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Self-Instructional Teaching Internship Module: An Evaluation

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Abstract. Teaching internship is the apex in the academic life of preservice teachers to ensure their readiness to teach in the actual field. To help teaching interns (TIs) thrive in their practicum, the self-instructional teaching internship (STI) module is developed. This study evaluated the module using the Plan-Do-Study-Act action research and mixed-method research design to provide evidence to aid in its second revision. The participants were 13 state university TIs. The data were gathered by using a validated questionnaire, performance appraisal, and interview guide. While descriptive statistics, percentages, and weighted means were computed for the data. The module structure and format were present and compliant with the design framework, according to experts. The TIs unanimously agreed that the module adhered to Outcome-Based Education (OBE), Technological Pedagogical Content Knowledge (TPACK), Universal Design for Learning (UDL), and comprised a useful learning resource that allowed them to recognise their shortcomings, develop relationships, and become competent as evidenced by their progressive performance. The use of the STI module in Philippine Teacher Education Institutions is encouraged.

Keywords: quality education; teaching internship; teaching interns; self-instructional teaching module; action research; mixed-method Philippines

1. Introduction

The primary objective of education is to enable students to acquire the essential knowledge, skills, dispositions, and values (Bersoto et al., 2014) while educational institutions have the responsibility to provide support services to achieve the intended learning outcome (Javier, 2012). However, during the COVID-19 crisis, educational systems worldwide experienced massive interruptions of classes, thereby identifying "hi-tech, low-tech, and no-tech solutions" to assure the continuity of learning was deemed imperative by UNESCO Director-General Audrey Azoulay as cited by Huang et al. (2020).

In developing education and training programs, instructional design is seen as a systematic, dependable, and reliable approach (Reiser & Dempsey, 2007, as cited in Wagner, 2018). Also, instructional design entails the design, development, and delivery of educational products and teaching-learning experiences (What is Instructional Design?, n.d.). This includes the crafting of instructional modules to enhance learning as students acquire knowledge and skills, which encourage them to be more engaged, as they experience a deeper understanding of the lesson (Merrill et al., 1996). With recent technological advances, instructional design has evolved, and its future lies in flexible learning methods (Greene-Harper, 2023).

Flexible learning provides students with a diverse array of options for accessing learning materials, accommodating their preferences and circumstances (Collis et al., 1997; Lundin, 1999). Students have the opportunity to engage with the course through various means, including in-person classes, online learning, or a combination of both, facilitated by technologies like Augmented Reality (AR). However, when the COVID-19 pandemic hit, colleges and tertiary institutions were quick to switch from face-to-face lectures to virtual instruction. To meet current needs, institutions are re-inventing their learning environments with the expansion of digital technologies, while supplementing engagements between learner and teacher (Schleicher, 2020) for learning to continue during the pandemic. As a result, online or virtual, or e-teaching internships came to be devised.

With online teaching internships, learner autonomy is developed among the interns (Ugalingan et al., 2021). This could be attributed to the provision of diverse ways in which students can engage with the educational content and materials in flexible learning (Goode et al., 2007). And as students embrace the multi-dimensional perspective, they learn through a constructivist approach by taking responsibility for how they learn (Lewis & Spencer, 1986; Goode et al., 2007). They become more self-regulated and skilled, while the teachers prepared them to be more engaging (Collis, 1998).

Before the pandemic, most teachers resorted to using traditional face-to-face instruction (Dayagbil et al., 2018). The flexible learning approaches in the era of "Internet+" are varied, including individual or collaborative learning; learning resources-based or thorough electronic devices or gadgets; and self-regulated or inter-disciplinary learning methods (Huang et al., 2020). Despite the numerous approaches and benefits reported matters; some educators and education students in the Philippines lacked awareness and training in the use of flipped classrooms, blended learning, and distance learning (Plaisent et al., 2016). Consequently, challenges identified during the online teaching internship are along the lines of technology. These include readiness for virtual instruction; technical and technological adeptness; internet connectivity and accessibility (Guiamalon, 2023; Lampadan et al., 2022; Ugalingan et al., 2021).

In response to these technological hurdles, the development of self-instructional modules that students can access, either online or offline, is both promising and practical. Self-instructional modules are designed as autonomous units of

instruction that aim to achieve specific learning objectives (Macarandang, 2009). These modules possess two notable characteristics that facilitate self-paced learning and accessibility. Firstly, they enable students to progress at their own speed, independently, regardless of the group's pace. Secondly, the availability of these self-instructional modules empowers students to learn at their convenience, without being constrained by external timetables (Torrefranca, 2017).

The development of flexible instructional materials for teacher-educators is anchored on constructivism and supported by blended learning with the TPACK framework. Constructivism is a fusion of the tenets of behaviourism and cognitivism. Dewey advocated active learning through experiences (Kliebard, 1992); Piaget emphasized the construction of understanding through reflecting on experiences (Smith & Ragan, 1999); and Vygotsky introduced the setting up of scaffolds and the zone of proximal development. On the other hand, blended learning is the amalgamation of in-person and virtual instructional modalities (Graham, 2013), referred to as the "new normal" in education with its extensive adoption in higher education institutions (Norberg et al., 2011). Blended learning is the mixture of the finest features of e-learning, structured in-person activities, and real-life practice (Semler, 2005)

In this study, the Flexible Instructional Materials Development for Teacher Educators are modules developed and anchored on the TPACK framework that educators need to focus on in the design and implementation of the selected professional education curricula. To provide quality education and life-long learning, the TPACK directs students' thoughts and introduces technological strategies (Koehler et al., 2013; Cetin-Berber & Erdem, 2015). The TPACK framework was first created by Schulman (1986) and developed by Koehler et al. (2013).

