THE ROAD TO SCHOOL GROWTH

The student population is regarded as the lifeblood of any private educational institutions. It is directly proportional to the growth of the schools. The greater the number of students, the higher the financial resources, the larger the investment the school management could pour in to better its services. Needless to say, the rate of enrollees is one of the primary factors in the stability and progress of the school.

In universities and colleges like STI, the high rate of enrollees every semester has become one of its foremost goals. With a number of private schools offering almost the same line of courses, retaining students and attracting new ones have become a great challenge for private schools. Adding to this concern is the economic instability which makes it even harder for most families to afford the services of private educational institutions for the children.

Teachers at the forefront of the battle

There are a number of factors to look at in addressing such concern. On top of the list is the quality of the school teachers. Their competencies largely contribute to the growth of the schools in terms of enrollees and student retention. Unquestionably, with highly-competent teachers around, the schools are more likely to produce quality students which are strong proofs of the institution’s level of excellence. This indicator is the primary come-on in sustaining students and recruiting freshmen. As such, elevating the competencies of the teachers is a constant goal of any school.

Indicators of competence

Competency is not limited to academic know-how of the teachers. It encompasses diverse aspects of teaching. The teacher’s competencies are technical skills as well as professional capabilities that a teacher needs to bring to a position in order to fulfill his functions competently. To clearly illustrate this point, below are several indicators of competent teachers:

- **Accurately demonstrate knowledge of the content area and approved curriculum using a variety of teaching methods.** A competent teacher can clearly explain everyday lessons through the use of different methods which elicit student participation in discussions.

- **Constantly communicate with students and get feedback from them to enhance student learning and understanding.** As always, communication should be a two-way process. Meaning, a competent teacher allows free discussion to set in while ensuring that the students understand the topic accurately.

- **Effectively utilize student assessment techniques and procedures.** Consistent monitoring and measuring of student understanding and growth are key elements in competent teaching. A teacher can integrate assessment data into instructional planning in a bid to gauge how much the students learn. At the end of the day, it’s how much the students understand from the day-to-day lessons that matter the most.

- **Recognize student diversity and individuality but create a learning environment conducive to student cooperation, camaraderie and self-concept.** A competent teacher ensures that his classroom is not only a breeding ground of “intellectually rich” individuals but should also serve as the place to cultivate positive student behavior and attitudes.

- **Work hand-in-hand with colleagues, parents and community members.** It is also important for the teachers to foster good relationships with colleagues, parents and community members and engage them actively in

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THE ROAD TO SCHOOL GROWTH
(Continued from page 1)

projects that promote the welfare of the students and the entire community as well.

People love a winner
It's human nature, all of us would like to be associated with and be part of a winning team. In the same way, parents would like to send their children in schools which have the reputation of winning in competitions. It is assumed that these schools have excellent quality of education.

But then again, on top of this recognition are the teachers who are responsible in training the students for competitions. The teachers serve as the motivators, supervisors, and conduits of knowledge. Without their guidance and drive to win, local and international trophies or awards are far-fetched. Just look at how universities, colleges and other schools flaunt the recognitions they receive – whether in academic, sports or socio-cultural contests.

Making the teachers competent
While the teachers are one of the major keys in school growth, they need a support system to improve their level of competence. Continuous training and upgrading the skills of teachers are necessary to beat competition and elevate quality of teaching.

A job for everyone
Teachers indeed play a humongous role in achieving high rate of enrollees. However, the challenge of keeping the figures considerable should be a job for everyone – from the top rung down to the lowest level of the organizational ladder.

End goal
While it is true that enrollees drive the growth of the schools, striving for excellence should be motivated not by potential revenue but the total commitment of the whole educational institution to raise the quality of education for our students and for the country as a whole. In these times of economic crisis plus the global challenges that lie ahead, the end goal should be to work for excellence at all times. As what Aristotle, the great ancient Greek philosopher and one of the most influential thinkers in history, once said, "We are what we repeatedly do. Excellence, then, is not an act, but a habit."
AGE DOESN’T MATTER, COMMITMENT DOES
The Quest of Mrs. Esther Politico

by Nelson M. Andal
Academic Head
STI College Balayan

The month of May is indeed a season of flowers for the six towns comprising the first district of Batangas. This is the time when each barangay in each town shows off ostentatious and lavish barrio fiestas. Thus, it is an opportune time to grab - not only to enjoy the thrill of tasting different delicacies as well as the scenery in each barangay, but also to execute and implement the STI College Balayan Administrator’s request - to do an extensive enrolment campaign for the coming school year.

True to her commitment, Mrs. Esther N. Politico, a Speech Education teacher, now in her early 60’s, spent much of her summer days hunting enrollees, particularly in remote areas, where her efforts and patience paid off. She was able to enroll at least 36 new students, plus several others who were convinced to go back to school and pursue their studies.

When interviewed what inspired her to do such an endeavor, Mrs. Politico humbly stated: “I'm just an eye opener. Students are attracted to enroll in our school because of the excellent facilities and the quality of education we offer.”

Here are some of the testimonies from students and a parent:

My name is Jamaica Escollar, 16 years of age, a resident of Barangay Kawong, Calaca, Batangas and at present a student of STI College Balayan.

During the recent enrolment period, my friends were on our way to another school to enroll when we met our high school principal who advised us to enroll at STI College Balayan, because she was convinced by Mrs. Esther N. Politico about the quality of education STI College Balayan offers.

Indeed, we enrolled at STI College Balayan where we now enjoy its modern facilities and quality education.

-- Jamaica Escollar, DOSM


-- Joseph Buenafe, DCET

Ang sipag kasi ni Ma’am Politico. Text ng text sa aming Barangay Captain para magpapakita ng mag-enrol sa STI Balayan. Tama ang desisyon kong sa STI Balayan mag-enrol - champion talaga dito.

-- Sherlyn Lopez, DCET


-- Grg. Adelaida Sanchez, Magulang

The total enrollees for the current school year are 650 students. We salute and admire Mrs. Politico’s efforts and dedication to our beloved institution and we hope this would encourage others to do the same.

SEE HOW THEY GROW
by Roxanne S. Aransazo
STI Academy Malolos

Teaching really is a serious task. So serious that we need to fully understand what students need in different aspects of their learning time.

Hard as it may seem, teaching is a good way of communicating with students. It is true that they do have differences which should be taken in consideration. Nevertheless, this should be a challenge to us teachers to become effective, innovative and proficient. This has been our thrust at the STI Academy in Malolos.

Different strategies are now being done in our school specifically and all over the country generally. But what really is the best strategy to be applied so that teachers may be able to effectively interact with their students and in the process teach them what they have to learn?

There must be increased patience to influence the students to behave despite the problems they bring with them to school. Experience has taught us that we can achieve highly effective teaching methods if we work with students, learn with them, and love them as well.

They should be understood. One of our roles as teachers is to help the student express his feelings before we can get him to behave. Knowing how to deal with his different moods and behavior would make one an effective teacher and this will lead to different techniques and strategies for better interaction with the student.
Have you ever wondered why some students are academically successful while others are not? Students' difficulty in passing a course can often be traced back to their imperfect comprehension of terms that are essential to an understanding of subject matter.

