How to cite:

Research Article

Analysis of the Bachelor of Physical Education (BPEd) Program Prospectus through Course Content Assessment

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ABSTRACT

This study is focused to solicit recommendations from the selected professionals from the field of Physical Education based on their assessment of the prospectus through its courses’ contents. The said evaluation was performed after the 1st dialogue organized by the Physical Education department of the City College of Angeles via Zoom meetings. The respondents answered a rubric, and open-ended questions to gather their comments and suggestions. Mean and Standard Deviation were used to describe the assessment of the professionals and thematic analysis for the comments and suggestions concerning the courses’ contents. The findings based on the assessment of the curriculum through its courses’ contents are hereby presented. Lastly, themes that emerged after the thematic analysis are (1) the Redundancy of topics and (2) the addition of other related topics relevant to the course. In this, a revisitation of the prospectus, especially the contents being offered for each course is highly suggested.

Keywords: Assessment, Bachelor of Physical Education, Course Content, Curriculum, Local College, Physical Education Department

Introduction

"There is an imbalance in the curriculum of the Bachelor of Physical Education (BPEd) program, especially in the content of each course," a common observation from some of the Physical Education instructors of the college. For more in-depth detail, the Bachelor of Physical Education or BPEd is a new program under the Institute of Education, Arts, and Sciences at City College of Angeles. The degree, as mentioned earlier, is based on the old Bachelor of Physical Education major in School Physical Education (BPE-SPE). In this study’s current setting, the program’s prospectus was enhanced to equip and prepare all graduates for their future profession as Physical Education teachers, as well as on the Licensure Examination for Professional Teachers (LEPT). The curriculum was enhanced by adding specific courses, such as electives in the Music and the Arts, as well as

Article history:
Submission November 2022
Revised November 2022
Accepted November 2022

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Meetings, Incentives, Conferences, and Exhibition (MICE courses). To assess if the observation of the instructors is accurate, the department has organized its 1st Plenary Dialogue, which is focused on soliciting recommendations from the internal and external stakeholders that may be highly beneficial toward the improvement of the courses offered and the entire prospectus of the BPEd program. The said academic conference was held via Zoom Meetings. Furthermore, the guests were professionals representing the Department of Education (DepEd), Higher Education Institutions (HEIs) from various sectors, such as the State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), and Private Higher Education Institutions (PHEIs). Moreover, representatives from the Physical Education Department of the college, Alumni representatives, and current students were also present during the dialogue.

The Physical Education

According to Lobo et al. (2022), Physical Education is an integral part of the educational process and a field that aims to develop physical, mental, emotional, and socially fitted students through carefully selected physical activities related with a view to related outcomes. In accordance with the provision of Republic Act (RA) No. 7722 also known as the “Higher Education Act of 1994,” and by the virtue of the Commission en banc Resolution No. 197-2011, and pursuant to Article XIV, Section 19 of the Philippine Constitution which mandates that:

The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors (CMO No.23, Series of 2011).

The New Bachelor of Physical Education based on CMO No. 80, Series of 2017

The Bachelor of Physical Education (BPEd) is a new degree program offered by the City College of Angeles which is based from the original Bachelor of Physical Education major in School Physical Education (BPE-SPE) based on the Commission on Higher Education Memorandum No. 23, Series of 2011. In accordance with the new CMO No. 80, Series of 2017 (CHED, 2017):

The Bachelor of Physical Education or BPEd is a (4) four-year program aimed at equipping graduates with the competencies to meet the psychomotor, cognitive and affective needs of learners. These consists of: (1) strong and substantial foundation of the subject matter (disciplinary knowledge) that informs their curricular choices when planning, designing, implementing and assessing learning activities (curriculum and program planning, implementation, monitoring, and evaluation); (2) an understanding of the scope and sequence of various movement forms; as well as elements, strategies and tactics of these various movements in a multitude of settings (movement competency and proficiency) that enables them to meet the needs of learners to know how, be able to do and how to learn; (3) expert knowledge of pedagogy for maximizing student engagement, monitoring students and modeling respect for differences in gender, ability and culture; (4) reflective practice that (a) propels them to set high standards for and hold themselves accountable to the professional standards (professional accountability and responsibility; (b) enables them to identify gaps in their current competencies and pursue professional development opportunities; and (c) assists them in studying the impact of their teaching on student learning; and (5) building and cultivating relationships with colleagues, stakeholders, other professionals and learning communities; advocating for PE, being role models of integrity and professional excellence, as well as leaders in the service of education.
Additionally, the graduates of the said degree program may venture as Physical Education Teachers in the Basic Education, Dance, and Sports Club moderator, School-based Sports Program, and Events Moderator/Coordinator.

