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Special Issue Pedagogy, 2018

The official research journal of the

ASSOCIATION OF SOUTHEAST ASIAN TEACHER EDUCATION NETWORK

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Foreword

Lim Kam Ming
National Institute of Education, Singapore

This special issue of the AsTEN Journal of Teacher Education examines the topic of pedagogy. Pedagogy is unquestionably a main area of focus in teacher education. Pedagogy determines the effectiveness of the development of values, skills and knowledge. It is also essential to consider how pedagogy is tied to curriculum design and policy structures. The seven papers selected for this special issue provide useful insights on pedagogy.

Diteeyont (2018) examined the effects of classroom pedagogies on the development of a sense of belonging and identity to ASEAN as a community. Diteeyont’s paper suggests that knowledge, communication, interactions and opportunities for expression are essential in the development of a sense of belonging and identity. Along the same topic of development of skills, Reyes and Valencia (2018) described the pedagogy of a transformative education curriculum used in a Women Studies course that was effective in developing lifelong learning skills.

Extending further on the issue of classroom pedagogical approaches, David and Aruta (2018) found that five main pedagogical approaches were effective in the training of counsellors. They recommended that it would be useful for counselor educators to learn about effective pedagogies.

Moving along the teacher education continuum from pre-service to doctoral programmes, Balagtas and Ubina examined the digital portfolio of teachers at different stages of their teaching career and described how portfolio can be useful as assessment tools for, as and of learning.

Pedagogy should be considered in the context of the classroom environment. This was the recommendations from the study completed by Luanganggoon, Phantharakphong, Sae-Joo and Huntula (2018). They found that the Content and Integrated Language Learning approach are facilitated by factors such as classroom size, context and culture.

The ultimate goal of all educational institutes is to support and ensure that all of their students successfully complete their programme of studies. While it may still not be possible to ensure a 100% success rate for many educational institutes in this goal, there are many ways that students can be supported during their programme of studies.

Rungduin and Miranda (2018) examined the factors that influenced the likelihood of successfully completing a graduate teacher education programme. They described some approaches that can help students during their programme of studies.

Reston and Awarian (2018) examined how authentic assessment and teaching practice, within an Outcome Based Teaching and Learning (OBTL) framework, can facilitate the development of professional teaching skills.

The seven papers within this special issue highlighted an important point: Pedagogy should be considered within the context that it is occurring in.
References


This special issue on pedagogy is our contribution to ASEAN integration specifically in the area of education. This issue covers a broad range of topics in pedagogical practices including assessment. The seven chapters independently and collectively showcase how educators navigate the rich cultural contexts of learners belonging to member countries of ASEAN particularly, the Philippines and Thailand. Analysis of the contributions of researchers in this issue implies that there is a distinct pedagogy used by ASEAN educators for ASEAN learners. ASEAN educators and ASEAN learners bring with them the richness of their cultures in understanding and creating new knowledge or ideas.

Moreover, beyond the research articles in this issue were the enriched and enhanced experiences of partner researchers while doing this project. Since this is a collaboration of various researchers from Teacher Education Institutions (TEIs), constant communication and sharing of one’s work with others for comments and critique posed as positive challenges. Due to patience, industry, hard work, talent, and persistence of all the contributors to finish and write their researches, this special issue with researches on pedagogy came to its fruition.

In the first study, Balagtas and Ubiña examined the individual digital portfolios of three groups of Filipino teacher education students representing three different career stages (pre-service teachers, in-service teachers in a master’s program, and in-service teachers in a doctorate program). The students created their portfolios in their respective classes where they were taught in a blended learning mode. The findings revealed the value of digital portfolios in classroom assessment at different stages in their teaching career.

The second study by Reston and Arawiran presented the case of designing and implementing authentic assessments using the Five-Dimensional Framework in a pre-service teacher education course in a Philippine university. The researchers evaluated the practice of authentic assessment and reflected on the different issues that maybe encountered during its implementation. Further, they discussed the role of authentic assessments in operationalizing outcomes-based teaching and learning at the classroom level.

