

Status of Implementation of the ACCER Student Learning Framework Through Google Classroom at Parañaque City College

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Abstract:

The integration of digital technologies in higher education has created opportunities for institutions to organize instruction, learning resources, communication, assessment, and feedback through digital platforms such as Google Classroom. At Parañaque City College (PCC), the ACCER Student Learning Framework provides the pedagogical direction for digital learning through its five dimensions: Accessible, Comprehensive, Continuous, Experiential, and Reflective. The study employed a quantitative descriptive survey design to assess the implementation of the ACCER Student Learning Framework through Google Classroom among PCC faculty members. Total enumeration sampling was used, with 51 faculty respondents participating in the study. Data were gathered using the researcher-developed PCC ACCER Google Classroom Policy Implementation Survey (AGCPIS) administered through Google Forms. Frequency, percentage, mean, and standard deviation were used for quantitative data, while thematic analysis was applied to open-ended responses concerning challenges and recommended institutional support. The respondents represented the different academic schools of PCC, with 49.02% reporting less than one year of Google Classroom experience and 56.86% reporting no PCC-sponsored LMS/ACCER training. The overall implementation of ACCER through Google Classroom was Fully Implemented ($M = 4.445$, $SD = 0.554$), with Accessible obtaining the highest mean ($M = 4.663$) and Comprehensive the lowest ($M = 4.318$), while all five dimensions remained within the Fully Implemented range. The overall challenges encountered were rated Moderately Serious ($M = 2.984$, $SD = 1.277$), with internet connectivity, device availability, and technical issues obtaining the highest challenge rating ($M = 3.373$), followed by student participation and responsiveness ($M = 3.333$). Qualitative findings likewise identified connectivity and device limitations as the most frequently reported challenge (40.43%), while faculty training, orientation, tutorials, and continuous coaching emerged as the most frequently recommended support (37.78%). The findings indicate that the ACCER Student Learning Framework was fully implemented through Google Classroom at PCC, demonstrating generally consistent faculty practices across accessibility, comprehensiveness, continuity, experiential learning, and reflection. However, persistent concerns involving connectivity, device access, student participation, faculty workload, and technical support indicate the need for sustained institutional support. The findings provide an evidence-based baseline for strengthening faculty development, technical assistance, student digital readiness, and institutional monitoring of ACCER implementation. The results may also guide PCC in refining Google Classroom policies, support mechanisms, and interventions to sustain and further improve digital learning practices.

KEYWORDS: ACCER Framework, Google Classroom, Faculty Implementation, Digital Learning, Higher Education

INTRODUCTION

The continuing integration of digital technologies into higher education has reshaped how teaching and learning are organized, delivered, and supported. Digital platforms now

provide institutions with practical means to distribute learning resources, communicate with students, manage learning activities, collect outputs, and provide feedback. However, adopting technology does not, by itself, ensure meaningful or effective learning. Its educational value depends on how technology is integrated into instructional practice, faculty readiness to use it, and the institutional structures and support systems that guide implementation. UNESCO (2023) emphasized that technology in education is most valuable when it is used purposefully to advance educational objectives and when issues of access, teacher preparation, infrastructure, and appropriate pedagogical use are addressed. Research on educational technology in higher education also emphasizes that successful implementation depends on technological, pedagogical, organizational, and human factors (Chugh et al., 2023; Porter & Graham, 2016).

Google Classroom provides a digital environment for organizing many of these instructional processes. The platform allows teachers to create and manage classes, organize classwork and learning materials, post announcements, distribute assignments, monitor student work, and provide feedback. It also integrates with other Google Workspace tools such as Google Docs, Forms, Drive, and Calendar, allowing faculty members to coordinate different aspects of teaching and learning within a common digital environment (Google for Education, n.d.). In the Philippine context, Zuñiga-Tonio (2021) found that Google Classroom can support flexible learning through accessibility, communication, interaction, and instructional management. These capabilities make the platform potentially useful not only for managing academic requirements but also for supporting broader pedagogical goals.

The pedagogical value of such a platform, however, depends on how faculty members use it to translate institutional expectations into actual teaching and learning practices. A common digital platform does not necessarily result in consistent practices across faculty members. Differences in experience, training, workload, technological familiarity, and institutional support may influence how teachers organize resources, communicate expectations, design activities, provide feedback, and sustain learning through digital environments. Porter and Graham (2016), for example, identified institutional infrastructure, technological support, pedagogical support, evaluation information, and a clear institutional purpose as factors that can influence faculty adoption of blended learning. Chugh et al. (2023) similarly emphasized the importance of stakeholder readiness and institutional conditions in educational technology implementation.

This consideration is particularly relevant at Parañaque City College (PCC), where the Accessible, Comprehensive, Continuous, Experiential, and Reflective (ACCER) Student Learning Framework provides an institutional pedagogical direction for teaching and learning. Magnaye and Reyes-Chua (2022) developed PCC's ACCER framework, which consists of five dimensions: Accessible, Comprehensive, Continuous, Experiential, and Reflective. These dimensions provide a basis for examining learning experiences in terms of accessibility, comprehensiveness, continuity, experiential engagement, and reflection. Rather than treating technology as an end in itself, the framework offers a pedagogical lens for considering the quality and direction of learning practices.

The five ACCER dimensions can also be meaningfully expressed within a digital learning environment. Accessibility may be supported through timely and organized access to learning resources and course information. Comprehensiveness may be reflected in the completeness and alignment of instructional materials, activities, and assessment requirements.

Continuity may be supported through regular communication, sustained learning activities, and mechanisms for maintaining learning during academic disruptions. Experiential learning may be promoted through authentic, collaborative, and application-oriented activities, while reflective learning may be encouraged through feedback, self-assessment, revision, and opportunities for students to connect learning with personal, professional, or community experiences. Google Classroom provides features that can support many of these practices, including organized classwork, announcements, assessment, communication, and feedback mechanisms (Google for Education, n.d.).

Importantly, PCC already has empirical evidence concerning the implementation of ACCER in a technology-supported learning context. Olaño and Bonifacio (2026) assessed the implementation of hybrid modality learning across PCC programs for Academic Year 2024–2025 using the ACCER Student Learning Framework. Their mixed-methods study involved 153 participants, consisting of 131 students and 22 professors, and examined the five ACCER dimensions through a structured survey and qualitative feedback. The study used descriptive statistics and One-Way ANOVA to examine differences across programs, supplemented by thematic synthesis of implementation challenges.