Furthermore, the BPEd prospectus was enhanced through the help of the academic council in helping all the teacher education students to be equipped with the needed knowledge and skills which may be of great help to their future careers as educators, and prepare them for the upcoming licensure examinations for professional teachers. In able to prepare the students rigorously, electives in Music and Arts were added to the curriculum. These specific courses were added due to the scope of the licensure examination, where topics from the Music and Arts disciplines are part of the scope of the examination. Additionally, courses in Meetings, Incentives, Conferences, and Exhibitions (MICE) were also added in line with the job opportunities that the degree can offer, specifically being an Events Moderator/Coordinator. Lastly, MICE courses were added to the prospectus because the program has been accredited by the Asia Pacific Institute for Events Management (APIEM), and was bestowed as Center of Excellence (COE) for its events management programs.

The enhanced prospectus was implemented right after the last batch of BPE-SPE graduates, in the academic year 2020. As mentioned earlier, additional courses were added on top of the subjects that are originally offered in the degree program. Some specialized subjects were already offered during the students’ 1st year in the program; one (1) music elective is added in the 1st semester during 4th year; and MICE subjects are being offered to start every 1st semester during 2nd year up to 4th year of the 1st semester. Indeed, it can be noticed that there are other courses that were injected in the prospectus which made it encumbered and imbalanced. Furthermore, it was stated by the Physical Education and professional education instructors that students are somehow suffering just to comply with the accrediting body, and to prepare them for the upcoming licensure examination for professional teachers.

### Overloaded Curriculum and Its Effect

An overloaded curriculum is a problem with the educational system in contemporary times (Eduem & Ezeonwumelu, 2020). According to the What Does Research Say? Curriculum Overload: A Way Forward (n.d.) reports four dimensions of curriculum overload: expansion, overload, perceived overload, and imbalance. Curriculum expansion refers to the tendency to include new content items in the prospectus in response to the demands of society without considering the items that need to be removed. Content overload refers to the actual dimension of curriculum overload rather than as it is perceived or experienced (i.e., an excessive amount of content to be taught and learned concerning the time available for the instruction). Perceived overload pertains to the perception and experiences reported by teachers and students. Lastly, Curriculum imbalance is the disproportionate attention given to some regions of the prospectus at the expense of others without appropriate adjustments in the low-priority areas. Based on these four dimensions, most of them are evident in the study’s current situation. Based on published scholarly works conducted over the past years that too many subjects or too much content and learning materials are considered difficult for students (Majoni, 2017). If a program curriculum is imbalanced, it does not only affect the teachers who give the instructions to their students, but it is also a disadvantage to students who are the subjects of it. Several studies have reported that student underachievement combines imbalance and an overloaded curriculum (Dawal & Mangut, 2021). Factors such as defective instructional methodology by teachers (Ajaja, 2010) and poor interaction between teachers and students (Achor & Orji, 2009) were also found to be curtailed students’ performance. Furthermore, recent studies have also mentioned the effects of an overloaded curriculum on the physical and mental health of students (Chraif & Anitei, 2012; Ismail, 2022; Lai et al., 2022) and teachers (Antovska et al., 2021; Jomuad et al., 2021; Muia et al., 2022). A capacity study in education reform shows that the trend toward overload is common in other countries around the globe. For example, in the
Philippines, an overcrowded curriculum resulted in low achievement among students and delays in developing critical competencies (Durban & Catalan, 2012; Gumarang Jr. & Gumarang, 2021). It is emphasized that the prospectus should be balanced in all aspects, not only the courses and their contents but also the availability of staff, facilities, and logistics. As what Turner-Bisset (2007) has emphasized, many schools are reluctant to become more innovative concerning imbalance to provide breadth and balance within subject areas because available facilities constrict some schools, staff, and timetable arrangements as cited from previously conducted studies (Alexopoulos, 2019; Larabi-Marie-Sainte et al., 2021; Ogbi, 2015; Ruhyana & Aeni, 2019; Shen et al., 2010). The curriculum should be aligned and balanced to maximize the learners’ skills and set the standard that the institution aims for its students. Aligning the curriculum is essential in ensuring that the assessments and standards are covered in the instructional process (Johnson et al., 2020; Squires, 2012). A curriculum should not be draining, but it should be enjoyable as the difficulty level increases.

