



RESEARCH ARTICLE

ACCESSIBLE, COMPREHENSIVE, CONTINUOUS, EXPERIENTIAL, AND REFLECTIVE (ACCER) STUDENT LEARNING FRAMEWORK OF PARANAQUE CITY COLLEGE

Alejandro D. Magnaye*, Ethel Reyes-Chua, Ed.D.

Paranaque City College (PCC), Paranaque City, Philippines

*Corresponding author email: magnaye.ad@paranaquecitycollege.edu.ph

This is an open access journal distributed under the Creative Commons Attribution License CC BY 4.0, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited

ARTICLE DETAILS

Article History:

Received 08 March 2022
Accepted 10 April 2022
Available online 12 April 2022

ABSTRACT

Paranaque City College (PCC) in the Philippines has no existing Student Learning Framework that will enhance the teaching and learning process and the quality of student learning. This study discusses about the significance of the Student Learning Framework called ACCER or Accessible, Comprehensive, Continuous, Experiential and Reflective. ACCER is an acronym for Accessible, Comprehensive, Continuous, Experiential and Reflective Student Learning Framework. This study was conducted to determine the current status of the quality of teaching and learning at Paranaque City College. Specifically, it aimed to: (1) determine the demographic profiles of both educators and students in terms of age, gender, employment status/year level, length of service/student status; (2) find out the level of assessment in the current learning framework in PCC as perceived both by educators and students in terms of the following descriptions: a. accessible b. comprehensive c. continuous d. experiential e. reflective. This study utilized the quantitative method of research. Researchers use mathematical frameworks and ideas that relate to the amount under consideration in this technique of inquiry. Objective, detailed, and in many cases investigative, quantitative research frameworks are characteristics of the discipline. This style of investigation yields logical, statistical, and unbiased results. Structured data collection was carried out utilizing samples that represent the 10% of the population. There were 187 student participants and 30 faculty members in this quantitative investigation. The ACCER Student Learning Framework's criteria, such as level of agreeableness, were found to be helpful in determining the current status of educators and students. Educators may find that students' self-reflection is at its maximum point when using a holistic approach. Faculty members, on the other hand, must work together to improve their methods of teaching. According to the findings of the study, educators must update their teaching materials to make resources more readily available. ACCER Student Learning Framework, developed by PCC's current President/College Administrator, has crucial indicators that can help all of PCC's faculty members think more deeply on their teaching methods. This study is limited only to the student learning framework to improve the teaching and learning process at Paranaque City College. The Student Learning Framework was originally developed by the main author and its uniqueness will improve the teaching and learning process and student performance of Paranaque City College students.

KEYWORDS

Ched, Accer, Paranaque City College

1. INTRODUCTION

Paranaque City College (PCC) is located at Dr. Victor Medina Street (former Kabihansnan) and Coastal Road in Barangay San Dionisio, Paranaque City. Courses offered include the Bachelor of Science in Entrepreneurship, Bachelor of Science in Tourism Management, and Bachelor of Science in Real Estate Management under the Commission on Higher Education. It also offers a TESDA course on Hospitality Management Services. CHED courses started only in 2017 and the institution was managed by administrators. The new college administrator came last July 2020 and he was able to scrutinize the various areas for improvement at PCC that includes the Quality Assurance and the Quality of Teaching and Learning which is the focal point of this study. The researchers believe that if the quality of teaching is improved, the quality of learning is improved either.

The reason why the Commission on Higher Education (CHED) has created the Quality Assurance System of Higher Education (CMO 46 s. 2012). This

policy standard applies to both private and public sector in the country to enhance the learning competency-based standards and an outcomes-based quality-based system of quality assurance. QA for CHED does not only mean specifying the standards or specifications against which to measure or control quality, rather, QA is about ensuring that there are mechanisms, procedures, and processes involved to ensure that the desired quality, however defined and measured, is delivered. Since PCC is under the Commission on Higher Education (CHED), its main obligation to students should be met.

Its vision states that: "One of the premier locally funded higher educational institutions in the Metro South that provides accessible, innovative and relevant quality higher education." On the other hand, its mission states that: Paranaque City College is committed to provide, serve and educate its stakeholders a research-based and student-centered learning experiences through relevant, responsive and innovative competencies in pursuit of the highest quality of life possible to all Paranaque City residents. Thus, this

Quick Response Code



Access this article online

Website:
www.educationsustainability.com

DOI:
10.26480/ess.02.2022.51.55

study has been conducted to find out the current student learning framework of students at PCC.