As Teacher Education Institutions (TEIs) prepare education students by combining their pedagogical understanding with their technological and content expertise, the flexible instructional materials developed specifically the module for Teaching Interns expose them to the teaching and learning system. Moreover, modules that connected classroom knowledge with workplace realities, provided teaching interns with experimental experience and enabled them to pursue a place in the dynamic teaching job in the modern world of work. This provides quality education as stated in Article I Section 6.2 of CMO No. 74 and No.75 s. 2017 on The Policies, Standards and Guidelines for Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) and CMO No.74, which is per the CHED mandate as explicitly stated in Article I Section one of CMO no. 46 s.2012 or the Policy Standard on Outcome-Based and Typology-Based Quality Assurance. The implementation of the Teaching Internship module is anchored on OBE, TPACK, UDL, and Diversity and Inclusion.

To ensure academic continuity and resilience amid the pandemic, or i any crisis, the research-based flexible instructional module crafted for the teaching interns serves as a resource guide for teachers in ensuring optimum student engagement and learning. The Self-instructional Teaching Internship (STI) module responds

to the call for continuity, access, and flexibility in times of crisis and post-crises. The STI module best engages students in remote and open- learning classes where students become self-determined and independent learners, while teachers facilitate using varied and flexible learning activities. It provides work-related learning and practical preparation that is critical for the personal and professional development of teaching interns ,as pre-service teachers and future in-service teachers in real-world settings. This STI module was evaluated by the experts in terms of content, structure, and form,at, and then further assessed and revised after pilot-testing and implementation. Hence, the second revision of the STI module evaluation is evidence-based.

2. Objectives of the Study

This study dealt with the validation, implementation, and evaluation of the self-instructional teaching internship (STI) module. Specifically, it aimed to address these questions:

a. How did the validators rate the STI module in terms of the structure and format, and extent of compliance with the design framework?
b. What were the teaching interns' perceptions of the STI module?
c. What were the views and experiences of the teaching interns in the use of the STI module?
d. How did the teaching interns perform during the actual teaching demonstration?

3. Methodology

3.1 Research Design

This action-research adopted the Plan-Do-Study-Act (PDSA) model (Deming, 1993) and Creswell's (2014) mixed-methods research design in evaluating the teaching interns' practice of using the module in the Teaching Internship course. The PDSA is a methodical procedure in the acquisition of significant knowledge and relevant insights geared towards the enhancement of a product, process, or service (The Deming Institute, 2022).

3.2 Research Participants

The 13 participants were BEd teaching interns enrolled in the Academic Year 2021 - 2022 at a State University in Central Visayas, Philippines. In this study, purposive sampling was used (Campbell et al., 2020; Ilker Etikan et al., 2016). Those TIs who utilized the STI module in their virtual teaching internship and completely taught for 4 consecutive weeks on-campus were included in the study. These TIs were also under the guidance of the same teaching internship-mentor, who will be rating their performance while on campus.

3.3 Research Instruments

Teaching Internship is the last course to be enrolled by the pre-service teachers to complete the degree program of Bachelor of Elementary Education. To help the preservice teachers, the module on teaching internship is developed and validated. This module has 4 units with sub-topics to package the important lessons in teaching internship. Various research instruments were used in for evaluating the modules crafted. The modules were validated by 2 experts using

the validated checklist for compliance to design the framework. The evaluation focused on the content, structure, and format in terms of how the modules manifest adherence to the 4 frameworks of OBE, TPACK, UDL, and Diversity and Inclusion.

A validated questionnaire consisting of 24 items on Students' Perceptions of the module was formulated. It has 5 sub-scales, namely OBE, TPACK, UDL, Diversity and Inclusion, and Learners' Satisfaction with statements for each sub-scale for the interns to specify their agreement on a 4-point Likert scale, in which 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagreed. The online questionnaire was administered by using Google Forms. A Cronbach's alpha = 0.98 was computed after the questionnaire was pilot-tested.

A performance appraisal sheet for teaching interns was also used in rating the teaching demonstration of the interns in the aspects of lesson design, teaching strategies, class-room management, and communication skills. The scores of 9.30 - 10.00 = outstanding, 8.00 -9.29 = very satisfactory, 4.7 - 7.99 = satisfactory, 3.0 - 4.69 = fair, and 2.99 and below = unsatisfactory.

A focus-group discussion was carried out with the teaching interns, in order to obtain feedback on their experiences in using the self-instructional module. The probing questions focused on how they were assisted in the conduct of the phases in mentoring, their overall experience in teaching on-campus and off-campus, and the recommendations they can give to improve the self-instructional module.

3.4 Data-Gathering Procedure

The experts used a standardised tool to evaluate the self-instructional modules. The comments and suggestions of the experts were considered in the first revision of the modules. Then, the revised modules and the questionnaire on Students' Perceptions were sent to pre-service teachers during the pilot test. After the interns had used the modules during a period of 4 weeks, the revised modules and the questionnaire on Students' Perceptions were distributed to the teaching interns at the end of the 4 weeks.

To describe the teaching performance of the teaching interns, a performance appraisal sheet was used. A focus-group was also conducted to describe the interns' views and experiences in answering the self-learning teaching module.

3.5 The Data Analysis

Quantitative data collection was done through the experts' extensive presence and compliance with the design framework checklists, and the Students' Perceptions of the questionnaire. Descriptive statistics, such as percentage and weighted-means were computed.

The qualitative data analysis was through Braun and Clarke's (2020) 6-step thematic analysis that includes the raw data familiarisation, as wel as the initial code generation, as well as the production thereof.

3.6 Ethical Considerations

The study observed some protocols to ensure the safety of the participants. Approval from the immediate supervisor was secured before conducting the study. The participants signified their willingness to be included in the study via the consent form. Then, a meeting was conducted to orient the participants on the Students' Perception questionnaire and on how to evaluate the self-instructional modules via Google form. Furthermore, a scheduled date and time for the focus group was finalised, which was conducted via Google Meet. The identity of the participants was protected at all times. The data gathered from the participants were kept confidential at all times.

