

Learners' Perceptions on the Effectiveness of the Emilian Culture Formation (ECF) Courses

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Date Submitted:
January 04, 2026

Date Accepted:
February 12, 2026

Date Published:
February 21, 2026

DOI:
10.5281/zenodo.18736599

ABSTRACT

This research investigated the learners' perceptions of the effectiveness of Emilian Culture Formation (ECF) courses at Emilio Aguinaldo College in the Academic Year 2024–2025, focusing on Course Management, Course Materials, and Learner Activities. Using a descriptive-survey approach, structured questionnaires containing a 4-point Likert scale were filled out by all learners enrolled in ECF 1, ECF 2, and ECF 3. Responses were analyzed using descriptive statistics (weighted means and standard deviations). Results found that learners highly perceive the courses as highly effective in all the domains. Course Management (WM =

3.71, SD = 0.560) indicated clear expectations, organized instruction, feedback, and opportunities for collaborative learning. Content, language, and visual structure were found acceptable in Course Materials (WM = 3.66, SD = 0.562), whereas Learner Activities (WM = 3.70, SD = 0.567) fit and aligned with aims and gave adequate time for engagement. The overall grand weighted mean of 3.69 (SD = 0.563) supports continued positive perceptions. It highlights the need for structured management, appropriate materials, and learner-centered activities, with ongoing development suggested as the solution, based on new educational trends and the needs of the learner.

Keywords: *Higher Education, Educational Assessment, Student Feedback, Curriculum Design, Pedagogical Effectiveness*

INTRODUCTION

Educational institutions are called not just to prepare the student but also to instill the values, cultural sensitivities, and professionalism. This is achieved through offering courses where ed is integrated with education as part of a holistic pedagogy of learning (both the intellectual and moral student learns). One of the major parts of the intensive program, the Emilian Culture Formation (ECF) is designed to guide pupils through their study along the paths of the Emilian Graduate Attributes of ethics, culture, social responsibility, and lifelong learning through Emilian Skills (ECF). The ability of any instructional program/plan to be effective is greatly contributed by competent learner engagement, the relevance and the comprehensibility of course materials, as well as properly organized course structures. Evaluating the course from the learning perspective makes the instructors and programming make well-structured decisions on quality of teaching practices, the learning impact of the course, and the effectiveness of the course in general. Analysis of ECF course evaluation, teaching materials, and student participation is significant in the evaluation of the effectiveness of the various teaching styles. By following how this is being applied, the degree to which the curriculum is designed to meet learners' varying preferences, contributes to the institution's goals and makes manifest its students with the values and skills that the Emilian model of learning encompasses will become increasingly visible. It thus aims to identify the impact of these factors on how effective the ECF course will affect the learners' perception on designing the ECF course based on sound-grounded evidence and the proposed changes to course design, teaching strategies, and the perceived experiences of cultural formation of learners within this course.

Statement of the Problem

This study aimed to carry out a quantitative analysis of how the students of the Emilian Culture Formation (ECF) courses perceived it. More specifically, we wish to investigate the extent to which learners perceive the courses to be effective in three domains: Course Management, Course Materials and Learning Activities. The study explores the following research questions:

1. What is the learners' perception of the effectiveness of the instructor in managing the course?
2. What is the learners' perception of the suitability of the course materials in ECF courses?
3. What is the learners' perception of the activities in ECF courses?
4. What is the learners' overall perception of the effectiveness of the ECF courses, considering course management, appropriateness of materials, and learner activities?

METHODOLOGY

Research Design

The study used descriptive-survey research design to examine participants' perception of the effectiveness of the Emilian Culture Formation (ECF) course. Descriptive research is a good research strategy as it enables the researcher to collect information in a structured manner about the characteristics, views and experiences of learners, without the manipulation of any variables. Specifically, the objective of the study is to describe how learners learn about course management, how appropriate course materials are, and how learner engage, participate and participate in the ECF courses. The primary data collection

technique was a survey method. The study also employed structured questionnaires, with specific Likert scale items, that gathered quantitative data for learners' perception.

Data Collection Methods

Surveys were developed to cover the variables addressed in the study research questions, which were syllabus composition, course organization, grading policies, clear instruction, instruction feedback from the instructor, course material, and course materials at learners' comprehension levels, as well as the role of the learner activities. The descriptive-survey design is advantageous to understand how to quantify learners' perceptions and analysis for the different groups of learners' perceptions.