The findings of Olaño and Bonifacio (2026) provide a favorable but not uncomplicated picture of ACCER-supported hybrid learning at PCC. All five dimensions obtained mean ratings above 3.00, with Reflective ($M = 3.42$) and Continuous ($M = 3.41$) obtaining the highest ratings, followed by Experiential ($M = 3.37$), Accessible ($M = 3.23$), and Comprehensive ($M = 3.18$). Despite these generally favorable results, the study also identified persistent implementation concerns, including unreliable internet access, digital inequities, workload and deadline pressures, and differences in performance across programs. It recommended stronger technical support, standardization of learning resources, improved instructional design, and program-specific interventions.

Olaño and Bonifacio (2026) therefore provide an important institutional reference for the present research. At the same time, it leaves room for a more focused examination of faculty-reported implementation within the Google Classroom environment. Their study assessed the effectiveness of hybrid modality learning using ACCER across academic programs and included both student and faculty perspectives. The present study takes a more specific faculty-centered perspective by examining the extent to which faculty members report implementing ACCER-aligned practices within Google Classroom and the institutional practices associated with its use. This distinction is important because an overall assessment of hybrid learning effectiveness does not necessarily show how consistently faculty members implement specific ACCER-related practices in their digital classrooms.

The distinction is particularly relevant to the institutional Google Classroom practices included in PCC's implementation guidelines. The faculty survey examines practices such as the use of official Google Classroom shells, organization of learning materials, advance uploading of instructional resources, provision of timely feedback, maintenance of prescribed classroom layouts, preparation of asynchronous activities during class suspensions, integration of Google Workspace tools, and provision of opportunities for experiential and reflective learning. These practices connect the ACCER framework with the day-to-day management of the digital classroom. Accordingly, examining faculty-reported implementation can provide more specific evidence of how an institutional learning framework translates into routine instructional practice.

The faculty perspective is also important because implementation takes place within different professional and institutional conditions. Faculty members differ in their teaching experience, familiarity with Google Classroom, exposure to PCC-sponsored LMS or ACCER training, number of courses handled, and number of students served. These characteristics may shape the time, confidence, knowledge, and resources available for maintaining ACCER-aligned digital practices. Examining these variables does not assume that experience or training automatically leads to better implementation; rather, it provides an empirical basis for determining whether meaningful differences or relationships exist among faculty groups.

Implementation challenges likewise require attention. The PCC faculty survey includes challenges related to preparing materials in advance, organizing Google Classroom according to prescribed formats, maintaining digital records, preparing asynchronous and synchronous learning activities, providing timely feedback, managing workload, dealing with connectivity and device limitations, responding to student participation, and obtaining additional training or technical support. These concerns are consistent with the broader literature emphasizing that educational technology implementation is shaped not only by platform capabilities but also by institutional support, faculty capacity, infrastructure, and workload (Chugh et al., 2023; Porter & Graham, 2016). The earlier PCC study likewise identified connectivity, workload, technical support, and instructional design as areas requiring continued attention.

Taken together, these considerations point to a more specific institutional need. PCC already has the ACCER Student Learning Framework, uses Google Classroom as a digital learning environment, and has prior evidence showing generally favorable ACCER-related outcomes in hybrid learning. What remains important is establishing a current faculty-reported baseline of ACCER implementation through Google Classroom and determining the conditions under which implementation is stronger or more challenging. Such a baseline can complement the broader hybrid-modality assessment of Olaño and Bonifacio (2026) by focusing on the faculty practices and experiences that underlie implementation at the classroom level. It can also provide evidence to identify areas where faculty development, technical assistance, LMS guidance, and institutional interventions may be strengthened.

Against this context, the present study assessed the baseline implementation of the ACCER Student Learning Framework through Google Classroom among faculty members of Parañaque City College. It examined the faculty profile of the respondents; determined the extent of implementation across the five ACCER dimensions—Accessible, Comprehensive, Continuous, Experiential, and Reflective; identified the challenges encountered by faculty members; determined whether the extent of implementation differs according to selected faculty profile variables; and examined the relationship between faculty experience and training characteristics and the extent of ACCER implementation. The study sought to identify areas of institutional support and intervention that may strengthen ACCER implementation through Google Classroom. By establishing this evidence-based baseline, the study aimed to support the continuous improvement of curriculum implementation, faculty development, digital learning practices, and institutional quality assurance at Parañaque City College.

Statement of the Problem

This study aimed to assess the baseline implementation of the ACCER Student Learning Framework through Google Classroom among faculty members of Parañaque City College and to identify the challenges and support needs encountered in its implementation.

Specifically, this study sought to answer the following questions:

1. What is the profile of the faculty respondents in terms of:
 - a. age;
 - b. sex;
 - c. academic department/program;
 - d. employment status;
 - e. total length of teaching experience;
 - f. length of experience using Google Classroom at Parañaque City College;
 - g. number of PCC-sponsored LMS/ACCER training programs attended;
 - h. average number of courses handled per semester; and
 - i. approximate number of students handled per semester?
2. What is the status of implementation of the ACCER Student Learning Framework through Google Classroom in terms of:
 - Accessible;
 - Comprehensive;
 - Continuous;
 - Experiential; and
 - Reflective?
3. What challenges do faculty members encounter in implementing the ACCER Student Learning Framework through Google Classroom?
4. Based on the findings, what areas of institutional support and intervention may be recommended to strengthen the implementation of the ACCER Student Learning Framework through Google Classroom at Parañaque City College?

Theoretical Framework

The present study is anchored on the Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler (2006) and further explained by Koehler et al. (2013). TPACK describes how teachers combine their knowledge of technology, pedagogy, and content when integrating technology into teaching. It emphasizes that effective technology integration involves more than knowing how to use a digital tool; teachers also need to understand how that tool can support appropriate teaching strategies and learning goals.

