Paulinian Synchronous Learning Platform In-Depth Analysis: Basis for An Enhanced Online Learning Model

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Abstract- ***Schools' ability to adapt to changing conditions is critical in dealing with uncertainties and circumstances surrounding the COVID-19 outbreak. Concerns about efficacy, validity, and adaptability prompted change in teaching, learning, and assessment practices. The study used triangulation with three methods: Thematic Analysis (Jack Caulfield,2022), Collaize's (1978) method of explication, and Dr. Prince Germano's COWS matrix. The general objective of the research was to come up with an enhanced online learning model that allows smooth transition of strategies based on internal and external elements identified. There were 34 teacher participants in this research from different levels in the university. Internet Connection, Technical Issues, Power Outages, and Learning Environment are all major challenges that disturb the learning span and the integrity of assessment. Technological literacy, Teaching activities appropriate in an online context, and communication gaps owing to technical challenges were also noted as weaknesses. Benefits include teacher and student versatility, ingenuity, self-discipline, quality time, cost effectiveness, and varied teaching methodologies. While creativity, self-discipline, timely feedback, and open communication were identified as strengths. Contextualized teaching methodologies be developed utilizing resources at home while involving family members to enhance creativity and intimacy. Immediate input across a variety of platforms is essential.***

Indexed Terms- ***Challenges, Opportunities, Weaknesses, and Strength, Online, synchronous, asynchronous***

I. INTRODUCTION

The COVID-19 epidemic caused a serious risk to several sectors, including all sectors in education. As such, most educational institutions were compelled to decide between closing their doors or going online due to the new restrictions inflicted by the COVID-19 pandemic. Examining the St. Paul University Dumaguete's ability to adapt to shifting conditions is more important than ever to handle the uncertainty and developing circumstances associated with the pressing problem of the COVID-19 pandemic and consequential lockdowns, that affected the province of Negros Oriental and the whole country. The pandemic, therefore, forced an abrupt shift in teaching, learning as well as assessment practices, triggered by concerns about the efficacy, validity, and adaptability of internal quality assurance procedures.

This study was conducted to explore the beliefs of teachers on the implementation of PAULSYNC (Synchronous/Online) as Learning platform of St. Paul University Dumaguete in terms of Challenges, Opportunities, Weaknesses, and Strength observed and experienced. Specifically, it intends to address the lived experiences of teachers in all level in the university in terms of challenges experienced in facilitating online learning, identify opportunities that Paulsync has to give as the university continues to embark on more engaging pedagogies for the successful implementation of the modality by determining some weakness and challenges encountered, and to deeply recognize the strength of this program in spite of all the challenges, problems, and difficulties experienced.

- Problem Statement

This study was conducted to explore the beliefs of teachers on the implementation of PAULSYNC (Synchronous/Online) as Learning platform of St. Paul University Dumaguete in terms of Challenges, Opportunities, Weaknesses, and Strength observed and experienced. Specifically, this intends to address the following:

1) What are the observed challenges, opportunities, weaknesses, and strength experienced by teachers in

the implementation of PAULSYNC as a Learning Platform?
2) Based on the external and internal factors identified, the researcher will identify most fitted learning strategies and assessment that would address our learners under this platform,
3) What possible interventions to be done to enrich in the implementation of the platform?

- Research Methodology:

Based on the external and internal factors identified, the researcher will identify most fitted learning strategies and assessment that would address our learners under this platform and possible interventions to be done to enrich in the implementation of the platform. Triangulation with the used of three methods such as Thematic analysis, Collaize's method of explication, and COWS matrix by Dr. Prince Germano. This was used to establish the veracity of the results. It is the general objective of the researchers to come up with a model or a proposed template of course syllabus that will allow the smooth transition of teaching strategies based on the external and internal elements identified from the thematic analysis.

- Data analysis:

To analyze the qualitative data gathered specificlly on the lived experienced of teachers in the Paulinian Synchoronous Learning Modality (PaulSync) of St. Paul University Dumaguete the researcher utilized the Thematic Analysis (Jack Caulfield**,** 2022) as the first step, Colazzi's (1978) Method of Explication (Step 5 & 6) as the second step, and the third level of analysis is using the COWS Matric by Coach Prince Germano. The diagram below demonstrates a summary of the data analysis process which was utilized in the study.

- The Conceptual Framework of the Study

This study was conducted to explore the beliefs of teachers on the implementation of PAULSYNC (Synchronous/Online) as Learning platform of St. Paul University Dumaguete in terms of Challenges, Opportunities, Weaknesses, and Strength observed and experienced. The qualitative data based on the challenges, opportunities, weaknesses, and strength is analyzed using the Thematic Analysis approach (Caulfield, 2022). Verbatim statements were gathered out of the major variables identified and familiarization of the significant statements were done to establish the coding system. For coding, the researcher made two steps: The preliminary codes and the final codes to critically deduce the statements into simple and precise. After the formulation of the Final codes the themes were identified. The themes were grouped into external and internal factors which are significant for the analysis of the challenges, opportunities, weaknesses, and strength using the COWS Matric (Coach Prince Germano). Based on the external and internal factors identified, the researchers exhaustively define and explain each thematic framework to establish the findings, conclusions, and recommendations. While the COWS matrix was also used to critically analyze the internal and external issues for challenges and opportunities by matching it with the identified weaknesses to avoid challenges or to minimize weaknesses by taking advantage of the opportunities. In the other hand, internal and external strengths were identified to minimize the challenges and to use the strengths by maximizing the opportunities. With the COWS matrix/approach recommendations were drawn as basis for the universities online learning model.

