



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

UNIVERSITY RESEARCH AGENDA 2016 – 2018



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FOREWORD

A fundamental challenge confronting higher education institutions (HEIs) is how to produce graduates who are more than prepared to keep up with the dynamism of the demands of industry. However, with technological structures consistently evolving amid a globalizing society that is also continuously broadening spaces for mobility, another critical challenge has begun to unfold—the need for HEIs to effectively contribute to knowledge creation, dissemination and utilization. Knowledge generated in the academe must find beneficial applications to the society and it is through a strong research framework that such need can be succinctly addressed.

The Philippine Normal University as the National Center for Teacher Education (NCTE) has introduced major research capacity development initiatives to push the frontiers of education research that will shape up and improve policies and practices both in basic and tertiary education and provide other TEIs with a model upon which they can build their own research restructuring efforts. PNU has successfully laid down the initial steps but much work remains to be done to advance research scholarship in education, one of which is crafting sound and responsive research agenda.

The Philippine Normal University Research Agenda sets the research directions and priorities of the University in the years ahead. It articulates PNU's earnest desire to harness the great potential education research could offer to a purposely moving knowledge society as it attempts to cover more areas for research exploration that will benefit the nation and beyond. PNU also recognizes the achievements that have been made in relevant fields of knowledge and as a professional community it seeks to complement and enhance knowledge generated in various fields of scientific endeavor.

It is with great enthusiasm that I encourage our PNU community to participate in the advancement of research scholarship in the University. Let our PNU Research Agenda translate into discoveries and innovations that will benefit the academic community, our nation and the world.

ESTER B. OGENA, Ph.D.
President

Introduction

Universities are expected to generate new knowledge. In the new knowledge economy, this task, while traditionally and essentially is a function of institutions of higher learning, is increasingly more emphasized because new knowledge providers are emerging and challenging universities' role in creating, producing, and translating knowledge. It becomes imperative then for Philippine Normal University to transition itself as a research-oriented teacher education university to strategically position PNU in functioning as the National Center for Teacher Education (NCTE). Vital to PNU's role as NCTE is the mapping out of puzzle areas in teacher education and translating these into research agenda which will underlie PNU's research initiatives.

The first PNU Research Agenda (first known as University Research Agenda or URA) was developed in 2004. The URA was crafted through a series of processes which started with a stakeholders' forum with the theme: "Networking: The Continuing Search for Useful Knowledge." The participants to this forum were the PNU stakeholders that included officials from government agencies and public and private educational institutions. The output was a list of research topics which were classified, reviewed, and put together to constitute the first URA. The classification of the topics was based on the five dimensions of teacher education: context, input, process, effect, and impact.

To ensure the direction and relevance of the PNU research, the URA was reviewed and revised in 2008. The revision included the addition of *Policy Research* topics on Teacher Education and Higher Education; Development Research; and the inclusion of a brief description of each research area for clarity. The revised URA was disseminated to the PNU academic community for comments and suggestions. Comments were taken into consideration and the suggested topics were incorporated. The final copy of the URA for 2008-2010 was published and disseminated to the PNU stakeholders through the Revised Research Manual released in June 2009.

The designation of PNU as the National Center for Teacher Education (NCTE) in 2009 by virtue of Republic Act No. 9647 otherwise known as the "Philippine Normal University Modernization Act of 2009" necessitated the University to revisit the URA and make it more responsive to fulfill its mandate as NCTE, specifically in conducting research, case studies and other appropriate methodologies to enhance curriculum and training designs for teacher training, teacher education,

and continuing professional education of teachers and academic supervisors. Thus in September 2012, another multi-stakeholders' forum was conducted and the PNU Research Agenda 2013-2016 was developed. The wealth of ideas generated during the forum led to the identification of eight crucial research themes in which the PNU research should be anchored. These research themes were all directed toward, as mandated by the law, the University's being innovation hub in the teacher education research in the country.

The PNU as NCTE is mandated by the law to create an Education Policy Research and Development Office which shall: a) Establish and maintain a database of education policies and significant issues facing the country's education system, as well as the education systems of other countries, especially in the Asia Pacific Region; b) Create and test different models of teacher education, address key factors in successful teacher education programs, and determine which model would best achieve the country's education goals; c) Provide a systematic dissemination of research outputs on teacher education to make them readily available to end users such as teachers and academic supervisors; d) Share research expertise and competence in education research with other Teacher Education Institutions throughout the country, provided that the research funding of other state universities and colleges shall in no way be affected by the provisions of the Republic Act No. 9647; e) Advise the country's policy makers and decision makers in planning, implementing and evaluating reforms in teacher education including the licensing of professional teachers; f) Assist in the assessment of government programs on education. As such, PNU may be required by any agency to comment on/or make recommendations regarding the different policies and programs on education; and g) Conduct periodic studies in aid of crafting responsive policies and programs on education.

