ONLINE FORMATIVE ASSESSMENT SYSTEM (OFAS-QUIZIZZ): PROMOTING ADVANCE MECHANISM FOR STUDENTS ACADEMIC PERFORMANCE IN NEW NORMAL OF EDUCATION

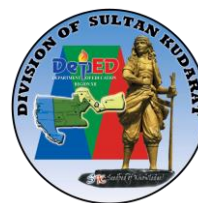Gacayan, Marck Anthony D.; Galmak, Muriel T.

Completed 2021

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I. ABSTRACT

The pandemic caused by COVID-19 changed the system of education in the country. New methods of learning were implemented across the country to assess and record the academic performance of students based on DepEd Memorandum No. 12, Series of 2020. This study measures the Online Formative Assessment System (OFAS)—Quizizz in terms of expected performance, navigating features, and applicability to the senior high school teachers of Mamali National High School and facilitating conditions and satisfaction for the Grade 11-ICT students at the same school. Using the quasi-experimental design, the researchers used the means and frequency count to rate the senior high school teachers' level of expected performance, navigating features, and applicability. Also, the z-test was used to analyze the academic performance of the Grade 11-ICT students.

The findings revealed that the senior high school teachers have the highest extent of expected performance, navigating features, and applicability in using the OFAS-Quizizz. In addition, the Grade 11-ICT students tabulated that there was a significant increase in their academic performance after using OFAS-Quizizz. This concluded that senior high school teachers can widely use OFAS-Quizizz as their online platform for assessing and monitoring their learners' academic performances. In conclusion, spreading the OFAS-Quizizz more widely throughout the nearby schools and neighboring district. The system must also be put to the test in terms of its capabilities and advantages over other systems offered online.

Keywords: Online Formative Assessment System (OFAS) – Quizizz, expected performance, navigating features, applicability, facilitating condition, Satisfaction, Self-Learning Modules (SLMs)

II. ACKNOWLEDGMENT

We greatly appreciated and humbly extended our thanks to the people behind who contributed in making this study possible. The completion of our study could have not been possible without their presence.

To our **Lord Almighty**, we bow to you, your love and favor is unfathomable, your promises and faithfulness never fails.

We are highly grateful and won't miss the opportunity to thank the individuals who supported throughout the research process. We would like to express our deepest gratitude to:

Dr. Glenn A. Bisnar, and the office of the Regional PPRD, for their untiring efforts by giving us permission to gather data in other division

Dr. Blessy Joie Barnuevo, the new Regional Research Coordinator.

Leonardo M. Balala, CESE, Schools Division Superintendent of DepEd – Sultan Kudarat for giving approval to us to conduct the research.

Dr. Leodie D. Mones, Division Research Coordinator, for her advice and guidance throughout and in how to fast track the research and give us follow-ups on the updates as he visits us in our station.

Mr. Salvador F. Movilla, for always giving us fatherly support throughout this endeavor for some technical assistance along the way.

Mr. Limwell R. Telmo, Mathematics teacher of Laguilayan National High School, our Statistician, who has been part of this successful endeavor.

To the rest we did not mention one by one, we, the researchers**,** have **INCULCATED** into our **HEARTS** and **MINDS YOUR CONTRIBUTIONS,** and **DEEPLY, WE APPRECIATE IT VERY MUCH!**

III. CONTEXT AND RATIONALE

Online and blended learning have been increasingly recognized in different learning delivery modalities in these times of new normal in education and have become the call of the time. Distance education uses technology to empower students to self-regulate learning (Zimmerman, 2010). Students are reluctant to waste time on work that does not contribute to their academic progress (Rust, 2002). Online educational platforms such as Online Formative Assessment System (OFAS) are innovative tools which offer crucial application for effective assessment tool of learning. It helps to create effective engagement by promoting immediate recognition, instant feedback to learners and quick list of learners for remediation. Learning platform has positive effects on distance education, instruction, didactic interaction, and professional practice (Gonzalez et al., 2018).