For a college student, a large array of vocabulary is a necessary tool for grasping basic ideas and facts. Without a solid vocabulary and the skills to manipulate them, students will be academically troubled.

Research has shown that a large vocabulary is predictive and reflective of high levels of reading achievement. They noted that growth in reading power relies on continuous growth in word knowledge. Further studies have indicated that students with strong vocabularies are more successful in school and that a good vocabulary is an influential factor for people who enjoy successful careers in life.

The greatest tools that teachers can give their students for succeeding not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. If students have to be fluent in conversation, they must at least have 1,000 to 2,000 high-frequency words at their fingertips. In reality, the more words people have at their command, the more effective their communication can be, and the more influence they can have on the people around them.

As educators, you need to teach good vocabulary that emphasize useful words (words that students see frequently), important words (key words that help students understand the text), and difficult words (idiomatic expressions). The teaching of vocabulary must be done in all courses/programs whether I.T., Education, Management, Nursing, etc.

You need to teach students skills and strategies for building vocabulary. Because a word often has more than one meaning and many shades of meaning, it is important to help students understand the power of words, how to craft words while speaking and writing, and how to understand words encountered during daily reading.

Below are the three types of vocabulary that teachers need to develop namely (1) oral language vocabulary, (2) reading vocabulary, and (3) writing vocabulary.

![Diagram of Types of Vocabulary]

When people learn new words through listening, speaking, reading, and writing, they may either be part of their active vocabulary when applied in situations. However, if they do not use the new vocabulary, then it becomes passive and most likely forgotten.
Do you want your students to become **word savvy**? Here is a model or strategy that students could employ to learn new words independently.

### Model for Owning New Words

1. **Is this word valuable?**
2. **Use the dictionary or thesaurus**
   - **Why do you think this word is valuable?**
   - **What strategy can I use to figure out this word?**
     - **Read on**
     - **Analyze the word by breaking it into roots, use affixes, or synonym**
     - **Reread the text to get the main idea and think about a sensible word**
   - **Ask the teacher or a classmate**
3. **Use background knowledge or scheme**

This model of learning words independently becomes an anchor graphics that students create to help focus their thinking about vocabulary. As teachers, you could post this within eyesight so that before reading aloud students use this model as prompts for thinking during reading. This strategy helps students guess the meanings of unfamiliar words.

By and large, words are the tools not just for better reading, but for better writing, speaking, listening, and thinking as well. A person cannot function effectively and efficiently with an inadequate vocabulary. With concerted efforts and commitment, you can develop your students’ vocabulary and make real comprehension happen. Conquer these words and open the doors for students’ success in academics and in life!
Our lives are dominated by an increasingly powerful technology – a phenomenon that is inseparable from morality. Without rules of conduct, technology becomes useless and destructive.

Using the cellphone, email, friendster and the chatroom should be coupled with utmost responsibility. The Internet, where almost everything is possible, contains a dual nature. Positively, the Internet is used in academics, downloading information, researching, communicating, and many more. However, it is now also being utilized as a tool to look for potential partners, as a meeting place for lovers, as a breeding ground of scandal and exploitations and many more.

In real essence, the Internet is good in itself as long as it is used with intellectual and emotional maturity.

**Ethics is about decision making**

Our fingertips and our eyes do not think. But our total being is capable of thinking and making decisions. Let us consider the following ethical concepts:

1. The golden rule. Let us imagine that we are the victims of our own actions. The golden rule remains the same. Do not do something which you don’t want others do unto you.
2. The greatest good. This refers to the significant others within one’s environment, (parents, husband, wife, children, and relatives). We should think of them and not only of ourselves in coming up with decisions. Thinking about the significant others is a moral act.
3. Immanuel Kant’s categorical imperative. This is about thinking what would happen if all people will act upon what one is trying to propose or do. One’s actions should be thought of as if it will become a universal law. Every action should be considered a universal law before it is sold in the market.
4. No free lunch. Everything has been made available to us, but we must practice utmost HONESTY. Violation of copyright is becoming to be a rampant practice which is an alarming fact. With dishonesty, then we can never expect to celebrate the value of scholarship, which is the goal of every academic institution. One will never excel as an individual.

**Privacy**

This is the right of an individual to control the information filed in his inbox and outbox. This is a necessary consideration because if we allow others to enter into our secret domain, we are allowing them to abuse our inherent effort for personal progress.

**Property Rights**

Property rights encompass all products of the human mind. They may be visible or invisible. There are properties which are knowledge-based. These are intangible services offered in exchange of money. Good examples are the creation of websites and programs. There are also literatures, which are available in the Internet for free, but some require payment once used or downloaded.

**Quality of Work Life**

Information technology has created and continues to create a considerable impact in our lives. The so-called distance learning is already adopted by some colleges and universities. Cellphones are adopted as major tool in the transfer of learning; where the teacher has to make his/her lectures available through the so-called blue-tooth. Eventually, students would not be required to attend their classes anymore. But are we producing quality education by doing these? Are we creating future quality laborers? Are we happy studying without classmates, teachers and school activities? Some of the impacts are positive. However, there are also negative issues, which we need to address.

**Job Satisfaction**

This depends on the amount of responsibility and the challenge involved in the work. The challenge in the workplace lies in the so-called team-work. Working with others as a team results in positive work attitudes. A person who cannot work with others cannot be productive in this business-driven world. Information technology also adds pain to boring and repetitious tasks. In order to break this monotony, one must exercise an amount of socialization. Working with others is a good attitude to achieve job satisfaction.

**Health and Safety**

We may not be aware of the sicknesses which the computer can cause. An example is the so-called Repetitive Stress Injury. This injury is acquired when groups of muscles are formed because of repetitive actions. The use of a keyboard is a classic cause of this injury. Another example is the so-called Computer Vision Syndrome. This includes the condition of dry and irritable eyes, blurry vision, and headaches. In order to avoid this syndrome, one must position the monitor 20 degrees below eye level so that the radiation does not go straight into the eyes. The monitor must be about 18 to 30 inches away. One must also stop periodically to rest eyes. Typing hours and hours without rest is not a healthy practice. This is a simple abuse of oneself. Any abuse incurred against the body is morally questionable.

**Environmental Concern**

Environmental concern involves ecological and financial concerns. Allowing the computer to run all day and night is a big waste. Energy is meant to help us and should not be abused.

Making moral decisions is a task which is given to all of us. We should consider making moral decisions for the sake of our own survival. Forgetting to make moral decisions will gradually kill us.

Legal and moral implications of our fingertips include the use of law and ethical standards, which are necessary for the protection of rights and for reducing abuses which are happening within the IT environment. It requires education, which should lead to a thorough understanding of our social responsibility.

Along with the amazing comfort and beauty of information technology is its ethical framework. Ethics is about us and the world out there. Ethics is what exists between us and this complicated world. Information technology is NOT an end or goal of the human society. It is only a means to make this place a better place to live in.