Notably, the provisions also suggest that the PNU is not the sole beneficiary of its research efforts. All other teacher education institutions (TEIs) should also be the beneficiaries of new information on teacher education policies, significant issues which confront the country's education system, and various models in teacher education to guide them in achieving relevant teacher education programs in their own institutions. Through extension efforts, other TEIs would also benefit from the research expertise PNU in teacher education research.

The PNU-RA 2016-2018 is a blueprint for tangible and sustainable research initiatives the PNU will take in the next three years to advance the teacher education in the Philippines and in the ASEAN.

With the Higher Education Road Map 2 of the Commission on Higher Education (CHED), the research and development thrusts of a HEI must be on compelling solutions to the local and national problems, on pioneering efforts and initiatives, and on products with commercial value.

The past three years saw the utilization of the topics in University research agenda 2013-2015. Table 1 presents the number of topics utilized in various PNU research projects per theme. Specific research projects completed under each theme are presented in Appendix D.

Table 1. Number of Research Projects Conducted Per Theme in PNU-RA 2013-2015

URA Theme	f	%
Policy Studies	57	18.5
Multidisciplinary/Pure Research	87	28.2
Local Responsiveness	52	16.9
Translational Research	87	28.2
Internationalization	11	3.6
Product Development	11	3.6
Sustainability	2	0.6
New and Emerging Areas in Teacher Education	1	0.3
TOTAL	308	100.0

Notably, as shown in Table 1, the PNU research efforts in the past three years were focused on multidisciplinary or pure research, translational research, policy studies and local representativeness but were rarely focused on internationalization, product development, sustainability and emerging areas in teacher education. These review results were a major consideration in the revision of the research agenda.

Updating Process of the PNU Research Agenda

The updating of the PNU-URA 2013-2015 mainly comprised the crafting of the new research agenda framework.

To make the research function of the University more relevant, the alignment of the University research agenda with the mandate of PNU as NCTE was the prime consideration. Thus the revision of the research agenda framework ensured the responsiveness of the research efforts in harmonization with the instruction and extension functions of the University for the fulfillment of its mandate as NCTE. The updated research agenda provide a clearer direction, that is, the goals and objectives are well defined and relevant.

The updating of the research topics called for inputs informed by the changes and developments that take place in local and global community which necessitate a teacher education institution (TEI) such as the PNU to redefine its role and assert its relevance. Thus considering their social awareness and expertise in their respective disciplines, the University tapped some selected administrative staff and faculty to compose the participants of a focus group discussion (FGD) to identify new research topics as inputs to the updating of the research agenda.

In the first quarter of 2016, the focus discussion (RTD) was held in the University. The RTD was aimed at eliciting from the participants relevant research topics for inclusion in the new research agenda. To elicit the desired ideas, the participants were provided with four guide questions in which they would anchor their responses. These guide questions were aligned with the goals and objectives of the Philippine Development Plan (PDP), Millennium Development Goals (MDGs), Higher Education Research Agenda 2, National Higher Education Research Agenda (NHERA) 2, and the PNU's Strategic Development Plan (2012-2022). In particular, these goals and objectives pertained to the finding of workable solutions to local and national problems, introduction of pioneering efforts and initiatives, and generation of products with commercial value.

The first guide question focused on the identification of the compelling problems or issues that the participants observed in the basic and higher education and on ways by which PNU as NCTE could help solve the problems or clarify the issues.

The second question guided the participants to identify what technology/products the University could produce out of its research for utilization of the community, aid in instruction, and commercialization.

Identification of transformational research or research that could bring about fundamental change or reform to the community and to the nation in general was the target of the third question. These reforms may be in forms of poverty alleviation, gender equality in education, environmental sustainability, and strong and extensive global partnership for development.

The final and concluding question led the participants to identify research for which PNU as NCTE should be distinguished or known nationally and globally. Overall, the guide questions engaged the participants in a dynamic discussion which resulted in the generation of extensive and relevant information needed for the URA revision.

The PNU Research Agenda Framework

The Research Agenda Framework of the University is represented by a moving wheel with PNU as the National Center for Teacher Education (NCTE) and as ASEAN Teacher Education Research Hub serving as its core. Its expanded mandate as NCTE and its current niche as chair of the Association of Southeast Asian Teacher Education (AsTEN) are the PNU's drivers for action. Inspired by its vision to be a nationally responsive and an internationally recognized Teacher Education University, PNU ensures that its directions are aligned with the national programs and policies for building national competitiveness and supportive of the goals of the ASEAN Socio-Cultural Community and policy declarations of the United Nations. The PNU-Research Agenda reflects the University's unwavering commitment to service and excellence with research as one of its delivery platforms.

The eight spokes in action represent the major research themes from which research endeavors may be drawn. Each of the identified themes offers a wealth of opportunities for knowledge creation and for broadening the current knowledge base in the field to shape up and direct basic and higher education policies and practices. The moving spokes suggest that collaboration is at the heart of any research endeavor in the University. Cross-disciplinary collaborations among the PNU faculty are encouraged as well as with other teacher education

institutions (TEIs) or higher education institutions (HEIs) within the country, its ASEAN neighbors, or with other strategic partner institutions. Forging links and networks with other agencies and organizations for research purposes is also a vital strategy in undertaking high-impact research that will require huge appropriation and highly-specialized skills.