Ardid et al., (2015) said that the online grade is based on exam performance rather than quantity. Formative assessments are used to support the self-directed learning of students and Online formative assessments have been identified to be less time consuming compared with traditional method. According to Topchyan and Zhang (2014), virtual team was the most satisfactory for distance education.

Accessibility to OFAS anywhere through an internet connection from any device like a computer, smartphone or tablet allow the teacher to give formative assessment to students anytime on a specific module they have learned. Thus, Students developed a study habit because of the

online quizzes and follow-ups given by their teachers. This also allow a teacher to quickly evaluate performance of students on their respective learning areas.

Patterns provide insights into common objectives, adaptable material, and learner-centered instructional design (Scoppio et al., 2017). Quizizz is an online formative assessment application that used student-response to promote immediate recognition of their understanding after taking up their Self Learning Module (SLM) and provides teachers the opportunities for quick online remediation session.

Krumhus and Malott (1980) evaluated that modeling and feedback resulted in quick improvement, with little effect from instructions. In this research, the problem of delayed remediation on feedback due to no face-to-face policy addressed through the use of Quizizz as an Online Formative Assessment System that caters students' academic progress. Baleni (2015) examined that online formative assessment can enrich student commitment and focus. This allows teachers to evaluate the effectiveness of learning based on their Self Learning Module and identifies easier the areas that requires attention and needs remediation. Through formative feedback and increased student engagement, effective online formative assessment can develop a learner and assessment-centered emphasis (Gikandi et al., 2011).

IV. INNOVATION, INTERVENTION AND STRATEGY

The action plan proposes here involves the installation and orientation of the Online Formative Assessment System (OFAS-Quizizz) its uses and its role to teacher and learner in a virtual world. This is to divert the interests of the students in non-educational software that leads them to addiction and may lead them to cyberbullying. This proposal expects positive outcome using of ICT. Moreover, students often want to see their scores and performance rating on a particular activity. Using this application, they can see teacher's feedback through an automatic score given after their submission of quizzes and exams.

On the part of the teachers, they can deploy assessment and their respective subjects and give the score and on-time feedback. Using this application, there is also a need of orientation about the system specifically in uploading PDF file or Image File then selecting the correct answer. Formative assessments and feedback are crucial tools for supporting and improving student learning (Spector et al.,2016). It is also expected to lessen the delays for feedback to struggling students and be immediately given an intervention on any suitable remediation. Lemley et al., (2007) conclude that the students who received immediate feedback outperformed those who received delayed feedback on exams.

V. ACTION RESEARCH QUESTIONS

This action research investigates how Online Formative Assessment System (OFAS) like QUIZIZZ can aid and assist students' understanding of their Self Learning Module (SLM). Specifically, this action research seeks to answers to the following questions:

1. To what extent do teacher assess the level of acceptability of the assessment results in using OFAS-QUIZIZZ in terms of:

    a. expected performance;

    b. navigating features; and

    c. applicability?

2. To what extent do Senior High School Students take the level of usefulness in taking OFAS-QUIZIZZ in terms of:

    a. facilitating condition; and

    b. satisfaction?

3. Is there a significant increase in academic performance of the students using OFAS-QUIZIZZ?

Table 1: Root Cause and Action Plan Components

Root Causes Identified	ONLINE FORMATIVE ASSESSMENT SYSTEM (OFAS-QUIZIZZ): PROMOTING ADVANCE MECHANISM FOR STUDENTS ACADEMIC PERFORMANCE IN NEW NORMAL OF EDUCATION (Action Plan Components)	Desired Outcome
Students diverts to technological devices which has non-educational software that leads them to addiction	● Install and orient students about Quizizz and its uses and role in the class.	Positive use of ICT
Delayed feedback for quizzes and exams from teachers	● Rehearse students in the systems menu and services offers by the application, including access to other subject assessment.	Automatic scores and feedback of every quizzes and exams from SLM's and lessen delays of feedbacks to struggling students in different learning areas.
Delayed feedback of teachers due to no face-to-face policy	● Orient teachers about creating assessment in the system and setting important feedback that needs technical configuration.	On time feedback giving and immediate remediation.

