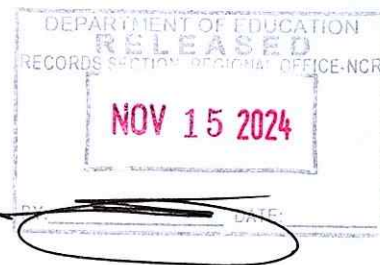




Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION



November 13, 2024

REGIONAL MEMORANDUM

No. 1201, s. 2024

To: Schools Division Superintendents
 All Others Concerned

**CALL FOR NOMINATION FOR SEAMEO REGIONAL CENTRE FOR
 EDUCATION IN SCIENCE AND MATHEMATICS BATCH 2 REGULAR COURSE
 OFFERINGS FOR FY 2024/2025 (14 APRIL - 09 MAY 2025)**

1. In reference to the attached Memorandum DM-OUHROD-2024-2242, dated 11 November 2024, from the Office of the Undersecretary for Human Resource and Organizational Development, Wilfredo E. Cabral, this Office informs the field of the above-mentioned subject.

2. The following are the details of the course and its scheduled implementation:

Implementing Classroom-Based Alternative Assessment in Secondary Science Education	
Course Code	RC-SS-149-3
Course Schedule	14 April – 09 May 2025 (<i>four weeks</i>)
No. of Scholarships Offered per Country	Two (2)
Target Participants and Qualifications	<ul style="list-style-type: none"> ▪ Science Educators or Key Secondary Science Teachers ▪ Able to communicate in English ▪ Must be in good health both physically and mentally ▪ Certified medically fit to qualify for the course ▪ Should not be more than 50 years of age <p><i>*Successful applicants must submit a medical form upon receipt of SEAMEO RECSAM’s notification of selection.</i></p> <p><i>*Since the course involves travels, outdoor learning, and field trips, pregnant nominees will NOT be considered for the course.</i></p>



6 Misamis Street, Bago Bantay, Quezon City

Email Address: ncr@deped.gov.ph

Website: <http://www.depedncr.com.ph>



Certificate No. PHP QMS 24 83 0193



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Documentary Requirements	<ul style="list-style-type: none">▪ Accomplished Application Form▪ Photocopy of Passport (<i>applicants who do not have a passport at the time of application are required to submit the documents 2 weeks after notification of successful selection</i>)▪ SEAMEO RECSAM Scholarship Agreement▪ Medical Report (<i>upon notification of successful selection</i>)▪ Letter of Intent (<i>addressed to DepEd</i>)
Deadline of Submission	20 November 2024

Enhancing Teacher Professional Development in Secondary Mathematics Education Adapting Classroom-Based Research	
Course Code	RC-SS-149-4
Course Schedule	14 April – 09 May 2025 (<i>four weeks</i>)
No. of Scholarships Offered per Country	Two (2)
Target Participants and Qualifications	<ul style="list-style-type: none">▪ Mathematics Educators or Key Secondary Mathematics Teachers▪ Able to communicate in English▪ Must be in good health both physically and mentally▪ Certified medically fit to qualify for the course▪ Should not be more than 50 years of age <p><i>*Successful applicants must submit a medical form upon receipt of SEAMEO RECSAM’s notification of selection.</i></p> <p><i>*Since the course involves travels, outdoor learning, and field trips, pregnant nominees will NOT be considered for the course.</i></p>
Documentary Requirements	<ul style="list-style-type: none">▪ Accomplished Application Form▪ Photocopy of Passport (<i>applicants who do not have a passport at the time of application are required to submit the documents 2 weeks after notification of successful selection</i>)



Republic of the Philippines
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	<ul style="list-style-type: none">▪ SEAMEO RECSAM Scholarship Agreement▪ Medical Report (<i>upon notification of successful selection</i>)▪ Letter of Intent (<i>addressed to DepEd</i>)
Deadline of Submission	20 November 2024

3. All SDOs are **advised to nominate one (1) qualified participant per course subject for Regional Evaluation**. Fee-paying participants who meet the qualifications are also accepted. SEPS-HRD shall submit the **complete documentary requirements and endorsement of their nominee** in this Office on or before November 18, 2024. **Only the nominee endorsed by this Office** shall upload their documents (in PDF format) through the Microsoft Forms which can be accessed through the link: <https://forms.office.com/r/vAV4ksVmxj>. Kindly use official DepEd email accounts in submitting the requirements.

4. For further information and any concerns, please contact **Richard D. Vidal**, Education Program Specialist II, Regional Scholarship Focal Person, Human Resource Development Division through email richard.vidal@deped.gov.ph.