Adopting the case study approach, the third study carried out by Reyes and Valencia examined the pedagogy of transformative education as applied in a course in Women Studies in a Philippine school. The researchers explored how various action research projects of Women Studies students were able to develop lifelong learning skills which in turn led to empowerment of women in the community where the students conducted their community extension projects. The findings from the study suggested that the students’ experiences from the action research projects enabled them to have a deeper understanding of women-related concepts and issues and their application in real life situations.

In the fourth study, Rungduin and Miranda examined the factors that affect completion of a graduate program in a teacher education institution in the Philippines by performing content analysis of student participants’ responses to a computer-based questionnaire asking about their status in thesis writing. Findings revealed a complex interplay of contextual, internal and external factors that hinder their successful completion of their thesis.

The fifth study by Luanganggoon investigated the implementation of the Content and Language Integrated Learning (CLIL) approach in single graduate chemistry class in a university in Thailand. Findings from document analysis and classroom indicated that the speaking skills of participants could be improved using the CILL approach. Luanganggoon also emphasized the importance of well-designed classroom activities, moderate class size, and special
attention to assessment in facilitating student learning using the CILL approach.

The sixth study conducted by Diteeyontm examined the classroom pedagogies for promoting a sense of ASEAN belongingness and identity for students in higher education. The researchers conducted interviews of selected college students from a university in Thailand in order to explore college students’ sense of ASEAN belongingness and identity before and after the delivery of researchers’ designed learning activity lessons. The results provided evidence on the effectiveness of the learning activity lessons in developing the students’ sense of ASEAN belongingness and identity. The results likewise highlighted the effectiveness of group discussion in promoting ASEAN belongingness and identity.

The last study by David and Aruta conducted a phenomenological study on the pedagogy used by Filipino counselor educators through the views and experiences of a select group of Filipino counseling education students. From the interview data emerged themes that describe the different pedagogical moves employed by Filipino counselor educators. The researchers discussed the findings of their study by highlighting the need for counselor educators to have pedagogical training and concluded that the quality of school counselors depend largely in their counselor education.

ASEAN pedagogy is a new and young topic for research. The initial studies in this issue explored how teaching and learning takes place in countries with diverse cultures. Most importantly, the studies noted that pedagogy have its cultural underpinnings. The acquisition and creation of new knowledge, ideas, and other skills have its cultural rootedness. Hence, more studies in different topics and in different ASEAN countries have to be explored along this area so that we can really have a deeper understanding and appreciation of pedagogy in the ASEAN Region.
Focus and Scope of the Journal

The ASEAN Teacher Education Journal (ASTEN Journal) is the flagship publication of ASTEN, a multidisciplinary peer-refereed international journal that will serve as the main platform by which the network’s initiatives are made known to the academic community. It is expected to provide a scholarly forum on the dynamics of teacher education and the current initiatives of AsTEN member institutions in the areas of research and publication, scholarship of teaching, teacher education leadership, curriculum and pedagogy, reciprocity program, quality assurance and harmonization of standards and other relevant topics which continue to shape and redefine teacher education in the ASEAN region.

Focus and Scope

ASTEN Journal is a bi-annual publication that will cover an extensive array of relevant and emerging topics and issues in teacher education. It will bring to the fore, significant findings and contributions on teacher education that will lead to better understanding of the dynamics of education contexts and empower teacher education institutions. Topics falling under any of the suggested teacher education themes below may be included for publication:

1. Teaching and Learning Innovations

   It will bring to the fore current initiatives and proposed innovations in teaching and learning as it covers empirical studies and theoretical analyses that seek to address challenges related to curricular programs, pedagogical model practices, learning modalities, classroom management, assessment of learning outcomes, advancements in educational technology and product development.

2. AsTEN Teacher Education Leadership

   This section covers scholarly studies that address management and leadership trends and challenges in teacher education. It will also highlight best practices on capacity building and teacher education leadership that will pave for broader understanding and greater cooperation among ASEAN Teacher Education Institutions.