4. Results and Discussion

This section summarises the results through the different tables and figures, based on the data gathered by using the different research instruments after performing the necessary and appropriate data analyses; a discussion of the results is also provided accordingly.

4.1 Evaluation of Validators to the STI Module

The STI module consists of 4 chapters, namely: 1) Introduction to Teaching Internship students; 2) The Teaching-Learning Process (On & Off Campus); 3) Action Research, and 4) Anciliary Activities in Teaching Internship. Chapter 1 has two lessons; while Chapters 2 to 4 have three lessons each, making the module a total of 11 lessons.

In the evaluation of the validators for the Self-instructional Teaching Internship (STI) Module, there were two parts: 1) Content, Structure, and Format, and 2) Compliance with the Design Framework. The validation results by the two experts in the field served as the basis for the first revision of the STI Module before pilot testing of the module and implementation during the second semester of the school year.

The STI Module structure and format were first revised, based on the ratings of the experts in Table 1. The module overview was partially present and the module writers needed to revise the module, based on the remarks and recommendations of the experts. All of the experts considered the course content and learning outcomes as fully present; however, there was a need to organise some of the contents. So, in the first revision, the chapters were re-organised from the Introduction to the Teaching Internship, the Teaching-Learning Process (On & Off Campus), Action Research, and Ancillary Activities in Teaching Internship. The learning outcomes were retained, such as explaining the policies and standards in teaching anchored on the code of ethics for teachers, performing the duties necessary in the efficient and effective delivery of the processes in actual teaching by being mindful of the recommendations given during conferences with the co-operating teachers; filling out correctly the forms required by the Department of Education and other relevant documents related to teaching; performing the duties necessary in the efficient and effective delivery of the processes in actual teaching by being mindful of the recommendations given during conferences with the co-operating teachers; sharing the results of one's action research; and

demonstrating one's skills in performing the ancillary activities to enhance students' learning.

Table 1: STI Module Structure and Format as Rated by the Experts

Structure and Format	Extent of those Present			Description/Remarks
	Absent	Partially present	Fully present	
Module Overview		✓		Needs revision
Module/Course Contents			✓	Needs to be organized
Course Learning Outcomes			✓	Maintain as is
Learning Experiences		✓		Add varied activities
Assessment of Learning			✓	Needs to be organized
Enhancement		✓		More research-based activities and provision for synchronous and asynchronous activities
References Books Articles Pictures Videos Research articles Accessibility and copyright			✓	Use APA format

The learning activities for both online and physical, or blended, synchronous, or asynchronous were added for the teaching interns; and vided varied experiences. The assessment activities were organised with the experts' comments and suggestions as the basis. More research-based activities for synchronous and asynchronous activities for enhancement were included. The references and materials used in the modules were also retained when using the APA format.

The STI Module compliance to design the framework, as rated by the experts, is presented in Table 2. The results given by the validators were the basis for revising the STI module before the pilot testing. For the OBE framework, it was rated average to highly compliant. There was a revision of the learning objectives of the module that were reflected as the desired outcomes. Specific lesson objectives aligned with the course outcomes and assessment strategies were made to measure the desired learning outcomes, which was to hone their teaching skills during their internship. This is considered since teaching internship experiences influences how they also perceive their ability to teach (Clark et al., 2015).

Table 2: STI Module Compliance to Design Framework as Rated by the Experts

Framework Design	Extent of Compliance			Remarks
	Low	Average	High	
OBE				
Learning objectives clearly reflected the desired outcomes.		2		Revise the learning objectives based on course learning outcomes of student teaching internship
Specific lesson objectives map to the course outcomes.		2		
Teaching and learning activities are designed to accomplish the intended learning outcomes.			2	
Activities encourage students to engage deeply in what they are learning and provide them with expanded opportunities.			2	
Assessment strategies measure the desired learning outcomes.		2		
		60%	40%	
TPACK				
Appropriate technology tools were used throughout the lessons.		2		Revise using appropriate technology tools throughout the lesson that supports the learning content
Concise, accurate, and relevant concepts of the lessons were presented.		2		
Activities in the module reflected essential strategies and techniques that promote student learning.			2	
The use of technology enabled students' engagement with their lessons.		2		
The integration of technology promoted independent learning.		2		
Provisions for the use of technology supported the content and the learning of the concepts.		2		
		83%	17%	
UDL				
Options were provided for the engagement of the learning material for online or offline learning.	2			Provide relevant and varied online and offline activities for diverse students
Choices of examples and learning activities were relevant to the needs and interests of the learners.		2		
The design promoted learning continuity for both online and offline modalities.	2			
The diverse capabilities of learners were considered in the timing and pacing of the activities.		2		
Choice of activities encouraged varied ways of action and			2	

expression to include individual differences and multiple intelligences.				
	40%	40%	20%	
GAD				
Topics and inputs were gender sensitive.		2		Consider gender sensitivity in terms of lessons, and materials to be inclusive
Learning activities gave equal opportunity and respond to diverse students to learn.			2	
Learning materials (e.g., illustrations, pictures, and diagrams) were gender sensitive.		2		
Lesson examples were carefully chosen and inclusive.		2		
		75%	25%	

In the TPACK design framework, it was found that validators rated the compliance as average to highly compliant. This means that there was a need to revise the module by using appropriate technological tools throughout the lesson that would engage students actively, as it promotes independent learning. These technological tools support the contents of the module.

In the UDL design framework, the STI module was revised for there was low to average compliance. In the first revision, based on the ratings and comments given by the experts, the provision of options for relevant engagement in both online and offline activities was ensured, while making continuity of the activities of the lessons was also considered for the diverse students. The use of the UDL Framework in this module was to improve and maximise instruction with more inclusive and transformative teaching and learning experiences (CAST Inc., 2022).

In the gender and developmental framework, the module was revised to be more gender-sensitive, as stipulated by the ratings of the experts. The learning activities and learning materials were revised to respond to the students' diverse needs. This is also required of higher education institutions, as stipulated in CHED Memorandum Order (CMO) No. 01, series of 2015 in the establishment of Gender and Development to help create a gender-sensitive learning environment.