TPACK is relevant to this study because faculty members at Parañaque City College use Google Classroom as a digital environment for implementing the ACCER Student Learning Framework. Google Classroom provides the technological environment, while ACCER provides the institutional pedagogical direction. Faculty members must therefore use the platform in ways that support accessibility, comprehensive learning resources, continuity of learning, experiential activities, and reflection. In this sense, TPACK provides a useful lens for understanding how technology connects with teaching practices and intended learning outcomes.

The framework also provides context for examining the faculty characteristics included in the study, particularly their teaching experience, Google Classroom experience, and participation in PCC-sponsored LMS/ACCER training. These variables are not treated as TPACK dimensions. Instead, they provide context for determining whether differences or relationships exist in the extent of ACCER implementation. Similarly, the challenges identified in the survey—such as workload, technical difficulties, student participation, and the need for

additional training—provide context for understanding the conditions surrounding technology integration.

TPACK is therefore appropriate for the study because it connects the technology faculty use (Google Classroom) with the pedagogical framework being implemented (ACCER). It provides the theoretical lens for interpreting how faculty members integrate a digital platform into their teaching practices, while the ACCER framework provides the specific dimensions used to assess implementation.

Thus, the study is theoretically informed by TPACK and institutionally grounded in the ACCER Student Learning Framework. TPACK serves as the lens for understanding technology integration, ACCER serves as the pedagogical framework, and Google Classroom serves as the digital environment in which ACCER implementation is examined.

Conceptual Framework

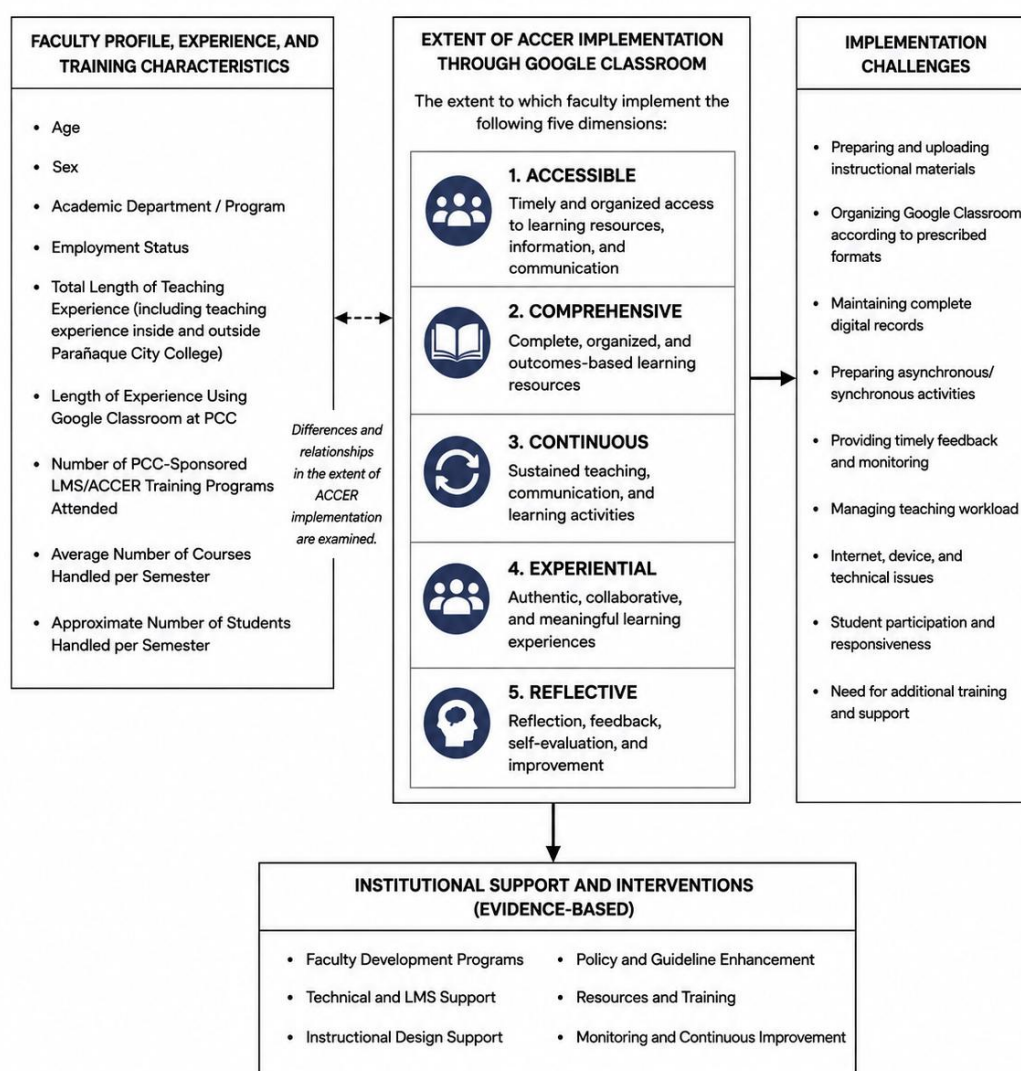


Figure 1. Conceptual Framework of the Study

Figure 1 presents the study's conceptual framework. It shows the faculty respondents' profile, experience, and training characteristics in relation to the extent of ACCER implementation through Google Classroom, represented by five dimensions: Accessible, Comprehensive, Continuous, Experiential, and Reflective. The framework also considers the challenges faculty members encounter in implementing the ACCER Student Learning Framework. The study will examine differences and relationships between selected faculty characteristics and the extent of implementation, and the findings on implementation and challenges will serve as a basis for identifying appropriate institutional support and evidence-based interventions.

Scope and Limitations

This study focused on the faculty-reported implementation of the ACCER Student Learning Framework through Google Classroom at Parañaque City College (PCC). It covered faculty members who voluntarily participated in the survey and examined their profiles in terms of age, sex, academic department or program, employment status, total teaching experience, experience using Google Classroom at PCC, participation in PCC-sponsored LMS/ACCER training programs, average number of courses handled per semester, and approximate number of students handled per semester.

The study specifically examined the extent to which faculty members reported implementing the five dimensions of the ACCER Student Learning Framework—Accessible, Comprehensive, Continuous, Experiential, and Reflective—within their Google Classroom practices. It also examined implementation challenges, including concerns related to instructional materials, Google Classroom organization, continuity of learning during academic disruptions, feedback and monitoring, workload, technical conditions, student participation, and training or support needs. The study also examined whether the extent of ACCER implementation differed across selected faculty profile variables and whether selected faculty experience and training characteristics were significantly related to the extent of implementation. Faculty responses on their greatest implementation challenge and the support, resources, or interventions they considered necessary also served as bases for institutional recommendations.

