

## **Towards a Proposed Evaluation Instrument for Teachers in a Borderfree Environment**

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### **Abstract**

De La Salle Lipa has been delivering quality education through its chosen platform since the implementation of online learning through Canvas in 2017. The 2--1 modality which is a combine the face-to-face and online independent learning paves the way for Lasallian educators to embrace the challenge of online teaching that eventually became the new normal in education. The challenge of the Covid-19 pandemic to the academe prompted De La Salle Lipa to implement the Borderfree education that aims to deliver a quality Lasallian education that is human-centered and responsive to the current global crisis. The success of the quality of instruction in the Borderfree curriculum depends on how lessons are delivered through the asynchronous modality. Since online learning has become an ubiquitous part of student experience, an evaluation of the delivery of instruction necessitates any curriculum change. The absence of an instrument that measures the faculty members' delivery of instruction in online modality motivated the researchers to develop a performance evaluation instrument that followed the multi-step process of development, validation, and implementation. Program chairs, coordinators, faculty members, and students participated in the study. Anchored on the Community of Inquiry (CoI) model that encapsulates the three types of presence in online learning such as teaching, cognitive, and social, the study found that the developed instrument and its several versions passed the reliability and the content and face validity. A construct validity using factor analysis is proposed after the instrument was used for formative purposes.

*Key words - online teaching, Border free education, performance evaluation instrument, asynchronous modality  
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