Teaching and learning frameworks are research-based approaches for course design that assist instructors in aligning learning outcomes with classroom activities, foster an inspiring and inclusive environment, and integrate assessment and evaluation into learning (Poorvu Center, 2021). It is essential for teachers to have a thorough understanding of their subject matter, as well as an understanding of how it relates to other subjects. Teachers must adapt their methodology to their subject matter because each discipline has a unique approach to teaching. Teachers must constantly update their knowledge of subject and methodology in order to assist 21st Century Skills and students (Los Angeles Unified School District, 2021).

The 5D instructional framework emphasizes teaching and learning along five dimensions: purpose, student involvement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture (University of Washington, 2012). Using the 5D instructional framework, schools and districts may more effectively adopt high-quality teaching methods. Classroom observations, lesson planning, and staff meetings about instructional techniques can all benefit from the usage of this tool. CHED states that if the Philippine HEIs are true to their institutional vision and mission statements, they are likely to identify unique and different attributes quality learning outcomes. Likewise, HEIs with similar institutional vision and mission statements may have similar and overlapping attributes and quality outcomes.

In view of this scenario, PCC has come up with a Student Learning Framework that would cater to the needs of its students and faculty members at the same time. This ACCER Learning Framework which stands for: Accessible, Comprehensive, Continuous, Experiential, and Reflective that encompasses the basis for quality of teaching and learning at PCC. Each Student Learning Framework description comprises different indicators that are based on research and are used to conduct this study. Many student frameworks can be available in many resources but the authors have not found similar framework that would cater to the needs of college students. The new PCC administration came up with the ACCER framework, which, if properly implemented, assessed, and improved, may have a profound impact on the lives of educators and students alike.

1.1 Research Objectives

The research objective of the study was to determine the current status of the quality of teaching and learning at Paranaque City College. Specifically, it aimed to: (1) determine the demographic profiles of both educators and students in terms of age, gender, employment status/year level, length of service/student status; (2) find out the level of assessment in the current learning framework in PCC as perceived both by educators and students in terms of the following descriptions: a. accessible b. comprehensive c. continuous d. experiential e. reflective.

1.2 Conceptual Framework

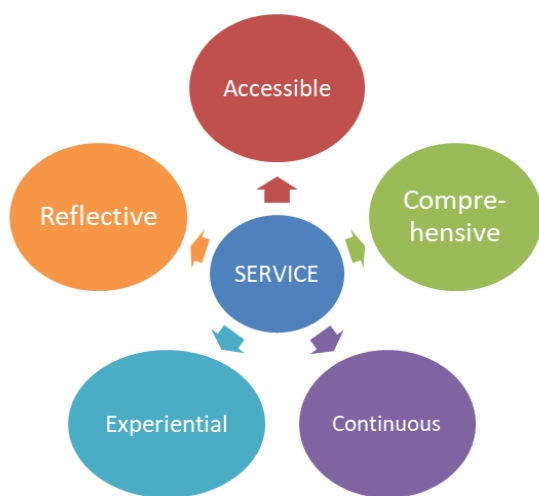


Figure 1: ACCER Learning Framework of Paranaque City College (Magnaye, 2021)

This conceptual framework is inspired by the Kolb's Experiential Learning Cycle which states that this theory of learning can be defined as the mechanism by which information is generated by the transformation of experience. Knowledge comes from the combination of learning and

experience transformation. The theory of experiential learning differs from cognitive and behavioral theories in that cognitive theories stress the role of mental mechanisms, while behavioral theories neglect the potential role of contextual experience in the learning process. In the same manner, PCC tries to find out if the teaching and learning quality are implemented and useful with students as well as its faculty members or academic personnel.

This original idea played a major role in analyzing the various teaching strategies of faculty members since it revolves around experiential approach to reflective most especially during this new normal. This concept can be both applied during the face-to-face classes and on virtual learning environment. A stand for Accessible. This involves the resources, tools, devices, teaching and learning materials, tasks, identifying student problems and immediate actions. C stands for Comprehensive. This involves comprehension and understanding of materials by students of PCC. It also involves inculcation of values the future employers are looking for in a working environment, and the ability of students to use their prior knowledge, experiences, critical thinking in a risk-free and critical environment. C stands for continuous which involves utilization and development of skills in the classroom, the use of relevant resources like news or articles that will help the students think independently and critically.

E stands for experiential that involves student hands-on experiences and reflections, providing students a bridge between the classroom and the working environment the students will soon enter in terms of practicum or on-the-job training. R stands for reflective that involves the use of examples from past experiences, feedback and questions after finishing a lesson, asking students for suggestions for improvement in the classroom whether online or F to F, and realizing if students are responsible for their own learning. Educating in the new normal presents a difficulty. There will be no more colleges that don't provide mixed or entirely online courses as the new standard of instruction.