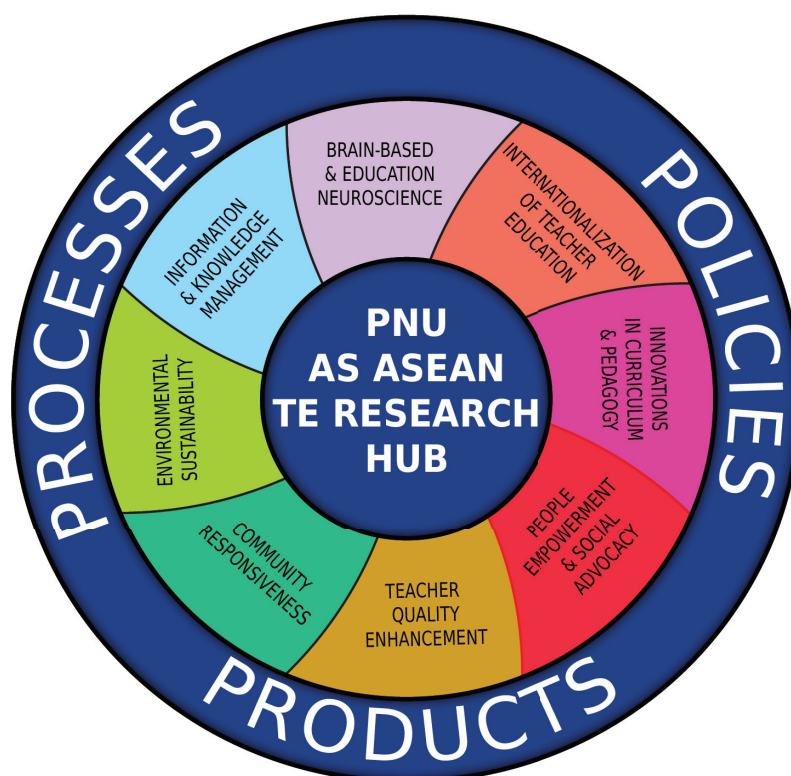


Figure 2: PNU-RA Framework for 2016-2018

Equally important is the rim that holds all the spokes together and keeps them in coordinated fashion. Research undertakings in all areas are expected to provide beneficial applications to society. From this perspective, research-based policies, processes and products are anticipated to move onto accelerating

growth trajectories by complementing and enriching the current knowledge base and opening up new and interesting avenues for research pursuits.

The PNU Research Agenda framework represents the dynamism of the 21st century and the readiness of the University to transform itself into a strong research-based teacher education university that will not only set new benchmarks for research in education but will also propel HEIs to move beyond their current instructional space and utilize research for knowledge discovery and accelerating innovations.

PNU-RA 2016-2018 Research Areas

Table 2 shows the PNU-RA eight areas of research and their corresponding descriptions.

Table 2. PNU-RA 2016-2018 Eight Areas of Research

RESEARCH AREA	DESCRIPTION
Internationalization of Teacher Education	<i>Research on international rankings and global benchmarking</i> This research area includes research on quality assurance systems, qualification standards, and on products that attract international stakeholders and widen and strengthen international linkages.
Innovations in Curriculum and Pedagogy	<i>Research on the innovations or emerging trends in the development, design, implementation, evaluation of teacher education, basic and higher education curricula in the Philippines and abroad</i> This area is also a research on innovative and effective pedagogical practices on all levels and in various kind of education in the Philippines and its global counterparts.
People Empowerment and Social Advocacy	<i>Research on policies, practices and programs that benefit or empower the people of different ages, gender, economic status, educational attainment, creed, and ethnicity</i> Overall, this is a research that improves the lives and strengthens the agency of people especially those that are underprivileged and marginalized.

Teacher Quality Enhancement	<i>Research on preparation and training of both pre-service and in-service and teachers</i> In ensuring teacher quality, key factors which affect the teachers' preparation and performance are looked into.
Community Responsiveness	<i>Research on identification of problems and needs of different communities</i> Community responsiveness is a research area which focuses on the creation of programs and generation of products (material and human) and services that are crucial for the communities' subsistence and survival.
Environmental Sustainability	<i>Research on Filipinos' environmental awareness and responsiveness</i> The goal of this research is to provide the Filipinos with environmental literacy for them to take part actively and responsibly in the environmental preservation and sustainability efforts.
Information and Knowledge Management	<i>Research on the acquisition, organization, custodianship, and distribution of information</i> Also, this research area covers the approaches in identifying, capturing, evaluating, retrieving, and sharing information in teacher education among the TEIs in the country and in the ASEAN.
Brain-Based and Educational Neuroscience	<i>A specialized research area in the PNU-RA</i> This area includes basic and applied research in educational neuroscience which are expected to generate new interdisciplinary information on teaching and learning and in education in general.