Mr. Hector Eleuterio S. Sirigang finished his A.B. degree at the Regent College Seminary (Cum Laude). He finished his M.A. in Philosophy at the Pontifical University of St. Thomas (Magna Cum Laude). He is halfway through his Ph.D. also in Philosophy at the UST. He teaches at FEU and STI Fairview. His subjects range from philosophy to literature.
It was the last day of the week. I was tired from the day’s work, and was mentally conditioning myself for paperwork to be done over the next two days (days we collectively call "weekends") when it happened.

As I approached my table to gather my things, I saw from a distance of five feet away a thick stack of crisp, white sheets of paper neatly piled on top of my table. As I got closer, I reached out for a page and read the heading.

"Aargh!" was my first word, "FPCE exams are here and how did I get so many?"

"Because you asked to be accredited for ALL English subjects, remember?"

"You’re lucky you only got seven. I’ve got eleven!"

I turned around to look at the friendly faces who just spoke, gave out a long breath, got my examination sets, and marched out to find an empty classroom.

I have nothing against examinations. As a matter of fact, I like taking them. The results tell me if I still know what I used to know so well. So I started filling out the first test answer sheet and mechanically proceeded to the next. It was until I started answering FPCEHUM series that I realized something. Most of the answers I know I have read from somewhere, sometime long ago IN A BOOK! I was amused at this discovery.

So what does one get from this practice? The following is a feeble attempt at sharing my personal experience and observation about it:

1. Human peripheral vision is 180 degrees. When reading a large book or looking for one library shelf, one utilizes 90 degrees of that ability therefore improving eye muscle strength and providing exercise as well. A computer monitor requires only a 45-degree periphery. (Haven’t you ever wondered why computer addicts don’t immediately see you approaching from the side?)

2. Reading from a book enhances eye-hand coordination when you take down notes or flip a page. Reading from a computer not only strains the eyes faster but requires only a forefinger which you don’t even have to see (and I hope you haven’t shifted to the use of your thumb for this as well given cellphone technology and all).

3. One stumbles upon other information, related or not, to his research as one leafs through a book. You actually retire from the activity knowing more than you planned. This is why a planned short stop at a library can turn out to be a whole afternoon commitment. Computer research is faster because it sifts information and removes unrelated material but it also limits your opportunity to broaden your knowledge. Take the dictionary experience for an example, on your way to finding “expedite” you will come across “exert” and “exergue” which may have nothing to do with your word but has to do with enriching your vocabulary. A shift F7 will cut the trip and deny you this opportunity.

4. My personal experience from teaching in the preschool has left me the impression that more information is absorbed and retained when one uses most or all of the senses during the process. Seeing a word, feeling the rough paper, hearing the soft rustle of pages being turned, inhaling the odor of fresh grass, and staring the taste buds with the dry or moldy taste of books one brings to the mouth occasionally are experiences that strongly impress or reinforce in the memory something you encounter in a book. Computers use so much less of these senses, no doubt.

5. Reading from a book nurtures patience, a virtue most people no longer possess these days. If you can stand reading a 220-page novel, trashy or not, you have just earned my admiration for this feat alone.

Last December, I had the opportunity to meet people in the recently concluded employment preparation seminar and it is my personal observation that participants who really “shone” during the training were the book readers. I particularly thanked Jacq (you truly are an angel) and El conducive for they inspired me to take up reading again after quite a long hibernation. I take my hat off to both of you.

I don’t condemn computers. I have one in my own home. I also surf the Internet every now and then. What I don’t particularly agree with is the fact that most people, teachers included, have made it the SOLE source of information. There is a world of difference between surfing the Internet and reading from a book. People should take advantage of the benefits provided by reading from a book, concealed it may be, which they will never get from their computers.
My DepEd Experience
by Allan J. Cabigting
STI College Tarlac

When our college dean, Engr. Ferdinand B. dela Rosa, called me into his office and gave me the news that I would be teaching a group of faculty members from the different high schools here in Tarlac as part of the STI-DepEd Faculty Training, a sudden chill went up my spine, and I told myself, "Naku po, teacher 'yan!" I had to muster enough strength within me to tell the dean, "Okay, sir. I'll do it!"

The week before the class started, I scrambled to put together everything I could to be prepared for teaching "The Class."

For me, this experience was like riding a bike for the first time without the "training wheels." I learned how to ride and had great instructors during my learning process. Sure there were times when I doubted myself and there was always the fear of falling from the bike. But that's the beauty of life. You live and learn by overcoming your fears.

Although I had learned the basics of teaching, without the "training wheels", the experience was different. The class itself was different. This was no ordinary class, it was a group composed of different professionals, mainly EDUCATORS. Some of them were even twice my age. I started having second thoughts. A series of questions started to haunt me. Among them, "Would I be an effective teacher?" and "Can I live up to their expectations?"

At last, the day of reckoning had finally arrived. As each of my students made his way into the computer laboratory, I was standing beside the door smiling to each passing face before me. The time had come to begin my class. To my surprise, it was a very welcome experience. Imagine my joy when everybody in the class was very active in discussions and exercises. It was the exact opposite of how I pictured it to be. I had the time of my life.

Needless to say, the class went pretty well (given the circumstances). Yes, I did encounter a few collisions which resulted in only minor bumps and bruises. Fortunately, I was determined to "get back on the bike and try again."

PIL Training Empowers Ormoc Teachers in IT
by Engr. Preston E. Racho, MEng’g. CoE
Dean, STI CollegeOrmoc

In Ormoc City, the PIL training was successfully participated in by 47 high school teachers from Dr. Geronimo B. Zariller Memorial School of Fisheries, Dolores National High School, Ipol National High School and from New Ormoc City National High School.

The training was conducted in two batches due to the big delegation of participants. The first lesson was held last May 9-13, 2005 while the second lesson was conducted last May 16-20, 2005 with Mr. Julius Memar J. Ngoho and Engr. Chrys Esperanza A. Soria as resource persons. Among the 47 participants, six are computer teachers and laboratory facilitators in their respective schools who already have the experience in using MS Office applications. In order to address their training needs, Engr. Preston E. Racho, the College Dean, introduced the D-base in MS Access and desktop publishing for one day.

With the knowledge they gained, the teachers became capable of making their own test questionnaires in MS Word and can compute grades using an electronic class record in MS Excel in less than an hour. They were also very proud of displaying their prowess in making animated presentations using MS Powerpoint applications.

Participants were very happy and grateful of the outcome of a week-long training. With their new skill, the teachers would like to extend their sincerest appreciation to the organizers, STI Education Services Group through STI College Ormoc for the technical expertise of the resource persons; MicroSoft Philippines for the materials and books and to DepEd for its initiative in launching such an important program not only to increase the level of computer literacy among the public school teachers but to make all public teachers ICT-literate. As what the theme of the project conveys, "no teachers left behind."
Sharing With My Colleagues
by Eric T. Santos
STI College Fairview

I am used to delivering lectures. I’ve been doing it for four years now as a professor. But when I was tasked to train several high school teachers on computer applications, several questions raced through my mind. How am I supposed to conduct the seminar? How should I deal with them?