Finally, education as a degree is indeed not an easy task to deal with, especially for those majoring in the field of Physical Education, as it requires a functioning brain and a body that can perform various physical activities. Students from the tertiary level should enjoy a well-balanced curriculum. There should be a balance between ‘academic’ and ‘practical’ subjects achieved by making lessons more relevant to their lives.

In line with this, the present investigation is concerned with assessing the BPEd Program prospectus. It is focused on determining whether all the courses being offered and their contents are balanced and evaluating if the goals and objectives of the said program are attained. Furthermore, the study also aimed to solicit recommendations and suggestions from the respondents for improving the prospectus, especially the content of each course offered every 1st semester. The researchers have executed the study at City College of Angeles, located at Arayat Avenue, Pampang, Angeles City. The data set is based on the 1st dialogue organized by the Physical Education Department. Indeed, assessing the curriculum is a must to know if it offers an enjoyable and balanced ‘academic’ and ‘practical’ course. The study aims to answer the following questions:

1. How may the respondents be described in terms of Gender and Educational Attainment?
2. How may the respondents’ assessment of the curriculum be described in terms of:
   a. Instructional Design
   b. Instructional Material
   c. Assessment and Assignments
   d. Student Performance Expectations
   e. Equity and Access
   f. Qualification and Evaluation
   g. Implementation
3. What are the suggestions and recommendations of the stakeholders?

Methods and materials

Design

The researcher has used survey-descriptive research to conduct the study. The main objective of this study is to assess the enhanced BPEd program curriculum, especially the contents of each course offered in the 1st semester by the Institute of Education, Arts, and Sciences of the City College of Angeles.

Participants and Sampling Techniques

The said program curriculum and course content was assessed by the stakeholders who attended the said 1st Plenary Dialogue who are experts in the field of curriculum and Physical Education. Expert Sampling was used in the study. The said technique is a form of purposive sampling where it requires experts to acquire knowledge. The sampling is subjective, judgmental and selective sampling (Lobo et al., 2022). The respondents for the study are Master’s and Doctorate Degree holders.

Instruments

The researcher adapted a rubric from Apex Learning, a Curriculum Evaluation. The instrument is Likert scale from 1-4 was used in different categories. It is divided into categories for assessing the curriculum through its courses’ contents:
• Instructional design
• Instructional material
• Assessment and assignment
• Student performance expectations
• Equity and access
• Qualification and evaluation
• Implementation

Each category is different in terms of the scaling procedure. For Instructional design, equity and access, and Qualification and evaluation, the criterion is shown in Table 1. The benchmark for instructional material, assessment and assignment, student performance expectation, and implementation is shown in Table 2. Furthermore, an open-ended question was used to solicit the suggestions and recommendations of all the respondents toward improving the prospectus, especially the contents offered by each course during the 1st semester.

Table 1. Interpretation of the overall weighted mean for Instructional design, equity and access, and qualification and evaluation

<table>
<thead>
<tr>
<th>Range of Weighted Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50 – 4.00</td>
<td>Extremely evident</td>
</tr>
<tr>
<td>2.50 – 3.49</td>
<td>Mostly evident</td>
</tr>
<tr>
<td>1.50 – 2.49</td>
<td>Somewhat evident</td>
</tr>
<tr>
<td>1.00 – 1.49</td>
<td>Not evident</td>
</tr>
</tbody>
</table>

Table 2. Interpretation of the overall weighted mean for Instructional Material, Assessment and Assignment, Student Performance Expectation and Implementation

<table>
<thead>
<tr>
<th>Range of Weighted Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50 – 4.00</td>
<td>Always</td>
</tr>
<tr>
<td>2.50 – 3.49</td>
<td>Often</td>
</tr>
<tr>
<td>1.50 – 2.49</td>
<td>Occasionally</td>
</tr>
<tr>
<td>1.00 – 1.49</td>
<td>Never</td>
</tr>
</tbody>
</table>

Analysis and Interpretation

Data were analyzed quantitatively. The researcher used IBM SPSS 26 to run all the data gathered from the respondents. Frequency and percentage were used to describe the respondents’ gender and educational qualification. Mean and Standard Deviation were also used to describe each category from the survey questionnaire used. Lastly, thematic analysis was performed after gathering all the comments and suggestions of the professionals.