The PNU-RA offers a strategic spectrum of research areas that scholars, practitioners, and graduate and undergraduate students of the Philippine Normal University to fulfill its mission of being the NCTE and to be internationally recognized teacher Education University in Asia as envisioned by 2022. The following objectives will be pursued: 1) Improve the product of teacher education (pre-service and in-service); 2) Advance teacher education in the country for international competitiveness; 3) Generate new knowledge in teacher education to meet the current and future demands of the knowledge economy for national development and international acceptance; and 4) Increase PNU's research productivity to transition the university as a research-oriented teacher education university.

The continuous implementation of the University's research agenda hopefully will contribute in defining, broadening, and deepening the anatomy of teacher education as a scientific field of inquiry.

PNU-RA 2016-2018 Research Areas and Topics

Table 3 shows the areas of research with corresponding research topics that depict the PNU-RA for 2016-2018.

Table 3. PNU RESEARCH AGENDA 2016-2018

RESEARCH AREA	TOPICS FOR RESEARCH
INTERNATIONALIZATION OF TEACHER EDUCATION	<p><i>Quality Assurance System</i></p> <ul style="list-style-type: none"> • Benchmarking/Comparative studies • ASEAN qualification standards in TEIs • Performance appraisal system of administrators in TEIs <p><i>International Initiatives</i></p> <ul style="list-style-type: none"> • Collaborative research projects on teacher education <p><i>International Standards and Ranking</i></p> <ul style="list-style-type: none"> • Certification standards and international ranking system • Teacher education accreditation standards in the country and in ASEAN • Harmonizing the standards of the K-12 curriculum across ASEAN countries <p><i>Research Capability</i></p> <ul style="list-style-type: none"> • Research capabilities of TEIs in the country and in ASEAN
INNOVATIONS IN CURRICULUM AND PEDAGOGY	<p><i>Curriculum Development, Assessment and Evaluation</i></p> <ul style="list-style-type: none"> • Assessment of the status of graduate teacher education program in the country • Assessment of the OBTEC as a curriculum for teacher education • Evaluation of graduate education programs in HEIs based on international standards • Curriculum articulation and transition • Education neuroscience curriculum

	<ul style="list-style-type: none"> • Assessment of TEIs' performance • Curriculum for multi-grade classes • Backwash effect of LET results on teacher education curriculum • Analysis of the teacher education curriculum to be responsive to the needs of future teachers • Readiness of the teacher education curriculum in implementing Mother Tongue-Based Multilingual Education (MTB MLE) • Curriculum localization • Role of TEIs in resolving pressing issues in society (drug abuse, prevention and education) <p><i>Innovation in Teaching Approaches, Methods, Strategies and Assessment</i></p> <ul style="list-style-type: none"> • Alternative learning styles/local ways of doing • Innovative teaching approaches/methods/strategies in teaching the discipline • Multicultural curriculum-based teaching • Practices in teaching to children using MTB-MLE • Traditional and authentic non-traditional assessment tools and rating systems <p><i>Curriculum Standardization and Harmonization</i></p> <ul style="list-style-type: none"> • Harmonization of curriculum from basic to tertiary education • Developing standards in teacher education curriculum <p><i>ALS Creation, Implementation and Evaluation</i></p> <ul style="list-style-type: none"> • Effectiveness of alternative learning system (ALS) program • Home study program <p><i>Emerging Pedagogies</i></p> <ul style="list-style-type: none"> • Home pedagogies for parents • Pedagogies for flexible learning • New ecologies of learning • East-Asian pedagogies
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	<ul style="list-style-type: none"> • Cross-cultural community-based learning • Education-related variables needed for business and industry • Ethnography of K-12 classrooms in the country <p>Technology Integration in Instruction</p> <ul style="list-style-type: none"> • Simulation technology for Mathematics and Science • Technology-assisted learning games • Online instructional materials • Gamified instructional materials • Online tutorials • Contextualized lesson exemplars applications for mobile learning <p>Instructional Materials Development and Evaluation</p> <ul style="list-style-type: none"> • Effectiveness of DepEd and teacher-made instructional materials • Learning resource package development • Modules in teaching indigenous knowledge and skills • Localized and instructional and assessment materials • Indigenized instructional and assessment materials • Educational technology invention • Development of tutorial courseware on selected topics in mathematics, science, and language • Instructional resource of pedagogical innovations in professional education (PIPE) • Development and validation of instructional materials for teaching MTB-MLE • K to 12 instructional materials development • Modules development for student (example, in far-flung areas of the country and mother tongue-based multilingual education materials) <p>Policies in Curriculum</p> <ul style="list-style-type: none"> • National policies and curriculum for lifelong learning
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	<p><i>Teacher Training/Preparation</i></p> <ul style="list-style-type: none"> • Teacher and student interaction with focus on effective ways of teaching the future teachers <p><i>Creation, Implementation and Evaluation of Distance Learning Programs</i></p> <ul style="list-style-type: none"> • Distance learning technologies • Distance learning program effectiveness <p><i>Development of Instructional Models</i></p> <ul style="list-style-type: none"> • Development of a model for senior high school (grades 11-12) teacher education track program • Exploring models for Erasmus Mundus in pre-service education • Developing indigenous-based instructional model for literacy programs
<p>PEOPLE EMPOWERMENT AND SOCIAL ADVOCACY</p>	<p><i>IP Empowerment</i></p> <ul style="list-style-type: none"> • Development of teacher education models for indigenous people • Inclusive education • Intersectionality of oppression <p><i>Gender</i></p> <ul style="list-style-type: none"> • Gender disparity in school achievement • Gender issues and students' performance • Gender-sensitive instructional materials • Policies in education integrating gender perspective <p><i>Promotion of Multiculturalism</i></p> <ul style="list-style-type: none"> • Development of models for multiculturalism in education • Study on local languages (e.g. in PNU hubs) • Arrangement of selected songs/literary arts of indigenous people • Status of indigenous peoples education as basis for designing multicultural education • Understanding local history • Cultural beliefs, rituals and values