- Conceptual Framework of the Study

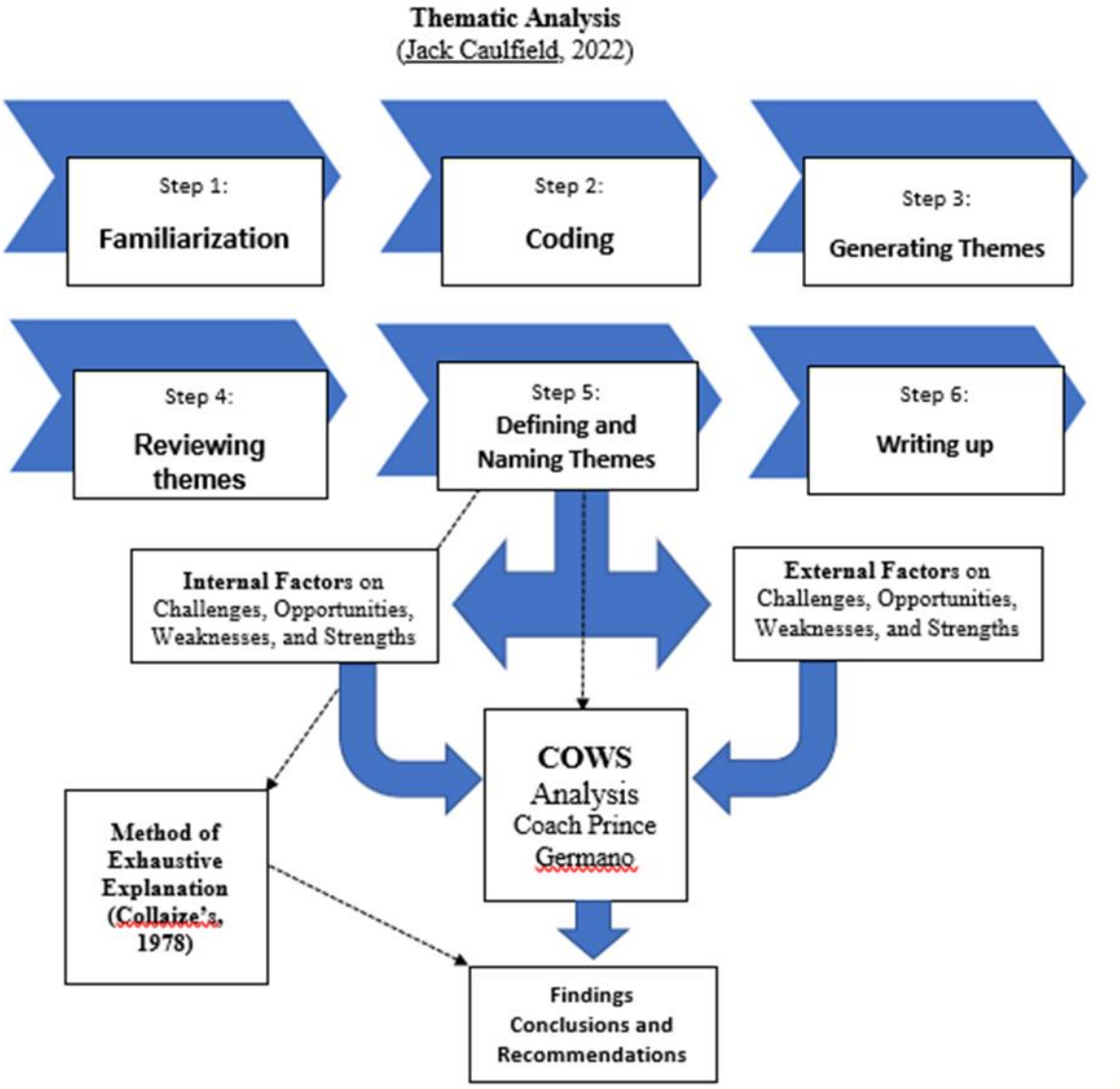


Figure 1: Data Analysis

A Step-by-Steps Thematic Analysis
(Jack Caulfield, 2022)

Step 1: Familiarization: The first step is to get to know our data. It's important to get a thorough overview of all the data we collected before we start analyzing individual items. This might involve transcribing audio, reading through the text and taking initial notes, and generally looking through the data to get familiar with it.

Step 2. Coding: Next up, we need to code the data. Coding means highlighting phrases or sentences – and coming up with shorthand labels or "codes" to describe their content.

Coding Qualitative Data: Each code describes the idea or feeling expressed in that part of the text. At this stage, we want to be thorough: we go through the transcript of every interview and highlight everything that jumps out as relevant or potentially interesting. As well as highlighting all the phrases and sentences that match these codes, we can keep adding new codes as we go through the text.

After we've been through the text, we collate together all the data into groups identified by code. These codes allow us to gain a condensed overview of the main

points and common meanings that recur throughout the data

Step 3. Generating Themes: Next, we look over the codes we've created, identify patterns among them, and start coming up with themes. Themes are generally broader than codes. Most of the time, you'll combine several codes into a single theme. In our example, we might start combining codes into themes like this:

Turning codes into themes: At this stage, we might decide that some of our codes are too vague or not relevant enough (for example, because they don't appear very often in the data), so they can be discarded.

Other codes might become themes.

Step 4. Reviewing themes: Now we must make sure that our themes are useful and accurate representations of the data. Here, we return to the data set and compare our themes against it. Are we missing anything? Are these themes really present in the data? What can we change to make our themes work better? If we encounter problems with our themes, we might split them up, combine them, discard them, or create new ones: whatever makes them more useful and accurate.

Step 5. Defining and naming themes: Now that you have a final list of themes, it's time to name and define each of them. Defining themes involves formulating exactly what we mean by each theme and figuring out how it helps us understand the data. Naming themes involves coming up with a succinct and easily understandable name for each theme.

