

SAMPLE TEMPLATE

A CASE STUDY OF STUDENTS' LOST LEARNING IN MATHEMATICS ON POST-REMOTE LEARNING (TITLE: ARIAL, BOLD, FONT SIZE 16, CENTERED)

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(Full name (First Name-Middle Initial- Surname)) in sentence case, Arial, Bold, Font Size 11, Centered)

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ABSTRACT (ARIAL, FONT SIZE 10, CAPITAL, BOLD)

(OBJECTIVE OF THE STUDY) This study is intended to determine the efficacy of the teachers and students involving social, cognitive, and teaching presences to the Senior High School students of Saint Joseph College. (METHODOLOGY) This study utilized the descriptive survey design. Calderon (2006), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making an adequate and accurate interpretation of such data with or without or sometimes minimal aid of statistical methods. (RESEARCH FINDINGS AND INTERPRETATION) The following major findings are: the status of the implementation of the online educational community is at a well-implemented level as rated by the students and the teachers. There is no significant difference between the rating of the teachers and the students on the status of the implementation of the online educational community. (CONCLUSION) It can be concluded that the implementation of the online educational community could not be indicative of the performance of the students. Since there is no significant relationship between the implementation of utilizing online education, online learning can still continue as a learning modality whether there is an ongoing pandemic or not because there might be other factors that affect the performance of the students. The mode of the teaching-learning process could not affect the performance of the students. Abstract content must follow the arrangement from the PURPOSE OR OBJECTIVE OF THE STUDY, METHODOLOGY USED, RESEARCH FINDINGS AND INTERPRETATION AND LASTLY CONCLUSION.

Keywords: *Assessment Skills, Contextualization, Learning Activity Sheets, Cultural Knowledge, Project ETASIP* (5 Keywords maximum, Arial, Font Size 10, Italics)

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INTRODUCTION (ARIAL ROUNDED, FONT SIZE 11, CAPITAL, BOLD)

The concept of contextualization falls on the idea that students learn best when experiences in the classroom have meaning and relevance in their lives. Applying the rule of learning by doing, applied learning, and manipulative learning is also a must in executing localization and contextualization in teaching. The most common way of making learning realistic is through the contextualization of assessments such as learning activity sheets. The main purpose is to improve student learning and motivation to learn. Since a substantial proportion of classroom time is devoted to the assessment for and of student learning, suboptimal assessment practices might hinder desirable student learning and motivation. As such, it seems reasonable to argue that careful consideration of the teachers' classroom assessment and contextualization skills is certainly warranted (Gronlund, et al. 2006). The current concern in several countries enlightens discussions on the importance of refinement of national cultures as an overall purpose of the curriculum and how this match the idea of contextualizing the learning strategies and activities to suit the needs of students. In America, the issue of weak academic performance has serious implications for the workforce. There is a widening chasm between the literacy and numeracy skills needed to effectively compete in both the global and national economy and the numbers of students who have mastered these skills, with minority students showing weaker performance than traditional students. With this, American teachers in areas with minorities are required to undergo training to become competent in dealing and assessing with these groups of students with unique needs in education (Baker, et al., 2009).

State the objectives of your work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Explicitly state the gap in the literature, which signifies the significance of your research. The introduction must be in Arial, Font Size 10, Justified. The article should be between 10-20 pages (not more than 7000 words), single-spaced. Use indent for the paragraphs and do not leave a space between paragraphs.

Research Questions (Arial Rounded, Font Size 11, Sentence Case, Bold)

1. What is the level of competence of the teachers in constructing contextualized IPEd learning activity sheets in terms of cultural knowledge?
2. What is the level of competence of the teachers in terms of assessment skills?
3. Is there a significant relationship between the teachers' self-assessment and learners' test results?
4. Is there a significant relationship between teachers' profile and their competence in constructing IPEd learning activity sheets?
5. What are the factors that affect the construction of contextualized IPEd learning activity sheets?
6. What output can be proposed out of the findings of the study?

Research questions must have 5 lists of queries with regard to the study. This part must be in Arial, Font Size 10, Numbered, and Justified.

METHODS (Arial Rounded, Font Size 11, CAPITAL, BOLD)

Study Design (Arial Rounded, Font Size 11, Sentence Case, Bold)

This study employed descriptive correlation design by Lathom-Radocy and Radocy (1995) which intends to determine the relationship between two or more variables and gives an indication of how one variable may affect the other. It is employed in this study to evaluate the relationship of the teacher's competence in the construction of contextualized IPED Learning Activity Sheet.

This subsection contains the author(s)'s statements regarding the design of the research selected from one of three approaches in conducting research, i.e. qualitative, quantitative, or mixed research. Each approach offers various research designs for various research designs. For example, in quantitative studies, there are pre-experimental, true-experimental, and quasi-experimental research designs. Meanwhile, qualitative and mixed methods offer other designs. This subsection should be part of the section about the method. Hence, it also provides a brief description of the variables of the study.

Population and Sample (Arial Rounded, Font Size 11, Sentence Case, Bold)

The respondents of the study were the 22 IPED teachers of Dolho Elementary School purposively selected. The researcher selected 20 learners per grade level who were chosen using simple random sampling for both IP and non-IP learners.

The study was carried out at Dolho Elementary School, an IPED-implementing school located in Barangay Dolho, Bato, Leyte, where the researcher is assigned. This is 4 km away from its municipality and it is led by a school principal, and 23 classroom teachers.

For a quantitative study, this section is used to declare the population and sample or the subject(s) selected for a qualitative study. In selecting a sample and subject, please declare your technique and/or your parameter. Furthermore, in a study using study groups, write in brief about how groups are allocated.