VI. ACTION RESEARCH METHODS

A. Participants and Other Sources of Data and Information Research Design

This action research employed descriptive and quasi-experimental design (paired-sample z-test), which describes the learners' focus on the subject matter; and compare the learner's focus before and after the intervention on the subject matter and academic performance of the students and tested the action plan items included in the implementation theory. This design involved a single group evaluated before the intervention, exposed to a treatment or intervention, and then tested again. The success of the intervention centers on both the learners' focus in the subject matter; and the academic performance of the students is determined by comparing the 1st Quarterly Grade and 2nd Quarterly Grade using the usual method (Gay et al., 2012).

Research Respondents

The research participants include all Grade 11-ICT senior high school students and (6) senior high school teachers of Mamali National High School. Students should belong to the same grade level, same class and on one (1) subject where the intervention was applied. There are thirty (30) students selected and all-six (6) senior high school teachers were likewise included as respondents.

B.   Data Gathering Methods

Research Instruments and Data Gathering Procedure

The instruments used in gathering evidences in evaluating the effectiveness of the action plan items is through survey questionnaire on how Online Formative Assessment System (OFAS – Quizizz).

Teachers and students are instructed to answer the survey questionnaire before the implementation of Online Formative Assessment System (OFAS-Quizizz). Another set of survey questionnaires are distributed and answered by the teachers and students after using and taking OFAS-Quizizz respectively.

The result of the 2nd quarterly grade determined the academic development of the students. Class record was collected from the teacher' participants.

Data Analysis Plan

The evaluation of the data used descriptive and inferential analysis. The survey questionnaires before and after the intervention implemented used descriptive analysis using 5-Likert's Scale. Inferential Analysis was used to compare the academic performance of the students before and after the intervention. Paired-sample z-test was used in determining the significant difference of the academic performance of the 1st and 2nd quarterly grade. There was no intervention during the 1st Quarter and the intervention sets on the start of 2nd Quarter.

Table 2: Data Collection and Analysis Plan

Intervention	Action Research Question	Data Needed	Data Collection Techniques	Data Analysis Techniques
ONLINE FORMATIVE ASSESSMENT SYSTEM (OFAS-QUIZIZZ): PROMOTING ADVANCE MECHANISM FOR STUDENTS ACADEMIC PERFORMANCE IN NEW NORMAL OF EDUCATION	What is the level of effectiveness of assessment results to teachers in using OFAS-QUIZIZZ?	Pre-Survey Questionnaires	Collect Post-Survey Questionnaires	Result of Survey Questionnaire from Descriptive Analysis using 5-Likert's Scale
	What is the level of acceptability among Senior High School Students in taking OFAS-QUIZIZZ?	Pre-Survey Questionnaires	Collect Post-Survey Questionnaires	Result of Survey Questionnaire from Descriptive Analysis using 5-Likert's Scale
	Is there a significant increase of the academic performance of the students using OFAS-QUIZIZZ?	Class record of the 1st and 2nd Quarter	Collect Class record of the 1st and 2nd Quarter in each class section at the end of 2nd Quarter	Results of the 1st quarter grade was compared to 2nd quarter grade using Paired-Sample z-test

To interpret the Online Formative Assessment System (OFAS-Quizizz) a Likert Scale adapted and modified as shown in Table 2 below.

Table 3: The Rating Scale used to Interpret the Response of the Respondents.

Rating	Range	Verbal Description	Interpretation
5	4.20-5.00	Outstanding	Observed/Implemented to the greatest extent
4	3.40-4.19	Very Satisfactory	Observed/Implemented to the great extent
3	2.60-3.39	Satisfactory	Observed/Implemented to the moderate extent
2	1.80-2.59	Fairly Satisfactory	Observed/Implemented to the lesser extent
1	1.00-1.79	Poor	Observed/Implemented to the least extent

The table 3 shows the rating scale used to interpret the response of the respondents in finding the level of performance, navigating features applicability, facilitating condition and satisfaction among senior high school teachers and grade 11-ICT students in using the OFAS-Quizizz.