The study was limited to faculty-reported data gathered through the administered PCC ACCER Google Classroom Policy Implementation Survey (AGCPIS). Consequently, the findings represented the perceptions and self-reported practices of participating faculty members and did not constitute direct observation or an audit of actual Google Classroom practices. The study did not independently verify classroom content, uploaded materials, student submissions, feedback records, or other Google Classroom activities through platform data or documentary review.

The study also did not directly measure students' perceptions, student learning outcomes, academic performance, or the effectiveness of hybrid, face-to-face, or fully online learning modalities. Although the study was situated within the broader context of technology-supported and flexible learning at PCC, its primary focus was implementing ACCER through Google Classroom rather than assessing the effectiveness of a particular learning modality.

As a baseline assessment, the study described the implementation conditions reported by participating respondents at the time of data collection. Its design did not establish causal relationships between faculty characteristics, training, challenges, and ACCER implementation. Findings on differences and relationships were therefore interpreted as statistical associations

within the participating respondent group, not as evidence that a particular faculty characteristic or condition caused higher or lower implementation levels.

Finally, because participation in the survey was voluntary, the findings may have been subject to self-selection, nonresponse, and self-reporting biases. Faculty members who chose to participate may have differed in relevant ways from those who did not participate, and respondents may have reported their practices based on their own understanding and recollection. Despite these limitations, the study provided institution-specific baseline evidence to support faculty development, technical and instructional support, policy refinement, and other evidence-based interventions to strengthen implementation of the ACCER Student Learning Framework through Google Classroom at Parañaque City College.

METHODOLOGY

Research Design

This study used a quantitative descriptive survey research design to determine the status of implementing the ACCER Student Learning Framework through Google Classroom at Parañaque City College. The descriptive approach gathered and analyzed numerical data on the extent of implementation across the five ACCER dimensions—Accessible, Comprehensive, Continuous, Experiential, and Reflective—as well as the challenges faculty encountered. The study used descriptive statistics, including frequency, percentage, mean, and standard deviation, to summarize and interpret the quantitative data. The researchers further analyzed open-ended responses on challenges and recommended support thematically to provide additional qualitative insights into implementation status.

Sampling Technique and Participants

The study used total enumeration sampling, inviting all accessible faculty members of Parañaque City College who used Google Classroom during the study to participate. A total of 51 faculty respondents completed the survey and were included in the analysis. The participants represented the College's different academic schools and employment classifications, providing a broad institutional perspective on the implementation status of the ACCER Student Learning Framework through Google Classroom. Participation was voluntary, and the responses were treated confidentially and analyzed in aggregate.

Research Instrument

The study used a researcher-developed survey questionnaire, entitled “PCC ACCER Google Classroom Policy Implementation Survey (AGCPIS),” as the primary data-gathering instrument. The questionnaire was developed based on the ACCER Student Learning Framework and Parañaque City College's institutional Google Classroom implementation guidelines. It consisted of three major parts: Part I – Profile of Faculty Respondents, which gathered demographic and professional information; Part II – Status of Implementation of the ACCER Student Learning Framework, which measured the five dimensions of Accessible, Comprehensive, Continuous, Experiential, and Reflective using a five-point implementation scale; and Part III – Challenges Encountered and Recommended Support, which included scaled-response items and open-ended questions. The quantitative items were analyzed using frequency, percentage, mean, and standard deviation, while the open-ended responses were analyzed thematically to identify recurring challenges and recommended institutional support.

Data Gathering and Ethical Considerations

Data were gathered through an online survey questionnaire using Google Forms, distributed to faculty members of Parañaque City College who used Google Classroom. Before answering the questionnaire, respondents received an informed consent statement explaining the study's purpose, the voluntary nature of participation, and the intended use of the data. Respondents could decline participation, and no coercion was involved. The survey recorded respondents' email addresses for response management; however, individual responses were kept confidential and analyzed and reported only in aggregate. The data were used solely for research and institutional improvement purposes and were not intended for faculty performance evaluation, ranking, or disciplinary action. All collected responses were securely handled and accessed only for purposes related to the study.

Data Analysis

The survey data were analyzed using descriptive statistics. Frequencies and percentages summarized the profile of the faculty respondents, while mean (M) and standard deviation (SD) were used to determine the status of implementation of the five ACCER dimensions and the seriousness of the challenges encountered. The mean scores were interpreted using the following ranges: 4.21–5.00 = Fully Implemented/Very Serious Challenge; 3.41–4.20 = Implemented/Serious Challenge; 2.61–3.40 = Moderately Implemented/Moderately Serious Challenge; 1.81–2.60 = Slightly Implemented/Slight Challenge; and 1.00–1.80 = Not Implemented/Not a Challenge. The researchers analyzed the open-ended responses using thematic analysis to identify recurring themes related to faculty challenges and recommended institutional support. The study presented all findings in tables and interpreted them in relation to the Statement of the Problem and the study's purpose.

RESULTS AND DISCUSSION

This section presents the data gathered in this study for analysis and interpretation. This descriptive study aimed to assess the status of implementing the ACCER Student Learning Framework through Google Classroom among faculty members of Parañaque City College and to identify the challenges and support needs encountered in its implementation.