Step 6. Writing up: Finally, we'll write up our analysis of the data. Like all academic texts, writing up a thematic analysis requires an introduction to establish our research question, aims and approach. We should also include a methodology section, describing how we collected the data (e.g. through semi-structured interviews or open-ended survey questions) and explaining how we conducted the thematic analysis itself. The results or findings section usually addresses each theme in turn. We describe how often the themes come up and what they mean, including examples from the data as evidence. Finally, our conclusion explains the main takeaways and shows how the analysis has answered our research question.

How to Formulate Assessment Strategies using the COWS Matrix (Coach Prince Germano)

Challenges, Opportunities, Weaknesses, and Strengths (COWS Matrix)	Internal Weaknesses (IW)	Internal Strength (IS)
External Challenges (EC)	EC-IW STRATEGIES: Minimize weaknesses and avoid challenges	EC-IS STRATEGIES: Use strengths to minimize challenges
External Opportunities (EO)	EO-IW STRATEGIES: Minimize weaknesses by taking advantage of opportunities	EO-IS STRATEGIES: Use strengths to maximize opportunities

1. Identify the challenges and opportunities from the set of external factors
2. Identify the weaknesses and strengths from the set of internal factors
3. Reflect the external challenges and opportunities identified in the COWS Matrix.
4. Reflect the internal weaknesses and strengths identified in the COWS Matrix.
5. Formulate strategies based on the external and internal factors.

- Colaizzi's Method of Explication

Step 5. – Exhaustive Description: Colaizzi's (1978) fifth step of data analysis calls for the integration of all the clusters of themes into one account that articulates the participant's views of the phenomenon. The exhaustive description provided a comprehensive insight into the phenomenon of the experience of the teachers in the Paulinian Synchronous Learning Modality (PaulSync) in St. Paul University Dumaguete City. The formulated themes are the basis of the exhaustive description. This was achieved by combining all the verbatim, preliminary coding, and final coding were integrated into a description to create an overall structure together with the participant's statements.

Step 6. – Statement of Identification: At this point, the researcher attempted to formulate a description of the whole phenomenon and identified its fundamental structure or essence. Colaizzi advocates that the exhaustive description should be reduced to an essential structure. This was written in as unequivocal as possible. The researcher reduced the findings to avoid repetitions and to make a clear and concise description of the phenomenon. This was depicted as an Emergent Framework, which contained all the internal and external factors of the lived experiences of the teachers in the PaulSync modality as manifested through the challenges, opportunities, weakness, and strength (Praveena, 2021).

- Ethical Considerations

In the study, Informed Consent was given ahead of time for the participants. The participants were informed that they can refuse to participate anytime during the study. The participants had the right to understand the process prior to consenting. This is to encourage participant's autonomy and sound decision making. During the actual data gathering, the researchers assured the participants that confidentiality will be maintained. The participant's name was not associated with the interview or in the compiled data. The researchers believed on the essence of confidentiality. The goal of confidentiality is to ensure privacy. Privacy is a right. The researcher exercised this right for the protection of the participants. The researchers respected the participant's disclosures and is one measure of the researcher's trustworthiness and use of the information properly. The researcher respected those who refused or were unwilling to participate in the study. The study included limitations that may arise on the truthfulness of the subjective responses elicited during the gathering of data.

- The Research Participants

The participants of this research was teachers from the different levels in the university. Each levels were properly represented. A total of 34 participants represents the different departments. Some participants were coming from the Grade School Department, Junior High School, Senior High School, and College Level. More so, there were participants coming from the College of Arts Sciences and Education, College of Nursing, and College of Business and Information Technology.

- Operational Definition of Terms

Challenges- identified problems and difficulties experienced by teacher participants during the implementation of the PaulSync Modality of St. Paul University Dumaguete.
Opportunities- identified opportunities experienced by the teacher participants during the implementation of the PaulSync Modality of St. Paul University Dumaguete.
Weaknesses- identified flaws experienced by the participants during the implementation of the PaulSync Modality of St. Paul University Dumaguete.
Strength- identified strengths observed by the participants during the implementation of the PaulSync Modality of St. Paul University Dumaguete.
Internal Factors- these are the identified internal (intrinsic) factors or variables that can influence the students and teachers' performance in the implementation of the PaulSync Modality of St. Paul University Dumaguete. Something that can be controlled by teachers and students.
External Factors- these are the identified external (extrinsic) factors or variables that can influence the students and teachers' performance in the implementation of the PaulSync Modality of St. Paul University Dumaguete. Something that cannot be controlled by students and teachers.

II. REVIEW OF RELATED LITERATURE

Students' adjustment to the new form of learning may also provide a challenge. G. Basilaia and D. Kvavadze (2020) proposed that technologically sophisticated countries can efficiently deliver online learning. Though, according to Zhong (2020), limited internet coverage and accessibility, as well as a lack of innovative technology, state educational funding hampered responsiveness and students' capacity to engage in digital learning. Other causes, as stated by G. Y. Koi-Akrofi, E. Owusu-Oware, and H. Tanye (2020), there may be issues in students' ability to adapt to the new way of learning. D. G. Kvavadze and Kvavadze According to Basilaia (2020), technologically advanced countries could profit from online learning. The effectiveness of online learning is also influenced by students' attitudes. Students that

take risks with their online learning provide a challenge to all parties (Hazwani et al., 2017). Nurul Haidah et al. (2020) agree, stating that students should take advantage of opportunities to study, improve interpersonal skills, and improve their capacity to adapt to new technology. Students who are not self-regulated and self-disciplined, according to Koi-Akrofi, et al., may have challenges in online learning because everything is dependent on them, unlike face-to-face learning, when instructors and colleagues serve as encouragers and helpers in the learning process.