5. For the full details, please see enclosed Memorandum.

6. Immediate dissemination of this Memorandum is desired.


JOCELYN DR ANDAYA
Regional Director, NCR
concurrent Officer-In-Charge, Office of the
Assistant Secretary for Operations

Encl. as stated

rdv/hrdd



6 Misamis Street, Bago Bantay, Quezon City

Email Address: ncr@deped.gov.ph

Website: <http://www.depedncr.com.ph>



Certificate No. PHP OMS
24 93 0193




Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2024- 2242

FOR : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

FROM : 
WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development

SUBJECT : **CALL FOR NOMINATION FOR SEAMEO REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND MATHEMATICS BATCH REGULAR COURSE OFFERINGS FOR FY 2024/2025 (14 APRIL - 09 MAY 2025)**

DATE : 11 November 2024

1. The SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM) announces its **Call for Nomination** for its *Batch 2 Regular Courses for FY 2024/2025*, with course details as follows:

a. Implementing Classroom-Based Alternative Assessment in Secondary Science Education

Course Code	RC-SS-149-3
Course Schedule	14 April - 09 May 2025 (<i>four weeks</i>)
No. of Scholarships Offered per Country	Two (2)
Target Participants and Qualifications	<ul style="list-style-type: none">• Science Educators or Key Secondary Science Teachers• Able to communicate in English• Must be in good health both physically and mentally• Certified medically fit to qualify for the course• Should not be more than 50 years of age <p><i>*Successful applicants must submit a medical form upon receipt of SEAMEO RECSAM's notification of selection.</i></p> <p><i>*Since the course involves travels, outdoor learning, and field trips, pregnant nominees will NOT be considered for the course.</i></p>

Documentary Requirements	<ul style="list-style-type: none"> Accomplished Application Form Photocopy of Passport (<i>applicants who do not have a passport at the time of application are required to submit the documents 2 weeks after notification of successful selection</i>) SEAMEO RECSAM Scholar Agreement Medical Report (<i>upon notification of successful selection</i>) Letter of Intent (addressed to DepEd)
Deadline of Submission	20 November 2024

b. Enhancing Teacher Professional Development in Secondary Mathematics Education Adapting Classroom-Based Research

Course Code	RC-SS-149-4
Course Schedule	14 April – 09 May 2025 (<i>four weeks</i>)
No. of Scholarships Offered per Country	Two (2)
Target Participants and Qualifications	<ul style="list-style-type: none"> Mathematics Educators or Key Secondary Mathematics Teachers Able to communicate in English Must be in good health both physically and mentally Certified medically fit to qualify for the course Should not be more than 50 years of age <p><i>*Successful applicants must submit a medical form upon receipt of SEAMEO RECSAM's notification of selection.</i> <i>*Since the course involves travels, outdoor learning, and field trips, pregnant nominees will NOT be considered for the course.</i></p>
Documentary Requirements	<ul style="list-style-type: none"> Accomplished Application Form Photocopy of Passport (<i>applicants who do not have a passport at the time of application are required to submit the documents 2 weeks after notification of successful selection</i>) SEAMEO RECSAM Scholar Agreement Medical Report (<i>upon notification of successful selection</i>) Letter of Intent (addressed to DepEd)
Deadline of Submission	20 November 2024

- For selection purposes, the National Educators Academy of the Philippines (NEAP) encourages each Central Office Bureau/Service/Office and Regional Office to **nominate one (1) qualified candidate per course**. Fee-paying participants who meet the qualifications are also accepted.
- Kindly refer to the attached *SEAMEO RECSAM Course Information Booklet* (which includes application form, scholar agreement, medical form, checklist, etc.) for further details.
- The required documents must be accomplished and uploaded (in PDF form)** through the Microsoft Office Form which can be accessed through the link <https://forms.office.com/r/vAV4ksVmxr> on or before **20 November 2024**. Kindly use official DepEd email accounts in submitting the requirements.

5. Please note that applications may be disqualified due to various reasons, such as but not limited to, incomplete requirements, lack of official endorsement/s, direct sending of requirements to the Secretariat's email, discrepancies in documents, etc.
6. NEAP further reiterates that the established qualifications and selection parameters for its scholarship programs are in adherence to the Equal Opportunity Principle (EOP).
7. For questions or concerns, please contact the **NEAP Scholarship Secretariat** through email scholarships@deped.gov.ph and/or landline (02) 8715-9919.
8. For immediate dissemination and appropriate action.

**Copy furnished:
OFFICE OF THE SECRETARY**

[NEAPScholarshipSecretariat/Pereyra]



REGULAR COURSES

FOR FISCAL YEAR 2024/2025

(BATCH 2)

14 APRIL – 9 MAY 2025
SEAMEO RECSAM, PENANG, MALAYSIA

COURSE INFORMATION

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REGULAR COURSES FOR FISCAL YEAR 2024/2025 (Batch 2)
14 April - 09 May 2025

COURSES INFORMATION

Course Code	Course Title	No. of Scholarships Offered per Country	Duration of Course
RC-SS-149-3	Implementing Classroom-Based Alternative Assessment in Secondary Science Education	2	14 April – 09 May 2025
RC-SM-149-4	Enhancing Teacher Professional Development in Secondary Mathematics Education Adapting Classroom-Based Research	2	14 April – 09 May 2025