Table 1. Profile of Faculty Respondents

Profile Variable	Category	Frequency (f)	Percentage (%)
Age	20–29 years old	9	18.00
	30–39 years old	12	24.00
	40–49 years old	13	26.00
	50–59 years old	14	28.00
	60 years old and above	2	4.00
	Total Valid Responses	N = 50	100.00
Sex	Male	22	43.14

	Female	29	56.86
	Prefer not to say	0	0.00
	Total	N = 51	100.00
Academic Department/Program	School of Liberal Arts, Sciences and Teacher Education	16	31.37
	School of Strategic Business Professions	14	27.45
	School of Global Tourism Studies	10	19.61
	Center for Vocational and Community Skills Learning	6	11.76
	School of Transformative Governance	5	9.80
	Total	N = 51	100.00
	Casual	5	9.80
	Full-Time Contract of Service (COS)	20	39.22
Employment Status	Part-Time Contract of Service (COS)	26	50.98
	Total	N = 51	100.00
	Less than 1 year	11	21.57
	1–3 years	18	35.29
Total Length of Teaching Experience	4–6 years	4	7.84
	7–10 years	4	7.84
	More than 10 years	14	27.45
	Total	N = 51	100.00
	Less than 1 year	25	49.02
Experience Using Google Classroom at PCC	1–2 years	15	29.41
	3–4 years	4	7.84
	More than 4 years	7	13.73

	Total	N = 51	100.00
PCC-Sponsored LMS/ACCER Training Programs	None (0 training programs)	29	56.86
	1–2 programs	16	31.37
	3–4 programs	5	9.80
	5 or more programs	1	1.96
	Total	N = 51	100.00
Average Courses Handled per Semester	1–2 courses	33	64.71
	3–4 courses	12	23.53
	5 or more courses	6	11.76
	Total	N = 51	100.00
Approximate Students Handled per Semester	50–100 students	17	33.33
	101–150 students	7	13.73
	151–200 students	7	13.73
	More than 200 students	20	39.22
	Total	N = 51	100.00

Table 1 presents the profile of the 51 faculty respondents. The respondents represented all academic departments of Parañaque City College, with the largest proportion coming from the School of Liberal Arts, Sciences and Teacher Education (31.37%). In terms of employment status, Part-Time Contract of Service faculty comprised the largest group (50.98%), followed by Full-Time COS faculty (39.22%).

In terms of professional experience, the largest proportion had 1–3 years of teaching experience (35.29%), while 49.02% had less than one year of experience using Google Classroom at PCC. Notably, 56.86% reported having no PCC-sponsored LMS/ACCER training, while most faculty handled 1–2 courses per semester (64.71%). In terms of student load, 39.22% handled more than 200 students per semester.

Overall, the profile indicates that the respondents came from diverse academic and professional backgrounds. The relatively high proportion of faculty with limited experience using Google Classroom at PCC and without PCC-sponsored LMS/ACCER training provides

important context for interpreting the succeeding findings on ACCER implementation and the challenges encountered in its implementation.

Table 2. Extent of Implementation of the ACCER Student Learning Framework through Google Classroom

ACCER Dimension	Mean (M)	Standard Deviation (SD)	Interpretation	Rank
Accessible	4.663	0.467	Fully Implemented	1
Comprehensive	4.318	0.677	Fully Implemented	5
Continuous	4.388	0.648	Fully Implemented	4
Experiential	4.451	0.709	Fully Implemented	2
Reflective	4.408	0.675	Fully Implemented	3
Overall	4.445	0.554	Fully Implemented	—

Table 2 shows that the ACCER Student Learning Framework is fully implemented through Google Classroom, with an overall mean of 4.445 (SD = 0.554). Among the five dimensions, Accessible obtained the highest mean (M = 4.663), followed by Experiential (M = 4.451) and Reflective (M = 4.408). Comprehensive had the lowest mean (M = 4.318), although it still falls within the Fully Implemented range. Overall, the findings indicate a strong level of ACCER implementation, particularly in ensuring accessibility and meaningful digital learning experiences.

Table 3. Extent of Implementation of the Accessible Dimension

Accessible Indicators	Mean (M)	Standard Deviation (SD)	Interpretation	Rank
1. I use only the official Google Classroom shell created by OCIAA.	4.745	0.483	Fully Implemented	1.5
2. My Google Classroom is organized using appropriate topics or modules for easy navigation.	4.588	0.606	Fully Implemented	4
3. Learning materials are uploaded and are easily accessible to students.	4.745	0.523	Fully Implemented	1.5
4. Course announcements and reminders are regularly posted through Google Classroom.	4.569	0.575	Fully Implemented	5

5. Students can easily locate course requirements, learning materials, and assessment tasks in my Google Classroom.	4.667	0.516	Fully Implemented	3
Overall	4.663	0.467	Fully Implemented	—

The Accessible dimension had a mean of 4.663 (SD = 0.467). This indicates the policy was fully implemented, giving students the opportunity to access course materials, requirements, assessments, and announcements. Most indicators received high mean scores, such as using the official OCIAA Google Classroom shell and uploading materials available to students. Both of these indicators had a mean of 4.745. Meaning that teachers followed the proper shell and allowed students to have access to learning materials. Students were able to find the course requirements and assessments that they need to complete. (M= 4.667) Courses separated by topics/modules and announcements/reminders posted had slightly lower mean scores (M = 4.588 and 4.569). However, they were still considered fully implemented. These results align with current studies showing that students should be able to navigate their course and easily access learning materials (Sharpe & Young, 2023; Weeden, 2023; 2023 systematic review).

Table 4. Extent of Implementation of the Comprehensive Dimension

Comprehensive Indicators	Mean (M)	Standard Deviation (SD)	Interpretation	Rank
1. Learning materials are uploaded at least one week before lesson implementation.	4.078	0.821	Implemented	5
2. Learning materials adequately support the intended learning outcomes.	4.392	0.723	Fully Implemented	2.5
3. Assessment activities contain clear instructions for students.	4.451	0.730	Fully Implemented	1
4. Rubrics or grading criteria are provided for major assessment tasks, when applicable.	4.275	0.940	Fully Implemented	4
5. Learning resources and references are complete, relevant, and updated.	4.392	0.777	Fully Implemented	2.5
Overall	4.318	0.677	Fully Implemented	—

Comprehensive got a total mean of 4.318 (SD = .677), which is Fully Implemented. Thus, respondents follow the policy of providing comprehensive, appropriate, and related materials to the lesson's learning outcomes using Google Classroom. Among the indicators, Assessment activities with instructions for learners had the highest mean (M = 4.451, SD = .730). This means the teacher usually provides enough instructions to students when they take assessments online. This also aligns with recent studies on the importance of instruction for assessments in an online learning environment. Learning Materials were adequate to meet the intended learning outcome,

and Learning Materials were complete, up-to-date, and relevant; both got a mean of $M = 4.392$. This means the lessons taught on Google Classroom meet students' expectations. This also aligns with Cresencio's (2023) study, which states that evidence must support the learning outcomes being taught, and teaching and learning activities should align with each other. Providing a rubric or grading scale yielded a mean of 4.275 ($SD = .940$) and is considered fully implemented. Sometimes rubrics are not used often but are still considered fully implemented. Recent studies have found that providing students with rubrics helps them understand what they should do on assessments and allows for more feedback (2024). One week prior to lesson implementation was the lowest indicator, with a mean of 4.078 ($SD = .821$). It was interpreted as Implemented. Students should be given more time to access learning materials after they are uploaded. The comprehensive dimension is highly implemented, but we can continue to upload learning materials further in advance and make rubrics available more often.

