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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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Contents

	<i>Page</i>
Foreword	viii
Guest Editor's Notes	x
Focus and Scope of the Journal	xii
Instruction to Authors	xiv
APA 6 th Edition Format for Basic Citation	xviii
Publication Ethics	xxi
Peer Review Process	xxiv
Call for Articles	xxv

<i>Title</i>	<i>Author/s</i>	
Looking Through the Digital Portfolios of Teachers at Different Career Stages: Lessons and Reasons	Marilyn U. Balagtas Marilou M. Ubina <i>Philippines</i>	1
Designing Authentic Assessments within Outcomes-based Teaching and Learning: Critical Reflections on Practice	Enriqueta D. Reston Jaremilleta M. Arawiran <i>Philippines</i>	14
Transformative Pedagogy in Women Studies	Zenaida Q. Reyes Minda C. Valencia <i>Philippines</i>	30
An Exploration of the Factors Affecting Graduate Degree Completion in a Teacher Education Institution (TEI): Inputs for Graduate Program Management and Pedagogy	Teresita T. Rungduin Praksis A. Miranda <i>Philippines</i>	41
The Content and Language Integrated Learning Implementation: Speaking Skills in Graduate Classes	Nuchwana Luanganggoon Phatchara Phantharakphong, Phongthanat Sae-Joo Jiradawan Huntula <i>Thailand</i>	55
Pedagogies for Developing ASEAN Identity for Thai Learners in Higher Education	Watsatree Diteeyont <i>Thailand</i>	65
Filipino Counselor Educators' Pedagogy One Dance, Different Moves: A Qualitative Study on Filipino Counselor Educators' Pedagogy	Adonis P. David John Jamir Benzon R. Aruta <i>Philippines</i>	77

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.

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AsTEN Special Issue Guest Editor's Note

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.

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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.

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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

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.

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.

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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 aforementioned 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:

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Journal article with DOI

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Journal article with DOI, more than seven authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G.,... Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267. doi: 10.1080/14622200410001676305

Journal article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.ph/ejap>

Magazine article

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

Online magazine article

Clay, R. (2008, June). Science vs. ideology. Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>

Newsletter article, no author

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). *OJJDP News @ a Glance*. Retrieved from http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html

Newspaper article

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One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen 2004)	(Walker & Allen 2004)
One work by three authors	Bradley, Ramirez and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez & Soo 1999)	(Bradley et al., 1999)
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One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH 2003)	NIMH (2003)	(National Institute of Mental Health NIMH 2003)	(NIMH 2003)
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Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

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- 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

Brody, J. E. (2007, December 11). Mental reserves brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

9. Editorial without signature

Editorial: "What is a disaster" and why does this question matter? [Editorial] (2006). *Journal of Contingencies and Crisis Management*, 14, 1-2

10. Online only supplemental material in a periodical

Marshall-Pescini, S. & Whiten, A. (2008). Social learning of nut-cracking behavior in East African Sanctuary-living chimpanzees (*Pan troglodytes schweinfurthii*) [Supplemental Material]. *Journal of Comparative Psychology*, 122, 186-194. Doi:10.1037/0735-7036.122.2.186.supp

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

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

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds), Title of book (pp. xxx-xxx) Location: Publisher

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Publishing an article in a peer-reviewed journal is a very critical task in disseminating knowledge. In a peer-reviewed journal, the accuracy of publication is expected from authors to be observed in the course of evaluating papers that are submitted. Thus, ethical conduct is anticipated for all parties involved in the publishing process: the author, the journal editor, the peer reviewer and the publisher.

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Peer Review Process

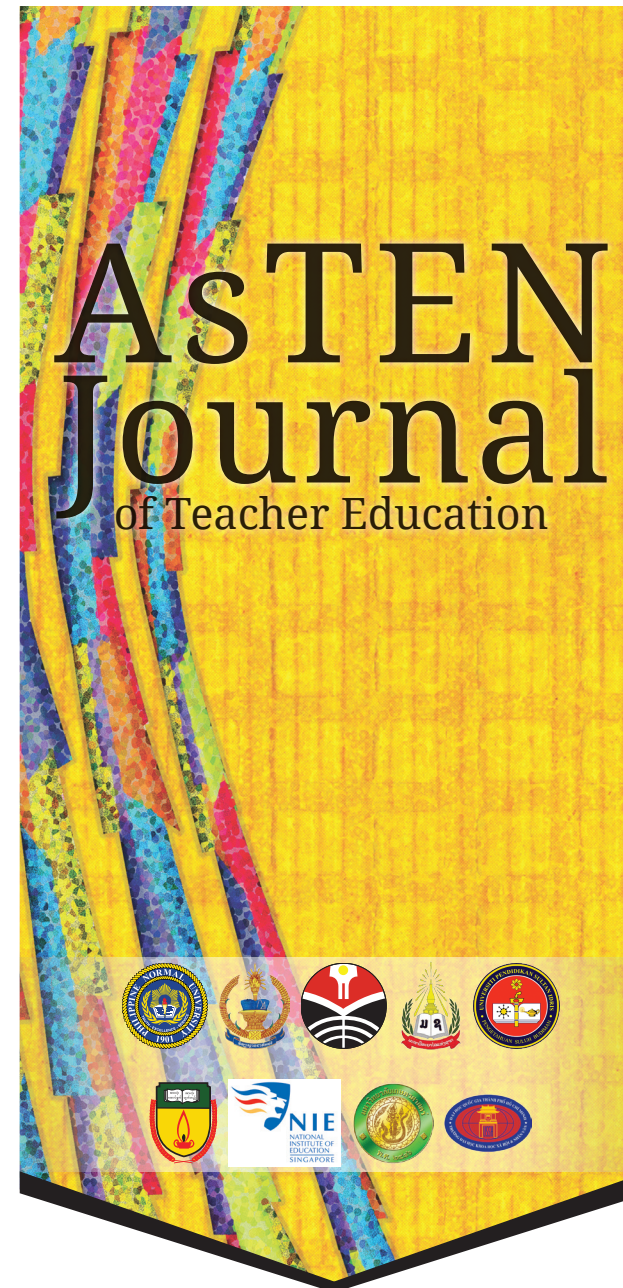
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