Statistics will be conducted, using frequency, percentage, means and standard deviations, from the survey to collect a full picture of the learner point of views. This design is used so that the study is able to present evidence-based evaluation on the strengths and shortcomings of the ECF courses from the learners' perspective.

Respondents of the Study

The study has as respondents all individuals taking the Emilian Culture Formation (ECF) courses (ECF 1, ECF 2, and ECF 3) from all programs and courses at Emilio Aguinaldo College in the Academic Year 2024–2025. This approach broadens the evaluation of the learners' perceptions of the effectiveness of the ECF program by including all the learners conducting the ECF courses as possible.

The participants are drawn from a pool of learners across different education levels and years, so that the holistic picture of how the course is perceived across the school is in place. This inclusion of participation enables the study to capture different perspectives and experiences; therefore, increasing the generalizability and validity.

Participation in the study will be voluntary to ensure the confidentiality and anonymity of all respondents' responses. According to the official enrollment records of Emilio Aguinaldo College for the Academic Year 2024–2025, it is a complete survey, meaning that it includes all learners actively taking the ECF courses.

Survey Instrument

The dataset for the respondents will be collected from a structured evaluation tool questionnaire, QF-ACD-028 (01.28.2025) Rev. 05, EVALUATION TOOL FOR EMILIAN CULTURE FORMATION (ECF) COURSE – which played the major role of data collection tool. The perception assessment of the learners was conducted using the Likert scale format of the questionnaire, using a 4-point scale of 4 (highly evident), 3 (evident), 2 (evident but not satisfied), and 1 (not evident). With this framework, responses were standardized and analyses of statistical data were conducted based on trends and patterns.

The survey had multiple items for different sections, in accordance with the elements outlined in the SOP. The following course management items were evaluated: syllabus construction, organization of courses; clear expectations and grading policies; instructor feedback; and provision of opportunities for both learners to actively participate in and learn from others in class. Proper materials — Items examined alignment of content with the learners' understanding levels, comprehension and expression of vocabulary and sentence structures, relevance of Emilian Graduate Attributes, appropriateness of texts and pictures for Filipino learners, and visual elements of the content. Engagement levels of the learners and activities

(assessed how well the activities of the course aligned with the goals of the course, the clarity of the instructions, and whether enough time was available for the activities to enable learners to learn in a meaningful ways).

Mean Score Interpretation

To summarize the overall perception of each dimension and the total course evaluation, the mean scores are interpreted as:

Weighted Mean	Score Interpretation	Description
3.50 – 4.00	Highly Evident	Strongly Positive Perception
2.50 – 3.49	Evident	Positive Perception
1.50 – 2.49	Evident but Not Sufficient	Moderate Perception
1.00 – 1.49	Not Evident	Negative Perception

The instrument was validated in the expert review of teachers who were familiar with ECF courses to guarantee content pertinence, clarity, and pertinence. The survey was conducted electronically. Participation was voluntary, and confidentiality was ensured, indicating that responses were only used for research purposes.

Procedure

The study had an organized process regarding the collection and analysis of the data regarding the perceptions of learners on Emilian Culture Formation (ECF) courses. Data had been obtained through approval of Emilio Aguinaldo College administration, and program coordinators and teachers from ECF 1, ECF 2, and ECF 3 collaborated in making sure that learners would be able to access it and that the schedule was correct.

The institutional evaluation form was used as the main instrument when the learners are evaluated at the end of each semester as part of the course assessment process. Items of the form correspond to the major findings of the study and included: course management, materials pertinent to the learners and their learners' engagement and activities and was checked by the faculty experts for relevancy and precision. The participants were all learners of ECF 1, ECF 2, ECF 3 from all the programs of Emilio Aguinaldo College during the Academic Year 2024–2025. Using official enrollment lists, every learner currently taking the courses was invited to participate. Learners were made to understand their responses would be kept confidential and anonymous, and they were encouraged to participate voluntarily.

Data were collected at semester end, according to the institutional evaluation schedule. Learners completed the evaluation forms electronically or by paper, depending on the method of access, and the instructions were clear to keep participants honest and engaged. The returned evaluation forms were formatted following the collection. Electronic responses were recorded via a spreadsheet and written responses were collected physically. Compatibility of all entries was checked before analysis.