Teachers and students alike will be able to participate in training on the usage of teaching and learning platforms. DepEd and CHED encouraged students to continue their education online because of the COVID-19's limitations. All teachers, administrators, and students are learning something new at the same time. The institution's role is to teach students to be critical thinkers. In this new setting, students' ability to learn is heavily reliant on the instructional methods employed. Teaching strategies can only be demonstrated effective once students have actually used them. Everything should be accessible, comprehensive, continuous, experiential, and reflective.

1.3 Scope and Limitations

The study was limited to the assessment of the current ACCER Learning Framework of Paranaque City College students during the face-to-face classes and virtual learning environment. This experiential and research-based student learning framework was helpful in the implementation of teaching strategies that could be appropriate for PCC students. The study was based on the perspectives of both the educators and students of PCC.

2. MATERIALS AND METHODS

2.1 Research Design

This study utilized the quantitative method of research. Researchers use mathematical frameworks and ideas that relate to the amount under consideration in this technique of inquiry. Objective, detailed, and in many cases investigative, quantitative research frameworks are characteristics of the discipline. This style of investigation yields logical, statistical, and unbiased results. Structured data collection was carried out utilizing samples that represent the 10% of the population.

2.2 Sampling Technique and Participants

The research demonstrated the results of the assessments of both educators and students in PCC. The use of convenience sampling was employed due to pandemic. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dornyei, 2007).

2.3 Instrument

The use of survey questionnaire was done and sent to all respondents using the Google Link. There were two (2) sets of questionnaires which

are for the students and educators to identify the level of assessments in utilizing ACCER learning framework at Paanaque City College.

2.4 Data Gathering and Ethical Considerations

The study was conducted to 187 students and 30 academic personnel at Paranaque City College. Permission was requested from the Office of the President and the Office of Research. The questionnaire was created by the Head of Linkages and sent to all academic personnel and students of PCC. In the online form, the data privacy was carefully stated and upon clicking on the submit button, the respondent is aware that the data will be used for research purposes only. The matrix of the respondents' answers was created as basis for the analysis of the study.

2.5 Data Analysis

The study was analyzed using the statistical methods used such as mean, standard deviation, and ranking. The current ACCER Learning Framework was determined by the researchers through these statistical treatments.

3. RESULTS AND DISCUSSION

This chapter presents the data gathered in this study for analysis and interpretation. This is a descriptive study that aims to determine the current status of the quality of teaching and learning at Paranaque City College. (1) determine the demographic profiles of both educators and students in terms of age, gender, employment status/year level, length of service/student status; (2) find out the level of assessment in the current learning framework in PCC as perceived both by educators and students in terms of the following descriptions: a. accessible b. comprehensive c. continuous d. experiential e. reflective.

Table 1: The demographic profile of the educators in terms of Age

AGE	Frequency	Percent
24-30	6	20.00
31-37	4	13.33
38-44	8	26.67
45-51	5	16.67
52-58	3	10.00
59-65	2	6.67
66-71	2	6.67
Total	30	100

The data shows that the educators with the largest frequency in terms of age are between the ages of 38 and 44, with 8 or 26.67 percent, followed by ages 24-30, with six (6) or 20%, and then between the ages of 45 and 51, with five (5) or 16.67 percent of the total respondents. This means that the majority of faculty members are in their early phases of their professions; for example, if a teacher's starting age for entering the teaching profession after graduation is 21, these teachers are still in their early stages. According to the number of young teachers is rapidly expanding, as indicated by the large number of people who have recently participated in the Teacher Induction Scheme (Salvan and Hambre, 2020).

Table 2: The demographic profile of the educators in terms of Sex

Sex	Frequency	Percent
Male	13	43.3
Female	17	56.7
Total	30	100.0

Table 2 shows that majority of the educator respondents are female with 56.7% or 17 while male respondents have 13 or 43.3%. This suggests that there are more female educators than male teachers in the teaching profession. Sex affects job performance in a variety of settings, including offices, classrooms, and field work. Various studies have revealed how males and girls differ in terms of performance. The interpersonal dimension was shown to be higher for women than for men (Stone et al., 2009). This research backs up the claim that there are more female instructors than male teachers. Wylie also confirms the widely held belief that education is becoming increasingly gendered, which is generating worry around the world.