Table 5. Extent of Implementation of the Continuous Dimension

Continuous Indicators	Mean (M)	Standard Deviation (SD)	Interpretation	Rank
1. My Google Classroom follows the required reverse chronological layout.	4.353	0.820	Fully Implemented	4
2. I provide timely feedback on students' submitted outputs through Google Classroom.	4.157	0.758	Implemented	5
3. During class suspensions, I provide asynchronous learning activities through Google Classroom in accordance with institutional guidelines.	4.549	0.673	Fully Implemented	1
4. When implementing asynchronous learning, I direct students to the pre-uploaded materials under the affected WEEK #.	4.490	0.674	Fully Implemented	2
5. Weekly learning activities continue according to institutional guidelines despite class disruptions.	4.392	0.850	Fully Implemented	3
Overall	4.388	0.648	Fully Implemented	—

The Continuous indicator had a mean of 4.388 ($SD = 0.648$), interpreted as Fully Implemented. Respondents continued to learn through Google Classroom despite the interruption in their classes. The indicator with the highest mean was the provision of learning activities during the suspension of classes, as guided by the university ($M = 4.549$, $SD = 0.673$).

This means Google Classroom can be used to provide learning activities continuously during interruptions. Studies have shown that flexible learning allows students to continue learning (Hermosisima et al., 2023). Providing instructions for students to access the uploaded activities under the affected WEEK # also received a high mean ($M = 4.490$, $SD = 0.674$). This means they followed the guidelines for placing their asynchronous learning activities. Providing weekly learning activities as guided by the university obtained a mean of 4.392, and following the guideline on placing your activities in descending order received a mean of 4.353. These two indicators were interpreted as Fully Implemented. This shows that they continued their classes and followed the guidelines given. One of the lowest means was for providing feedback on students' output on time ($M = 4.157$, $SD = 0.758$), which was interpreted as Implemented. This could mean respondents gave feedback but did not do so on time. Studies have found that giving students feedback helps them stay engaged with their lessons and regulate their learning (Moni, 2024; Wang et al., 2024). Overall, the continuous dimension was fully implemented except for on-time feedback.

Table 6. Extent of Implementation of the Experiential Dimension

Experiential Indicators	Mean (M)	Standard Deviation (SD)	Interpretation	Rank
1. I design learning activities that allow students to apply concepts to real-life situations.	4.510	0.639	Fully Implemented	1
2. I provide authentic or performance-based assessment tasks through Google Classroom.	4.431	0.669	Fully Implemented	3.5
3. I integrate Google Workspace tools (e.g., Docs, Slides, Sheets, Forms) to support learning activities.	4.412	0.720	Fully Implemented	5
4. I provide opportunities for students to collaborate with their classmates through digital activities.	4.431	0.725	Fully Implemented	3.5
5. I use Google Classroom to actively engage students in meaningful learning experiences.	4.471	0.700	Fully Implemented	2
Overall	4.451	0.709	Fully Implemented	—

The Experiential category had a total mean of 4.451 ($SD = 0.709$), indicating it was Fully Implemented. This implies that respondents mostly use meaningful and authentic learning experiences for learners when using Google Classroom. Designing learning experiences where students can apply what they have learned in real-life situations had the highest mean ($M = 4.510$, $SD = 0.639$). This shows that teachers can provide experiences related to students' daily lives. According to Wakefield et al. (2024), Authentic project-based learning through digital technology allows students to build academic, teamwork, communication, and digital skills while fostering a connection between what they learn at university and what they need after

graduating. Using Google Classroom as a medium for meaningful learning ranked 2nd, with a mean of 4.471 (SD = 0.700). This indicates that instructors use Google Classroom as a learning environment, not only to upload teaching materials. Giving students authentic or performance assessment tasks and allowing them to collaborate digitally both had a mean of 4.431. This means that respondents always provide students with authentic assessment and experiential learning through collaboration. As Wake et al. (2024) and Wakefield et al. (2024) state, authentic assessment allows students to gain knowledge, apply what they know, collaborate with others, and build digital skills. Last is utilizing Google Workspace applications such as Docs, Slides, Sheets, and Forms. Although it got the lowest mean of 4.412 (SD = 0.720), it was still considered as Fully Implemented. This means we need to further improve the use of these digital tools to enhance students' learning experience. Nieminen et al. (2023) recommend incorporating digital technologies into authentic assessments and learning. Based on the results above the Experiential is highly implemented by the respondents.

Table 7. Status of Implementation of the Reflective Dimension

Reflective Indicators	Mean (M)	Standard Deviation (SD)	Interpretation	Rank
1. I incorporate reflection activities into my lessons or assessments.	4.471	0.609	Fully Implemented	1
2. I encourage students to evaluate their own learning and progress.	4.353	0.685	Fully Implemented	5
3. I provide constructive feedback that helps students improve their performance.	4.412	0.669	Fully Implemented	3
4. I provide opportunities for students to revise or improve their work based on feedback, when appropriate.	4.373	0.745	Fully Implemented	4
5. Reflection activities help students connect course concepts with personal, professional, or community experiences.	4.431	0.675	Fully Implemented	2
Overall	4.408	0.675	Fully Implemented	—

Table 7 shows that the Reflective dimension is fully implemented, with an overall mean of 4.408 (SD = 0.675). The highest-rated indicator was incorporating reflection activities into lessons or assessments (M = 4.471), followed by helping students connect course concepts with personal, professional, or community experiences (M = 4.431). The lowest-rated indicator was encouraging students to evaluate their own learning and progress (M = 4.353), although it remained within the Fully Implemented range. Overall, the findings indicate that faculty effectively use Google Classroom to promote reflection, feedback, self-assessment, and meaningful connections between learning and students' experiences.