When students are not engaged in class, they will submit work late and do poorly on written and oral exams. This symptom indicates that kids aren't paying attention in class. This is an internal component that teachers may control to help pupils refocus and become more engaged in the debate. Willard Daggett, Ed.D., president of the International Center for Leadership in Education (http://wvkTv. leadered.com), believes that technology has changed the way children are wired today. Young children, according to Harrison (2018), may access photographs and videos, explore 'Youtube,' and engage and participate in age-appropriate activities and digital apps. Generations Y and Z have clearly had the most exposure to ICT facilities, as a result. Institutions in developing countries, according to Mutongoza and Olawale (2022 March), rely more on tactics that do not incorporate novel technology, which could be due to a lack of resources in the unanticipated transition to online learning. Mncube et al. (2021) concluded that, because higher education institutions in developing countries were caught off guard by the COVID-19 pandemic, effective administration of online tests is still a difficult issue. The reliability of the internet connection is important to the successful delivery of live lectures in an online context, according to Muhammad & Srinivasan (2021) [40]. If an internet connection or enough connectivity is lost during a lecture, the student will have an ineffective and, in some situations, unpleasant experience.

Teachers also have less control on academic integrity because of the teacher-student ratio. Academic integrity is founded on five core values: accountability, respect, honesty, fairness, and trust (Bretag, 2016; McCabe, 2016). These five qualities are said to be crucial in dealing with academic misconduct in educational institutions (Eaton & Turner, 2020). Academic integrity, according to Bretag (2016), is the code of conduct in academia. Academic integrity is the cornerstone for a thriving academic life and responsible citizenship for students (International Center for Academic Integrity [ICAI], 2021). In other words, teachers have been faced with the question of whether and how pupils' performances represent their genuine learning. Muongoza, Bongingkosi Hardy, and Babawande Emmanuel Olawale (2022) discovered that while Exposure to and familiarity with gadgets in their environment has influenced their decision to employ electronic communication equipment for learning (Ajzen, 2002). Young children, according to Harrison (2018), may access photographs and videos, explore 'Youtube,' and engage and participate in age-appropriate activities and digital apps. Generations Y and Z have clearly had the most exposure to ICT facilities, making online learning more accessible to these groups. According to Fauziana (2020), students can increase their knowledge by re-watching recordings provided by the educator and obtaining information from e-books or the internet. Students' attitudes influence the efficiency of elearning, according to Hazwani et al. (2017). As a result, kids who are upbeat As a result, all stakeholders, especially educators and students, must adjust to this new standard. The ability to change present behavior in response to a new situation defines adaptability (Nurul Haidah et al., 2020). To put it another way, whether they like to or not, instructors and students should seek to improve their technological expertise to properly manage their studies. This is especially vital while learning new technological educational methodologies. According to Ratheeswari (2018), using Information and Communications Technology (ICT) in the digital age allows students to learn and practice the skills they will need in the twenty-first century. Furthermore, online learning is the most effective way to ensure that students' learning continues during the COVID-19 epidemic.

According to Hazwani et al. (2020), however, not all students and organizations benefit from e-learning. To ensure that e-learning can be used widely, independently, and effectively, it is necessary to determine the elements that influence its use. Users must also be more self-motivated to learn when using

e-learning. The literature on flexibility has revealed that flexible learning is a complicated notion that is difficult to describe due to its numerous properties (Garrick & Jakupec, 2000; Soffer, Kahan & Nachmias, 2019). A variety of information and communication technologies should be supplied to students for flexible learning, and learners should have access to alternative technologies, according to a technology-centered perspective (Chen, Kao & Sheu, 2003). It is student-centered from a pedagogical standpoint.

According to Surjono et al. (2015), e-learning can provide a flexible and distributed learning system. Students will be able to study whenever and wherever they want because they will not be compelled to visit a specific location at a specific time. Distributed learning is a method in which instructors, students, and learning materials are located in different locations so that students can learn under time and location constraints. Diverse strategies imply that the instructions must be flexible. The important question of how to keep students involved in e-learning is critical to the successful learning design process (Kokoç, Ilgaz, & Altun, 2020). Furthermore, higher education institutions must discover ways to keep online students engaged in online courses (Meyer, 2014). McTighe "High quality information" about student learning, according to Nicol and Macfarlane (2006), means "that feedback is provided in a timely manner (close to the act of learning production), that it focuses not just on strengths and weaknesses." Quality feedback also includes a provision that feedback is provided close to when the students are learning the material. The usefulness of feedback in learning is well understood by learners. Choy, Mc Nickle, and Clayton (2009) found that the services most highly regarded by students were: 1) clear statements of what I [the learner] was expected to learn, 2) helpful feedback from teachers, and 3) requirements, according to a study done on the expectations of students as to levels of support provided by the educational service provider.

Authenticity of learner responses on tests and measurements, plagiarism, and questionable learners learning are all issues in this type of learning environment, especially because teachers cannot force students to open the camera, and teachers have no idea what the students are doing on the other end or when they are presenting the lesson. Validity and reliability of assessment are always tied to examination integrity. In postsecondary education, fair and effective ways for promoting academic integrity have long been studied. Nonetheless, there is a general view that ethical violations are on the rise (e.g. Hard et al., 2006). With the introduction of technology into the classroom and the popularity of online classes, new opportunities for “e-cheating” exist (e.g. Harmon and Lambrinos, 2008; King and Case, 2014). Demonstrating teachers’ creativity sometimes will always prevail in different times regardless of difficulties and challenges.