VII.   DISCUSSION OF RESULTS AND REFLECTION

A. Results

This chapter presents the general results, analysis, interpretation of data accordingly by which the statements of the problem were presented in this study.

Table 4. The Level of Acceptability of Assessment Results in Using OFAS-QUIZIZZ in Terms of Expected Performance.

Indicators	Mean	Interpretation
Expected Performance		
Online Formative Assessment System – Quizizz:		
1. The assessment results in Quizizz is accurate.	5.00	Outstanding
2. The assessment results in Quizizz is complete.	5.00	Outstanding
3. The assessment results in Quizizz is informative	5.00	Outstanding
4. The assessment results in quizzes is useful.	5.00	Outstanding
5. The result of quizzes is free from errors and bugs.	4.83	Very Satisfactory
Mean	**4.97**	**Outstanding**

Table 4 shows the level of expected performance using OFAS-Quizizz for the senior high school teachers during the conduct of online survey. The senior high school teachers strongly agreed in greatest extent with a mean rating of 4.97. This signifies that the assessment result of OFAS-Quizizz is accurate, complete, informative as well as useful with a greatest extent with a perfect mean of 5. The senior high school teachers of Mamali National High School also strongly agreed that the assessment results from Quizizz is well founded because of the information saved on the system for teachers use. The date and time of the students when taking assessment

on Quizizz is also recorded on the reports upon download. According to senior high school teachers, students question accuracy in percentage is very useful because teachers can monitor what assessment question is difficult and easy for the learners. Lastly, the correct, incorrect and attempted data is highly applicable and useful for teachers because they don't need to check one by one every student's assessment results, this was a big help for teacher, not only to lessen the time of checking but also lessen the error of checking their quizzes and summative exams.

Table 5. The Level of Acceptability of Assessment Results in Using OFAS-QUIZIZZ in Terms of Navigating Features

Indicators	Mean	Interpretation
Navigating Features		
Online Formative Assessment System - Quizizz:		
1. I am comfortable of using Quizizz in creating my online quizzes for my class.	4.83	Outstanding
2. I can easily access Quizizz through any online devices using my DepEd account anywhere.	4.83	Outstanding
3. I can easily navigate the tools needed to create and edit quizzes.	4.83	Outstanding
4. I can easily publish and assign quiz in my class through link.	4.83	Outstanding
5. I can manage my time efficiently.	5.00	Outstanding
Mean	4.87	**Outstanding**

Table 5 shows the level of navigating features of using OFAS-Quizizz to senior high school teachers of Mamali National High School. Senior high school teachers strongly agreed with a mean rating of 4.87 for the level of navigating features of the system which implies that they agreed with greatest extent. As a result, teachers had fully understood the usefulness

of Quizizz functions that they can monitor the learners results with a few buttons to click, anywhere and anytime as long as they have mobile data or internet. On the other hand, teachers strongly agreed that the system is easy to access through any gadgets using their DepEd accounts and navigate the needed tools and publish/assign the assessment to their class in the greatest extent with a mean rating of 4.83. Finally, the link of publish and assigned assessment in Quizizz can be easily pasted with the help of the class Facebook Group Chat (GC).

Table 6. The Level of Acceptability of Assessment Results in Using OFAS-QUIZIZZ in Terms of Applicability

Indicators	Mean	Interpretation
Applicability		
Online Formative Assessment System - Quizizz:		
1. I find this system to be less complicated.	4.83	Outstanding
2. It is simple and easy to use.	5.00	Outstanding
3. It functions smoothly and is well integrated.	4.67	Outstanding
4. I can learn this system quickly.	5.00	Outstanding
5. I find this system to be not time-consuming upon creating quizzes.	4.67	Outstanding
Mean	4.83	**Outstanding**