The first day of the seminar was filled with mixed emotions. I was a little nervous and at the same time excited to share my knowledge with my colleagues. The first part of the seminar was learning about MS-Word. I stressed the importance of being familiar with a document processing application in their profession. Some of them are already familiar with MS-Word although most of them especially the more senior ones are new to this program.

The next part of the seminar was on MS-Powerpoint and basic Internet application including e-mail services. Most of them enjoyed surfing and exploring the various services that the Internet offers.

The best part of the seminar was when I taught them MS-Excel. I myself use this application to accurately compute my students’ grades and I know that the high school teachers will be happy to improve on their student evaluation techniques. This is where I really saw their eagerness to learn how to create a spreadsheet that automatically computes the students’ grades. They can even see right away those students who are in danger of failing the subject by using the conditional formatting feature of Excel.

The participants really appreciated this new knowledge they acquired, because they can focus their attention on those students who are in the danger zone. With this new skill, they can now do their job more efficiently and accurately. At this point, many of them were very appreciative and this is where I started to really enjoy the seminar.

After the seminar, their principal came and delivered a short thank you speech in behalf of her participating faculty. I even received a token of appreciation from the group.

I will always treasure that moment in my career. It’s always a wonderful feeling to remember their lit-up faces, sometimes even childlike wonder for learning something new and useful. It’s one experience where I learned that teaching others is sharing a part of yourself to your students.

Memorable Encounter With Educators
by Angelita Dupanal
STI Tacloban

Teaching co-educators who are already veterans in the field is indeed a rare opportunity. So when I knew that I will be a part of such an endeavor through the ICT Literacy Training Program, I grabbed the chance knowing that it is going to be a different experience for me. I was excited but at the same time, there was a different level of challenge that engulfed me. It was mainly because I would be dealing with colleagues who have a lot more experience and who have already proven their expertise in the field of education.

But the momentary anxiety I felt turned into great anticipation because I knew that I would be able to share with them new skills and knowledge which could help them be more efficient and productive. That alone, gave me enough confidence and strength to take on the challenge. Also, I thought that it was an opportunity for me to show STI’s level of sophistication in terms of teaching techniques and methodologies.

The training gathered a total of 61 participants from Leyte National High School, Catubig Valley National High School, Pilarzonal National High and Carigara National High School. To my surprise, the training turned out to be a lot more fun! The teachers were very cooperative and enthusiastic to learn new skills in ICT.

Overall, the training experience brought me new sensitivities and flexibility. If given the chance, I will be glad to do it again.

Teaching The Teachers
by Renato P. de Lima
STI Bacolod-Annex

When I was advised to be part of the ICT Literacy Training Program, I anticipated a different kind of teaching experience as I would be dealing with fellow educators and not the ordinary students. So what I did was to do away with the usual preparations.

To my surprise, the first day of the lecture turned out to be fun. The participants and I easily felt comfortable with the set up. We exchanged banter and jokes on just about anything. With that, I knew that I was somehow successful in throwing away any anxieties and apprehension in the classroom.

Realizing that some of them might not have a basic working knowledge of computers, I started the training with the discussion of basic parts of a computer and how to handle and use them. Some of the older teachers are even afraid to use the mouse for fear that they might click something and destroy any running application.

The rest of the lecture was not as easy as I thought it was. They asked questions that needed detailed answers and explanations which for me was a positive indication of their interest and enthusiasm. Our discussion continued even during lunch break which was indeed an experience to remember. We discussed not only the lectures we had early that morning but also the problems we encountered in line with our profession including the experiences we had with ‘problem students.’

In summary, the training was quite productive. The participants were very happy and thankful of the new skills they acquired. Their appreciation definitely gave me a different feeling of fulfillment because I knew that somehow, I was able to empower them to be more efficient and competent in their works.

Although most of them are ‘rusty’ as they put it, it was still one lecture experience all of us will look back with a smile. To the teachers of Bugnay Sibugan National High School, I take my hat off to all of you!

Mentoring The Mentors
by Prof. Eli G. Dela Noche
Dean, STI College Calamba

From May 5 to May 12 of 2005 last summer, STI College Calamba once again conducted the Free Computer Literacy Training Program to public high school teachers in Calamba City, specifically from Camp Vicente Lim National High School, Makiling National High School, Kapayapaan National High School, Calamba National High School, and Lococ National High School. This training is a hands-on activity which the participants truly appreciated and enjoyed.

As an innovation to the usual practice of conducting the said training, I opted to include the participation of several I.T. faculty members in delivering several training modules for the participants which is usually conducted only by one of our I.T. faculty members, Sir Orly F. Colarina. This innovation benefited both the trainers and trainees by providing them a venue to experience real and real academic environment.

On the part of the trainers, they were able to mentor their former teachers by sharing their learned expertise not to mention the additional self-esteem they obtained, hence, equipping them the needed skill to further enhance their teaching craft.

On the other hand, the trainees were able to discover an alternative system of teaching methodology through the aid of technology, not to mention the acquired computer literacy and above all the delight and enchantment of seeing their former students mentoring them.

For the next summer trainings, the following I.T. faculty members, in the persons of Prof. Eli G. Dela Noche, Prof. Ryan O. Maneja, Sir Leonel D. De Mesa, Ma’am Mary Jill V. Delin, and Ma’am Mangie Lorel A. Dela Cruz, are already looking forward to once again mentoring their former mentors and hoping that STI shall not cease in offering this kind of program to our partners in learning.
Take a glimpse of the published scenes from the Gaming Technology Summit 2004 as the Gaming Technology Webpage proudly announces its 3rd Summit. It was highly attended by very successful company CEOs and COOs who lined up the table during the panel discussions.

Business enthusiasts and even educators eagerly awaited the latest exhibits of product innovations for a billion dollar industry, virtual gaming. Indeed, gaming technology has permeated even the education industry, largely influencing instructional designers to push the limits in designing curricular and instructional delivery systems to ignite brain neurons of client learners - normally activated with a zillion of electrifying charges when thrilled with the experience of a game.

If the businessmen are investing in Gaming Technology and are reaping rewards in terms of profit, it is but logical to assume that a huge market is responding to and supporting gaming technology.

But could it also be true, that this phenomenal business success is happening because of MAN's child-like instincts, manifested in every physiological stage and chronological age - playful and adventurous - with interest sustained at prolonged periods when engaged in battles or game strategies due to oblivion of time when thrilled and challenged?

Subscribing to this theory, as an instructor, I found ways and means to nurture my students' game-brain neurons to sustain their interest in my math classes, and it worked even for non-mathematically inclined learners!

You, too, can explore your own creative genius to transform your classroom arena into game fields, where students can challenge their brain cells, ignite sparks of interest in their sluggish and usually clogged network of vessels transmitting information signals to and from the brain, through thrill-packed activities, exercises, competitions and group cooperative learning experiences.