	<p>Utilization of Local Resources</p> <ul style="list-style-type: none"> • Utilization of indigenous products and resources • Study of indigenous plants used by local people <p>Women and Children Empowerment</p> <ul style="list-style-type: none"> • Improvement of women and their families <p>Advocacy for the Poor</p> <ul style="list-style-type: none"> • Pedagogy for the poor • Equitable distribution of services and opportunities <p>Social advocacy</p> <ul style="list-style-type: none"> • Federalism in education
<p>TEACHER QUALITY ENHANCEMENT</p>	<p>Teacher Training/Preparation</p> <ul style="list-style-type: none"> • Teachers' readiness in teaching in senior high school • Teachers' skills in technology integration • Basic education teachers' research capability • Capability building - TPCK in various discipline (e.g. STEM) • Development of exit examination for future teachers • Development of scientific literacy • Development of socio-culturally sensitive/ nationalistic teachers • Communication skills (language proficiency) of teachers as input to teacher qualification standards for hiring • Research aptitude of teachers • Moral intelligence of teachers • Comparison of student-teachers' cognition and practices before and after practice teaching) • Values orientation of pre-service teachers • Development of research competence <p>Continuing Professional Development</p> <ul style="list-style-type: none"> • Availability of diploma programs for teachers for continuing professional development

	<ul style="list-style-type: none"> • Research mentoring and continuing education of teachers • Professional life skills of teachers after training <p>Research on Pre- and In-Service Teachers</p> <ul style="list-style-type: none"> • Macro research on teacher profile and aspirations • Macro research on teacher migration and social responsibility <p>Teacher Leadership</p> <ul style="list-style-type: none"> • Qualities of teacher leaders • Teacher leadership competencies <p>Hiring, Promotion and Retention of Basic Education Teachers</p> <ul style="list-style-type: none"> • Hiring, promotion and retention of faculty (performance appraisal system) • Enhanced performance appraisal systems for teachers (E-PAST) • Commitment to teaching <p>Supply and Demands for Teachers</p> <ul style="list-style-type: none"> • Supply and demand for teachers <p>Policies on In-Service Teachers</p> <ul style="list-style-type: none"> • Appropriate and fair teaching assignments (faculty loading) • Amendments to RA 4670 (Magna Carta for Teachers) • Rewards and incentives systems • Strengthening teacher agency • Teachers' welfare and development <p>Teacher Education Admission Policies</p> <ul style="list-style-type: none"> • International scholarships and exchange programs • Admission policy on foreign students • Development of an aptitude test for teachers
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	<p><i>Policies on Teacher Education</i></p> <ul style="list-style-type: none"> • Teacher educators typology • DepEd and CHED policies affecting Teacher Education <p><i>School-Based Management</i></p> <ul style="list-style-type: none"> • Professionalization of service in basic education • Educational leadership of school managers • Effectiveness of institutional management • Teacher administrator' competency profile
COMMUNITY RESPONSIVENESS	<p><i>Disaster Risk Reduction Management</i></p> <ul style="list-style-type: none"> • Production of disaster-related low cost technologies • Development of risk reduction strategies and techniques • Strengthening capacities for risk reduction management <p><i>Livelihood Training</i></p> <ul style="list-style-type: none"> • Livelihood training materials (income generating) <p><i>Product Development, Utilization and Commercialization</i></p> <ul style="list-style-type: none"> • Ethno-botanical study of indigenous plants used by local people • Utilization of indigenous products and resources • Utilization and commercialization of research results • Translation of local knowledge to products <p><i>Extension/Community Service</i></p> <ul style="list-style-type: none"> • Development of coastal resource management materials • Innovation of cycle of extension projects in communities • School-community partnership processes • Impact of extension programs on the community • Leadership capability of faculty and student volunteers