Teachers are more adaptable to the demands of their students. Creativity will emerge in response to the kind of students we encountered. Our hope and joint purpose during the Covid '19 Pandemic is to provide the greatest education for the children. Teachers' creativity is contextualized, which gives them the freedom to utilize innovation. Muirhead (2007) believed that freedom is necessary for creativity to flourish, and he focused on the online classroom in particular. While encouraging creativity is vital, defining it can be difficult since many people "do not want to undercut or reduce the positive features that are typically associated with the word." Aside from agreeing that creativity is a highly subjective term, most people believe that creativity is a call for teachers to be effective. Many researchers (Bruner, 2007; J. Cavanaugh, 2005; Haber, 2005; Lo, 2005; Nkonge, 2004; Ryan, Carlton, & Ali, 1999; Schrum & Hong, 2002) have noted problems for online professors, including time constraints and a lack of technology skills or assistance. These issues not only make it difficult for professors to engage students in new ways, but they also make it difficult for them to include creative components into their classes. Teachers' creativity is always present in the face of these obstacles, as evidenced by their presence with one another, faculty development, and other activities that will strengthen teachers' creativity to endure challenges. What are the components of creativity? Despite the fact that the definition of creativity is rather imprecise and subjective, scholars believe that it exists and is significant.

Feed backing is conceivable at Covid '19 due to the existence of technology. Feedback can be more

individualized if we use numerous ways to communicate with our pupils, such as messenger, Facebook, Twitter, and Instagram. When students receive feedback in a tailored manner, it becomes more authentic and precise, leading to increased engagement and commitment. Many online learning settings use technology and trace data, which has substantially enlarged what we can evaluate in feedback (e.g. Pardo, 2017; Tempelaar, Rienties, & Giesbers, 2015). While feedback used to just refer to teacher comments on student work, the development of digital learning has expanded its definition to include a wide range of automatically generated data. Online quizzes with pre-set commentary, for example, are frequently considered feedback (e.g. Förster). Thus, the Internet facilitates collaboration, interactivity, and project-oriented learning, as well as providing an authentic learning environment (Kennedy, 1998; Kearsley and Shneiderman, 1999; Deacon et al, 2000). Most importantly, it supports a variety of learning styles and student backgrounds (Tan & Wong, 1996; Slay, 1997; de Villiers, 2001; Ashton & Zalzala, 2000), and advances the equalization of learners (Kenned (Kennedy, 1998). Users have more control over their learning experiences in an Internet-based learning environment (Brack, 1996; Kearsely & Shneiderman 1999). This is especially true for students with diverse learning styles, because the Internet can be used in an asynchronous context, allowing them to work at their own pace from anywhere.

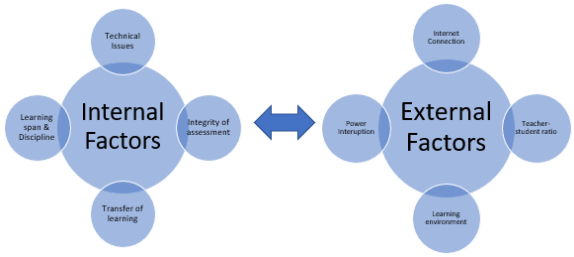
III. RESULTS AND DISCUSSIONS

Table 1:

Emergent themes from the Lived Experiences of Teachers in terms of Challenges in the PAULSYNC Learning Modality of SPUD

Internal Factors	External Factors
1. Technical issues 2. Student's Learning Span and self-discipline 3. Transfer of learning 4. Integrity of assessment	1. Internet connection 2. Power interruption 3. Teacher- student ratio 4. Learning environment

Emergent Framework of the Internal and External Factors on Challenges



The emergent frameworks for internal and external factors are represented with an interlocking of circles. This explains the interconnectivity of the identified themes that contributes to the lived experiences of teachers in facilitating learning in this PAULSYNC modality. The framework captures the lived experiences of the participants and defined further with its connectivity. First, on Technical Issues this pertains to malfunctioning of gadgets, gadget update, server issues, and the technical skills of teachers to engaged with the students. Second is on Student's Learning Span and self-discipline, this relates to inability to sustain focus, passive behavior, and late submission of outputs. Third is on the difficulty of Transfer learning, this is connected to the difficulty to demonstrate desired skills for both teachers and students, specifically on inability to demonstrate using the apparatus required. Fourth is on the Integrity of assessment. This refers to the validity and reliability of student's output. Since it is hard to monitor the students on how they perform the task assigned to them, validity and authenticity of results is at stake.

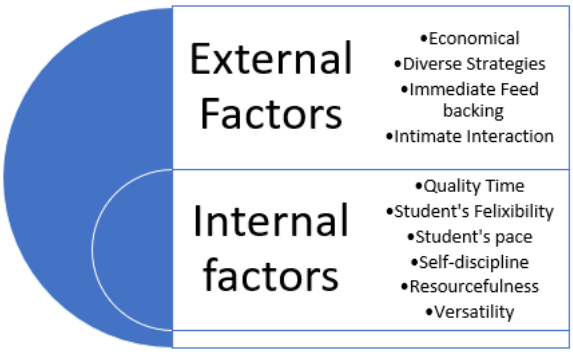
On the external issues on challenges, first is on Internet connection. Unstable/intermittent or low internet connection for both teachers and students are the most common problem in this PaulSync modality. Second is on Power interruption, unpredicted interruption that affects the dynamics of the class discussions, third is on Teacher- student ratio, too much time for desired return demonstration per student will affects its authenticity specially when the performance is an assessment task from which the general questions and task are given which allows possibilities of leakage and cheating of desirable actions or answers. Fourth is on the Learning environment, home destructions,

noise, unable to communicate well is inevitable in this kind of modality.