You can design virtual games, role playing games loaded with content to accomplish course objectives, or even physically tangible game-plays to elicit your client learners' thrilled interest, to keep them coming back for more learning experiences!

My simple classroom learning strategy requires pre-assessment, equitable distribution of potential team leaders among teams, cooperative management of assignments among learning groups and learners' self and team assessments, periodic team competitions and presentation of learning outcomes, and mid and post assessments.

But even the cooperative management of assignments is governed by playing rules, thus giving them humorous and exciting experiential learning paths, which they can navigate with ease and thrill. And the rewards for me as an instructor and facilitator for knowledge search was tremendous.

Even my students who initially hated MATH, especially those who took Math 11 as "Math 33" already, were transformed into number enthusiasts. I even had a rebel-returnee student who said at the start of the class that his gun will never salute a math class but will snob it with a "bang"! He hated numbers so much that in his frustration for not making it in time to join graduating batches, he joined the rebel ranks.

But as he mellowed and became a father, he returned to the folds of law and re-pursued a career in Arts. In his appreciation for the learning experiences in my game-filled classroom learning strategies, he volunteered a month of his time to teach children to love numbers and colors!

As a case in point, I considered the cockpit arena, observed when a high stake derby game was in progress. I marveled and was so amazed at the kritos' skills in remembering every bit amidst chaotic, ear-breaking screams and shouts, and their ability to do split second computations!

Yet one of them, the same person doing the kritos job, when not at the cockpit arena engulfed in the thrill of the job, could barely do automatic calculations of his sari-sari store purchases. This was what made me theorize that the brain neurons functions fully well when charged with excited signals - readily facilitating processing of information or calculation of number equations.

Hence, my Math Teaching Fields were re-engineered to mimic the experience in gaming fields, engaging-exciting-demanding-challengingly difficult-motivating-rewarding and innovative, shifting and turning paradigms so that MLE = MTF + F(G(F)), or the Math Learning Experience is equated to the Math Teaching Field-rules plus a function of the Gaming Field, where G(F) is in itself a combination of variation and strategies best formulated by the author of the game – and that is YOU.

Think about it. How much can we contribute to make our learners appreciate their learning experiences? How willing are we to peek into the windows of our youth and draw inspirations from children to design our own learning-playing fields? How mature are we to accept the responsibility of shepherding our learner-clients to the gates of knowledge through child-like experiences and thrills? How wise are we to discern a full experience of learning from that of a half-filled learning rhythm?

Be a GAMER. Gamble with a sure-win bet. Create your own patterns and rules and start running excitement into your learners’ game brain neurons and nurture their SKILLS!
“It’s not who I am underneath but what I do that defines me!” – from the 2005 movie Batman Begins: a famous line from a super hero, Batman. Today, we will be talking about heroes. You may be sitting beside them, in front of them, or it may be you! Yes, an ordinary person can be a hero! When you teach, when you train, when you touch lives – you can be a hero. It is what you do that defines you being a hero. Let me tell you how to be a hero in three wonderful ways.

First, believe that your learners are different from each other. Well, there are a lot of theories about learners. Let’s focus on the Dunn and Dunn Learning Theory. As mentioned in this theory, there are four different learners. They are the learners who are visual, auditory, tactile, and kinesthetic. These learner types are affected by the simultaneous interplay of the 21 elements and stimuli. Furthermore, in the theory of Multiple Intelligences, we consider that intelligences can be in various areas. These areas include logical-math, linguistic, visual-spatial, kinesthetic, musical, interpersonal, intrapersonal, naturalist. Thus, taking these into consideration, it is wise that we involve the whole being of our participants and learners: Scenario: If you have someone who will not speak out his ideas, try this – the “Balloons” technique. Maybe this person is more visual or tactile, so let them “visualize” their ideas and emotions by writing inside the balloons, thus removing fears and inhibitions. A variation of this technique is to actually let the students “say” what they think the pictures in the pictures are saying in their “dialogue balloons.” A story can be interwoven with the different pictures and “balloons.”

Second, use EYE-logue, not MONO-logue. Look at each student as if you are talking directly to them. Smile and involve them in the discussion. Another scenario: you have students with difficulty in remembering the essential components of a computer hardware? Try this – the “Now you see them, now you know them” technique. Put the different hardware parts on top of a table, discuss these components, then slowly cover the hardware parts with a colorful shawl, as if in a magic show. Ask them what are the components, then cover again. Do this repeatedly until the students get it right.

Third, give equal weight to EQ and IQ. There are many avenues to develop IQ. In STI, we have formal publications like the Student, which is more structured and academic. Also, we have the yearly Tagisan ng Talino. But these avenues are usually for those “exceptional” students who were already “discovered.” I urge you to go a step further to develop the EQ of those “undiscovered” students. Again another scenario: a very shy and insecure student? Try the “Bids technique.” You may use black illustration board with a splattering of white ink (for any abstract lines, figures, or shapes), or a variation of this is to combine black, white and other colors. Show the boards to the students, then ask them to discuss their interpretation of whatever figure/shape is shown on the board. You will be surprised that it will bring out a million emotional interpretations and scenarios! Motivate their EQ and IQ, and bring out a fountain of ideas from your students.

The three wonderful ways – first, believe that your learners are different from each other; second, use EYE-logue, not MONO-logue; and third, give equal weight to EQ and IQ. My friends, you have the power to build better students and better people. When you teach your learners, explore the endless possibilities of what you can do. Use that power and responsibility to define a better world!!! Let that power explode, let’s all be a hero!!!

This year’s Academic Heads’ Orientation posted a huge success with the participation of 24 delegates from various STI schools and colleges across the country.

Held last July at STI Headquarters in Makati City, new deans and academic supervisors were treated to a two-day orientation and workshops to keep abreast of their functions and activities as heads of STI institutions.

Mr. Ruel K. Virtucio, VP for Academics, graced the event by extending his warm welcome to all the guests and participants. He also challenged the academic heads to have more energy in portraying their functions and be of inspiration to the faculty, staff and the young minds that they constantly deal with.

In the seminar, one of the relevant areas that were highlighted was STI’s vision, mission and objectives delivered by Mr. John B. Tubogbanua, AVP for Academics. Duties and Responsibilities of an Academic Head were briefly tackled by Ms. Maggie H. Rillera, Manager of Faculty Services Department. Ms. Noelle Anne C. Rosales, Faculty Services Supervisor, explicitly explained the process of Recruitment, Screening, Hiring of Faculty Applicants, Faculty Classification, Ranking, Loading and Posting.

Other topics that were discussed include Student Services and Development Programs by Ms. Victoria Thelma L. Luz, Student Services Manager; Faculty Evaluation and Certification with Workshop on Better Understanding of the PFC by Ms. Florencia “Toni” Abucienica, Faculty Certification Supervisor; Role of the Curriculum and Coursework by Dr. Harry Joston and Ms. Sherry Garcia from Coursework Development; School Operations by Mr. Michael H. Del Rosario, AVP for Channel Management; Faculty & ANTP Training Policies and Procedures by Mr. Alfred P. Martinez, Manager ETDG; Career & Alumni Services by Ms. Luzviminda “Babes” Bonoan; and Academic Research & Assessment activities by Ms. Mary Ann M. Vicentina.

