

# Critical Information CGSS Online Learning Environment

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## Graphic organizers and the level of students' performance and self-efficacy in an online learning environment

<sup>1</sup>Estacio, Randel D., <sup>2</sup>Reyes, Erlee Angel S., <sup>3</sup>Torrefranca, Edward R.

<sup>1,3</sup> College of Education, Mathematics and Science Department, Quezon City University  
<sup>2</sup> College of Business Administration and Accountancy, Quezon City University

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**Abstract-** Graphic organizers are research-based learning materials and approaches that help students understand a challenging subject. This study aims to see how graphic organizers influence students' performance and self-efficacy in the subject Science, Technology, and Society (STS) in an online setting. It was conducted at Quezon City University (QCU) in the first semester of Academic Year 2021-2022. It used a quasi-experimental study design technique known as the Pretest-Posttest Design. The results demonstrate that participants in the treatment group performed better than those in the control group. After obtaining lessons and learning using various graphic organizers, the subjects in the control group improved their degree of self-efficacy. The study concludes that graphic organizers seemed to influence students' performance and level of self-efficacy in STS. Teachers should use visual organizers to help students enhance their academic accomplishment and self-efficacy, particularly in an online learning setting.

**Index Terms-** Graphic organizers, Online learning environment, Students' performance, Self-efficacy, Science, Technology, and Society (STS)

### 1. INTRODUCTION

The COVID-19 pandemic caused a sudden shift in learning mode from face-to-face learning to online and distant learning. There are studies that have been conducted in the past about the usefulness of online courses (Boykin, et al. 2019; Kwon, Shin, & Park, 2018; Ponce, et al. 2018). However, most of these concentrate on comparing traditional classrooms to online classrooms (Boykin, et al. 2019; Kwon, Shin, & Park, 2018; Ponce, et al. 2018), but little research on what effective instructional learning materials and activities are suitable for this kind of learning environment to ensure the promotion of student satisfaction and academic achievement.

According to Kurniawan et al. (2018), when appropriate instructional learning materials are chosen and incorporated into

each lesson, students' performance improves. Furthermore, studies support the claim that relevant and appropriate instructional learning materials do improve students' performances because they directly support the presenting and gathering of facts, principles, and concepts in class (Kaku & Arthur, 2020; Nja et al. 2020; Tasciold & Arcilla, Jr., 2020). In addition, the use of appropriate instructional learning materials, whether in a regular face-to-face class (Kaku & Arthur, 2020) or in an online learning space (Yilmaz & Korur, 2021), helps the learners to establish schemas that extend their working memory so that they can understand and learn more difficult information (Chairilysha & Kumia, 2018). And lastly, with the use of suitable instructional learning materials, students become more engaged and motivated to learn, according to Nasir, Prastowo, and Riwayani (2018). As a result, in order to have the greatest impact, such materials must be carefully planned, selected, organized, refined, and used in a course (Garzon-Diaz, 2021).

Research-based learning materials and strategies that help students learn complex content (Kurniawan & Zufriady, 2019). It is a non-linguistic, visual tool that enables the learner to connect new information to their existing knowledge and see how concepts relate to each other and fit in, which in turn makes them recall information easily (Kurniawan & Zufriady, 2019).

The spatial arrangements of graphic organizers allow the students to identify the missing information or absent connections in one's strategic thinking (Ellis, 2015). According to Conditorio (2010), graphic organizers facilitate student comprehension of science content by showing the interrelatedness of ideas; providing visual cues to help students process the information; and allowing students to direct their own learning by keeping graphic organizers open to interpretation and independent thinking. In fact, dozens of empirical studies were conducted to verify the efficacy of such organizers, and some of these studies asserted their viability for teaching science subjects (Atomatofa, 2013; Chang, & Liu, 2014; Dexter, Park, & Hughes, 2011; Omondi, Keraro, & Anditi, 2018; Wachanga, Arimba, & Mbugua, 2013). It is found that these organizers help the students visualize the abstract ideas, divide the writing tasks into smaller palatable parts, and monitor

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## **ACAMS Certified Global Sanctions Specialist Sample Questions (Q89-Q94):**

### **NEW QUESTION # 89**

Among the tasks delegated to committees in connection with refining their own working methods, committees have been requested or required to undertake the following duties.

Which of the following are included in this?

- A. Designating financial resources that would be subject to financial sanctions
- B. Co-operating with other relevant sanctions committees
- C. Reviewing the reports of a monitoring mechanism, with a view to offering guidance on its future work
- **D. Promulgating and updating guidelines to facilitate the implementation of sanctions**
- **E. Streamlining procedures for processing applications for exemptions from sanctions**

**Answer: D,E**

### **NEW QUESTION # 90**

Which of the following organs discuss questions within the scope of the Charter?

- A. the Security Council
- B. the Trusteeship Council
- C. the International Court of Justice
- D. the Economic and the Social Council
- **E. the General Assembly**

**Answer: E**

### **NEW QUESTION # 91**

According to the Office of Foreign Assets Control (OFAC), USD can be used in transactions with Cuba when the transaction involves:

- A. both Cuba and other countries as well.
- **B. certain circumstances allowed by OFAC.**
- C. US companies.
- D. specific companies.

**Answer: B**

Explanation:

OFAC regulations permit the use of USD for Cuba-related transactions only when explicitly authorized under specific exceptions or general licenses. These include certain remittances, humanitarian transactions, and authorized travel-related transactions.

General USD use with Cuba is otherwise prohibited unless OFAC has expressly allowed it through a license or regulatory exemption.

Reference:

OFAC Cuba Sanctions Regulations.

Licensed and authorized activities involving USD clearing.

### NEW QUESTION # 92

Which of the following is included under article 30 of UN sanction?

- A. It provides that any state confronted by 'special economic problems' arising from the application of UN sanctions has the right to consult the Council.
- B. The article states the power to establish subsidiary organs to facilitate the Council's work.
- **C. The article empowers the Council to adopt its own rules of procedure.**
- D. The article states that the Council is thus required to act in accordance with UN Purposes and Principles.
- E. The article places a binding legal obligation upon states to implement the Council's sanctions decisions.

**Answer: C**

### NEW QUESTION # 93

Asset freezing legislation generally permits a person to make which of the following payments into a frozen account without the need for a license from OFSI, so long as those funds are frozen after being paid in:

- **A. Any payments due to a designated person under contracts, agreement or obligations that were concluded or arose before the date the person became sanctioned**
- **B. Any interest or earnings on the account**
- C. Any payment from an unknown source
- D. Any interest or earnings that is not on the account

**Answer: A,B**

### NEW QUESTION # 94

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