<p>ENVIRONMENTAL SUSTAINABILITY</p>	<ul style="list-style-type: none"> • Community-based industries related to education • Documentation of indigenous people knowledge and practices <p><i>Climate Change Response</i></p> <ul style="list-style-type: none"> • Climate change response strategies • Alternative energy • Green technology practices (learning institutions, home, communities, industries) • Risk reduction management • Disaster management and mitigation <p><i>Environmental Preservation Efforts</i></p> <ul style="list-style-type: none"> • Sustainable use of biophysical land resources in a community • Transdisciplinary green innovation projects with the involvement of stakeholders <p><i>Environmental Literacy in Education</i></p> <ul style="list-style-type: none"> • Environmental awareness and response • Integration of environmental concepts in basic and higher education curricula • Environmental mind map of Filipinos <p><i>Environmental Studies</i></p> <ul style="list-style-type: none"> • Baseline data for the conservation of priority species of indigenous trees • Environmental and climate change studies with educational implication • Medicinal efficacy of Indigenous plants
<p>INFORMATION AND KNOWLEDGE MANAGEMENT</p>	<p><i>Acquisition/Generation of Information</i></p> <ul style="list-style-type: none"> • Tracer Study • ICT products as research outputs <p><i>IKM Infrastructure</i></p> <ul style="list-style-type: none"> • Tools and techniques in IKM <p><i>Information and Knowledge Utilization and Dissemination in Teacher Education</i></p> <ul style="list-style-type: none"> • Knowledge management as an enabling mechanism in the implementation of TEI programs

	<ul style="list-style-type: none"> • Utilization of research in the context of extension • Knowledge management system in TEIs • Systems software development for national database center for education • Use of ICT in teaching the discipline <p><i>IKM Best Practices</i></p> <ul style="list-style-type: none"> • Models in IKM • Best practices in information and knowledge management issues • Extent of ICT use in data/knowledge management system <p><i>Capability of Information and Knowledge Managers</i></p> <ul style="list-style-type: none"> • Capability of staff in TEIs to use ICT • IKM capability building
<p>BRAIN-BASED RESEARCH AND EDUCATION NEUROSCIENCE</p>	<p><i>Application of Neuroscience in the Classroom</i></p> <ul style="list-style-type: none"> • Meta-cognitive strategies • Effects of training on brain functions • Brain-based student-engagement strategies • Brain-friendly assessment and practices • Social cognition in the classroom • Teacher's critical understanding of the role of neuroscience in their practice • Special education neuroscience literacy among pre- and in-service teachers <p><i>How Brains Develop and Learn</i></p> <ul style="list-style-type: none"> • Individual differences in brain functioning • Error in brain processing • Neural underpinnings • Deviant brain functions in children • Emergence of insight • Cognitive load • Brain basis of knowledge

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Appendix A

ROUND TABLE DISCUSSION 2016 PARTICIPANTS

ROUND TABLE DISCUSSION

February 5, 2016

Theme: Leading Edges in Research Areas

PARTICIPANTS

NAME OF PARTICIPANTS	DESIGNATION/UNIT
Dr. Ester B. Ogena	President
Dr. Ma. Antoinette C. Montealegre	Vice President for Academics
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PNU Research Agenda

2016-2018

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Prof. Ma. Elvira A. Asuan	Director, Linkages and International Office
Prof. Shirley N. Cerbo	Director, Office of Admissions
Dr. Aurora D. Fulgencio	University Registrar
Prof. Janir T. Datukan	Director, Promotion and Development Office
Dr. Marie Paz E. Morales	Director, Publication Office
Dr. Marilyn U. Balagtas	Director, Research Center for Teacher Quality
Prof. Erwin R. Callo	Director, School of Information and Knowledge Management
Dr. Carmela T. Mancao	Chair, Faculty and Academic Staff Evaluation Committee
Prof. Ma. Teresa L. Manicio	Head, Language Study Center
Prof. Zhanina U. Custodio	Head, University Gender and Development Office
Mrs. Helen A. Advincula	University Librarian
Dr. Elena A. Navas	Extension Coordinator, PNU North Luzon
Dr. Edgardo S. Villaseñor	Extension Coordinator, PNU South Luzon
Dr. Marites C. Geronimo	Extension Coordinator, PNU Visayas
Dr. Adelyne M. Costelo-Abrea	Extension Coordinator, PNU Mindanao
Prof. Leigh Ann C. Perez Prof. Ma. Jhona B. Acuña	Faculty of Arts and Languages
Prof. ReiKrizna M. Palces Prof. Minda C. Valencia	Faculty of Behavioral and Social Sciences
Dr. Judy C. Bautista Dr. Heidi B. Macahilig	Faculty of Education Sciences
Prof. Benilda R. Butron Prof. Leah Amor S. Cortez	Faculty of Science, Technology and Mathematics
Dr. Rene C. Belecina Dr. Niña Christina L. Zamora	College of Graduate Studies and Teacher Education Research
Prof. Lorena A. Castro Prof. Von Anthony G. Torio	Institute of Teaching and Learning
Prof. Malvin R. Tabajen	School of Information and Knowledge Management
Prof. Rosanna A. Diana Prof. Wilfredo A. Torres	Institute of Physical Education, Health, Recreation, Dance and Sports