The two-day event was concluded by Ms. Maggie Rillera. Delivering her closing remarks, she dared new deans and academic supervisors to apply the learning they gained and be of truly significant entities in the STI community.

Attendees:
METRO MANILA: Ulysse Brito and Fred Ronque (Edsa-Crossing), Joey Moya (Las Piñas), John Atilla (Marikina), Horner Angeles (Paranaque), Mildred Libot (Recto); NORTHERN LUZON: Caesar Barndia (Baliwag), Jennifer Lynn Felipe (Laog), Jose Fabricante Jr. and Oris Nario (San Jose), Arnold Pascua (Santiego), Reynelbo Buenaventura II (Sta. Maria), SOUTHERN LUZON: Pedrito Tenerife Jr. (Antipolo), Renia Roxas (Batangas), Felies Armella Arcos-Rivera (Legazpi), Melinda Juliana-Ong (Naga), Raczael Cortez (Ortigas-Cainta), Joanne Faller (San Pedro), VISAYAS & MINDANAO: Thea May Hipolito (Kabite), Agnes Antone and Norma Estaraz (Cagayan de Oro), Eleazar Tobias (Iligan) and Norvesa Locson and Rowena Ann Garcia (Zamboanga).

(Academic Heads’ Orientation – Seminar is an annual activity for new Academic Heads organized by the Faculty Services Department (FSD) together with the Education, Training and Development Group (ETDG). This aims to enlighten new AH on their tasks, responsibilities and direction towards the accomplishment of their functions.)
It has been said that teaching is one of the noblest professions. It goes beyond feeding the students with knowledge, mathematical formulas and practical applications of theories in real life. More importantly, teaching is leaving a vestige to students which would develop them to be the best that they can be. Such is the most dignified lesson a teacher could give in the practice of his profession. But how many of our educators nowadays embrace such goal?

STI is proud to be the home of committed teachers who view teaching as more than just a profession. For them, it is a noble passion to pursue. Manasa ‘Mariz’ Nogaliza, 31, of STI Academy High School in Las Pinas is one of these teachers.

A computer specialist by profession, Mariz found a new career in teaching in 2002 as an IT Instructor in one of the colleges in Metro Manila after coming back from a good paying job in Singapore. Not for long, Mariz joined STI Academy High School in May 2003 and became one of its topnotch faculty members.

The shift in career was not difficult for Mariz despite the seven fruitful years of experience in the computer industry. More than the challenge of a new environment and nature of work, she felt a deep sense of passion in teaching. From then on, she confronted everyday challenges in the four walls of the classroom.

Mariz immediately made remarkable contributions as a teacher in STI Academy after her team pulled off victories in Cyberfair competitions – an international website competition for high schools. The STI Academy team, under her supervision, did the amazing feat not just once but twice. Her team won 1st prize in the national level for 2003 and 2004, and grabbed the silver and gold honors for the same year respectively in the international arena.

For this strong-willed and dedicated woman, the victory and the honor that go with it are merely toppings. Mariz believes that the real fulfillment sets in when you know that you were able to bring out the best from the students.

“I believe that I have inspired and encouraged my students greatly in bringing out their best in IT. That’s most important for me,” says Mariz.

She admitted that teaching is not an easy job. It requires untiring hardwork, complete dedication and enduring passion to be ‘educators’ in its true essence. “A teacher should have a heart in everything he/she does because he/she is not only filling in knowledge but a teacher is also enriching the hearts and minds of the young individuals and consequently shaping their lives,” she adds.

Mariz believes that she is still a neophyte in the teaching profession. But she is more than willing to learn to be more effective in teaching her students. The most important thing is her strong desire to consistently practice excellence and effect positive traits among her students.

"I believe that I have inspired and encouraged my students greatly in bringing out their best in I.T. That’s most important for me."

-- Mariz

"Being a teacher gives me a different kind of fulfillment. True to say that it is indeed a noble profession because you don’t stop teaching inside the classroom. Tiring, yes it is, but with love and dedication, everything would be rewarding in the end," says Mariz.

In the meantime, Mariz is taking a break to give way to the blessing of motherhood. After giving birth to her first baby, Mariz will go back to teaching to continue with her mission.

Before she ended the conversation, she pointed out the different types of teachers according to William Arthur Ward.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

So, where do you belong?
I Am a Teacher
Contributed by Theresa C. Evangello
GE Faculty, STI General Santos

I am a TEACHER.

I was born the first moment that a question leaped from
the mouth of a child.

I am Socrates, exciting the youth of Athens to discover
new ideas through the use of questions.

I am Annie Sullivan, tapping out the secrets of the
universe into the outstretched hand of Helen Keller.

I am Marva Collins, fighting for every child's right to an
education.

I am Mary McCloud Bethune, building a great college for
my people, using orange crates for desks.

I am Bel Kaufman, struggling to go "Up the Down
Staircase."

The names of those who have practiced my profession ring
like a hall of fame for humanity... Booker T. Washington,
Ralph Waldo Emerson, Leo Buscaglia, and Moses.

I am also those whose names and faces have long been
forgotten but whose lessons and character will always be
remembered in the accomplishments of their students.

I have wept for joy at the weddings of former students,
laughed with glee at the birth of their children, and stood
with head bowed in grief and confusion by graves dug too
soon for bodies far too young.

Throughout the course of a day I have been called upon to
be an actor, friend, nurse and doctor, coach, finder of lost
articles, money lender, taxi driver, psychologist, substitute
parent, salesman, politician, and a keeper of faith.

A doctor is allowed to usher life into the world in one
magic moment. I am allowed to see that life is reborn
each day with new questions, ideas and friendships.

An architect knows that if he builds with care, his structure
may stand for centuries. A teacher knows that if he builds
with love and truth, what he builds will last forever.

I am a warrior, daily doing battle against peer pressure,
negativity, fear, conformity, prejudice, ignorance, and
apathy. But I have great allies: intelligence, curiosity,
individuality, creativity, faith, love, and laughter all rush to
my banner with indomitable support.

I AM A TEACHER!

Source: 365 Moments to Cherish
Robert Strand

Chances Are...
By Nely E. Dalsay-De Leon, MBA MSIT, Ph.D
STI College Rector

When you look at the mirror
and you see your reflection,
chances are...
you put on a smile
or simply shrug it off;

When you start a new day
and you dress up for work,
chances are...
you start with esteem
or just let the day pass by;

When you see someone needs help
and you feel in need as well,
chances are...
you lend a helping hand
or ignore a thing on hand;

When the day's almost ending
and it's already time to go,
chances are...
you rush to your own place
or breathe some air in space;

When you lie down in bed
and think how your day has been,
chances are...
you share memories with a partner
or reminisce things on your own;

When loneliness overtakes you
and feel hurting and low,
chances are...
you grieve and stumble in your place
or seek for the Lord's grace;

Seek with faith and speed
Before the time expires,
for all these chances transpire
once in a lifetime.