Table 2
Identifying External and Internal Factors from the shared Opportunities from the formulated Themes

Internal Factors	External Factors
Versatility	Economical
Resourcefulness	Diverse strategies
Self-discipline	Immediate feed backing
Student's pace	Intimate interaction
Student's flexibility	
Quality time	

Emergent Framework of the Internal and External Factors on Opportunities on Paulinian Synchronous Learning (PAULSYNC)

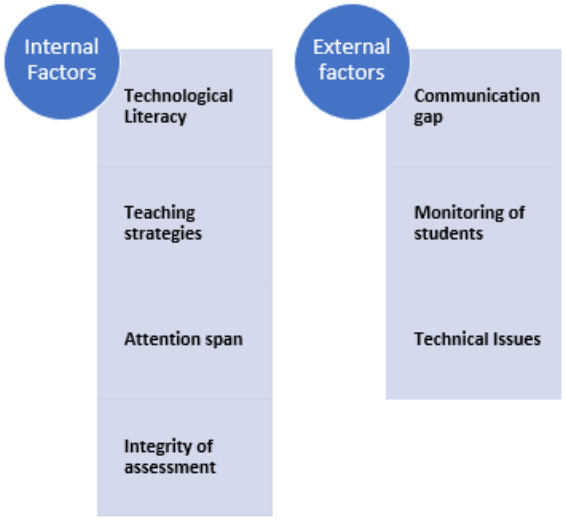


The emergent frameworks for internal and external factors are represented with an interrelationship of rectangles. This explains the interconnectivity of the identified themes that contributes to the lived experiences of teachers in facilitating learning in this PAULSYNC modality. The framework captures the lived experiences of the participants and defined further with its relationship. On internal factors PaulSync modality allows teachers and students to be versatile in the use of Information and Communication Technology (ICT), developed the value of resourcefulness the exposure and familiarity to the gadgets from their surroundings have helped to shape their behavior to use the electronic communication equipment for learning and to contextualized learning and instructions in accordance with the available resources in the community. Students that are optimistic and enthusiastic will not experience e-learning as an obstacle to their academic success while the value of self-discipline is developed through conspicuously attending to their duties and responsibilities in complying their tasks. PaulSync modality is an opportunity for the students to learn at their own pace which allows them to be more flexible while working independently with others. While engaging online learning, this is also an opportunity to work with parents, brothers, and sisters which in turn can be considered quality time spent with one another. On external factors, this learning modality leads the teachers and students to be economical in a way that students will be able to choose the time and location in which they study because they are not required to attend a certain place at a specific time which in turn save a lot of energy and money. While in the case of school institutions, e-learning can reduce energy consumptions, material, and human resources. Teachers can utilize varied strategies in the delivery of topics, assessment strategies, monitoring, and feed backing. While students can utilize diverse strategies to comply assignments and performance tasks when connecting to teachers and classmates that allows intimate relationship with one another.

Table 3
Identifying External and Internal Factors on Weaknesses from the formulated Themes

Internal Factors	External Factors
Technological	Technical Issues
Literacy	Communication gap
Integrity of assessment	Monitoring of students
Attention span	
Teaching strategies	

Emergent Framework of the Internal and External Factors on Weaknesses on Paulinian Synchronous Learning (PAULSYNC)

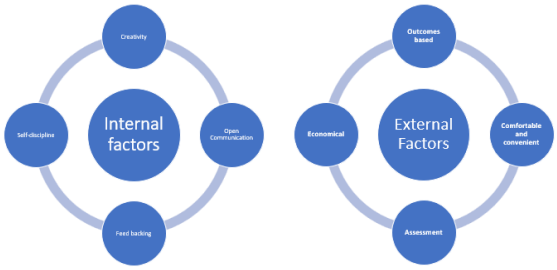


The emergent frameworks for internal and external factors on weaknesses are represented with list of tables. This explains the interconnectivity of the identified themes that contributes to the lived experiences of teachers in facilitating learning in this PAULSYNC modality. The framework captures the lived experiences of the participants and defined further with its significance. On the internal factors, technological literacy is one of the weaknesses. It is prevalent that there are teachers and students who are not adept with technology and in this case, learnings can be hampered with the inability to get engage with the use of technology. And in the same manner when technological literacy is less, teaching strategies will be affected that in turn less engagement (Attention span) and limited learning outcomes can be achieved. Therefore, the ability to facilitate assessment that strengthens the ability of the teacher to make sure the integrity and authenticity of students' performance and output. On the other hand, communication gap will take place between teachers and students especially when problems on technical issues will come-in that disrupts teachers' ability to monitor students' progress.

Table 4
Identifying External and Internal Factors on Strength from the formulated Themes

Internal Factors	External Factors
Creativity Self-discipline	Outcomes based Economical
Feed backing Open Communication	Assessment Comfortable and convenient

Emergent Framework of the Internal and External Factors on Strength on Paulinian Synchronous Learning (PAULSYNC)



The emergent frameworks for internal and external factors on the strength and are represented with an interconnectivity of circles. This explains the interconnectivity of the identified themes that contributes to the lived experiences of teachers in facilitating learning in this PAULSYNC modality. The framework captures the lived experiences of the participants and defined further with its interconnectivity. On the internal issues of the strength of the PaulSync modality, teachers' creativity is developed in the utilization of ICT ins instructions, open-minded on learning more interactive activities as teachers put their heart and self-discipline just to give the best for the students while giving sound feed backing of students' performances with the used of varied platforms which establishes open communication between teachers and students. In terms of external factors, PaulSync modality is self-directed learning that promotes outcomes-based education which is more economical for teachers, students, and school institution, that facilitates varied form of assessments which allows students and teachers to be comfortable while learning.