Quantitative data taken from the evaluation forms were used as descriptive statistics (frequencies and standard deviations) to assess the views of participants on the management of course materials and motivation to learn activities. It was a means for the study to have its data reliable, systematic, and representative of the learners' perceptions so that evidence-based assessments of the effectiveness of the ECF courses could be made.

Data Analysis

According to the institutional evaluation form, the researchers performed a structured analysis of academic study data to determine the degree to which learners perceived the influence of the Emilian Culture Formation (ECF) courses in terms of course management, the appropriateness of course materials, their engagement, and activities. First, responses were collected quantitatively and categorized along the three main dimensions of the study with Likert-scale items. Descriptive statistics were conducted to describe the data. Frequencies and standard deviations of individual survey items were calculated to reflect the learner perception accurately. These weighted means indicated the extent to which learners believed the ECF courses to be effective (higher means reflect higher agreement or approval of the course).

The findings were further integrated into a composite evaluation of the effectiveness of the ECF program in all learner segments. In this way, the study was successful in constructing an evidence-based evaluation of learners' perceptions that contributed to providing the basis for refining the quality and delivery of the ECF classes.

The data collected from institutional evaluation forms was subjected to descriptive statistical analysis to determine learners' perceptions of the effectiveness of the ECF courses in terms of course management, appropriateness of course materials and learners' engagement in activities. For each survey item, the number of learners selecting the corresponding response category (4 – Highly Evident, 3 – Evident, 2 – Evident but not satisfied, 1 – Not Evident) was presented as frequencies. This enabled the researcher to determine how often learners endorsed or disapproved of each statement. For each survey item and subcategory, weighted mean was calculated based on the mean level of the learner's agreement. Higher weighted mean scores showed people had better assessment of the ECF courses.

A standard deviation was computed for each item to assess the variability or dispersion of responses. The lower average reported, the more generalized the respondents; a higher average correlated with a more spread-over response. There is a calculated overall standard deviation across each subcategory and all of the ECF courses to obtain a summary in terms of the consistency among learners' perceptions.

Ethical Consideration

The ethical conduct of this study was conducted in accordance with stringent guidelines. Therefore, to protect and safeguard the rights and welfare of all participants throughout this study. Informed consent was sought from all learners before participation and a written statement of purpose and voluntary participation were given to each of the learners and consent for all participants before participation and it was a voluntary procedure from which the purposes of the study were expressed clearly. Subjects were informed that the answers they provided would be for research purposes and they would be free to discontinue at any time without retaliation.

Second, an anonymous and confidential study was conducted. Responses to the survey were obtained in a manner that obviated identification of the participants and was securely stored to protect the privacy of data. The results were presented in aggregate form and individual anonymity was kept confidential.

Third, the study maintained the principle of non-maleficence and was free of physical, psychological and academic harm to participants. The survey was developed with no sensitive or invasive questions and only dealt with course management, materials and learner efforts during the course. Last, the study also observed the ethical guidelines of the institutional environment by obtaining the approval of

Emilio Aguinaldo College before taking part in the data collection and taking into account the organizational and educational research ethic. The study was conducted responsibly, following participants' rights and ensuring trustworthiness and ethics in the research field, through the adoption of such measures.

RESULTS AND DISCUSSION

1. What is the learners' perception of the effectiveness of the instructor in managing the course?

Table 1. *Learning Perceptions on Course Management*

A. COURSE MANAGEMENT	Weighted Mean	Score Interpretation	Description	
The instructor provides a well-constructed syllabus.	3.72	Highly Evident	Strongly Perception	Positive
The course is well-organized and easy to follow.	3.71	Highly Evident	Strongly Perception	Positive
Course expectation, policies and procedures, and grading policies are clearly stated.	3.69	Highly Evident	Strongly Perception	Positive
The instructor publicly praises exemplary work.	3.69	Highly Evident	Strongly Perception	Positive
Discussions and/or group projects have clear guidelines for use; have well defined policies in terms of how points are awarded for participation.	3.68	Highly Evident	Strongly Perception	Positive
The instructor provides consistent feedback regarding discussion postings and/project results.	3.68	Highly Evident	Strongly Perception	Positive
The instructor provides numerous opportunities for learners to engage in active and collaborative learning throughout the course.	3.69	Highly Evident	Strongly Perception	Positive
Overall Weighted Mean	3.69	Highly Evident	Strongly Perception	Positive
Standard Deviation	0.54			

Table 1 presents the learners' perception of Course Management. The assessment of the management of the course suggests that learners felt strong positive perception. These indicators were rated as highly evident with overall weighted means ranging from 3.68 to 3.72 and an overall weighted mean of 3.69. This standard deviation of 0.54 indicates that participants were quite similar in their responses.