Table 6 shows the level of applicability of OFAS-Quizizz to senior high school teachers of Mamali National High School. Senior high school teachers strongly agreed with the greatest extent that the system is less complicated with a mean rating of 4.83. According to SHS teachers, the system is easy to use, and it can be learned quickly with a perfect rating of 5.00, which senior high school teachers strongly agreed with the greatest

extent. OFAS-Quizizz has a limited number of buttons to select, thus, it is totally easy to use and easy to familiarize. Teachers also strongly agreed in the greatest extent with a rating of 4.67 that when using Quizizz the functions run smoothly and is well integrated as well as the system is not time consuming upon creating assessment for students. Teachers can easily create their online assessment for their class because the questions are readily available in the Self Learning Modules (SLMs) and they can copy and paste it to Quizizz, this saves their time and efforts in typing.

Table 7. The extent of Senior High School Students level of usefulness in taking OFAS-QUIZIZZ in terms of facilitating condition.

Indicators	Mean	Interpretation
Facilitating Condition		
Online Formative Assessment System - Quizizz:		
1. I am comfortable of using Quizizz in taking my online quizzes.	4.43	Outstanding
2. I can easily access Quizizz as my Online Formative Assessment Tool in the online class.	4.17	Very Satisfactory
3. I can easily understand the instruction given in taking quizzes	4.07	Very Satisfactory
4. I can easily select the answer in every question that appears.	4.00	Very Satisfactory
5. I can easily locate the needed buttons in taking my quiz.	4.13	Very Satisfactory
Mean	**4.16**	**Very Satisfactory**

Table 7 shows the level of facilitating condition using the OFAS-Quizizz to senior high school grade 11-ICT students. The Grade 11-ICT students were highly satisfied in the great extent with a mean rating of 4.16. According to the students, they can take quiz on their preferred time without any further inconvenience. They can go to Wi-Fi Spot nearest to

them and take the assessment for 10-15 mins. The senior high school grade 11-ICT students were comfortable of using Quizizz to the greatest extent in taking their assessments with a meant rating of 4.43. Furthermore, Grade 11-ICT students can easily access their quizzes and summative examination by clicking the link given by their subject teacher in their respective Facebook Group Chats (GC). Also, Grade 11-ICT students were highly satisfied that they can easily understood the instruction given in taking their assessment to a great extent with a mean rating of 4.07. The instruction of students' assessment in Quizizz is very simple which they can easily understood and answer each item more confidently.

Table 8. The extent of Senior High School Students level of usefulness in taking OFAS-QUIZIZZ in terms of Satisfaction.

Indicators	Mean	Interpretation
Satisfaction		
Online Formative Assessment System - Quizizz:		
1. It is simple but tools are relevant.	4.30	Outstanding
2. It is easy for me to take a quiz.	4.00	Very Satisfactory
3. I find the system to be less complicated.	4.03	Very Satisfactory
4. It is fun to use.	4.07	Very Satisfactory
5. I totally gained new learning through Quizizz.	4.07	Very Satisfactory
Mean	4.09	Very Satisfactory

Table 8 shows the level of satisfaction using the OFAS-Quizizz to senior high school Grade 11-ICT students. The students were satisfied in the great extent with a mean rating of 4.09. This indicates that Grade 11-ICT students were satisfied of using Quizizz. Students are also aware that

the system is not new to them, thus this adds more excitement and fun of using the new platform for taking their assessments, in addition, students also encourage to read and understand their SLMs due to answer keys are not available on the system and that they totally gained new learning through Quizizz leaving a great extend with a mean rating of 4.07. Nonetheless, Student were able to know whether the type of question of the assessment is multiple choice, short answer, true or false, selection because each question has different type of structures and choices.