Hence, the first revision of the STI module was based on the evaluation of the experts or consultants, as to the content, format, structure, and design framework compliance. The revision was done before pilot testing and later at the implementation of the module.

4.2 Teaching Interns' Perceptions of the STI Module

The tables that follow reveal the perceptions of the teaching interns on the first revision of the self-instructional module in terms of five facets, namely OBE, TPACK, UDL, Diversity and Inclusion, and Learners' Satisfaction.

Table 3: **Teaching Interns' Perceptions: OBE (N=13)**

Statement	SD	D	A	SA	Mean	Sd
1) The learning objectives clearly reflected the desired outcomes.	0%	0%	0%	100%	4	0
2) The specific lesson objectives are aligned with the course learning outcomes.	0%	0%	0%	100%	4	0
3) The activities are designed to accomplish the intended learning outcomes.	0%	0%	0%	100%	4	0
4) The activities encouraged students to engage deeply in what they are learning.	0%	0%	7.69%	92.31%	3.92	0.28
5) The activities provided the students with opportunities for further learning.	0%	0%	0%	100%	4	0
6) The assessment strategies measured the desired learning outcomes.	0%	0%	0%	100%	4	0
Overall Perception					3.99	

Table 3 shows that the teaching interns strongly agreed with the statements that the STI module adheres to the OBE Framework, as reflected in the overall perception of 3.99. They deemed that there is alignment of the lesson objectives, activities, and assessment strategies with the intended learning outcomes. This group of teaching interns has been exposed to OBE ever since their first year in college. The extent to which a program is designed is based on the OBE principles is the basis for that program to be legitimately called outcome-based (Aldridge et al., 2006). The same could be said for instructional materials, such as the self-instructional module. In OBE, what students can do and demonstrate, when instruction commences, is the focus and basis for all processes in the educational system (Spady, 1994).

The results in the table show how the teaching interns perceived the module to embody the OBE principles. This perception arises from their first-hand experiences of such principles while utilizing the STI module. In return, the experiences interns have of various teaching strategies and methods during their internship, which can influence how they also perceive their ability to teach (Clark et al., 2015). Their exposure to the outcome-based STI Module is a form of support (Lamp Adan et al., 2023) and an avenue to model teaching strategies (G et al., 2021) to the teaching interns as they cope with various challenges in their virtual teaching internship.

Table 4: Teaching Interns' Perceptions: TPACK (N = 13)

Statement	SD	D	A	SA	Mean	Sd
1) Appropriate technology tools were used throughout the lessons.	0%	0%	0%	100%	4	0
2) Concise, accurate, and relevant concepts of the lessons were presented.	0%	0%	30.77%	69.23%	3.69	0.48
3) Activities in the module reflected essential strategies and techniques that promote student learning	0%	0%	7.69%	92.31%	3.92	0.28
4) The use of technology enabled students' engagement with their lessons.	0%	0%	7.69%	92.31%	3.92	0.28
5) The integration of technology promoted independent learning.	0%	0%	0%	100%	4	0
6) Provisions for the use of technology supported the content and the learning of the concepts.	0%	0%	0%	100%	4	0
Overall Perception					3.92	

Based on Table 4, the overall perception of 3.92 means that the interns strongly agreed that the STI Module adheres to the TPACK Framework. The TPACK is both a knowledge type and technological integration framework (Koehler et al., 2013) that requires activities and procedures that would aid in developing it (Archambault & Barnett, 2010). The teaching interns believe that the module contains the necessary tasks and techniques to cater to this special kind of knowledge.

In Oner (2020), there was an increase in the complexity of pre-service teachers' TPACK representations, as a manifestation of the effectiveness of virtual internships. Also, pre-service teachers with TPACK modules in their courses acquired more TPACK than those without them (Lachner et al., 2021). Meanwhile, in the present study, the mode for internship of the participants was purely virtual or online with synchronous and asynchronous classes for the learners in the laboratory school. This was supplemented by the STI module that the interns deemed to be TPACK aligned. If the virtual internships and TPACK modules were found to promote the acquisition of TPACK, then the actual internship through virtual or online modality plus the STI module can also potentially do the same or possibly even more for the participants in this study. Furthermore, Ismaeel and Al Mulheim (2022) advocated for the integration of conventional and e-teaching internship strategies to develop TPACK among prospective educators.

Table 5: Teaching Interns' Perceptions: UDL (N = 13)

Statement	SD	D	A	SA	Mean	Sd
1)Options were provided for the student's engagement with the learning materials during online and offline sessions.	0%	0%	23.08%	76.92%	3.77	0.44
2) Examples and learning activities were relevant to the needs and interests of the learners.	0%	0%	0%	100%	4	0
3) The design of the module promoted learning continuity for both online and offline sessions.	0%	0%	23.08%	76.92%	3.77	0.44
4) The diverse capabilities of learners were considered in the timing and pacing of the activities.	0%	0%	7.69%	92.31%	3.92	0.28
5) The learning activities encouraged varied ways of action and expression that reflect individual differences and multiple intelligences among the students.	0%	0%	7.69%	92.31%	3.92	0.28
Overall Perception					3.88	

Table 5 reflects the overall perception of the teaching interns towards the STI module in terms of the Universal Design for Learning Framework, which is 3.88. This means that the interns strongly agree with all the statements that the module is grounded in the said framework. Based on a scientific understanding of how individuals learn, the UDL Framework was created for the improvement and optimisation of teaching and learning for everyone, in order to make learning more inclusive and transformative (CAST Inc., 2022).