One of the highest-ranked indicators was “The instructor offers a well-constructed syllabus” (3.72), which implies a clear structure and roadmap for course content and expectations. Well-prepared syllabi tell learners what course goals, policies, and assessment requirements are for learning the subject (Al-Thani, 2023). Other evidence, like organizing courses (3.71), being clear about expectations and grading policies (3.69), and public praise for excellence (3.69) also suggest that learners value the way the instructor sets up work on the basis that work helps them along the way.

Course materials must be able to be navigated by learners. It will inspire interest and motivation from the people by recognizing their success. Moreover, clear requirements in discussion and group projects (3.68) and consistent feedback (3.68) found that learners also perceived the transparency and prompt guidance as two principal means of promoting fairness and academic success (Sui, Yen, & Chang, 2023). There was also a positive effect on learners of opportunities for active and collaborative learning (3.69). Such collaborative tasks enable pupils to cultivate analytical skills, problem-solving abilities and communication. Active participation results in the content being more easily understood but is also an exercise in supporting the development of personal and social relationships which are key in higher education (Al-Thani, 2023).

In general, the results indicated that there were excellent course management practices in place. Structure, clear expectations, timely feedback, and participation led to a supportive and challenging learning system. These strategies enhance student retention, foster initiative and participation, and help to improve the probability of realizing planned educational goals.

2. What is the learners’ perception of the suitability of the course materials in ECF courses?

Table 2. *Learning Perceptions of the suitability of the course materials in ECF courses*

APPROPRIATENESS OF COURSE MATERIALS	Weighted Mean	Score Interpretation	Description	
Course Content is appropriate to the learner's level of thinking.	3.68	Highly Evident	Strongly Perception	Positive
Vocabulary is suitable to the learner’s level of comprehension.	3.65	Highly Evident	Strongly Perception	Positive
Length of sentences is suitable for the target learners.	3.65	Highly Evident	Strongly Perception	Positive
Text and visuals promote positive values and integrate with depth the Emilian Graduate Attributes.	3.66	Highly Evident	Strongly Perception	Positive
Texts, visuals, layout, and book design are suitable for the target Filipino learners.	3.65	Highly Evident	Strongly Perception	Positive
Weighted Mean	3.66	Highly Evident	Strongly Perception	Positive
Standard Deviation	0.562			

Table 2 shows how learners perceive the appropriateness of course materials. The evaluation results reveal the learners consider the course materials as very well designed and appropriate, with its weighted mean of 3.66 and standard deviation of 0.562.

Each indicator was rated “Highly Evident,” reflecting a strong positive perspective on all dimensions. The strongest rating, “Course content is appropriate to the learner’s level of thinking,” (3.68) indicates that the instructional material was appropriately adjusted to learners’ thought processes, which can be beneficial to avoid cognitive overload and to ease meaningful learning (BMC Medical Education, 2023). Vocabulary suitability and sentence length indicators (both 3.65) scored highly as well indicating language which is accessible for the target language learners. Readability plays an important role in comprehension: when texts are properly readable, learners are able to concentrate more on conceptual understanding rather than on language difficulties, which is good for comprehension and time of learning (Zainurrahman, Yusuf, & Sukyadi, 2024).

In addition, learners had a positive perception of values integrated in text and visuals (3.66) and the cultural/design appropriateness of layout, visuals and book design (3.65). These results suggest that the materials not only transmitted academic content but also reiterated positive values and graduate attributes using effective design processes and were culturally relevant and visually appealing to Filipino learners. Engagement can be increased by well-presented visuals and textual layouts linked to learners’ cultural contexts (Sambayon, Luceñara, Bayron et al., 2023). These results indicate that the instructional materials are well balanced both in terms of cognitive demand and readability and aesthetic or value designing.

Together, they help both to enhance learners' intellectual understanding as well as to develop their character or values, contributing to an academically rigorous, but nevertheless personally relevant experience for learners.