Real
By Allan Godfrey Sagun
STI College Quezon Avenue

When I see your face in a morning breeze
it keeps me warm
and let my dreams come alive
I can face all the fear
and I can stand all the pain
just let me know that I'm real
And everything will come as near

Beloved
By Romeo L. Arnedo, Jr.
STI College Legazpi

Coming down from a world,
two collide - not sudden!
A dark breath passes through my nose,
not sullen, though.
Falling walls from a world collided,
ow one - so sudden!
A cold breath passes through my nose,
someone's sullen - not me though!
Dust, flinders do small like roses,
nothing comes after, but why so sudden?
A cold, dark breath now touches my face,
I'm sullen - not them though!
... until nothing's left to fear,
no one's left to feel...
All is left to remember.
The Greatest Achievement A Teacher Could Attain Is...

A wise man once said that “a teacher affects eternity; he can never tell where his influence stops.” This line perfectly conveys the strong influence of teachers to the students. Together with it come several roles under their sleeves.

Tagged as the second parents, teachers not only nourish the minds of the pupils with knowledge. They also nurture the hearts of the students with compassion and inspiration. Such is the biggest challenge resting on their shoulders.

Beyond the roles the society is expecting them to fulfill, teachers have different views on what they would consider as their greatest achievement in accomplishing their duties. ChalkTalk unravels the hearts of the STI teachers on this issue.

“When he or she is able to touch the heart and transform the lives of his/her students for them to become fruitful citizens.”

— Ms. Fe Zacarias, STI Fairview

“Knowing that the knowledge the teacher imparts to his/her students is wisely used so as to attain their respective goals in life.”

— Ms. Jelyn Abella, STI Guagua

“To be remembered by the students for his exemplary qualities as a mentor and through the years becoming an inspiration to them as they reach their dreams.”

— Mr. Obed Pacala, STI Guagua

“When my students become successful someday, from being nobody to somebody. And to be remembered not just being a teacher, mentor and ‘formato’ but a person who touched their lives.”

— Mr. Bienvenido Pineda, STI Guagua

“When someday at a distant place someone approaches and greets you, ‘Hello, sir. Don’t you remember me? I’m now running the affairs of San Miguel Corporation.’”

— Mr. Emil Guerra, STI Guagua

“To know that the student learns and to hear from him/her the words ‘Thanks for everything, sir.’”

— Mr. William Gregorio, STI Guagua

“To instill in the minds and hearts of the students the value of education and to help them become better individuals.”

— Mr. Michael Ian M. Tandoc, MBA

STI Zamboanga

“The inspiration he/she plants in students’ lives in their thrust to greatness and in their hope to fulfill their dreams.”

— Ms. Indrid L. Baral, STI Zamboanga

“Nurture the young minds of the students by instilling in them the correct values and see them practice these virtues and transmit to others what they have learned. It is an achievement for teachers to see their students later in life as upright individuals and achievers.”

— Mrs. Marei V. Villafra, STI Zamboanga

“To inspire the students to be the best that others least expect them to be.”

— Mr. Alvin M. Rebollido, STI Zamboanga

“To see that students grow in the most respectful way. Only then can we conclude that we have transformed their personality to the best a teacher can achieve for them.”

— Dr. Lanelly Fernandez

Dean of Education, STI Zamboanga

“When teachers can satisfy his students as well as himself and can understand their needs as individuals.”

— Mr. Frederick Lahaman, STI Zamboanga

“Doing a great job of teaching very well and making sure that at least most of his students learn the day’s lesson.”

— Mr. Marlon L. Patalagga, STI College Bacolod

“The greatest achievement a teacher could attain is human formation. To humanize his students, he has to help form their values even outside the four walls of the classroom so that they could attain self-actualization, know their purpose in life and find life meaningful. When he has influenced or helped shape them to become productive young citizens, he would have fantastically garnered a trophy for being a teacher.”

— Mrs. Melinda Arquio-Sisiles, STI College Bacolod

“When you have touched the heart of every student, renewed their lives in meaningful ways and made them extraordinary. In fact, it is only through the TRUE transformation of every student that a teacher finds fulfillment.”

— Arlyn S. Estela, STI Ozamis

“Being able to bring out the best in every student, not only seeing them excel in academics but also seeing them in the future as contented and happy individuals.”

— Eve Aliee C. Rosario, STI Ozamis

“To develop in the students mixed levels of abilities and the right attitude in becoming good citizens of our nation, creating well-rounded human beings.”

— Ferry T. Arcadio, STI Ozamis

“To have a good and harmonious relationship with our students. This way we can help him fulfill their dreams.”

— Osilala V. Jagonia, STI Ozamis

“To see all our students marching and saying thank you to us for teaching and guiding them to achieve their ambitions.”

— Lulubelle Barceral, STI College Muñoz-EDSA
“To teach a student how to learn and grow independently.”

--- Reynaldo M. Buenaventura II, STI Sta. Maria

“Not measured by the number of awards the teacher receives but by the wonderful words that her students bestow upon her.”

--- Venus P. Garcia, STI Sta. Maria

“If she sees her students being productively in their chosen careers.”

--- Dr. Ma. Emmanlyn A. V. Capuno, Dean, STI College Santa Rosa

“To produce an intelligent, productive, successful and conscientious individual; law-abiding, truthful, simple and humane.”

--- Prof. Fely Rose Nacario, STI College Santa Rosa

“To be able to transform the behavior and realize the potential of the students for future careers.”

--- Engr. Cirilo Pagayunan, STI College Santa Rosa

“When he has inculcated successfully in his students the values of honesty, hardwork, and enlightened nationalism for the service of God and country. He can be like a farmer who has planted, watered and nurtured the seed of knowledge into fruition.”

--- Leonardo C. Lazaro Jr., STI College Makati

“Superior class performance that is reflected and applied to his everyday life. Producing students who become successful in their chosen fields and making a difference in their life.”

--- Emily R. Apuyan, STI College Makati

“When the students apply in real life the theories, experiences, and values they have learned from him.”

--- Divina Gracia A. Ty, STI College Makati

“To serve as an inspiration to your students in overcoming all the difficulties in life with strong Christian values, determination, perseverance and hardwork.”

--- Aimer S. Gelosa, STI Bacolod-Annex

“To see his/her students as prime contributors and movers helping our country to be great again.”

--- Ferdinand B. dela Rosa, Dean, STI College Tarlac

“To make a positive difference in the life of one student, if not all his/her students. There is no greater feeling of fulfillment for a teacher than to see changes in the knowledge and behavior of his/her students and for these students to achieve their dreams.”

--- Margarita U. Clarinio, STI College Tarlac

“To produce a new breed of leaders who will make a difference in our nation.”

--- Irene S. Sta Maria, STI College Tarlac

“A simple thank you from a student of long ago who still remembers words of wisdom learned while in school.”

--- Bimbo N. Elsam, STI CollegeOrmoc

“When he sees his student successfully apply the values, knowledge and wisdom learned while in the classroom to his daily life and make a great impact to the society where he is a part of.”