In conclusion, teachers used reflective practices throughout. Responses indicated that teachers used classroom reflections, connected them to real-life situations, provided feedback, allowed students to revise their work, and evaluated their own work. Similarly, students become more self-regulated when they receive feedback and reflect on their learning. Therefore, the mean of 4.408 shows that teachers practice reflective techniques and continue to allow students to evaluate their own work and give feedback for next time.

Table 8. Challenges Encountered in the Implementation of the ACCER Student Learning Framework through Google Classroom

Challenges Encountered	Mean (M)	Standard Deviation (SD)	Interpretation	Rank
1. Preparing and uploading instructional materials at least one (1) week before lesson implementation.	2.882	1.336	Moderately Serious Challenge	6.5
2. Organizing Google Classroom according to the prescribed WEEK # naming format and reverse chronological sequence.	2.725	1.498	Moderately Serious Challenge	10
3. Maintaining updated and complete digital records of face-to-face learning activities in Google Classroom.	2.882	1.423	Moderately Serious Challenge	6.5
4. Preparing asynchronous learning activities during class suspensions or other academic disruptions.	2.804	1.442	Moderately Serious Challenge	9
5. Conducting synchronous online learning sessions, when necessary, during prolonged class suspensions.	2.941	1.489	Moderately Serious Challenge	5
6. Providing timely feedback and monitoring student submissions through Google Classroom.	2.961	1.371	Moderately Serious Challenge	4
7. Managing teaching workload while consistently implementing the institutional Google Classroom policies.	2.843	1.488	Moderately Serious Challenge	8
8. Internet connectivity, availability of devices, or other technical issues affecting Google Classroom implementation.	3.373	1.280	Moderately Serious Challenge	1
9. Students' participation and responsiveness in online or asynchronous learning activities.	3.333	1.211	Moderately Serious Challenge	2

10. Need for additional training or technical support in implementing the ACCER Student Learning Framework through Google Classroom.	3.098	1.389	Moderately Serious Challenge	3
Overall	2.984	1.277	Moderately Serious Challenge	—

Based on the results, respondents reported a moderately serious difficulty in implementing the ACCER Student Learning Framework using Google Classroom, with an overall mean of 2.984 (SD = 1.277). This means respondents had difficulties implementing the digital learning prescribed by their institution. Problems included technology and connection issues, student participation, technical support, workload, and preparing and managing online learning materials. The overall standard deviation shows variation in the difficulty respondents experienced.

One of the difficulties they faced was their connection to the internet or no available gadgets/ technical problem to their Google Classroom implementation (M=3.373, SD= 1.280; Rank 1). This implies that good technology enables teachers and students to implement digital learning successfully. According to UNESCO (2023), insufficient access to digital infrastructure and connectivity affects students' and teachers' ability to learn and teach. Having a good connection and access to technology allows students and teachers to benefit from digital learning. Studies in the Philippines show that poor and unstable internet connections and lack of data can hinder learning, especially for students from State Universities.

Another problem respondents faced was students' participation and responsiveness in online/asynchronous activities (M=3.333, SD=1.211). This shows that the students may not participate or respond to your activities even if they have access to a learning platform. It can be assumed that having access to Google Classroom does not guarantee that your students will be responsive to your lessons. As mentioned earlier by UNESCO (2023) we need to incorporate pedagogical methods when implementing technology not only view it as a technology. Recent studies in the Philippines have shown that students also face problems with connectivity and teacher support when using learning platforms.

Need for additional trainings or technical support to implement the ACCER Student Learning Framework using Google Classroom (M=3.098, SD= 1.389). This shows that maybe more trainings should be offered to the teachers so they can continuously implement their institutions policy on digital learning. Many teachers according to UNESCO (2023) are not equipped or feel comfortable using technology when teaching and assessing students. More training needs to be offered to our teachers to further them on how to utilize technology in the classroom. UNESCO IITE stated that when transitioning to digital learning more support and training should be given to our teachers.

Providing students with feedback and being able to monitor their submissions on Google Classroom (M=2.961, SD= 1.371). This can also be difficult when teaching through technology

because you must give feedback and check submissions. As mentioned above you may have to look at many of your online activities while doing your regular tasks as a teacher.

When having online/synchronous classes during the time of suspension ($M=2.941$, $SD=1.489$). The high standard deviation suggests respondents may have different experiences teaching online. They may have better internet connections, more gadgets, and stronger technology skills. When choosing technology for distance learning, consider what your locality has access to, such as electricity and an internet connection. You should also consider your students' and teachers' skills when it comes to using technology.

Having your materials prepared and uploaded at least a week before your lesson and updating your Google Classroom with your face-to-face activities both got a mean of 2.882 (Rank 6.5). These can be considered difficult when you have to upload all of your materials to Google Classroom. Teachers must make sure they have updated their classroom with their face-to-face lessons.

Workload that teachers may encounter when they have to follow their institution's Google Classroom policies ($M=2.843$, $SD=1.488$; Rank 8). Teachers may find it difficult to teach and implement the Google Classroom that their school requires. Technology will change the way we teach; as educators, we must learn how to create and manage technology.

Preparing asynchronous activities when you have a suspension ($M=2.804$, $SD=1.442$; Rank 9). Even though this is ranked low, it is still considered moderately difficult. This may be because the respondents know how to prepare asynchronous activities for their students.

Last but not least is organizing your Google Classroom by week number in reverse order ($M=2.725$, $SD=1.498$; Rank 10). Although it was the lowest, it was still interpreted as moderately difficult.

Overall, respondents faced many difficulties in implementing the ACCER Student Learning Framework using Google Classroom. Most problems came from poor internet connectivity and students being unresponsive to online activities. According to UNESCO, many countries in Southeast Asia can learn and teach using technology. But as Filipinos, we may not have enough technology to help our students and teachers succeed in digital learning.

With an overall mean of 2.984, respondents implemented Google Classroom with moderate difficulty. They may have faced internet connection issues and students not responding to their online lessons.