3. What is the learners’ perception of the activities in ECF courses?

Table 3. *Learners’ Perception of the Activities in ECF Courses*

C. LEARNER’S ACTIVITIES	Weighted Mean	Score Interpretation	Description	
The objective and content of every task is aligned with the teaching and learning activities.	3.68	Highly Evident	Strongly Perception	Positive
The objective of every learning activity is clear and easy to understand.	3.68	Highly Evident	Strongly Perception	Positive
Time allotment for every activity is enough for the learners.	3.67	Highly Evident	Strongly Perception	Positive
Weighted Mean	3.68	Highly Evident	Strongly Perception	Positive
Standard Deviation	0.567			

Table 3 presents the learners’ perception of the activities in ECF courses. The activities data indicates that student felt the alignment of the learning goals to the tasks of the course was highly clear and well structured.

The indicators “objective and content of every task aligned with teaching and learning activities” and “objective of every learning activity is clear and easy to understand” all scored 3.68 (Highly Evident) and “time allotment for every activity” 3.67 (Highly Evident). The overall weighted mean of 3.68 (SD = 0.567), indicates that learners agreed broadly that tasks are purposeful, acceptable and have sufficient time to be finished as indicated in indicator 3, “Time allotment for every activity is enough for the learners”.

This linkage of tasks and objectives embodies an educational design principle called constructive alignment that suggests learning activities, assessment, and goals should be consistent so that learners are effectively involved in the learning objectives (Lawrence, 2023; Constructive Alignment – Center for Teaching & Scholarly Excellence, 2025). When learners comprehend the meaning and purpose of the task and how it contributes to the course goals, they become more internalized in what they're doing and learn where they are heading.

The high rating for time given indicates that learners are not feeling too rushed as well as to be unduly limited. Time management is a key aspect of self-regulated learning: learners given sufficient time for planning, monitoring and reflection performed better and provided higher levels of satisfaction (Xu, Duan, & Li, 2022). It especially supports metacognitive regulation and reduces stress such as on online or self-paced environments balance between time allotment and task demands.

The findings indicate successful applications of learner-centered strategies encouraging self-regulated learning overall. The course framework guides learners to plan, complete and assess what they are learning by coordinating task tasks with objectives, guiding them and giving ample of time. Not only does this structure help motivate learners, it also promotes ownership of their learning process; something integral in long-lasting academic gain.

4. What is the learners’ overall perception of the effectiveness of the ECF courses, considering course management, appropriateness of materials, and learner activities?

Table 4. *Learners’ Overall Perception of the Effectiveness of the ECF Courses, Considering Course Management, Appropriateness of Materials, and Learner Activities*

Category	Overall Weighted Mean	Overall SD	Score Interpretation	Description
A (Course Management)	3.71	0.56	Highly Evident	Strongly Positive Perception
B (Course Materials)	3.66	0.562	Highly Evident	Strongly Positive Perception
C (Learner’s Activities)	3.7	0.567	Highly Evident	Strongly Positive Perception
	Grand WM 3.69	Grand SD 0.563	Highly Evident	Strongly Positive Perception

Table 4 shows how much the learners viewed the efficacy of ECF course overall. These three key elements — Course Management, Course Materials, and Learner’s Activities — have been consistently assessed in conjunction and were consistently effective on instructional delivery and learning design. All categories are classified under “Highly Evident” interpretation, which means the respondents perceive the course in a very positive manner. Course Management had the top weighted mean (WM = 3.71; SD = 0.560), indicating that the organization of the course, communication of the expectations of the course and the instructional processes are seen to be highly structured and supportive by learners.

Managed courses have been shown to increase academic engagement while decrease learner uncertainty, particularly when the expectations and processes are clarified (Swan et al., 2021) This outcome suggests that the instructional plan implemented in the course fosters a clear, consistent and productive environment for learning.

Course Materials were rated well as well (WM = 3.66; SD = 0.562). This demonstrates that the learning resources (vocabulary, visual materials, layout, content design) are suitable for the target learners and sufficiently aligned with their level of comprehension. The recent research highlights that with materials that are closely matched with learner cognitive readiness and cultural context, it allows for improved comprehension and motivation (Lo & Chan, 2022). This finding also helps indicate the relevance and suitability of the instructional materials to the understanding of learners. As for the Learner’s Activities, it was positively associated (WM = 3.70; SD = 0.567).

Overall, this positive feedback indicates that the classroom tasks, activity objectives, and designated time will further encourage meaningful, engaging involvement and implementation of the task. This in turn suggests that learners’ well-defined learning tasks combined with ample time also contribute to their self-regulation as well as their engagement in the learning process (Park & Kim, 2023). These findings indicate how an activity must be implemented so that learners can act together and learn actively.