In a study by Lowrey et al. (2019), teaching pre-service teachers the fundamentals of UDL did not result in a significant shift in the way that planning and instruction were carried out, with the teacher-candidates adhering first to traditional lesson planning, and UDL lesson planning next. On the other hand, based on various study findings, teacher candidates who received relatively brief instruction in the three UDL principles of engagement, representation, action, and expression were more successful in creating lessons that enabled students with and without disabilities to master the same material in inclusive classrooms (Lee & Griffin, 2021). Although the interns in this present study believed that the STI module exemplifies the principles of UDL, it is yet to be known to what extent their ability to design lessons has improved. With interns identifying challenges in their online internships, such as their ability to facilitate online classroom interaction (Lamp Adan et al., 2023; Galligan et al., 2021) and their seemingly inadequate actual teaching experiences (Bulawat, 2021), providing them with the STI module can be

viewed as an innovation-related experience that is associated with learning progress (Guindon, 2022).

Table 6: Teaching Interns' Perceptions: Diversity and Inclusion (N= 13)

Statement	SD	D	A	SA	Mean	Sd
1)The topics and inputs in the module were gender sensitive.	0%	0%	0%	100%	4	0
2) The learning activities provided equal opportunities for students with diverse ways of learning.	0%	0%	7.69%	92.31%	3.92	0.28
3) The learning materials (e.g., illustrations, pictures, diagrams, etc.) used in the lessons were gender sensitive.	0%	0%	15.38%	84.62%	3.85	0.38
Overall Perception					3.92	

The results presented in Table 6 show that the teaching interns strongly agree that the STI module has provisions for diversity and inclusion. An overall perception level of 3.92 manifests this. They view the topics, inputs, learning activities, and learning materials in the STI module to be gender-sensitive.

Teacher preparation programs that include coursework on inclusion and special education allowed pre-service teachers to engage with learners from diverse backgrounds (Harvey et al., 2010). Also, participants, who had taken an inclusive education course were more supportive of inclusion in later years of study (Kraska & Boyle, 2014). In a virtual internship, Bulawat (2021) found out that one of its limitations is the non-reinforcement of the interns' knowledge of the differences among their students. But since the teaching interns in this study perceived the STI module to be gender-sensitive and inclusive, it is potentially impactive on their attitudes towards inclusion and diversity of their students in the online classroom set-up.

Table 7 shows how the teaching interns perceive the STI module to be satisfying to them as learners. They strongly agree with all the statements, as shown in the table. Furthermore, the overall perception rating of 3.86 reflects their satisfaction as learners who have utilised the STI module.

Table 7: Teaching Interns' Perceptions: Learners' Satisfaction (N = 13)

Statement	SD	D	A	SA	Mean	Sd
1)The time allotted for the activities was manageable.	0%	0%	23.08%	76.92%	3.77	0.44
2) The activities/tasks enabled students' learning to be independent and self – regulated.	0%	0%	30.77%	69.23%	3.69	0.48
3) The module provided opportunities for the	0%	0%	0%	100%	4	0

students to be actively engaged in learning.						
4) The module enabled the students to attain the maximum learning competencies of the course.	0%	0%	7.69%	92.31%	3.92	0.28
Overall Perception					3.86	

In the study by Ahmed Abdullah and Sultana Mirza (2020), students expressed satisfaction with the teaching practice module, and such feedback was taken into consideration for continuous improvement. Also, Mandera (2023) reported how the practice teachers gained in the acquisition of the needed knowledge and skills through both online and virtual internships. Likewise, the interns in the present study were highly satisfied with the STI module, as a complementary resource to their ongoing virtual internship. Obtaining feedback and suggestions from teaching interns is valuable for every teacher in an educational institution.

In totality, the perceptions of the teaching interns ranged from 3.86 to 3.99, as shown in Tables 3-7, which means that they are in strong agreement that the module adheres to the tenets of OBE, TPACK, UDL, and Diversity and Inclusion. Furthermore, they were very satisfied with the STI module, which they used during their practicum. Their perceptions could be attributed to the revisions made by the authors in response to the expert consultants' evaluation and recommendations before the pilot implementation. Consequently, the course contents, outcomes, online and offline activities, and assessment tasks in the module can be sustained.

4.3 Views and Experiences of the Teaching Interns

Employing the thematic analysis of Braun and Clarke (2020), the following views and perceptions of the teaching interns were revealed.

4.3.1 Getting learning support from STI Module

Learning resources can be changed from physical forms, like books and magazines, to non-physical forms, like cyberspace, software programs and applications, and, most notably, the social media (Kilpatrick, et al., 2019). Also, as revealed in the study of Petancio and Bonotan (2018), student teachers identified reading books and other references as a way to cope throughout their teaching internship. When the COVID-19 pandemic struck, the teaching interns performed their virtual teaching internship. To assist them in their daily tasks, a self-instructional teaching internship module (STI) was crafted. *The STI module served as a learning support* as revealed by teaching interns (TI 2,5,9). The teaching interns acknowledged the learning support they got as they utilised the module.

4.3.1.1 Finding the relevance of the STI

The topics, activities, and assessment of the STI module was carefully validated and evaluated by experts. Thus, the teaching interns found the STI module relevant; as it provided simple explanations on the different dimensions from pre-teaching and observation conferences, full teaching immersion to post-conference.

It served as their guide, as they performed the virtual teaching demonstrations. The online videos provided in the module served as a guide in the conduct of authentic observations before actually teaching. They found it comprehensive to manage a class and boost their level of confidence in classroom teaching.

4.3.1.2 Providing a digital aid

The STI module provided links to online resources that the teaching interns could use as they prepare for their virtual teaching demonstrations. They believed ICT is simple to use, even when it has academic benefits (Sayaf et al., 2022). Students who have access to ICT are highly probable to consider the value of technology in teaching. Similarly, the teaching interns acknowledge the great contribution of the STI module in integrating technology into virtual teaching.