(*Please use Population and Sample for a quantitative method and Subject for a qualitative study, omit one of the subsection title when necessary)

Instrumentation (Arial Rounded, Font Size 11, Sentence Case, Bold)

The researcher adopted a 20-item researcher-made test for the teacher to evaluate their cultural knowledge which was validated by the IP consultant. Another three sets of teacher-made contextualized test learning activity sheets with a table of the specifications were also used to determine the assessment skills of the teachers. Items were taken from the second quarter of the school year 2020-2021. A 10-item test was given to Kindergarten until Grade 3 learners and a 15-item test was administered to the Grade 4 – Grade 6 learners. All tests administered were multiple choice type of tests. A 10-item Self – assessment checklist was also given to teachers as part of the self-evaluation of their assessment skills in constructing multiple-choice tests.

Specify in brief about your instrument for data collection. Please mention if there are outcomes of any pilot studies which led to modifications to the current study. Hence, the author(s) should describe shortly about equipment, instruments, or measurement tools including the model number and manufacturer being used. A detailed description should be specified chronologically regarding what action has been done and by whom.

Data Analysis (Arial Rounded, Font Size 11, Sentence Case, Bold)

The following statistical tools were used to treat the gathered data in order to answer queries of the study:

MPS was used in determining the level of competence of the teachers in constructing the learning activity sheets

Weighted Mean was used to determine the teacher's competence in terms of self-assessment and learners' test results.

Eta Coefficient Test Statistics was used to evaluate the strength of association between the teachers' profile and their competence in constructing IPED LAS.

Cronbach Alpha was used to assess the reliability or internal consistency of a set of scale or test items for the cultural knowledge and assessment skill questionnaires.

Pearson's r Correlation was used between the teaching and educational profile of the teachers and the level of competence of Dolho Elementary School teachers in constructing IPEd learning activity sheets.

t-test was applied to test the significance of the relationship between learners' level of competence of the teachers in constructing the contextualized learning activity sheets and the academic performance of the learners.

In the data analysis subsection, the author(s) is required to process data from the previous stage. Different methods used may result in different models of data processing. For a quantitative study, the author(s) should show how s/he calculated derived variables (to deal with outlying values and missing data).

RESULTS (Arial Rounded, Font Size 11, CAPITAL, BOLD)

The Teachers' Profile

The teachers were profiled based on their educational qualifications, number of hours of relevant training, and teaching experience using the questionnaire designed for the purpose. Tables 1, 2, and 3 show the profile of the teachers.

(Place titles of Figures after the figures and tables preceding them using Arial, Font Size 10, Sentence Case, Centered, Bold).

Table 1. Teachers' Educational Qualification

Educational Qualification	Number of Cases	Percentage
College Graduate	1	4.5
Masteral with Units	19	86.4
MA Graduate	2	9.1
Doctoral with Units	0	0
Doctorate Degree	0	0
Others	0	0
Total	22	100

This section contains the results of research and analysis done with an emphasis on the answer to the problems. The author(s) is recommended to discuss the results according to the findings. In research findings, the author(s) is expected to report the results of procedures in the previous section and to display the data (text, tables, and/or figures) that supports further discussion. Any kind of data should be displayed chronologically as mentioned in the section about methods.

Most of the teachers have already started their Master's Education and only two of them are MA graduates. There is a high percentage of teachers who already earned master's units since the school administrators encouraged teachers to grow professionally through post-graduate education. This is true in the works of Harris & Sass (2011) which emphasized the relevance of a Master's education in raising the teacher's status in the teaching profession. Likewise, in the study of Hill (2007), it was found that teachers are frequently encouraged to pursue postgraduate units as a vital part of their professional growth and development.

This outcome implies that teachers are now giving importance and emphasis to their educational qualifications. They consider higher educational qualifications as an important factor to improve their competencies.

In this subsection, the author(s) comes to the main part of the article. This subsection serves as the answer to the question(s) stated in the introduction section. To support the answer, the author(s) explain by showing the relevance of the findings described earlier in this section. Highlight the most significant results, but do not repeat what has been written in the Results section. Connect your findings with the literature review or theories you use in your research.

CONCLUSION (Arial Rounded, Font Size 11, CAPITAL, BOLD)

Teachers' competence improved with better educational qualifications. Cultural knowledge and assessment skills are honed with better education, training, and experience. However, other factors of learners' learning could be limited by contextualization and indigenization.

Based on the results of the study, the following recommendations are summarized: School administrators may include attendance to relevant training for teachers teaching IPED as part of their professional development. The School system may encourage teachers to finish their graduate studies. The School system may establish a program to encourage teachers to continue teaching in the IPED program. The teachers may conduct indigenization mapping as part of the pedagogical strategy of handling IPED to encourage localization and indigenization of content. Regional and Division IPED specialists may conduct quarterly training and seminars for teachers on the Indigenous Knowledge System and Practices (IKSP) and other IPED-related topics. Future researchers may conduct related studies on the following: a. The effect of teachers' cultural and assessment skills on the academic performance of the learners in the IPED program. b. The relationship of the teachers' profile to the academic performance of the learners in The IPED program.

In this section, the author(s) should give his/her comprise statement regarding the major findings and implications of the study, but not the whole study. It is not suggested to bring any new information in the conclusion.

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For References: **There must be at least 25 references.** Use APA 7th Edition for in-text citations and the reference list (Haryadi et al, 2010). For in-text citations, use the author's name and year (Author, 1980), and if there are direct quotes, then provide the page number" (Author, 2010). If you are citing more than one reference, put them in alphabetical order (Alpha, 2008; Beta, 1999). Do not use footnotes.