IMPORTANT DATES
for Regular Courses for Fiscal Year 2024/2025 (Batch 2)

Date	Action
25 Nov 2024	Deadline to receive nominations from Ministries of Education
16 Dec 2024	Deadline to receive confirmation of participation, passport and medical report
14 April 2025	Course commences
09 May 2025	Course ends



**SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION
REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND
MATHEMATICS**

Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia
Telephone: 604-6522700 Fax: 604-6522737
Website: <http://www.recsam.edu.my/>

1.0 QUALIFICATIONS

1.1 The **qualifications** required for the course participants are described in the annexures of different courses (refer to item 4.0). Please follow required qualifications strictly in your selection of participants. This would maximise impact of the courses and the nominated participants are expected to carry out multiplier effect training upon return to their country.

1.2 The selected participants must be in good health both physically and mentally. They should be certified medically fit to qualify for the course and should not be more than 50 years of age (applicants must submit **medical form** upon our notification of successful selection).

1.3 Due to the nature of the course which involves travels, outdoor learning and field trips, pregnant nominees **will NOT be considered** for the course.

1.4 Applicants should also submit copy of the **passport** (front page) together with the application. Applicants who do not have a passport at the time of application are required to submit this document **two weeks** after notification of successful selection.

1.5 Completed application form, scholar agreement, copy of passport and other relevant documents of the nominated candidates must be sent by **25 November 2024**. OR, a list of the names of potential nominees with the certified copy of their qualifications in Science/Mathematics must be sent.

1.6 Ministries of Education are encouraged to nominate at least **THREE CANDIDATES** for each course for selection purposes. SEAMEO RECSAM has the right to reject candidates that do not match the requirement of the course. Please notify us if your country is unable to fill the number of the scholarships specified. The vacant places may be offered to other member countries.

1.7 All participants must have at least a moderate knowledge of written and spoken English.

1.8 With regards to COVID-19, all participant should observe the travelling regulation of their own local government in addition to the SOP by National Security Council Malaysia, Ministry of Health Malaysia and Malaysia Immigration Department.

2.0 GENERAL INFORMATION

2.1 Insurance

Participants should secure their own personal accident insurance themselves throughout the duration of the course as SEAMEO RECSAM will not be responsible to cover personal insurance.

2.2 Other Expenses

SEAMEO RECSAM will NOT bear any other fees that may incur in preparation of the course such as passport fee, visa fee, exit fee, costs for medical checkup and etc.

2.3 Terms of Scholarships

Participants on scholarships will be provided with:

- i. Return economy class air-ticket **from nearest International Airport** from participant's work station. As soon as nominations are received and accepted, air-tickets will be dispatched to the respective Ministries of Education.

Attention: After the ticket is issued, any fee incurred by a participant due to last minute cancellation or replacement of participant, **should be borne by the Ministry of Education of that nominating country OR by the nominees themselves.** SEAMEO RECSAM will not bear the cost of air ticket or penalty charge or extra charge.

- ii. Airport transfer before and after the commencement of training courses

2.4 Accommodation, Food and Attire

Participants will be accommodated at SEAMEO RECSAM International House with food provided during the course. Food allowance will be reimbursed on occasions when meals are not catered. The rooms are of double occupancy with bathrooms attached. SEAMEO RECSAM has the right to allocate room-mates to the participants. All participants are expected to be formally dressed for classes, T-shirts and jeans are NOT allowed during class sessions. Participants should also wear proper attire while traveling to and from Malaysia.

2.5 Exit Permits and Entry Visas to Malaysia

Visa is NOT required for a stay of less than a month for nationals of ASEAN countries except Myanmar. The following is required to be done as early as possible:

- i. **Exit permit** for nominated participants must be obtained from their own Government; and
- ii. **Entry visa** for nominated participants into Malaysia must be obtained from the Malaysian Embassy in the participants' own country. SEAMEO RECSAM will send offer letter to help expedite the visa application process when participation of nominee is confirmed. *(Myanmar only)*
- iii. Please be advised that all participants traveling to Malaysia are required to complete the Malaysian Digital Arrival Card (MDAC) before their arrival. This mandatory procedure ensures adherence to immigration regulations and facilitates a seamless entry process into the country. Failure to comply with this requirement may lead to delays or inconvenience upon arrival. Please find below the QR code for MDAC registration;



2.6 Certificate Presentation Ceremony and Cultural Show

Participants are requested to bring along their country's national costume to be worn during the Certificate Presentation Ceremony and Cultural Show. There will be cultural performances by the participants during the ceremony at the end of the course. Please bring along necessary items to support this event.

2.7 Gifts Exchange

It is advisable that participants bring along own souvenirs to exchange among other participants.