Result and Discussion

Table 3. Demographic Profile

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Educational Qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>3</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 4. Total Mean of each Category

<table>
<thead>
<tr>
<th>Categories</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional design</td>
<td>2.03</td>
<td>.857</td>
<td>Somewhat evident</td>
</tr>
<tr>
<td>Instructional material</td>
<td>2.98</td>
<td>.857</td>
<td>Often</td>
</tr>
</tbody>
</table>
Table 5. Comments and suggestions per course

<table>
<thead>
<tr>
<th>Course</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Sports</td>
<td>• Some terminologies in the course content should be changed, and must be connected to Team Sports.</td>
</tr>
<tr>
<td></td>
<td>• Additional information such as other sports offered in basic education.</td>
</tr>
<tr>
<td></td>
<td>• Addition of events as per the recommendation of CHED should be added to the content.</td>
</tr>
<tr>
<td></td>
<td>• The addition of FUTSAL as part of the course content due to its emerging popularity.</td>
</tr>
<tr>
<td></td>
<td>• Topics related to officiating various Team Sports should be added to the course content.</td>
</tr>
<tr>
<td>Curriculum and Assessment for Physical Education and Health Education in the K-12</td>
<td>• The addition of Hybrid and Hyflex learning as part of the course content. Innovations should be performed to align the topics in the new normal of education.</td>
</tr>
<tr>
<td></td>
<td>• Some topics are redundant and related to some Professional Education courses that are already offered in the curriculum. Removing the contents are highly redundant is suggested.</td>
</tr>
<tr>
<td>Coordinated School Health Program</td>
<td>• Other topics which are considered redundant with other courses being offered in the program may be removed to add other essential topics that can be included in the course content.</td>
</tr>
<tr>
<td></td>
<td>• 20-30 hours of immersion to various Barangay Health offices may be added to the course content.</td>
</tr>
<tr>
<td></td>
<td>• Cross-check the topics in NSTP and Environmental Science if there are redundancies with the topics being taught.</td>
</tr>
<tr>
<td>Physiology of Exercise and Physical Activity</td>
<td>• Innovative way on how to teach the course is suggested.</td>
</tr>
<tr>
<td>Applied Motor Control and Learning of Exercise, Sports, and Dance</td>
<td>• The addition of physics of sports in the latter part of the course content. There should be connection between the principles of motor control and learning to the applied motor control.</td>
</tr>
<tr>
<td>Philippine Traditional Game and Sports</td>
<td>• Recommended checking the description of the course in order to be aligned with CMO No. 80.</td>
</tr>
<tr>
<td></td>
<td>• The integration of various types of muscles involved, and other fitness concepts concerning each game being taught.</td>
</tr>
<tr>
<td></td>
<td>• The conduct of assessment in connection to the topic may also be revisited (e.g., challenge-based assessment).</td>
</tr>
<tr>
<td>Technology for Teaching and Learning 2</td>
<td>• Additional topics may be added to the (e.g., netiquette for students) course content. This emphasizes the proper use of the internet and other tools to communicate with other teachers and learn.</td>
</tr>
</tbody>
</table>
Table 5 illustrates the comments and recommendations of professionals after assessing the courses’ contents which are being offered for the 1st semester.

The result of the instructional design of the curriculum is occasional. It means that the course organization and design may not be clear and concise and may not be presented in a developmentally appropriate way. It is a critical strategy in ensuring the quality of higher education (Moreira-Mora & Espinoza-Guzmán, 2016). In this modern era, the curriculum’s instructional design, especially its courses’ contents, should be aligned with the current trend and technology integration. As educators today face millennials and generation Z students, the instructional design should be encouraged to integrate new technologies and resources to remain practical and relevant within the context (Martz, n.d.). Moreover, it ensures students learn efficiently through quality learning materials considering their strengths and weaknesses. To emphasize, educators should expect and approach change proactively to address the changing educational needs with sound principles of academic integrity and professionalism.

The professionals assessed instructional materials used in each course. The result yielded that it is occasionally used in teaching by instructors. It means that instructional materials are utilized on average. Instructional materials are essential tools in learning every subject in the program curriculum (Bukoye, 2019). Moreover, these materials play a crucial role in the teaching-learning process (Alemnge & Meshi, 2021). In this, the prospectus, especially its courses should be supported with necessary supplementary materials for the enrichment and activities of students that leads to higher academic performance.