4.3.2 Acknowledging one's insufficiencies

The online teaching internship has brought about some degree of discomfort among teaching interns. As teaching interns narrated that "*Student teaching internship was like a rollercoaster ride and a tough one (TI10).*"

4.3.2.1 Exploring one's self

Using the STI module allows the teaching interns to evaluate themselves as they reported that the activities helped them to explore their strengths and weaknesses. Their experiences in virtual teaching internship support the theory regarding the phases of melting among teaching interns when using the online instructional delivery mode (Quinco-Cadosales, 2022). According to this theory, the teaching interns engage in introspection by being aware of their feelings, expectations, and anxieties.

4.3.2.2 Becoming a reflective thinker

To better prepare teaching interns for the classroom, teacher education programs should place a premium on the integration of practice-based activities into the curriculum. During these activities, the interns must be able to demonstrate their abilities to reflect and think critically. Explicit teaching and scaffolding of these essential abilities, while teaching interns, are immersed in actual and practical experiences that can enhance their self-reflection and critical thinking skills (Harn & Meline, 2021).

4.3.3 Developing relationships during mentoring

One important aspect of teaching internships is building relationships in mentoring. This refers to the collaborative effort of the teaching intern and the teaching internship mentor in terms of co-planning in lesson designing and several concerns that need to be addressed before the actual teaching demonstration (Posner, 2005). During the mentoring stage, the teaching interns developed relationships with their mentors and co-interns. Iradel et al. (2021) identified receiving support as one of the emergent themes in their phenomenological study involving teaching interns during the time of the pandemic. The teaching-intern participants revealed that they had received support from their parents, friends, mentors, and co-teaching interns. Cadosales et al. (2021) emphasised the role of a mentor in coaching and feedbacking for the success of teaching interns in their teaching internship mentoring framework.

4.3.3.1 On-campus and off-campus teaching

The teaching interns placed a premium on their on-campus teaching experiences. Their actual participation in teaching demonstrations, as an application of what they had learned from the STI module honed their teaching skills. A high-quality pre-conference lays the groundwork for trust-building between the teaching interns and the teaching internship-mentors during on-campus teaching. Pre-conferences boost motivation and confidence, which eventually leads to higher accomplishments on the part of the teaching interns and a sense of purpose on the part of the teaching-internship mentors (Kuijpers et al, 2010).

Moreover, the desirable relationship between teaching interns and co-operating teachers was sustained during off-campus teaching. The co-operating teachers take on roles, such as modelling, guiding, leading, planning, and motivating that provided opportunities for teaching interns to develop competencies during off-campus experiences (Abas, 2016). Both the on- and off-campus teaching opportunities strengthened the teaching interns' teaching competencies.

4.3.4 Becoming a competent teaching intern

Teaching internship experiences is a process of developing understanding, capabilities, and perspectives that equip teaching interns how to become teaching professionals. Teaching interns themselves recognise that they are life-long learners, who never cease to learn, even when they become teachers themselves in the future (Petancio, 2019). Pepito (2022) concluded that their teaching internship experiences helped them to develop unanticipated knowledge, abilities, and values. Additionally, Montalbo et al. (2021) suggested that higher education institutions give pre-service and professional teachers thorough training for multi-grade teaching and different student groups, in order to further develop their teaching competence.

4.3.4.1 Gaining knowledge on teaching internships

Experiences in the field allow practising teachers to establish a strong link between what they know in theory and what is being practised in schools (Hudson et al., 2008). The assimilation of theory and practice is aided further, as they critically observe and analyse the lessons proved by their more experienced co-operating teachers and mentors (Genc & Buyukkarci, 2013). The STI module helped the teaching interns to gain knowledge about the entirety of teaching internship. It provided them with an avenue to value the various tasks of a teacher.

4.3.4.2 Acquiring teaching skills

In the study of Dsilva et al. (2022) on the implementation of an intervention that included a self-instructional module, the average knowledge and practice scores at the post-test of the 51 nursing students that were considerably higher than those at the pre-test ($P < 0.05$). Knowledge had increased by 36%, and competence had improved by 41% since the intervention. In the same vein, this study also revealed that the teaching interns had enhanced their teaching skills through the use of the self-instructional teaching module. The teaching intern (TI1) shared that "*The teaching demonstrations enhanced my skills in choosing appropriate teaching strategies,*

managing the virtual classroom, improving my communication skills, choosing the appropriate assessment of learning, asking the right questions, and more importantly using the learning management system."

4.3.4.3 Developing positive attitudes towards teaching

Time management and an optimistic attitude were also factors that allowed the students to effectively finish their modules, according to the findings of Villonez et al. (2022). The perseverance and time management skills of the students allowed them to complete the module on time. As a teaching intern (TI5) narrated that "*I am excited during my teaching demonstrations. I enjoy the moment by being really involved in the teaching-learning process. I realised that the teaching demonstration is fun as well as our interaction with the students*."

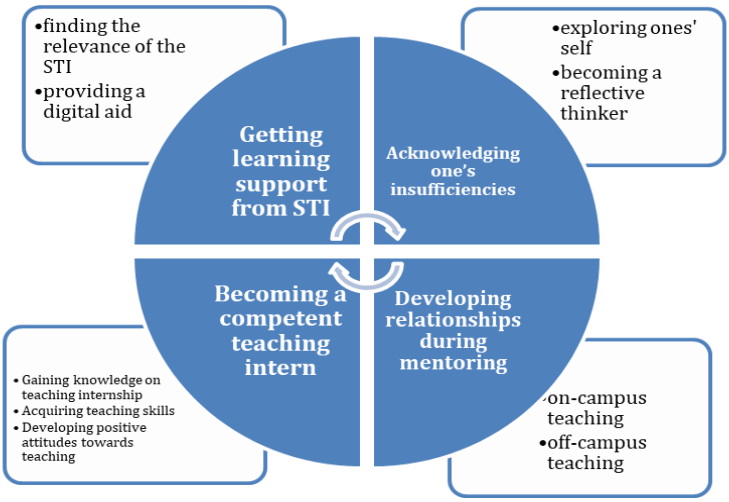

Figure 1: Teaching Interns' Views and their Experiences with the STI Module

At a glance, Figure 1 displays the teaching interns' views and experiences with the use of the self-instructional teaching internship (STI) module. It can be gleaned in the figure the emergence of 4 themes and their corresponding sub-themes. The cyclical relationship of the themes is founded on the realisation of the TIs that the self-instructional teaching internship (STI) module is a relevant learning resource; and it serves as a digital aid. Through the STI module, they can acknowledge their insufficiencies by exploring oneself and becoming a reflective thinker. Their teaching internship experience allows them to develop relationships during the mentoring sessions with their respective mentors, both in on-campus and off-campus teaching. At the end of the cyclical process, they become competent; as they had gained knowledge on teaching internship; acquired the necessary teaching skills; and developed positive attitudes towards teaching.