Aims

The AsTEN Teacher Education Journal will provide the forum for scholarly discussion on important topics in teacher education. It shall also promote for the advancement of teacher education in the ASEAN region and the world.

1. Advance research and teaching scholarship on various areas in teacher education through publication.

2. Increase AsTEN’s network visibility in the ASEAN region and in the world.

3. Foster greater cooperation on knowledge generation, enrichment, dissemination and utilization among member institutions.

4. Promote greater understanding and appreciation of the richness and diversity of ASEAN cultures.

5. Bridge gaps, anticipate challenges and create the future context in teacher education.

Focus and Scope of the Journal
3. Internationalization

This theme includes current efforts and explorations on standards harmonization and internationalization and high impact studies on international rankings and global benchmarking. Internationalization in teacher education may include harmonization of quality assurance systems, teacher quality and qualification standards. It may cover interventions that address challenges of cultural diversity and strategies to strengthen ASEAN regional and international collaborations. This theme also highlights strategic endeavours of ASEAN Teacher Education Institutions that will set the benchmarks for 21st century Teacher Education in Asia.

4. Teacher Education and Society

This theme covers research studies that address significant issues on the changing context of teacher education based on the dynamics of the economic, social, cultural and political factors. It welcomes studies that explore the current social contexts of education and move beyond the challenges of the current contexts for continuing growth and development of teacher education as a discipline.

5. Emerging Areas in Teacher Education

This covers research on emerging trends, values and norms in educational system. It may include cognition and brain-based research, East Asian pedagogies, equity and inclusivism in teacher education in the ASEAN region.

• • •
Instruction to Authors

Files should be in MS Word format only. Figures and tables should be embedded and not supplied separately. Please make sure that you use as much as possible normal fonts in your documents. Special fonts, such as fonts used in the Far East (Japanese, Chinese, Korean, etc.) may cause problems during processing. To avoid unnecessary errors you are strongly advised to use the ‘spellchecker’ function of MS Word.

Article Structure

All intending authors must register at The Normal Lights’ online platform: http://po.pnuresearchportal.org/ejournal/index.php/asten. If you are already enrolled as an author, you may simply log in and begin the submission process.

Articles should be prepared in the following order:

Title. Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible. The title is not more than 12 words and be written with 16 font size and centered.

The title page should include:

A concise and informative title
The name(s) of the author(s)
The email address of the corresponding author
The affiliation(s) and address(es) of the author(s)

Abstract. The abstract is a summarization or synopsis of the complete document, written in one paragraph, which should include these elements: Purpose, methods, results, conclusions and recommendations.

The abstract should be between 100-150 words. It must be in 10 point Times New Roman, italics, justified horizontal alignment and double spaced. The first line of the abstract must not be indented from the rest of the text. One double space, 10 point Times New Roman, separate the abstract and the author’s email and the first section of the article.

Abstract Writing Style

• Use specific words, phrases, concepts, and keywords from your paper.
• Use precise, clear, descriptive language.
• The abstract should be written with correct English-language grammar and spelling.
• Write from an objective, rather than evaluative, point of view.
• Define unique terms and acronyms the first time used.
• Write one paragraph, from 100 to 150 words in length and be written with 10 font size.
• Use complete sentences.
• Use verbs in the active voice.

Keywords: Immediately after the abstract, provide a maximum of 5 keywords be written with 10 font size.

Key Elements of an Article:

1. Introduction: to explain the theoretical background, related research, the practical applications and the nature and purpose of the article.

2. Methodology: Method section that describes the participants (e.g., demographics, selection criteria, and group assignment), the materials (e.g., task[s], equipment, instruments, including a discussion of their validity
and reliability, if appropriate), and the procedures employed in the study such as treatment(s) and data analysis.

3. Results (findings) and discussion: Results should be clear and concise. Discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

4. Conclusion and recommendations: The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section. You may suggest for further researches and practical applications.

(Authors may deviate from the aforecited key elements as subsections when doing/writing a qualitative research. But in principle the four elements are still in this article.)