3.0 Participants from SEAMEO MEMBER Countries on Fee-Paying Basis

The following are conditions for participants from SEAMEO Member Countries on fee-paying basis:

- i. They will also abide by the stipulations of the SEAMEO RECSAM Scholar Agreement and follow the requirements of the programme;
- ii. They are physically fit and meet the necessary qualifications to attend the course; and
- iii. They pay a minimum course fee which does NOT include airfare, medical expenses, insurance, and extension of visa fees. (For further enquiries, kindly write to Director, SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia, or email director@reksam.edu.my; Fax: +604-6522737).

4.0 COURSE DESCRIPTION

4.1 Course Code: RC-SS-149-3

Course Title: IMPLEMENTING CLASSROOM-BASED ALTERNATIVE ASSESSMENT IN SECONDARY SCIENCE EDUCATION

Introduction:

Alternative assessment refers to any non-traditional classroom practice that focuses on continuous monitoring on the individual student progress in learning. It is usually taken to mean that it is in direct contrast to traditional forms of standardised evaluation and paper-and-pencil testing. Traditional assessment requires candidates to read questions and respond in writing, for examples, tests and inventories, and the common response formats may be multiple-choice, short answer and essay. Alternative assessment is also known under various terms, such as formative, performance, portfolio and authentic assessment, based on oral and written responses and presentations, project work or using rubric to measure proficiency.

Rationale:

The primary purpose of classroom assessment is to obtain information to inform teachers' teaching and improve students' learning. It is not to evaluate and classify student performance, but rather, to monitor student progress in achieving learning outcomes

throughout a course. Hence, classroom assessment is always an integral component of instructional activities. However, often because of wanting to achieve standardisation, traditional testing has been commonly adopted, particularly in consideration to big class size and managing timing in grading. But then the compression of an entire semester of work into a short time of testing that is used to account for a major portion of a grade is surely a misrepresentation of the efforts of students. The role of assessment must be meaningful and holistic in presenting students' performance. In the teaching and learning of science, assessment must be closely related to its contents, pedagogies used and classroom instructional practices. The various perspectives assumed by assessment as learning, assessment of learning, and assessment for learning are fundamental for effective science teaching and learning. These assessment methods may overlap and interact, nonetheless no single one can provide sufficient information to effect positive changes in the teaching and learning process.

On the other hand, alternative assessment gives the student the opportunity to demonstrate the depth and scope of what they have learned rather than being limited to just a few responses on a traditional test or exam. A student performance assessment must not be the average grading of a cumulative set of work for a given time period. With alternative assessment, students are encouraged to provide their own responses rather than simply selecting from a given list of options. In logical perspectives, alternative assessment should be used to determine what students can and cannot do, in contrast to what they do know or do not know. In other words, alternative assessment measures applied proficiency more than measuring knowledge. Typical examples of alternative assessment include portfolios, project work, and moment-by-moment observation of students in action or while doing science experiments and other activities that are accompanied with some type of rubric. Specifically, a portfolio of work is an alternative assessment that allows a student to select or develop the presentation he or she thinks best depicting his or her study skills and understanding of concepts. Therefore, student portfolios, grading with rubrics, and other alternative assessment strategies can help us determine more accurately how well learning outcomes have been achieved.

Objectives:

This course aims to equip participants with the notion of classroom assessment as an integral part of science instruction. As such, participant will be engaged in activities that would enable them to acquire knowledge, attitude, skills and values.

Upon completion of the course, the participants will be able to:

1. relate the interrelationships of assessment with classroom instruction, pedagogy and curriculum in the teaching and learning of science in the 21st century perspective;
2. explain the purposes and practices of the various types of classroom assessment;
3. discuss the importance of the relationship between school-based alternative assessment to classroom instructional activities and curriculum;
4. adopt assessment instruments or tools that are suitable to monitor students' performance in science learning;
5. integrate technology in science assessment; and

6. plan, design and implement science lesson by adapting an instructional design with emphasis on assessment as well as congruency to content and pedagogy.

Course Contents:

This course adopts assessment as the systematic process of gathering information about what a student knows, is able to do, and is engaging in learning to do. It showcases the application of various school-based alternative assessment to inform classroom teaching and improve learning, in contrast of traditionally used to evaluate and classify student achievement. The participants will explore on the relationships of assessment to pedagogy, curriculum and instructional practices in the classroom, which is necessary to use various alternative assessment methods which will includes giving feedback, analysing students' homework and enhancing skills related to observation and probing questioning techniques.

It is essentially an activity-oriented course that calls for deep reflection of the participants' professional experiences pertaining to the various issues and challenges encountered in the teaching and learning of science, particularly related to assessment generally, and on alternative assessment specifically. The course activities are designed to cater for discussions, presentations, and hands-on and minds-on sessions.