4.4 Teaching-Interns' Performance

The teaching performance of the interns during the actual demonstration was progressive in the aspects of lesson design, strategies in teaching, classroom management, and communication skills. The STI module was used to improve the performance of the teaching interns. Moreover, interns who participated in online and modular internships gained knowledge and skills that they could apply in their field of internship (Mancera, 2023).

Figure 2 shows the performance of teaching interns in lesson design. In week 1, 77% of the student interns got a rating of 6 as being satisfactory, which can be attributed to late submission of the lesson designs for checking and approval; and some parts of the lesson design were not included or correctly presented. Lesson planning is a crucial skill that beginning teachers must master; and it typically takes some time because there is confusion over the exact designs and format, and difficulty in identifying instructional objectives and learning experiences that are appropriate to the learners (Gafoor & Farooque, 2010). Likewise, they require a thorough awareness of the critical link that exists between planning and teaching. The clarity and conciseness of the module's guidelines and activities in terms of lesson planning aided the interns in developing a good lesson (Mancera, 2023).

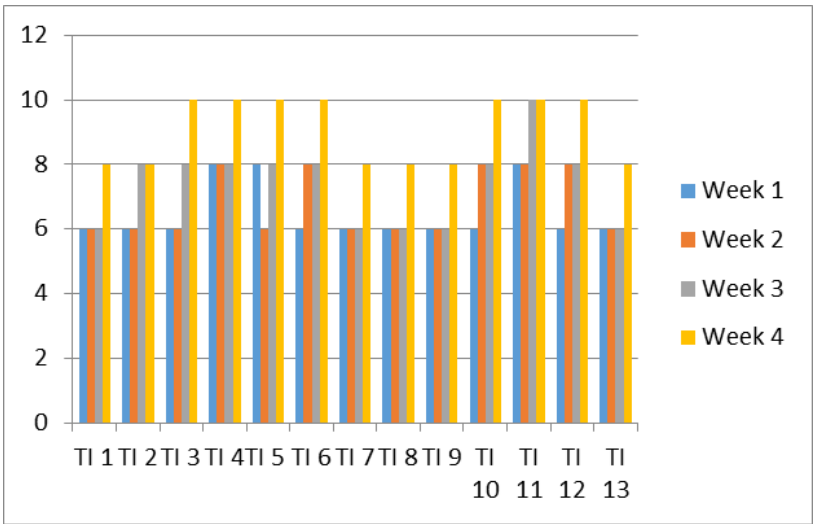

Figure 2: TIs Performance in Lesson Designing

In week 2, there was an increase in the rating of the performance of teaching interns inwhich 38% of the teaching interns got a rating of 8, which can be associated with the use of proper formatting and editing. In week 3, 53% of the teaching interns got a rating of 8, due to the correct presentation and accuracy of the lesson design. In week 4, 54% of the teaching interns had submitted the lesson design five days before the demonstration. Likewise, all parts of the lesson design were completed by using the correct format with fluency and accuracy in the use of the language. As mentioned by Prastonwo and Listyani (2020), teaching interns can enhance their skills in writing lesson designs through practice in authentic classroom settings. They believed that detailed lesson plans are relevant tools during their teaching internship journey (Gafoor & Farooque, 2010).

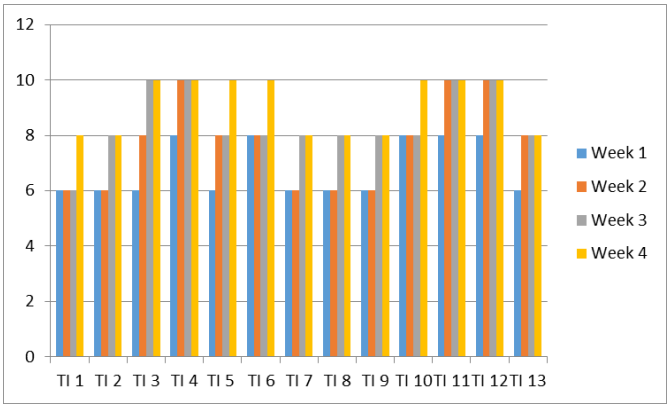

Figure 3: TIs Performance in Strategies in Teaching

Figure 3 shows the teaching interns' performance in the use of strategies in teaching during the actual demonstration. In week 1, more than half (62%) of the teaching interns had satisfactory performances in the teaching demonstration. This means that their methods were not varied and comprehensive. Likewise, they used common teacher-directed strategies. According to Le Donne et al. (2016), direct instruction enables learners to accomplish easier tasks; but it does not do much in preparing them to perform more difficult tasks.

In week 2, almost 40% of them got a rating of 8, and 25% of them got a rating of 10. This means that their methods of teaching were very satisfactorily facilitated and enhanced the development of the lesson; and lesson activities provided active participation among students. In week 3, 61% of the teaching interns had very satisfactorily exhibited their mastery of the subject matter. However, in week 4, more than half (54%) of the teaching interns got a rating of 10 in their actual demonstration. This means that they utilised a more active learning strategy and cognitive activation strategy; as they engaged students in group work and let them explain their thinking on complex problems, which has the strongest association with raising students' achievements (Le Donne et al., 2016). Setting specific activities and outcomes in the STI module for internship and training content ensures that interns absorbed the key lessons, content, and procedures (Fullington & Harrick, 2017).