Assessment and assignment is the third category in assessing the curriculum. The result is occasionally. It means that it is used on average by the instructors. Assessment and assignment are essential in education, and its importance has been stressed based on previously conducted studies (Monteiro et al., 2021; Oyinloye & Imenda, 2019; Tosuncuoglu, 2018). Through assessment, teachers may be able to the knowledge and skills learned by the students. Teachers should not only rely on the textbook that is available and apply what is given. Moreover, assessments in higher education vary and are designed to stimulate critical thinking, creative thinking and autonomous thinking.

<table>
<thead>
<tr>
<th>Course</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal bases and pertinent laws may be added to the responsible use of the internet.</td>
<td></td>
</tr>
<tr>
<td>ICT in health and environment may also be added to the course content.</td>
<td></td>
</tr>
<tr>
<td>It is also suggested that students’ engagement through various webinars may be conducted concerning flexible/online learning.</td>
<td></td>
</tr>
<tr>
<td>Emergency Preparedness and Safety Management</td>
<td>Appropriate materials may be used to maximize the implementation of the skills taught because of the pandemic. In general, the course contents are comprehensive.</td>
</tr>
<tr>
<td>Safety Management at home and Safety Management at roads may be added and introduced to students.</td>
<td></td>
</tr>
<tr>
<td>Personal Community and Environmental Health</td>
<td>There is a redundancy on the topics being taught. It is highly suggested to remove topics that are unnecessary.</td>
</tr>
<tr>
<td>Important laws and regulations such as Ecological Solid Waste Management Act, Philippine Water Act, and Clean Air Act may be added.</td>
<td></td>
</tr>
</tbody>
</table>
In this, innovation of activities for assessment and assignments can effectively achieve the goals and objectives of the course and curriculum. Furthermore, assessment for learning is based on delivering instant and specific feedback after each learning step to avoid unnecessary delays in correcting students (Umar, 2018).

Students’ performance expectations’ result is never based from the Likert scale that the professionals answered. This can be construed that teachers have low expectations toward students. This is somehow alarming, because according to studies, teachers with low expectation for students’ achievement may present less cognitively demanding experiences, spend more time reinforcing and repeating information, accept a lower standard of work, and emphasize rules and procedures (Rubie-Davies, 2010). To emphasize, this is particularly important in the context of learning, because it is how well the student will perform, or how well the teachers expect students to perform, which can influence outcomes. There are studies, such as the finding of Tsipalakides and Keramida (2010) discovered that teachers’ expectations on how their students will behave and perform can have a strong impact on learning success. Additionally, the findings of de Boer et al. (2018) revealed that it is indeed possible to raise teacher expectations and that it is also possible to increase student achievement via teacher expectation interventions. Furthermore, there are lots of factors that need consideration in distinguishing students’ performance. Teachers should be aware of their students’ characteristics and attitudes to classify the lapses they need to fill out to maximize students’ skills to achieve the necessary competencies. Therefore, teachers should set standards and treat students fairly to optimize the students’ skills and achieve the goal of the course and curriculum.

The professionals also measured equity and access to the curriculum, which is somewhat evident. It means that there is average access to the technical requirements. Also, it can be interpreted that instructional materials being used are balanced, bias-free, and sensitive to students’ cultural differences. On the other hand, it can also be understood that there is only average access to the logistics and venues used for classes. Some courses may require a gym, gymnastic equipment, and the like. These are essential factors in the student’s educational needs to achieve the course’s goal, especially the curriculum. Equity was defined by Organization for Economic Cooperation and Development (2007) as

The definition of equity is broad and emphasizes both equity in opportunities and equity in educational outcome. Equity in education is, thus, not only a question of opportunities provided in the educational system, but it is also concerning the actual results of the various educational choices and performances of different groups of pupils and students through the educational system.

One of the problems of tertiary schools is unequal opportunity, and this has been stressed out from previously conducted studies (Erikson, 2020; Gegel et al., 2015; Palmisano et al., 2022). Disadvantaged students (economic background, racial prejudice, geographic location, physical disability) are often inadequately prepared for postsecondary study. Institutions face the challenge of not only widening access but also addressing deficiencies and disadvantages accumulated over years of schooling if these targeted populations are to be integrated successfully at the university or college level. Therefore, aside from the college providing free tuition fees to students because of the Commission on Higher Education-Unified Student Financial Assistance System for Tertiary Education (UNIFAST), the college should also provide adequate access to facilities to maximize their learning (Lobo et al., 2022).