Acknowledgements (when appropriate): Collate acknowledgements in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.) and sponsors.

Formatting your document

The manuscript should have a title followed by an abstract consisting of 150-200 words that summarizes the purpose, methods and results of the study, with 3-4 key words. The maximum length of a submitted article is eight pages or about 4,000-6,000 words excluding the title, authors’ information, list of references and abstract.

The text may be divided into four parts which are the following: 1. Introduction/ background of the study; 2. Methodology; 3. Results and Discussion; and 4. Conclusion and Recommendations.

Section heading should have a font size of 11, bold-faced, calibri font while the main text should be typed using font size 9 Calibri, with justified horizontal alignment, double spaced and with 1.5 left and 1.0 right margins. The first line of all paragraphs does not need to be indented.

Figures and tables must be consequently numbered in Arabic and titles or labels typeset in 8 point Calibri. In-text citation and bibliography are presented using the APA Style. Please refer to the APA Publication Manual for detailed procedures and examples.

Reference List

The list of references must be comprehensive, as it includes all pertinent information about the sources of ideas and arguments. Author’s name and initial must not be followed by a comma and a full stop (period), respectively. Period separates entries like author’s names, year of publication, title of article or books, journals and books must be italicized. Electronic sources must include dates of access and site addresses. (Please refer to the APA Publication Manual for way of citing references.) Examples are as follows:

Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters.

General reference form:


Journal article with DOI

Journal article with DOI, more than seven authors


Journal article without DOI (when DOI is not available)


Magazine article


Online magazine article


Newsletter article, no author


Newspaper article


- Precede page numbers for newspaper articles with p. or pp.

- If an article appears on discontinuous pages, give all page numbers, and separate the numbers with comma (e.g., pp. B1, B3, B5-B7).

Online newspaper article


Editorial without signature


Online-only supplemental material in a periodical


When DOIs are assigned, use them as noted in the examples that follow.

For an entire book, use the following reference formats:


Editor, A. A. (Ed.). (1986). *Title of work*. Location: Publisher

For a chapter in a book or entry in a reference book, use the following formats:


## APA 6th Edition Format for Basic Citation

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<th>First Citation in text</th>
<th>Subsequent citations in text</th>
<th>Parenthetical format, first citation in text</th>
<th>Parenthetical format, subsequent citations in text</th>
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APA 6th Edition Format for References

Examples by type

7.01 Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers and newsletter.

General reference form:


1. Journal Article with DOI


2. Journal Article with DOI, more than seven authors


3. Journal Article without DOI (when DOI is not available)


4. Magazine Article


5. Online Magazine Article


6. Newsletter Article, no author


7. Newspaper article


- Precede page numbers for newspaper articles with p. or pp.

- If an article appears on discontinuous pages, give all page numbers, and separate the numbers with a comma (e.g., pp. B1, B3, B5-B7)

8. Online newspaper article


9. Editorial without signature

10. Online only supplemental material in a periodical


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Author, A. A (2006) Title of work. doi:xxxxxx

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• • •
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It is the author’s obligation to promptly notify the journal editor or publisher and cooperate with the editor to retract or correct the paper when an author discovers a significant error or inaccuracy in his/her own published work. Third party information to the editor or the publisher that a published work contains a significant error may institute prompt retraction or correction the paper by the authors. Or they will be asked to provide evidence to the editor of the correctness of the original paper.

Duties of editors

Publication decisions

It is the responsibility of the editor of a peer-reviewed journal to decide which of the articles submitted to the journal should be published. Editor’s decision must always be driven by the following:

• Validation of the work in question and its importance to researchers and readers.

• Policies of the journal’s editorial board and constrained by such legal requirements as shall then be in force regarding libel, copyright infringement and plagiarism and shall guide the

• Manuscript evaluation reports of peer reviewers or editorial board members.

Fair play

It is expected that an editor would evaluate manuscripts for their intellectual content regardless of race, gender, sexual orientation, religious belief, ethnic origin, citizenship, or political philosophy of the authors. Double blind reviews will be effected to guarantee no biases in the process of evaluating manuscripts. In this form of review, referees are not aware of the author’s personal and professional profile, the same way as the authors will not be given information regarding the referee’s identity.