Figure 4 shows the teaching interns' performance in classroom management. In week 1, almost half (46%) of the teaching interns got a rating of 8. This means that they have very satisfactorily prepared the needed instructional materials before teaching time. Likewise, they have similar performance in terms of managing the class in weeks 1 and 2 with only 62% of them being able to minimise discipline problems.

This implies that more emphasis should be placed on classroom discipline in the teaching practice of teaching interns. Teaching practice, as described by Prastomo and Listyani (2020), certainly causes a mixture of excitement and concern among teaching interns when they begin their teaching practice . Inadequate classroom management is not just among the most pressing issues for teaching neophytes; it

is also one of the leading causes of stress, frustration, and teacher turnover (Harmsen et al., 2018).

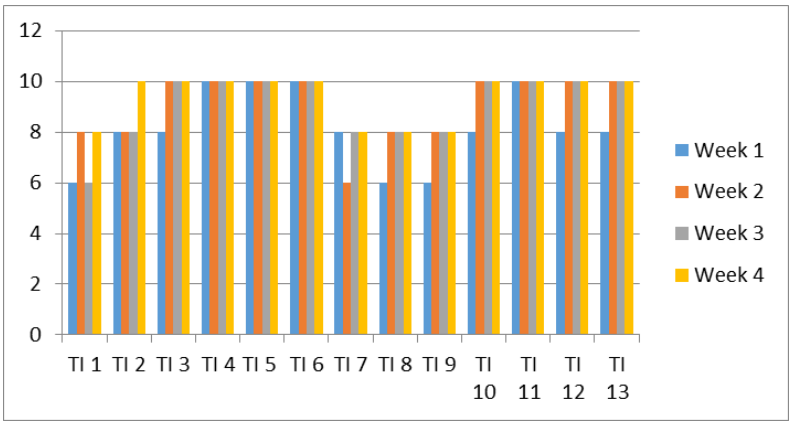

Figure 4: TIs Performance in Classroom Management

However, at the end of week 4, 69% of the teaching interns got a rating of 10. This suggests that there was evidence of order and structure in how the class activities were carried out, as well as sensitivity to student reactions throughout recitation. Similarly, they were able to maintain the students' attention and start and end the class on time. Classroom management consists of strategies and procedures that teachers employ to achieve and sustain a learning environment conducive to instruction, employing tools and tactics to achieve behavioural change (Lew & Nelson, 2016). The ability to manage a class is essential in practice teaching (Shafqat, 2016). The STI module included information on how to create developmentally appropriate behaviour rules in classrooms, allowing interns to connect their activities to the students' behavioural expectations.

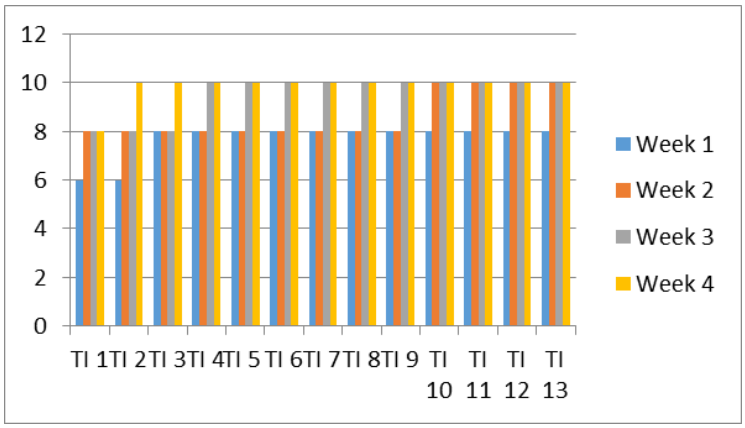

Figure 5: TIs Performance in Communication Skills

Figure 5 shows the performance of teaching interns in communication skills. It can be noted that starting in week 1, 15% of them demonstrated satisfactory performance in speaking English or Filipino when talking to the students during the actual demonstration. Teachers that lack communication skills often have difficulty in creating engaging lessons, and they struggle to connect with their students (Jakhanwal, 2021).

However, their communication abilities improved dramatically in weeks 3 and 4, with 54% and 92% of the interns receiving a rating of 10. This signifies that their voices were modulated properly during the continuous actual demonstrations in the classroom, and their communication is clear and distinct. They also demonstrated effective abilities to communicate with fluency and accuracy. Good communication skills enhance relationships and increase understanding between students and teachers (Khan et al., 2017). The communication skill links provided in the STI module attempted to address many of the core issues related to communication skills; and improved these skills among the teaching interns.

In general, the teaching interns' teaching performance was progressive because they transmitted content, engaged in meaningful experiences, innovated means of teaching, and critically reflected on their performance. The STI module served as a learning tool for teaching interns to be aware of their responsibilities and enhanced their performance as they eventually learned the science and art of teaching.

5. Conclusion

The self-instructional teaching internship module was created to serve as a resource guide for teaching interns during their in-person and/or virtual teaching internships. The expert evaluation paved the way for the initial revision of the module and the subsequent pilot implementation to teaching interns during their online practicum. The perceptions, perspectives, and performance of the teaching interns were used to further evaluate the revised module.

The STI module was a valuable learning resource for the teaching interns. The use of the module aided them in improving their multi-dimensional teaching performance, as well as developing their teaching competence, skills, and character. The first revision of the module will be maintained, along with its components - overview, contents, outcomes, learning experiences, assessment, enhancement, and references. Hence, the module is recommended for use by teaching interns in Philippine Teacher Education Institutions.

A limitation of this study is its pilot implementation to interns exposed to online teaching internship only. Another evaluation study for module utilisation among teaching interns in full face-to-face or blended mode during their practice teaching is recommended.

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