The major areas in the core component include:

1. Current Trends in Science Education
 - 1.1 21st Century Learning Skills in Science Education
 - 1.2 Current Practices in Classroom Instructions on Science Education
 - 1.3 Trends and Issues in Assessment on Science Education
2. Fundamentals of Assessment
 - 2.1 School-based Classroom Assessment
 - 2.2 Assessment *as, for* and *of* Learning
 - 2.3 Traditional versus Alternative Assessment
3. Aligning Science Pedagogy and Assessment Practices
 - 3.1 Using Assessment to Develop Student Motivation for Science Learning
 - 3.2 Integrating Science Classroom Assessment and Practices
 - 3.2.1 Inquiry-based Learning
 - 3.2.2 Problem-based Learning, and
 - 3.2.3 Project-based Learning
 - 3.3 Exemplary Alternative Assessment on Science Learning
 - 3.3.1 Student portfolios

- 3.3.2 Performance tasks
 - 3.3.3 Assessment rubrics
 - 3.3.4 Oral, written or demonstration presentations
 - 3.3.5 Self and peer assessment
 - 3.3.6 Direct and indirect observation
 - 3.3.7 Questioning techniques
 - 3.3.8 Authentic assessment in outdoor science learning
4. Information and Communications Technology in Assessment (approx. 6 hours)
 - 4.1 Digital Tools for Assessment in Learning
 - 4.2 Online / Web-based Resources for Assessment
 5. Workshop Enhancing Understanding on Alternative Assessment
 - 5.1 Impact of TIMSS and PISA in Assessment Practices
 - 5.2 Applying various alternative assessment strategies or tools in the following assessment
 - 5.2.1 Diagnostic assessment
 - 5.2.2 Performance assessment
 - 5.2.3 Improvisation of teaching materials
 6. Theory into Practice (TiP): Design and Development of Instructional Materials and Lesson Plan
 - 6.1 Planning, designing, developing, implementing and improving the quality of lesson plans and teaching strategies by fostering classroom alternative assessment practices in learning activities through the lesson quality improvement process.
 - 6.2 Reflection, debriefing and discussion leading to finalisation of lesson plan and completion of project work.

Participants: Science Educators or Key Secondary Science Teachers

English Proficiency: Able to communicate in English

Expected Output: 1. Project Work Report

2. Individual Multiplier Effect Action Plan

References:

Gardner, J. (2006). *Assessment and learning*. London: SAGE Publication. Liu, X.F. (2010). *Essentials of science classroom assessment*. California: SAGE Publication.

Mulvahill, E. (2018) 25 alternative assessment ideas. Retrieved from <https://www.weareteachers.com/alternative-assessment-ideas/>

National Research Council. (1996). National science education standards.

Washington, DC: The National Academies Press. Retrieved from [https:// doi.org/10.17226/4962](https://doi.org/10.17226/4962).

Rousseau, P. (2018). Best practices in alternative assessment. Ryerson University. Retrieved from https://www.ryerson.ca/content/dam/lt/resources/handouts/Alternative_Assessments.pdf

4.2 Course Code: RC-SM-149-4

Course Title: ENHANCING TEACHER PROFESSIONAL DEVELOPMENT IN SECONDARY MATHEMATICS EDUCATION ADAPTING CLASSROOM- BASED RESEARCH

Introduction:

Continuous professional development (CPD) is a crucial element in sustaining competency among teachers. Classroom-based research is a teacher-driven activity that aims to find out the methods that work best in the classrooms, so that we may be able to improve our practice, and make learning more effective for the benefit of our students. It has been proven to be an effective mean to develop meaningful professional learning among teachers. Some of the common approaches adopted in classroom-based research include lesson study, action research and case study. One important feature of these effective approaches is the collaborative culture of good practices in mathematics teaching. Ideally, as a professional community, teachers need to be more proactive to lead their own professional development in classroom practices. Therefore, there is a critical need to establish a platform to promote collegiality among teachers to improve their classroom practices.

Rationale:

The basic purpose of CPD is to constantly upgrade the quality of teaching and thereby enhancing students' successful learning. This is only possible when teachers are committed to working collaboratively in ongoing processes of collective inquiry or classroom-based research to achieve improved learning for students. In order to attain this, teachers need to continuously learn new ideas and knowledge to improve teaching and learning. It is equally important that teachers are given opportunities to try those new ideas and knowledge in their classroom, and reflect upon how those idea and knowledge contributed to the quality of student learning experience. In other words, classroom-based research can serve as a personalized approach toward teachers' professional learning. In short, classroom-based research will promote transformation of teachers' classroom practical wisdom into research-based professional knowledge. This construction of professional knowledge will be more meaningful to the teachers as it emphasizes the importance of teachers' ownership in acquiring new knowledge on classroom practices.

Although classroom-based research may differ in the process, but through a systematic pursue of teachers' own classroom practices, there will be a high chance that teachers will acquire new insight into their students' learning. Consequently, through constant involvement of classroom-based research, the quality of students' learning will be enhanced gradually. Similarly, teachers' professional knowledge will be greatly elevated. Hence, this course focuses on the classroom-based research as the mean to improve teachers' classroom practices.

