQA SF 012) was very effective. There was a weak to moderate relationship between student engagement and teaching effectiveness in flexible learning. Furthermore, active learning and a supportive learning environment were found to be positive indicators of teaching effectiveness. The study's findings could help strengthen the institution's commitment to high-quality education by improving departmental policies on faculty development and teaching evaluation.

Keywords: teaching effectiveness, student evaluation, flexible learning, teacher improvement

About the presenter:

Allen E. Pasia is the Chairperson for the Curriculum and Instruction Development unit, Coordinator for CTE GSAR Research and Statistics Center, and a Mathematics Instructor in the College of Teacher Education of Laguna State Polytechnic University, San Pablo City Campus. He teaches Mathematics, professional subjects, Statistics, and research in both the undergraduate and graduate teacher education program. He co-authored mathematics book series for elementary and Statistics and Probability for senior high school. He earned his Bachelor's and masters' degree in Laguna State Polytechnic University, and a candidate for Ph. D. in Mathematics Education in Philippine Normal University, Manila.