Table 3: The demographic profile of the educators in terms of Employment Status

Employment Status	Frequency	Percent
Contract of Service/Job Order	13	43.3
Contractual	16	53.3
Regular/Permanent	1	3.3
Total	30	100.0

Table 3 shows the demographic profile of the respondents in terms of employment status. It further reveals that the majority of the respondents are under contractual with 16 or 53.3%, followed by the contract of service or job order with 13 or 43.3%, and one (1) or 3.3% respondents is from regular or permanent. The engagement of the services of an individual, private firm, other government agency, non-governmental agency, or international organization as consultant, learning service provider, or technical expert to undertake a special project or job within a specified period," according to the contract of service. When specific initiatives necessitate persons with capabilities not available within the agency and hiring permanent employees for temporary positions is "impractical and more expensive," contract service workers are permissible. For regular employees, the introduction of permanent roles may be explored. While it may be required to hire temporary or contract labor for specific jobs, projects and activities that are ephemeral in nature are taken into account (CSC, 2018).

Table 4: The demographic profile of the educators in terms of Length of Service

Length of Service (in years)	Frequency	Percent
<1	5	16.7
1	4	13.3
1.17	1	3.3
2	4	13.3
2.5	1	3.3
3	8	26.7
37	1	3.3
4	3	10.0
4.5	1	3.3
6	1	3.3
7	1	3.3
Total	30	100.0

The table shows the demographic profile of the educators in terms of length of service, most of the respondents have three served for three (3) years or 26.7%, followed by less than a year with five (5) or 16.7% and respondents who served one to two years.

According to subject-matter knowledge has often been found to be an important factor in teachers' effectiveness (Darling-Hammond, 2000; Salvan and Hambre, 2020). However, its relationship to teaching performance is curvilinear: it exerts a positive effect up to a threshold level and then tapers off in influence. Measures of pedagogical knowledge including knowledge of learning, teaching methods and curriculum have more often been found to influence teaching performance, and frequently these factors exert even stronger effects than subject matter knowledge.

Table 5: The demographic profile of the students in terms of Age

Age	Frequency	Percent
18-26	177	94.65
27-35	7	3.74
36-46	3	1.60
Total	187	100

Table 5 shows the demographic profile of the student respondents in terms of age, with the majority of them being between the ages of 20 and 21, accounting for 50 percent of the total respondents (or 26.7 percent), followed by 19 and 21 years of age accounting for 38 percent of the total respondents (or 20.3%).

According to college enrollment and graduation rates are increasing in the 18-34 age group, rising from 35.7 percent to 37.3 percent and 4.2 percent to 6.3 percent, respectively (College Graduation Statistics, 2021).

Sex	Frequency	Percent
Male	51	27.3
Female	136	72.7
Total	187	100.0

The table depicts the sex demographic profile of the respondents. Table 6 shows that females account for 72.7 percent of student replies (136), while males account for 51 frequencies (27.3%).

Since 2015, female graduates have outnumbered male graduates among bachelor's degree holders. With a 59 percent completion rate (within 6 years), male students are more likely to drop out of school; female students have a 65 percent college graduation rate. Women at public institutions graduate at a rate of 64%, whereas women at private, nonprofit universities graduate at a rate of 70% (College Graduation Statistics, 2021).

Year level	Frequency	Percent
First	76	40.6
Second	27	14.4
Third	84	44.9
Total	187	100.0

In terms of year level, the table answers the demographic profile of the student respondents. The table shows that the majority of respondents (44.9 percent, or 84) are from the third year, followed by 40.6 percent (76) from the first year, and 14.4 percent (27) from the second year, for a total of 187 respondents.

Student Status	Frequency	Percent
Regular	185	98.9
Irregular	2	1.1
Total	187	100.0

Table 8 shows the demographic profile of the students in terms of student status, revealing that 98.9% (185) of the respondents are regular students, while two (2) or 1.1 percent are irregular students.

Variables	EDUCATORS		Interpretation	Rank
	Mean	SD		
Accessible	3.327	0.526	Agree	5
Comprehensive	3.500	0.519	Agree	1
Continuous	3.333	0.494	Agree	4
Experiential	3.407	0.516	Agree	3
Reflective	3.439	0.484	Agree	2
Over-all	3.4012	0.5078	Agree	

Table 9 depicts the degree to which the college's educator responses are in agreement with their assessment of the current learning framework. As a result, the table shows that comprehensive had the highest mean score of 3.500, which means that teachers have their ideas for relevant learning materials in the form of activities that students can conduct on their own to reach specified goals and learn from their experiences. With a mean score of 3.439, the college's reflective course solicits feedback and questions from students following the conclusion of a discussion or session. Experiential learning, which has an average score of 3.407, will soon lead to very successful on-the-job training for students who attend colleges that provide a link between the classroom and the practice area.