Objective:

The aim of this course is to provide opportunities for participants to acquire knowledge and skills to conduct classroom-based research to promote effective students' learning in their mathematics classrooms.

Upon completion of the course, participants will be able to:

1. identify the current trends and issues in teaching and learning of secondary mathematics;
2. relate strategies / approaches to enhance the teaching and learning of secondary mathematics;
3. implement classroom-based research methods to enquire the effectiveness of instructional practices for improving teaching and learning of secondary mathematics; and
4. design and implement small scale classroom- based research in secondary mathematics.

Course Contents:

This course focuses on methodology of practical implementation of a classroom- based research in promoting teacher professional development leading to enhancing student learning. Participants are expected to engage actively and collaboratively in course activities and discussions, as well as fostering teamwork in designing and carrying out small-scale classroom-based research. The knowledge and skills acquired will enable them to initiate classroom-based research for improving secondary mathematics classroom instructional practices in their respective schools upon returning to their own countries.

The major areas in the Core Components include:

1. Issues and Trends in Secondary Mathematics Education
2. Strategies / Approaches in Teaching and Learning of Secondary Mathematics
3. Introduction to Classroom-based Research
 - 3.1 Nature of Classroom-based Research
 - 3.2 Components in a Classroom-based Research
 - 3.3 Classroom-based Research Methodologies
4. Theory into Practice: Implementing a Small-scale Classroom-based Research
 - 4.1 Research Question and Design
 - 4.2 Data Collection and Analysis
 - 4.3 Interpretation, Conclusion and Report Writing

Duration: Four weeks

Participants: Mathematics Educators or Key Secondary Mathematics Teachers

English Proficiency: Able to communicate in English

Expected Output: 1. Project Work Report
2. Individual Multiplier Effect Action Plan

References:

- Bartlett, J. (2014). *Becoming an outstanding mathematics teacher*. UK: Routledge.
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in Education*. 7th ed. New York: Routledge.
- Creemers, B., Kyriakides, L., Antoniou, P. (2013). *Teacher professional development for improving quality of teaching*. London: Springer.
- Hord, S.M., Roussin, J.L. & Sommers, W.A. (2010). *Guiding professional learning communities: Inspiration, challenge, surprise and meaning*. USA: Corwin.
- Hurd, J., Lewis, C. (2011). *Lesson study step by step: How teacher learning communities improve instruction*. USA: Heinemann.
- Taber, K. S. (2013). *Classroom-based research and evidence-based practice*. 2nd ed. UK: SAGE.
- Takahashi, A & McDougal, T. (2016). Collaborative lesson research: maximizing the impact of lesson study DOI 10.1007/s11858-015-0752-x ZDM Mathematics Education (2016) 48:513-526

5.0 SEAMEO GOOGLE EDUCATION WORKSHOP DURING REGULAR COURSES

Google for Education, in partnership with SEAMEO RECSAM, will be training 2 cohorts a year for the next 3 years to use Google Workspace for Education technology in designing learning for their students and sharing their knowledge with other educators in their home countries. Google Workspace for Education includes Docs, Slides, Sheets, Sites, Classroom and more. When combined with other Google products such as Google CS First and the Applied Digital Skills curriculum, teachers completing the course will be prepared to design great learning for their students. Participants will also start to understand the role of the Artificial Intelligence and Machine Learning built into many of the Google products and how that can support learning and the streamlining of administrative tasks and assessment.

Learning Outcomes:

By the end of this course, participants will;

- Have developed a deeper knowledge of the different applications of the Google Workspace for Education cloud based learning platform
- Have completed training in the use and application of the tools to positively impact teaching and learning and to streamline administrative processes and assessment
- Have completed a certification appropriate to their level (Level 1 or Level 2) and for those participants feeling confident in their skills, they will create STEM focused lessons using the technology to share with other educators

Course Description:

Pre-course - complete the 'Introduction to Google Workspace for Education' MOOC

Day 1

- Introduction to the Google Workspace for Education platform and the broader Google Learning ecosystem
- Skills workshops for Level 1 and Level 2 participants
- Hybrid session on the application of technology in designing STEM learning

- Complete Level 1 and/or Level 2 examination
- Explore Augmented Reality with Google Arts & Culture and Computer Science with Google CS First

Day 2

- Level 2 skills workshops for those taking the Level 2 exam today
- Workshop on Be Internet Awesome and Google Applied Digital Skills Curriculum
- Level 2 Examination
- STEM Hybrid Learning Design Challenge - applying new digital skills to create STEM learning experiences and lessons to be shared with other educators
- Certificate Ceremony and Celebration

6.0 CONTACT US

For further information, please contact:

Centre Director
SEAMEO RECSAM
Jalan Sultan Azlan
Shah 11700 Gelugor
Penang, Malaysia