Table 5
Analysis of the Challenges, Opportunities, Weaknesses, and Strength using the COWS Matrix (Coach Prince Germano)

Challenges, Opportunities, Weaknesses, and Strengths (COWS Matrix)	Internal Weaknesses (IW) Technological Literacy Teaching Strategies Attention Span Integrity of Assessment	Internal Strengths (IS) Creativity Self-discipline Feedbacking Open Communication Comfortable and convenient
External Challenges (EC)	EX-IW Strategies *to minimize weaknesses and avoid challenges*	EC-IS Strategies: *Use strengths to minimize challenges*
Internet Connection Power Interruption Teacher-student ratio Learning Environment	EC1, EC2, EC3 - IW2: Availability of learning materials online for synchronous and asynchronous engagement EC1, EC2, EC3 - IW4: Aauthentic learning assessment through open ended questions, personal reflections, collaborative, project based, practical, applied, and problem-based questions. EC4- IW2, IW3, & IW4: Contextualizing activities, performances, and assessments by involving family members	EC1 & EC2– IS1 & IS2: Teacher's creativity to engage students in asynchronous classes by making all activities and learning resources available online and offline. Course organization and innovation are the keys to express creativity online. EC1 & EC2– IS3 & IS4: Using varied platforms like messenger, Facebook, Twitter, Instagram, or through phone, etc. can be the ways to reach out students EC3 – IS 1,2, 3, &4: To develop responsibility, respect, honesty, fairness, and trust among learners' teachers should create open communication to students utilizing all means of platforms to build relationship. EC4- IS 2&5: Give students task achievable by their pace at their own time and in different place.
External Opportunities (EO)	EO-IW Strategies *to minimize weaknesses by taking advantage of opportunities*	EO-IS Strategies: *Use strengths to maximize opportunities*
Quality time Diverse strategies Immediate feedbacking Intimate interaction	EO 1 – IW 2 & 3: Device a strategy that will involve family members to in doing performance task/activities to engage the students. EO2 – IW1, 2, 3, & 4: With the diversity of teaching methodologies, difficulties of some students in technology will be address, promotes, and sustain attention span that leads to the integrity of assessment results.	EO1-IS1 & 2: Device a strategy that will involve family members to in doing performance task/activities to engage the students. EO1,2,3, & 4 – IS3,4, & 5: Contextualized activities that involved family members is the right time for quality feed backing, allows open communication, intimate interaction with

	EO2 & 4– IW1 & 3: When immediate feedbacks are done promptly struggling students will have a greater chance to be engage while gaining attention from the teacher.	one another which make learning comfortable and convenient.

CONCLUSION

- Based on the emergent themes identified on the perceived CHALLENGES of teachers in the implementation of PaulSync modality in SPUD the following internal and external issues/factors were identified and concluded.

First, there are technical challenges, which include faulty devices, device updates, server issues, and teachers' technical abilities to engage pupils. The second area of concentration is on the student's learning span and self-discipline, which includes failure to maintain concentration, passive behavior, and late submission of outputs. The third point is the difficulty of Transfer learning, which is linked to the difficulty of demonstrating desirable abilities for both teachers and pupils, particularly in the absence of the necessary instruments. The fourth topic is assessment integrity. This refers to the legitimacy and consistency of the student's work. Because it's difficult to keep track of how pupils complete the activity, the validity and authenticity of the results are at risk.

- Based on the emergent themes identified on the perceived OPPORTUNITIES of teachers in the implementation of PaulSync modality in SPUD the following internal and external issues/factors were identified and concluded.

Based on internal factors, the PaulSync modality allows teachers and students to be versatile in their use of Information and Communication Technology (ICT), to develop the value of resourcefulness, and to shape their behavior to use electronic communication equipment for learning and to contextualize learning and instructions in accordance with the available resources in the community. Students who are optimistic and excited about learning will not see e-learning as a barrier to their academic success, and the virtue of self-discipline will be created by paying close attention to their duties and obligations in completing their tasks. Students can study at their own pace using the PaulSync modality, allowing them to be more adaptable while working independently.

- Based on the emergent themes identified on the perceived WEAKNESSES of teachers in the implementation of PaulSync modality in SPUD the following internal and external issues/factors were identified and concluded.

One of the limitations in terms of internal causes is technology literacy. There are many teachers and students who are not comfortable with technology, and learning can be delayed as a result of their failure to interact with the usage of technology. In the same way, when technical literacy is low, teaching tactics are altered, resulting in lower engagement (attention span) and limited learning outcomes. As a result, the teacher's capacity to facilitate evaluation improves his or her ability to ensure the integrity and authenticity of students' performance and output. On the other side, there will be a communication gap between teachers and pupils, particularly when technical challenges arise, disrupting teachers' ability to educate.

- Based on the emergent themes identified on the perceived STRENGTH of teachers in the implementation of PaulSync modality in SPUD the following internal and external issues/factors were identified and concluded.

Teachers' creativity is developed in the use of ICT in instruction, open-minded on learning, more interactive activities as teachers put their heart and self-discipline just to give the best for the students while giving sound feedback on students' performances with the use of various platforms that establishes open communication between teachers and students. In terms of external aspects, PaulSync is a self-directed learning modality that encourages outcomes-based education, which is more cost-effective for teachers, students, and schools, and that provides for a variety of assessments, allowing students and teachers to feel at ease while learning.

RECOMMENDATIONS

A. Based on the conclusions formulated from Thematic Analysis, the following recommendations were framed.

1. To constantly organize capability building for faculty development in enhancing and maximization of the use of interactive tools and strategies in facilitating online learning.
2. That the university will initiate retooling of the curriculum to establish integrity of assessment.
3. That the university must consider the desired students and teacher ratio to ensure constant monitoring, feedbacking, and transfer of learning.
4. For the teachers to prepare synchronous activities and all necessary resources in the class available online and offline.
5. Strengthen parents and teacher relationship as we create the home conducive for learning.
6. For the teachers to device strategies by utilizing and maximizing all platforms and ways of communication to enrich monitoring and feed backing of students' progress.