The continuous statements have a mean score of 3.333, which teachers give students after addressing a topic or lesson in order to boost their involvement and influence them to think independently and critically.

Third is accessibility, which has a mean score of 3.327 and is widely available in PCC, regardless of the learning medium that is used (face to face and online classes). During face-to-face classes, teachers and students at PCC have access to resources like projectors, computers/laptops, etc. On the other hand, students can more easily use accessibility capabilities that are already built into their devices (such as their smartphone or laptop) when taking classes online. One of the best things about these gadgets and features is that they may be used right out of the box. There is no need to request access; it is available by default. The institution also ensures that teachers have ample opportunity to get to know their students and identify any communication hurdles that may arise, particularly when students are enrolled in distance learning.

Adaptability, resiliency, and nerve education vary widely among people. Not only will it be vital in the decades to come for the future of individuals and the societies to which they belong, but it will also not be able to substitute corporate strategy, scientific research or well-considered government economic policy. Future technology will be required if we are to avoid negative consequences. Because of our previous deeds, we require it now more than ever. Every young person today has the challenge of learning to live confidently and agilely in the face of the disturbing momentum of technology, which is a highly specialized job for those who know the technology best, but it has become a universal task: a task for every young person from now on. (From the OECD Framework, 9-20).

Variables	STUDENTS		Interpretation	Rank
	Mean	SD		
Accessibility	3.312	0.489	Agree	3
Comprehensiveness	3.360	0.492	Agree	2
Continuous	3.301	0.490	Agree	4
Experiential	3.292	0.514	Agree	5
Reflective	3.427	0.486	Agree	1
Over-all	3.338 4	0.4942	Agree	

In table 10 reveals the level of assessment of the student respondents in terms of their level of agreeableness in the current learning framework of the college. Garnering the highest mean score of 3.427 under experiential statements where the teachers help the students by engaging hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations which are very effective. Second is comprehensiveness statements with a mean score value of 3.360 which the teachers have their strategy with relevant learning materials in the form of activities that the students can perform on their own to achieve specific outcomes while also learning through experiences. The third is accessibility statements, where the resources are readily available at the college regardless of the type of learning modality (face to face and online classes). Also, the college has access to resources such as projectors, computers/laptops, etc. during face-to-face classes for teachers and students to use.

On the other hand, considering built-in accessibility tools which are already available on the devices (cellphone, laptop, etc.) which are easier for the students to use during online classes. The great thing about these devices and features is that they are integrated without the need for installing any additional elements. They can be accessed at any time, any place, and without asking, accessibility by default. Fourth is continuous statements which the teachers practice asking questions to set students' learning goals that will help them to motivate and focus on learning. They use a variety of visual tools for these goals in showing student progress and clear targets. Lastly, experiential where the teachers help us by engaging hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations which are very effective.

According to the Association for Experiential Education, "experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis." Moon emphasizes the role of reflection in learning by identifying some purposes for learning journals, including "to record experience" (p. 44), "to facilitate learning from

experience" (p. 45), and "to develop reflective practice" (p. 46). (p. 51) (Moon, 2006).

4. CONCLUSION

The ACCER Student Learning Framework's criteria, such as level of agreeableness, were found to be helpful in determining the current status of educators and students. Educators may find that students' self-reflection is at its maximum point when using a holistic approach. Faculty members, on the other hand, must work together to improve their methods of teaching. According to the findings of the study, educators must update their teaching materials to make resources more readily available. ACCER Student Learning Framework, developed by PCC's current President/College Administrator, has crucial indicators that can help all of PCC's faculty members think more deeply on their teaching methods.

REFERENCES

Dörnyei, Z., 2007. Research methods in applied linguistics. New York: Oxford University Press.

Commission on Higher Education. 2012. CMO 46 Policy Standard to Enhance Quality Assurance in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA.

Hanson, M., 2021. College Graduation Statistics. EducationData.org

Kolb, D., 1984. Experiential learning theory and learning style. In: www.educationalechnology.net.

Salvan, V., Hambre, M., 2020. Teachers' Demographic profile on the Learners' Performance Using K-12 Earth and Space Module.

Whalen, K., 2020. The Reflective learning Framework: A guide for students and educators (V. 2.2). McMaster University.

Los Angeles Unified School District, 2021.

Poorvu Center, 2021.

University of Washington, 2012.