Tel: +604 6522 700

| Fax: +604 6522 737

| Email: director@recsam.edu.my

Officer in-charge:

Ms. Shalaneeswary Muniandy |

Email: shala@recsam.edu.my | Tel: +604 6522 752



APPLICATION FORM

Please affix
passport
photograph

REGULAR COURSES FOR FISCAL YEAR 2024/2025 (BATCH 2)

Please type or write clearly in capital letters. Do not leave any space blank. Use "NIL" or "N/A" where applicable

Please tick your choice. Kindly note that you are NOT allowed to change once you indicated your subject of choice

Application for: RC-SS-149-3 RC-SM-149-4

Course Code:	Duration of the Course:
Title Of Course:	Country:

1. PERSONAL DATA

Family Name (surname) :	Date of birth :
First Name :	Day Month Year
Other Names :	Nationality (citizenship) :
City and country of birth :	Gender : Male / Female #
Passport No : Type of Passport:	Marital status : Single / Married #
Expiry Date:	Religion :

Delete accordingly

2. COMMUNICATION AND MAILING ADDRESS

Applicant's Office Address :	Applicant's Postal / Home Address :
Mobile Phone Number	Home telephone
Country Area Number	Country Area Number
Office telephone	Telefax
Country Area Number	Country Area Number
Email	
Person to be contacted in case of emergency :	
Name :	_____
Telephone :	_____ Mobile Phone Number: _____
Address :	_____
Email :	_____

3. EDUCATION (list from highest qualification)

Name of Colleges/ Institutions/ University & Country	Major Field of Study	Years of study : from - to	Degree

4. EMPLOYMENT RECORD (list from current position onwards)

Name of Institution/Employer	Position	Years of work: from-to

Delete accordingly

Describe your work and responsibility:

5. REASONS FOR APPLYING THIS COURSE

Please state briefly the reasons for applying to this course and how you hope to benefit from the course.

6. OVERSEAS COURSES/ CONFERENCES/ SEMINARS ATTENDED INCLUDING PROGRAMME OF SEAMEO RECSAM

Name of Conference/ Seminar	Venue	Date: from – to

Delete accordingly

7. ENGLISH LANGUAGE PROFICIENCY

	Excellent	Good	Fair	Basic	Remarks
Listening					
Speaking					
Writing					
Reading					

8. INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT) SKILLS PROFICIENCY

	Excellent	Good	Fair	Basic	Remarks
Microsoft Office					
Email					
Internet					

9. GOOGLE EDUCATOR CERTIFICATE

None	<input type="checkbox"/>	
L1	<input type="checkbox"/>	
L2	<input type="checkbox"/>	
Trainer	<input type="checkbox"/>	
Coach	<input type="checkbox"/>	

Tick ✓ accordingly

Applicant Acknowledgement	
..... Date Signature of Applicant/Participant
Recommended by Ministry of Education	
..... Date Signature & Name of Official on behalf of Minister of Education

IMPORTANT: THIS FORM SHOULD BE COMPLETED IN DUPLICATE. A COPY IS TO BE SENT THROUGH YOUR MINISTRY OF EDUCATION BY REGISTERED AIRMAIL TO REACH THE FOLLOWING ADDRESS

DIRECTOR

**SEAMEO RECSAM, JALAN SULTAN AZLAN SHAH,
11700 GELUGOR, PENANG, MALAYSIA**



SEAMEO RECSAM SCHOLAR AGREEMENT

THIS DEED is made the _____ day of _____ Two Thousand and Twenty Four/Five (2024/2025) between _____ of _____

(hereinafter called 'the Scholar') of the first part and the Southeast Asian Minister of Education Organization (hereinafter called 'SEAMEO') of the second part.

WHEREAS the Scholar will pursue the course of training specified in the Schedule hereto (hereinafter called 'the Course') at the SEAMEO Regional Centre for Education in Science and Mathematics in Penang, Malaysia under a scholarship granted by SEAMEO. AND WHEREAS the Scholar has expressed his willingness to accept the Scholarship upon the terms hereafter set out:

NOW THIS DEED witnessed as follows:

1. In this deed unless the context of otherwise requires:

Words importing the masculine gender include females;

Words in the singular include the plural and words in the plural include the singulars;