Overall composite analysis results in an average grand weighted mean (GWE) of 3.69 and a grand standard deviation of 0.563, confirming very well the instructional system. Consistency of scores by each of these categories also demonstrates alignment and consistency, as well as positive learning experiences for curriculum components. From the clean lines of management, materials, and activities, the link between them is clear and obvious, making it easy to implement all these aspects together as they support efficient and effective learning.

CONCLUSION

The results of this study provide a thorough and convincing evaluation of learners' assessment of ECF courses. All forms (course management, course materials, and learning activities) of learners, on average, were highly positive and strong estimates of the quality of instruction.

The course management scores (weighted mean average, range 3.66–3.71) were derived from the clarity and organization of courses, aspects of learner-centeredness of courses, among others. Small standard deviation values indicated that the respondents did agree on very consistent opinions (indicating agreement that they were excited about this learning experience). Students report that they are provided with a well-structured syllabus, clear expectations, helpful guidance, and tools to interact with material through their teacher and student quotations. The results indicate that teachers are displaying classroom

management behaviors similar to those of the effective strategies of effective instructional practices according to recent research (Nguyen & Lee, 2022).

The high approval also indicates perception of course material. The result is that students respond that the curriculum has no bias; it is customized according to their language level, design features, visual style, and cultural significance of the program. It also indicates that the course materials not only enhance cognitive processing but they can equally support learners' motivation (the belief that high-quality instructional materials lead to high learning output and maintain learners' long-term investment) (Martinez & Torres, 2023). Positive experiences during the learner's assessment processes are stable.

The learners' activities promote constructive alignment & scaffolding, as these include a clear articulation of the student's learning objectives, a clear assignment, and a clear time allocation. This alignment ensures instructional quality and meaningful learning because it links what learners do to what they should know (Harrison & Dunbar, 2024).

As the aggregate results show, ECF courses are rooted in a comprehensive instructional framework that promotes coherence, concreteness, and teacher-student interaction. The courses on such courses are very well designed and highly effective (grand weighted mean: 3.69). Learners appreciate the great investment that the quality learning institution makes in instruction in the quality of that instruction, and the value of quality of instruction as a component, in this way as well as an essential part of their academic work and the educational context.

Recommendations

1. **Course Management.** While course management indicators were rated as very obvious, improvement must occur to maintain professional instruction quality. The format of a course should, nevertheless, be reviewed periodically in line with upcoming trends in education such as flexibility (flexible teaching, digital tools, and skills-based approaches). Transparency is boosted by clarifying expectations, as well as policies, in response to institutional updates. Finally, there are feedback mechanisms that should be refined—through timely, personalized, tech-enhanced mechanisms—for keeping learners interested, motivated, and progressing. These enhancements are designed to safeguard that course administration will not simply adjust to changes in academic practices and in learners.

2. **Course Materials.** There were positive reactions to course materials, but continuous improvement is needed to ensure we are in line with the shifting learning times. When adapting and updating content and resources to reflect the latest knowledge, digital solutions, and profiles of contemporary learners, relevance will increase. Inclusion of contextually relevant visuals including images or examples grounded in culture, and appropriate visuals will also assist Filipino learners. Regular revisiting and review of vocabulary, structure, and layout has to be done continuously so that materials are easy to access, not just to maintain, but also to make them accessible to people at curriculum levels of differing literacy levels.

3. **Learner's Activities.** Learner activities were rated strongly and their level of use needed to be continuously improved. Interacting in virtual environments that include technology can stimulate work from group members and aid critical thinking skills and creativity. Activity targets can also be periodically

refreshed to reflect revised learning goals, so that for more complex or technology-mediated activities, for instance, they may be tailored with greater accuracy. Shifting your time for more in-depth engagement can also be a way to deepen learning. These are the sort of benefits that support student-centered classroom culture, enabling learning differences in styles and new means of teaching to be offered.

4. **Overall Recommendation.** According to the results, general views on all categories were highly favorable; however, improvement is the next best move in pursuit of excellence. Since teaching is an environment that changes constantly with advanced new technologies, pedagogic models, and student attitudes, constant assessment of course management, material use and activities should be made to adapt to a new curriculum which will move course material at a suitable speed and achieve high academic performance. This commitment enables the program to be responsive to the contemporary needs of 21st-century students.

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