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Duties of reviewers

Contribution to editorial decisions

Peer review process assists the editor in making editorial decisions. It is also used, through the editorial communications with the author, to assist the author in improving the paper. Peer review is an indispensable component of formal scholarly communication, and lies at the heart of the publication process.

Promptness

Any selected referee should notify the editor and excuse himself from the review process if he/she feels unqualified to review the research reported in a manuscript or knows that its prompt review will be impossible.

Confidentiality

All submissions received for review must be treated as confidential documents. Manuscripts and articles must not be shown to or discussed with others except as authorized by the editor.
Standards of objectivity

Reviews should be conducted objectively. Personal criticism of the author is inappropriate. Reviewers should clearly express their views with supporting arguments.

Disclosure and conflict of interest

Unpublished materials disclosed in a submitted manuscript must not be used in a referee’s own research without the express written consent of the author. Information or ideas obtained through peer review must be kept confidential and not used for personal advantage. Referees should recuse themselves (i.e. should ask a co-editor, associate editor or other member of the editorial board instead to review and consider) from allowing for manuscripts in which they have conflicts of interest resulting from competitive, collaborative, or other relationships or connections with any of the authors, companies, or (possibly) institutions connected to the papers.
Peer Review Process

The Editorial Board will develop the guidelines and mechanics for the review, submission and acceptance of manuscripts submitted for publication. However, the initial guidelines herein presented may serve as ready reference for discussion. The content of the maiden issue will be taken from the papers presented during the ASEAN Teacher Education Conference in 2014.

Criteria for Publication

Preference is given to articles that are aligned to the identified themes of the Journal. It is expected that the submitted article follows the prescribed manuscript format and submission procedures. There is evidence that the article is scholarly written, discusses a timely topic, and could connect to the target readership audience of the journal.

Review Mechanics

a. Submitted manuscript will be subject to anti-plagiarism test as initial evaluation by an editorial board member.

b. The technical requirements which include format and intelligibility as well as content qualifications like alignment to the theme, relevance, originality and impact must be adequately met before the article could be considered for in-house review by the associate editors assigned in the theme where the submitted article is classified under.

c. The article is then endorsed to the associate editors and two specialists for in-depth review. Review process normally takes about 21 days.

d. Authors will be notified of the results of the review which may be: a). Accepted without revisions; b) accepted with minor revisions; c). accepted with major revisions; and d). non-acceptance or rejection of submitted article.

e. Authors are required to respond to the reviewers’ comments and suggestions and submit their revised article on a specified date. Associate editors will then check how accurately the comments and suggestions were responded to.

f. A decision letter on the acceptance or non-acceptance of the paper will be sent to the authors.

* * *
CALL FOR ARTICLES

INFORMATION FOR AUTHORS

- Contributors for the 2018 issue may electronically submit their manuscripts at http://po.pnuresearchportal.org/ ejournal/index.php/asten for publication consideration on or before July 30, 2017.
- The article must be in MS Word format and according to the style guidelines. Please visit the aforementioned website for details.
- Article length is 4000 to 6000 words and an abstract of about 100 to 150 words with 3-4 key words.
- Submissions should be accompanied with the author/s’ brief (three to five sentences) bio-note which should include author/s’ institutional position or affiliation, email address for correspondence.
- Submitted articles undergo initial review by an Editorial board to establish significance and technical soundness of the paper.
- When accepted, manuscripts are then subjected to double blind review.
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About the Journal

A peer-refereed international journal that serves as the main platform by which the network’s initiatives are made known to the academic community. It is a bi-annual publication that will cover an extensive array of relevant and emerging topics and issues in teacher education. Topics falling under any of the suggested teacher education themes may be included for publication: 1) Teaching and Learning Innovations; 2) AsTEN Teacher Education Leadership; 3) Internationalization; 4) Teacher Education and Society; and 5) Emerging Areas in Teacher Education.

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