Table 9. Themes from Faculty Responses on Challenges and Recommended Support for ACCER Implementation through Google Classroom

Theme	Frequency (f)	Percentage (%)	Illustrative Response/Meaning
A. Greatest Challenges Encountered			

Internet connectivity, device availability, and technical limitations	19	40.43	Poor or unstable internet connection, limited devices, and technical limitations affecting access and submission of activities
Student participation, engagement, and digital readiness	10	21.28	Difficulty in maintaining student participation, responsiveness, and familiarity with Google Classroom
Faculty workload and time management	5	10.64	Difficulty preparing materials, checking outputs, and managing multiple classes or responsibilities
Faculty technical skills and familiarity with Google Classroom	4	8.51	Need to learn platform functions and develop technical know-how
Class suspension and adjustment of learning activities	3	6.38	Adjusting activities and delivery when classes are suspended
Timeliness/availability of Google Classroom shells	2	4.26	Delay in the availability of classrooms resulting in accumulated materials and requirements
ACCER framework flexibility/academic freedom	1	2.13	Perception that the framework may be rigid and limit instructional flexibility
No significant challenge reported / unable to determine	3	6.38	Respondents reporting no challenge or being unable to identify one
Total Coded Responses/Mentions	47	100.00	
B. Recommended Support, Resources, and Interventions			
Faculty training, orientation, tutorials, and continuous coaching	17	37.78	Regular training, re-orientation, video tutorials, seminars, and continuous coaching
Technical support and improved internet/connectivity	9	20.00	Stable internet, technical assistance, and stronger connectivity

Student orientation, support, and digital access	6	13.33	Student orientation, computer access, offline options, and consideration of student experiences
Ready-to-use instructional resources, templates, and learning materials	5	11.11	Templates, modules, standardized resources, and instructional materials
Monitoring, evaluation, academic analytics, and feedback mechanisms	4	8.89	Academic analytics, monitoring, evaluation, and timely identification of students needing intervention
Clearer guidelines and more organized implementation processes	3	6.67	Clear guidelines, timely processes, and consistent implementation
No additional support identified / sufficient support	1	2.22	Respondent indicated that existing OCIAA support was sufficient
Total Coded Responses/Mentions	45	100.00	

Based on the theme found, respondents reported a lack of internet connection, devices, and technical issues. This relates to the quantitative data in Table 8. Faculty also mentioned students' lack of involvement and digital readiness, as well as their teaching load and knowledge of Google Classroom. So the challenges of using the ACCER Student Learning Framework include not only how the technology is used but also whether students have access and are digitally ready.

When asked what they would recommend to better support faculty using this technology, they said there should be more training/orientation/tutorial/coaching for faculty. Followed by providing more technical support and better internet connectivity. Once again, these answers can be correlated with the quantitative data. More training for our faculty will help them become more knowledgeable about using this technology and support more effective, consistent implementation of the ACCER Student Learning Framework and Google Classroom. By providing coaching and technical support, we can continue to improve and help students become more involved and digitally ready.

Overall Synthesis of Findings

Overall, the findings indicate that the ACCER Student Learning Framework is fully implemented through Google Classroom at Parañaque City College, with all five dimensions—Accessible, Comprehensive, Continuous, Experiential, and Reflective—falling within the Fully Implemented range. The results demonstrate that faculty have generally established consistent digital practices that support accessibility, meaningful learning experiences, continuity of

instruction, and reflective learning. However, the findings also reveal continuing challenges related to internet and device access, student participation, and the need for additional faculty training and technical support. These findings provide a basis for identifying appropriate institutional interventions and strengthening the implementation of the ACCER Student Learning Framework through Google Classroom.

CONCLUSIONS

The study concludes that the ACCER Student Learning Framework is fully implemented through Google Classroom at Parañaque City College, as reflected in the overall mean of 4.445, with all five dimensions—Accessible, Comprehensive, Continuous, Experiential, and Reflective—classified as Fully Implemented. The findings demonstrate that faculty have generally adopted digital practices that support accessible, meaningful, continuous, experiential, and reflective learning. Nevertheless, challenges involving internet and device access, student participation, and the need for additional training and technical support remain. The study therefore concludes that while the institutional implementation of ACCER through Google Classroom is strong, sustained faculty development, technical support, student digital readiness, and continuous monitoring are necessary to maintain and further strengthen its implementation.

RECOMMENDATIONS

1. Increase faculty training programs: Training or orientation sessions can be held for the faculty members about Google Classroom and the ACCER Student Learning Framework. Training or tutorials can also cover how to create learning activities that meet the Accessible, Comprehensive, Continuous, Experiential, and Reflective aspects of the framework.
2. Provide technical assistance: More technical support can be given to the faculty members and students who are having difficulty using Google Classroom. They should also have access to a stable internet connection, devices, and materials needed to use the platform.
3. Find ways to increase the students' knowledge and usage of Google Classroom: Students can be trained on how to use Google Classroom effectively. Also, teach students online etiquette and how to submit activities. Faculty can use methods that allow students to participate more often, submit activities on time, and respond to lessons in an asynchronous environment.
4. Provide continuous learning on the Reflective and Experiential aspect: Now that the Reflective and Experiential aspect was fully met. Faculty can teach more lessons to incorporate these two aspects. Faculty can include journaling, self-assessments, feedback, and daily-life lessons in their classes.
5. Evaluate workload and college requirements: The workload of the faculty can be evaluated to see if there are too many documents that need to be submitted in Google Classroom. If documents or work are unnecessary, delete or modify them to reduce teachers' workload.
6. Monitor the implementation of ACCER Student Learning Framework: Faculty and student feedback can be monitored to know what issues or problems they encounter when implementing ACCER in Google Classroom. Gather results from students, as well as any learning outcomes.

7. Have a way to gather student and faculty feedback: There should be a way that students and faculty can communicate their issues or recommendations when it comes to the implementation of ACCER in Google Classroom. This can help improve the institution's policies, training, and technical support.
8. Research about the implementation of the ACCER Student Learning Framework: Researchers can look into what effects the implementation of the ACCER Student Learning Framework has on students. Whether it increased their interest, satisfaction, and grades. They can also research how long it took for them to get used to the framework.
9. Since the ACCER Student Learning Framework was fully implemented. Recommendations can be focused on how to better implement the framework. Focus on the problems mentioned above and help the institution overcome them. They can maintain their high level of implementation.

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