2. The Scholar hereby covenants:

- (i) that he will enter upon and diligently continue in the Course and that he will complete the Course within the prescribed time specified in the Schedule hereto;
- (ii) that he will devote his whole time to the Course and will, to the best of his ability apply himself to the Course to the satisfaction of the supervisors, tutors or instructors associated therewith;
- (iii) that he will follow all the sessions of the Course and sit for all the assessment tests prescribed, if any, for the Course within the limits of time prescribed in the Schedule hereto;
- (iv) that he will conform to the regulations and discipline in force from time to time at his place of study or training and at his place of residence;
- (v) that he will reside in SEAMEO RECSAM's hostel, or other place as directed by the Director of the SEAMEO Regional Centre for Education in Science and Mathematics (hereafter called 'the Director');
- (vi) that all rights, including title, copyright and patent rights, in any work produced by him as part his course/project of SEAMEO RECSAM shall be vested in the Course;
- (vii) that he will not undertake any occupation, either remunerative or otherwise, outside the course except with prior approval of the Director;
- (viii) that he will, if in receipt of any remuneration, whether in money or money's worth for any work or service which he is required to undertake or perform as part of the Course or any award gained during the Course, report the same to the Director and shall if so required by the Director surrender to the Director all or such proportion of any such remuneration or award as the Director may determine, retaining any remainder thereof for himself;
- (ix) that he will refrain from participation in political activities not normally permitted in the institutional in which the Course is taken;
- (x) that he will not change his subjects of study or programme of training or take any additional courses without the prior written permission of the Director; and
- (xi) that he will not leave the country unless with the joint approval of his Ministry of Education as well as that of the Centre Director.

3. If the Scholar shall:-

(i) be idle or grossly misbehaves himself towards the supervisors, tutors, or instructors associated with the Course or commit a breach of his obligations under this deed; or

(ii) by reason of illness or injury be unable to carry out his obligations under this deed;

Then in either of those cases SEAMEO may forthwith terminate the scholarship by giving notice to the Scholar but without prejudice to the rights of the parties hereunder in respect of any antecedent breach of the covenants and stipulations herein contained.

4. The Scholar for himself and his/her personal representative hereby further undertakes:-

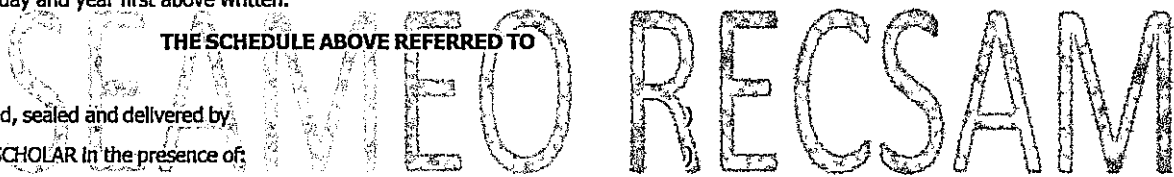
(i) to absolve SEAMEO including its servants from any liability to the Scholar for loss of life or injury to his person or damage or loss to his property arising from the negligence of the servants of SEAMEO; and

(ii) to indemnify and keep harmless SEAMEO against all proceedings, suits, actions, claims, demands, costs and expenses whatsoever which may be taken or made against SEAMEO or incurred or become payable by SEAMEO in respect of injury (whether fatal or otherwise) to any person or damage or loss to any property occasioned directly or indirectly by any act, omission or other default by the Scholar while on or otherwise in relation to or arising out of the Course.

5. It is hereby agreed that any right, function or power conferred on SEAMEO under this deed may be exercised by the Director or any person duly authorised by him in that behalf.

IN WITNESS WHEREOF the Scholar and SEAMEO by its duly authorised representative have set their hands and seals hereunto the day and year first above written.

THE SCHEDULE ABOVE REFERRED TO



Signed, sealed and delivered by
The SCHOLAR in the presence of:

)
)

Signature
(Witness)

)
) (Signature of SCHOLAR)

Name
Address

)
)

.....)

Signed, sealed and delivered by the DIRECTOR of the SEAMEO
Regional Centre for Education in Science and Mathematics in Penang
Malaysia, who has been duly authorised to act in that behalf for the
)

)
)
)

Signature
(Witness)

)
) (Signature of DIRECTOR, SEAMEO RECSAM)

Name
Address

)
)

.....)

Scholar Agreement

Appendix 3

MEDICAL FORM

(to be completed by an authorised physician and required to be submitted after notification of successful selection)

Name of Applicant:			
Age:	Gender:	Height: cm	Weight: kg
Blood Pressure:			
Blood Group:	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> AB <input type="checkbox"/> O <input type="checkbox"/> Other ()
Is the person examined at present in good health?		Is the person free of infectious diseases (AIDS, tuberculosis, trachoma, skin diseases etc.)?	
List any abnormalities indicated in the chest X ray.		List any other sickness (diabetic, high blood pressure etc.)	
I certify that the applicant is medically fit to undertake a course in Malaysia.			
Name of Physician:			
Address of Clinic:			
Telephone:			
Email:			
Signature of Physician:		Date:	
Seal of Clinic:			

Appendix 4

CHECKLIST

Name: _____

Country: _____

No	ITEM	QUANTITY	YES/NO
1	APPLICATION FORM	1	
2	PHOTOCOPY OF PASSPORT* (Only the front page with participants' particular are required)	1	
3	SCHOLAR AGREEMENT	1	
4	MEDICAL REPORT (*upon notification of successful selection)	1	

Note: Deadline for nomination form submission is 25 November 2024 (Batch 2)