B. Based on the COWS matrix (Germano) the following recommendations were raised.

1. Teacher's creativity to engage students in asynchronous and synchronous classes by making all activities and learning resources available online and offline. Course organization and innovation are the keys to express creativity online.
2. To maintain the integrity of assessment teachers should utilize open ended questions or essay type, personal reflections, collaborative tasks, project based, practical and applied test, and problem-based approach questions for teachers to better analyze the learning gain of students.
3. Contextualized activities, performances, assessments, assignments, and activities that will involve family members allows quality feed backing, open communication, intimate interaction with one another which make learning comfortable and convenient.
4. To develop responsibility, respect, honesty, fairness, and trust among learners', teachers should create open communication to students utilizing all means of platforms like messenger, Facebook, Twitter, Instagram, or through phone, etc. build intimate relationship.
5. Give students task achievable by their pace at their own time and can be achieved in different place.
6. With the diversity of teaching methodologies, difficulties of some students in navigating online learning environment will be address, promotes, and sustain attention span that leads to the integrity of assessment results.
7. When immediate feedbacks are done promptly struggling students will have a greater chance to be engage while gaining knowledge and skills from the tasks at hand
8. Device a strategy that will involve family members to in doing performance task/activities to engage the students.

Proposed Integrated Learning Plan for St. Paul University Dumaguete
(Carale & Carale, 2022)

Theoretical Framework

In this pressing time in the Philippine Educational landscape challenges are inevitable in all schools. All teachers are placed in uncomfortable zone with twist and turn of change. One of the challenges is on the delivery of the lessons. Contextualization in the midst of difficulties is always a challenge. According to Jay Mc Tighe, to gauge different types of learning, we need a broader collection of measures, with greater emphasis on authentic, performance-based projects, closely aligned to the intended learning outcomes. Any consideration of educational measurement must begin with the desired outcomes to be measured. Knowledge, Basic Skills, Conceptual understanding, and long-term transfer goals are vital for a successful education in the 21st century (Grant Wiggins & Mc Tighe).

This Integrated Learning Plan is an interweaving of theories that leads towards holistic development. First is the theory on Zone of Proximal Development (Vygotsky, 1978). Students are not a blank tablet. They are person with different experiences and standards of knowing something. It is believed that when student will be provided with appropriate assistance will give students enough "boosts" to achieve the task. It is therefore very important to connect to students' prior learning and to make used of these learning as the stepping stone for progress.

This can be done through constant review, motivational strategies, and diagnostic assessment that will lead students to relate personal experience to the present topic. Second, is on the identification of suitable strategies that allows students extended opportunity of learning according to their manner of grasping information. This is within the theory of Brain Based Learning. In a BBL theory, identified suitable strategies aligned with learning outcomes through differentiated instructions observed, varied learning outputs considered which activates the four neural pathways of storing information by individual learners. Teachers must initiate teaching strategies to activate the brain through semantic memory system, episodic memory system, procedural and reflective pathways, and juggling memory system. Third theory is on the Course Design and Review Model by Dennis. In this model it emphasizes the alignment of the teaching and learning methods and assessment according to the aims or the learning outcomes and the content which are also contextualized according to the available resources of the students. The CDRM theory by Dennis is the basis for formative assessment on this integrated learning plan. While differentiated instruction and assessment follows the Revised Blooms Taxonomy of learning that emphasizes identification of summative task that allows lower order thinking skills and the Higher Order Thinking skills of the.

Theoretical Framework Integral Learning Plan Framework (Carale & Carale, 2022)

Zone of Proximal Development theory was utilized in this Integrated Learning Plan approach by identifying some topics that are most likely to be considered as the building blocks or the steppingstone towards identification of the desirable and significant topics for discussions. This is attained through giving of motivational activities and diagnostic assessment while the Brain-based Learning approach is utilized to identify classroom strategies that would activate neural pathways of learning. This is done through careful identification of strategies that will allow extended opportunities of learning. The Course Design Review Model by Dennis will also give more emphasis on the alignment of classroom strategies and assessment to the learning outcomes and objectives while the summative assessment is associated with the Blooms' taxonomy of learning to see to it that the higher and lower order thinking skills in assessment is also aligned with unpacked standards.

Enhanced Learning Model
INTEGRATED COURSE SYLLABUS TEMPLATE/LEARNING PLAN
DR. REGIDOR T. CARALE, 2022

INTENDED LEARNING OUTCOMES (ILOs)	CONTENTS/ COMPETENCIES (TOPICS)	UNPACKING AND CONTEXTUALIZATION OF STANDARDS	LEARNING RESOURCES	TIME FRAME	TEACHING-LEARNING ACTIVITIES (EXTENDED OPPORTUNITIES)			ASSESSMENT TASKS (ATs) SUMMATIVE	Expected Outputs	Values Integration	Weight and Nature of Activities
					DIAGNOSTIC ACTIVITIES/ ASSESSMENT (Proximal Development , Vygotsky)	TEACHING STRATEGIES/ ACTIVITIES (Brain Based Learning) Semantic, Episodic, Procedural, and Juggling memory approaches	FORMATIVE ASSESSMENTS AND PRACTICE ACTIVITIES (Dennis)	DIFFERENTIATED ASSESSMENT (Based on Blooms Taxonomy and Howard Gardner)			
General statement of the learning outcome will be reflected here.	*Specific Learning Competencies*	*Identifying the learning competencies to the following levels of learning: Remembering Understanding, Applying, Analyzing, Evacuating, and Creating*	*Identifying what instructional materials to be used.*	*How many hours/days to be delivered*	***Diagnostic Assessment: This is done to establish the learning stage of the students.***	***Identifying what teaching strategies to be used basing the four pathways of learning.***	***Practice Test/Formative assessment to analyze the learning gain of students and to promote effective and immediate feedbacking to engage students and to identify the learning gap.***	***Summative Assessment utilizing different sets of exams (Differentiated) or test according to the learning styles.***	*Outcomes of Significance*	*Integration of values and character development*	*Percentage Weight of the Topic as basis for scoring system.*

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