--- Preston E. Racho, MEng’g CoE, Dean, STI CollegeOrmoc

“To help the students fulfill their dreams. Knowing that you have contributed knowledge, inspired and influenced them positively are already big accomplishments. These things make us fulfilled and happy.”

--- Mr. Alexander Katigbak, STI Lipa

“When the students attain their greatest potentials and use those potentials in contributing to the betterment of their communities and country as a whole. The teacher should look at teaching not just as a task but more of a commitment.”

--- Mr. Renato Mame, STI Lipa

“When we are able to keep the interest, cooperation and enthusiasm of our students to learn and discover new things. To attain these, we must be patient, approachable and friendly as possible yet firm and authoritative.”

--- Mr. Ricardo Alcala, STI Lipa

“When we are able to influence our students positively in terms of attitude, behavior and values in life.”

--- Mr. Rigor Badiola, STI Lipa

“When a teacher develops the skill of his/her students and he/she has helped them discover their own strengths. The success of the students defines the greatest achievement of a teacher.”

--- Ms. Joan Paula Caritativo, STI Lipa

“When a teacher is able to touch the lives of his/her students. As it has been said, ‘TO TEACH IS TO Touch A LIFE FOREVER.’ More so, a teacher’s greatest achievement is attained when he/she is able to make a positive difference and influence the very lives of students to whom he/she comes in contact with everyday. Thus, transforming their lives and making them better individuals ALL FOR THE GREATEST PLEASURE of our CREATOR!”

--- Ms. Myla Florencio Florentino, STI Lipa

“When previous students still remember you and say ‘Ma’am you’re part of our success and thanks for everything you have shared with us.’”

--- Ms. Ofelia Maglibay, STI Lipa

“When a teacher receives SMILES from the students which for me is a display of their satisfaction. As if the entire burden of the teacher would be lifted up by just a smile from her flock. That for me, is the greatest achievement I could have.”

--- Ms. Rowena Suarez, STI Lipa

“Knowing that, at the end of the day, I have been able to influence my students to make a positive difference in their life.”

--- Nuj D. Sugue, STI College Kalibo

“Knowing that the knowledge I have given my students had inspired them to share it with others. Also, it is satisfying to know that I have touched their lives and taught them how to positively deal with the challenges and demands of the intellectually hungered society.”

--- Theza May P. Hipolito, STI College Kalibo

“To be able to bring students out from their cocoons, harness their potentials, and imbue in them proper values that will help shape their future.”

--- Prof. Khreeezte Colli, STI Novailles

“To know that the knowledge I imparted to my students influenced them to become more mature and responsible in facing the complexities of life.”

--- Mr. Jonnie Baraquio, STI Novailles

“To see my students attain their dreams.”

--- Mr. Edwin Superable, STI Novailles

“To see myself in the eyes of my students.”

--- Mr. Dhon Bautista, STI Novailles

“To be able to impart wisdom in my students and seeing them one day contented with their achievements.”

--- Ms. Genie Caspe, STI Novailles

“To become a bridge for success to my students.”

--- Mr. Joel Mangaba, STI Novailles

“Being able to nurture the minds of the students, not only in terms of academic and technical capabilities but also help them become good citizens our nation can be proud of.”

--- Ms. Maebelle Elaine D. Carlos, STI Angeles

“When a teacher earned the true essence and worth of his/her profession.”

--- Mr. Shane Roberto M. Nuqui, STI Angeles

“When I know that I gave my best effort in the practice of my profession and being recognized by my students that at one point in time, I was able to inspire them.”

--- Ms. Avelina A. Peña, STI Angeles

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Remembering Clemen... a friend, scholar, lecturer and a distinguished TEACHER.

Thank you and farewell.

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Clemencia Capco Espiritu

February 23, 1948 - October 22, 2008

Speaker, STI Academic Conferences
Cheating in the Classroom

How to Prevent It (and How to Handle It If It Happens)

Source: http://www.educationworld.com

"We sometimes forget the seriousness of not preventing and handling cheating in our classrooms. If students can cheat on a test, it sends the message that they do not have to pay attention, do the homework, or study the subject you are working so hard to teach. Likewise, if cheaters get away with cheating—and get higher grades when they cheat—that sends de-motivating message to the hardworking students in your classroom," says classroom management expert Howard Seeman.

The following are the six tips to help you head off the cheaters in your class:

Tip 1
When you give a test, arrange students’ desks in neat rows and sit at the back of the room. When students can’t see you well, they are usually more nervous in trying to cheat. Those who are tempted to cheat usually will try to turn around to see where you are. That makes it easy for you to spot potential cheaters.

Tip 2
Cheating is easier when you give a short answer test—for example, tests with true/false, fill-in-the-blank, or multiple-choice questions. Try instead to give tests that require short essay responses. Yes, short essay tests might be more difficult to grade than the others, but it actually takes more work to design valid and reliable questions that are not guessable.

If you still prefer short-answer tests, create two sets of tests. On one set, type the questions from 1 to 10; on the other set, arrange the questions in the opposite order. Copy one set of questions on white paper, and copy the other set on the yellow paper. Pass out the two versions of the test to alternate rows of students; students in the first row get the white version, students in the second row get the yellow test, and so on. Tell the students you have done this so that if they are tempted to cheat, they’ll be copying the wrong answer. Another good thing about setting up the test this way, is that you can use one answer key to grade both sets of papers.

Tip 3
Don’t take away the paper of a suspected cheater, or reprimand him or her in the middle of taking a test. Such an action will cause a disturbance during the test, and the disruption will give other students an opportunity to cheat. Instead, inform students before the test that, "If I suspect anyone is cheating, I won’t say anything during the test...if you get your paper back with points off, you’ll know why.” A statement such as that may often make potential cheaters too nervous to cheat.

Tip 4
Tell students at the start of the test, “During the test, cover up your answers.” You might even let students know that any student who helps another cheat also will face repercussions. By encouraging students to cover up their own papers, you will probably be giving most students permission to do what they really want to do. But now, since you directed the action, they’ll be able to do this without risking peer disapproval. Also, the students most likely to follow your “cover up” instruction are usually the ones who studied for the test—and the ones who will have the most correct answers. Thus, you’ve cut off from view the major sources of correct “cheatable answers.”

Tip 5
Don’t wait for the day of the test to tell students how you’ll handle cheating. By then, it’s too late to motivate the students to study, rather than to try to cheat. Instead, give warnings about cheating a day or two before the test. By doing that, you might motivate a potential cheater to study instead.

Tip 6
Return test papers at the end of a class period—not at the start of a class period. Doing that is helpful in two ways:

1. Students will be more likely to listen to a review of the test answers before they get their papers back.
2. If you return papers at the beginning of the class, cheaters who lost points or got zeroes might vent their anger and disrupt your planned lesson. If they get back their papers at the end of the period, they can talk to you after the class. Even better, they may go home to vent, and cool off by the time you see them the next day. They might even be motivated to do better in the future.