Table 9. Analysis on the Academic Performance of the Grade II-ICT Students Using OFAS-Quizizz on their 2nd Quarter (Final Term)

Variables	Mean	z computed	tabular	df	p-value	Result
1st Quarter – 2nd Quarter	5.836	10.265	1.997	66	0.001	Significant

Table 9 shows the significant difference on the academic performance of the Grade 11-ICT students using OFAS-Quizizz. Since the z- tabular value is lower than z-computed, therefore, there is a significant difference on the academic performance of the Grade 11-ICT students before and after using OFAS-Quizizz with a p-value of 0.001, df = 66. This means that the grades on the First Quarter (Midterm - First Semester) for the school year 2021-2022 is lower because there was no remediation or follow-ups on their Self Learning Modules (SLMs) after receiving by parents. On the other hand, the grades on the Second Quarter (Final Term-First Semester) for the same school year was absolutely higher than the first quarter d``ue to the teachers' interaction among students were now

existing, follow up through online quizzes with the use of the said system is totally working.

Thus, an increased points on students' grade signifies that the used of OFAS-Quizizz contributed much on the increase of academic performance of students.

B. Conclusion

Giving feedback really matters in students' academic growth. It guides them on how to go on and be better. Implementing assessment timely is important in their academic success. As teachers present feedback to students, they also share improvement in particular skills. Thus, the used of OFAS-Quizizz as online platform in assessing and monitoring learners' academic performance is indeed a great help and very much appreciated not only by teachers but also by learners.

As we go on with this research, we encounter difficulties, such as internet connectivity, time-bounded activity, but then it was just minimal that could be answered by having patience. It was easily resolve, and as it went through it goes just smoothly and with a couple of tries, it easily mastered. The gathering of data on this research was trouble-free because of the online platform used.

Online assessment like OFAS-Quizizz is based on using computer technology and the networking ability of internet to deliver and scores examinations. Different formats of questions are available and can be given within the same test, such as multiple choice, true or false, essay and fill in the blanks. Online assessment are given to check and monitor the

knowledge and understanding of the learners especially now that we do not practice the face to face classes.

OFAZ-Quizizz can give you instant feedback, unlike paper examinations in a traditional classroom learning session. This assessment gives the option of taking the test whenever you want or wherever you are.

Government memorandum related to health protocol in coordination with the Department of Education that no learners can be accessed in the school, thus, teachers in this platform can distribute multiple versions of exams and assignments online without having to manually monitor which students got which test. This also allows teachers to quickly evaluate the performance for the group against the individual. Teachers can mix match the question styles on exams. including the graphics and make it more interesting on the eyes of the learner. It also eliminates human error on grading.

Furthermore, it helps learners to be technologically updated and uplift their academic performance too.

C. Recommendations

Based on the findings and conclusion of the research, the following are hereby recommended to:

1. Encourage to use of the system for all the classes of Mamali NHS

2. Wider dissemination of the OFAS-Quizizz in nearest schools and to the other schools in District of Lambayong.

3. Researchers could use the result as a reference for their future study.

4. Other teachers may test the system on its usability, and efficiency.

5. Further studies may be conducted to test more function of the system.

ACTION PLAN

Intervention	Proposed Programs	Date and Duration	Human Resources Needed	Financial Resources Needed	Materials and Other Resources Needed	Indicators of Success
ONLINE FORMATIVE ASSESSMENT SYSTEM (OFAS-QUIZIZZ): PROMOTING ADVANCE MECHANISM FOR STUDENTS ACADEMIC PERFORMANCE IN NEW NORMAL OF EDUCATION	Present AR in a Division, Regional and National Conference which focuses on education action research	August 2 – January 31, 2022	Regional Director Schools Division Superintendent Assistant Schools Division Superintend School Principal	Fare and Accommodation (2,000)	Laptop Tarpaulin	Certificate and MOV from attending such conferences
	Submit AR article for publication in journal with national scope (e.g, CHED accredited journals, University Journals)	February 1 – March 1, 2022	Regional Director Schools Division Superintend Assistant Schools Division Superintend School Principal	Fare and Accommodation (2,000)	Laptop	Published journal with national scope.

Table 10: Action Plan

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Statues

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    2021 in the Light of the COVID-19 Public Health Emergency