The professionals also measured the assessment for qualification and evaluation of the curriculum, and the result is somewhat evident. The curriculum is accredited by the Commission of Higher Education (CHED) and granted the college to offer the degree. The Academic committee designed the curriculum under the Institute of Education, Arts and Sciences to ensure its implementation. The curriculum should be evaluated carefully in all aspects, such as its offered courses if these are aligned, to ensure that there will be a smooth flow throughout the implementation of the said curriculum.
Lastly, the implementation of the curriculum is also occasional. Curriculum implementation is a fulfillment of officially prepared course contents and process (Chaudhary, 2015), an application of ideas and innovations to teach knowledge, skills, concepts, and interpretations, and daily classroom activities involving students and teachers (Ogar & Opoh, 2015). Also, it is a systematic process that foresees successful completion of each stage, from the lowest to the highest (Karakuş, 2021). Based from the findings, it can be interpreted that there is a weak flow on the enhanced curriculum implemented to the new batch of BPEd students. Moreover, it can be construed that there is no cohesion concerning the courses’ contents of the curriculum. This can be due to the augmentation performed to the curriculum to meet the needs of the students and of the accrediting body. In light with the results, the college should take into consideration its effect to students academic performance. Because of overloading, students may not be able to focus due to work loads and requirements needed to be complied with each course they are taking.

Comments and suggestions

Based on the suggestions and recommendations of the professionals, the following themes were identified:

Theme 1. Redundancy of topics

Professionals have noticed that there is a redundancy on the topics being taught, overlapping with other courses. According to Kalyuga & Sweller (2014), based on the redundancy principle (or redundancy effect), any materials that is being taught repetitively interferes rather than facilitates learning. Moreover, added by Kalyuga and Sweller, redundancy occurs when the same information is presented concurrently in multiple forms. In this case, by various courses. Redundant topics causes missed opportunities to supplement other vital information that can be highly used by students. On the other hand, redundancy may have both positive and negative effects. While some redundancy is useful, other forms are not. To further discuss, redundancy can be useful when attempting to involve building previously taught concepts. However, redundancy may be problematic when it occurs due to lack of communication among instructors and offered courses that focus on similar or related contents (Royal et al., 2014). Added by Royal et. al., non-useful redundancy can result in the loss of time for instruction, a narrowed curriculum, and limited opportunities for student to learn more about the course. Relative to the comments and suggestions of the professionals after assessing the course content, removal of other unrelated topics is necessary to give space for other concepts that can be taught to students associated to the course.

Theme 2. Addition of other related topics relevant to the course

Based on the professionals’ suggestions and recommendations, other important and relevant topics can be added to the course content, most especially aligned with the new normal of education. The professionals provided their suggestions of various topics for each course in order to maximize the learning of students. Moreover, relevance of the topic most especially to students’ future profession is a key component to interest and intrinsic motivation. Furthermore, world-related topics may provide opportunities for the students to investigate such problems, provide explanations, and generate new ideas (Alismail & McGuire, 2015) that will be able help them to understand their profession deeply. Most importantly, Harackiewicz et al. (2016) posited that the interest of students towards education is a powerful motivational process which can energize learning, guides academic and career trajectories, and is essential to academic success. In this, educators should be able to judge the relevance of the topics primarily in terms of output, and the contribution of the higher education that makes to national economic performance (Albrecht & Karabenick, 2018).

Conclusion and Recommendation

Based on the findings, it can be concluded that most of the areas assessed by the professionals fall between low and average. In this, the academic council, curriculum designer, and faculty members should work hand-in-hand by revisiting the prospectus and its courses’
Acknowledgement

This study would not be possible without the support from the internal and external stakeholders who participated on the said plenary dialogue and study. The faculty members who served as moderators on the said conference. Sincerest gratitude is also given to the Acting Dean of the Institute of Education, Arts and Sciences, Prof. Levita P. De Guzman, and to the Acting Vice President for Academic Affairs, Dr. Carolina A. Sarmiento for the unwavering support.

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https://doi.org/10.3390/proceedings2211395