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Prof. Ma. Victoria C. Hermosísima Prof. Ramer V. Oxiño Prof. Zyalie L. Bedural	Faculty-Researcher, Educational Policy Research and Development Center
Ms. Shiela Marie V. Gimeno	Research Center for Teacher Quality
Prof. Donna B. Remigio	PNU North Luzon
Dr. Cristeta R. Dumadaug	PNU South Luzon
Dr. Desiree B. Daug	PNU Visayas
Prof. Rennie C. Saranza	PNU Mindanao
Prof. Portia R. Soriano	Office of the Vice President for University Relations and Advancement
Dr. Rene R. Belecina	College of Graduate Studies and Teacher Education Research
Ms. Maribel G. Gerundio	Educational Policy Research and Development Center
Mr. Roy C. Villocillo	Educational Policy Research and Development Center
Ms. Elanor O. Bayten	Vice President for Research, Planning and Quality Assurance
Ms. Joyce Ann Erfe	Vice President for Research, Planning and Quality Assurance
Mr. John Paul Sapiño	Vice President for Research, Planning and Quality Assurance
Ms. Jaime Pauline Y. Miranda	Community Partnership and Extension Office
Mr. Verencio Japhet V. Dajao	Community Partnership and Extension Office
Ms. Arqueen C. Arambulo	Community Partnership and Extension Office
Mr. John Carlo M. Ramos	Linkages and International Office
Ms. Zenaida A. Ruiz	Graduate Research Office
Ms. Ma. Luz V. Rantael	College of Graduate Studies and Teacher Education Research
Ms. Rio Anne R. Maño	Publication Office

Appendix B

ROUND TABLE DISCUSSION 2016 FACILITATORS AND DOCUMENTERS

FACILITATORS AND DOCUMENTERS (Feb. 5, 2016, AM SESSION)

GROUP 1	GROUP 2	GROUP 3
Facilitator: Prof. Ruth A. Alido Documenters: Ms. Elanor O. Bayten Ms. Joyce Ann Erfe	Facilitator: Dr. Zenaida Q. Reyes Documenters: Ms. Noelle A. Nazareno Ms. Arqueen C. Arambulo	Facilitator: Prof. Portia R. Soriano Documenters: Ms. Jaime Pauline Y. Miranda

FACILITATORS AND DOCUMENTERS (Feb. 5, 2016, PM SESSION)

GROUP 1	GROUP 2
Facilitator: Prof. Ma. Victoria C. Hermosissima Documenters: Dr. Marie Paz E. Morales Ms. Rio Anne R. Maño	Facilitator: Dr. Teresita T. Rungduin Documenters: Mr. Verencio Japhet V. Dajao Ms. Zenaida A. Ruiz Ms. Ma. Luz V. Rantael

Appendix C

ROUND TABLE DISCUSSION 2016 WORKING COMMITTEES

WORKING COMMITTEE
Steering Committee Dr. Wilma S. Reyes Dr. Edna Luz R. Abulon Prof. Ma. Lourdes S. Agustin
Program and Communication Chair: Prof. Zyrallie L. Bedural Members: Prof. Portia R. Soriano Prof. Ramer V. Oxiño
Registration and Certificates Chair: Prof. Ma. Victoria C. Hermosisima Members: Ms. Maribel G. Gerundio Mr. Roy C. Villocillio Ms. Arqueen C. Arambulo Ms. Joyce Ann Erfe

Venue/Physical Arrangement

Chair:

Mr. Verencio Japhet V. Dajao

Members:

Mr. Roy C. Villocillo

Mr. John Paul C. Sapiño

Mr. Arnulfo P. Pineda

Documentation and Technical Report

Chair: Prof. Ramer V. Oxiño

Members:

Prof. Portia R. Soriano

Prof. Zyrallie L. Bedural

Dr. Marie Paz E. Morales

Ms. Elanor O. Bayten

Mr. John Carlo M. Ramos

Mr. Verencio Japhet V. Dajao

Ms. Sheila Marie V. Gimeno

Food and Refreshment

Chair: Ms. Maribel G. Gerundio

Members:

Mr. Roy C. Villocillio

Ms. Joyce Ann Erfe

Ms. Jaime Pauline Y. Miranda

Appendix D

RESEARCH PROJECTS COMPLETED PER RESEARCH THEME IN PNU-RA 2013-2015

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
Policy Studies (n=57)	1. 21st Century College Freshmen Profile
	2. Student Profile and Student Affair Services in SMEC Member Schools
	3. Licensure Examination for Teachers (LET) Review of PNU-Mindanao: Basis for an Improved Management
	4. The Level of Satisfaction of Students on the PNU-Mindanao Scholarship Program: Basis for Revision of Scholarship Program Policies
	5. Preschool of PNU-Mindanao: Basis for an Improved Management
	6. Knowledge on and Practice in Solid Waste Management in Brgy. Daga, Cadiz City, Negros Occ., Phil: Basis for Local Government and Academic Interventions
	7. Factors Influencing Faculty and Staff Attendance and Engagement in University Activities
	8. The Implementation of Policies of PNU-Mindanao CTL
	9. The Graduate Program of PNU Mindanao: Its Accreditation Preparedness
	10. Validation of PNU GCAT
	11. Task/Function-based Technological Competencies of the PNU Non-Teaching Staff: Basis for Capacity Building Program
	12. Development of Micro-Scale Mathematics Kit
	13. The Nutritional Status of PNU Students: Basis for Institutional Nutrition Policy Formulation and Creation of Curriculum Materials to Promote Good Nutrition
	14. Voting Behavior of Teachers in the 2013 Mid-Year Elections
	15. Image of the 21 st Century Teacher as Perceived by Stakeholders of Teacher Education Institutions across the Nation: Basis for Teacher Development

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	16. LET as Predictor of Teaching Performance: The Case of PNU Graduates across Disciplines (2007-2010)
	17. Tracer Study of 2009-2011 PNU Graduates
	18. A Teacher Education Institution (TEI) Stakeholders' Knowledge, Attitude and Practices on Smoking and Its Related Policies: Bases for New School Policies and Intervention Program
	19. Extent of Knowledge and Information about Breast Care and Breast Cancer, and Breast Care Practices of PNU Women: Basis for Curricular Integration and Health Care Program
	20. Teachers and Learners' Knowledge, Attitude and Challenges Experienced in Relation to Large Class: Inputs to Policy
	21. Nationwide Household Survey on the Current Nature and Extent of Drug Abuse in the Philippines
	22. Graduate Tracer Study 3
	23. Conflict Management Style of College Students at the Philippine Normal University (PNU): Basis for Development of a Conflict Management System Design
	24. A Survey on the Conditions of Boarding House Facilities of PNU Students
	25. The Dissemination, Acceptability and Relevance of the PNU Vision, Mission and Goals and Objectives of the Teacher Education Program
	26. Recreation Activities of PNU Faculty and Staff Cadiz City Campus: Basis for Recreational Program
	27. PNU Freshmen Profile AY 2013-2014
	28. The Role of Cooperating Teachers in the Formation of Student Teachers
	29. Profile of Students in Teacher Education Programs in Negros Occidental and Their Attitude toward Teaching: Basis for an Improved Admission Policy
Policy Studies	30. Practices in Teaching Mathematics to Children Using MTB-MLE
	31. An Analysis of the Family Income Profile of Selected PNU Students, Cost Structure of the University and Other Economic Indicators as Basis toward the Development of a Socialized Tuition Fee System in PNU

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	32. Maximizing Investments in Teacher Preparation in the Philippines: A Cost Analysis
	33. An Evaluation of the Educational Project of Energy Development Corporation (EDC) in Negros Oriental
	34. Moral Intelligence of the Faculty and Prospective Teacher Graduates of PNU Isabela Campus: Basis for the Development of a Values Education Training Program
	35. Socio-Cultural Experiences, Learning Practices and Adaptation of International Students in a Higher Education Institution in the Philippines
	36. Exploring Blended Learning: The PNU FBeSS Experience
	37. Development of a Measure of Transparency for TEIs in the Philippines: Basis for Accountability Check and Public Trust
	38. Supply and Requirement for Future Teachers in the Philippines
	39. Toward Quality Graduate Mathematics Teacher Education: A PNU CGSTER Tracer Study
	40. Toward Quality Graduate Teacher Education: A PNU CGSTER Study
	41. Toward Quality Graduate Teacher Education: A PNU-CGSTER Tracer Study on Social Science Teaching and Teaching History Graduate (2000-2013)
	42. Conflict Management Style of Selected University Officials among SUCs
	43. Empowering Pre-service Teachers as Multicultural Education Teachers: Best Practices in the Field
	44. Examining Gender Responsiveness of the Phil. Basic Education Reform: An Analysis of the K-12 Social Studies Curriculum
	45. Gender Audit of Selected 3Ns
	46. Research Capacity Building Efforts among PASUC Member Universities in the National Capital Region: Mapping Initiatives for Evaluation Standards and Sustainability

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	47. Severe Chokehold Ripples of Communal Poverty in the Philippines: Inputs for Policy Determination
	48. The Spark of the Torch: In Search of Factors Determining the Youth's Career Decision-making Leading to the Teaching Profession
	49. BS Biology (BSBT) OJT Program: A Satisfaction Level Evaluation
	50. Budgeting Practices among Selected Academic Libraries
	51. Development Program for Academic Library
	52. Academic Performance in General and Professional Education Courses of Students of PNU-North Luzon
	53. Perception of Students on End-of-Course Evaluation of PNU-NL Campus
	54. Study Habits and Skills of Multicultural Senior High School Students in CARAGA Region: Basis for Teacher Education Institutions' Intervention Program
	55. The Physical Education Program of State Universities in Isabela: Inputs to the K-12 Program
Multidisciplinary/ Pure Research (n=87)	56. The Use of Mobile Internet in the Classroom: An Assessment
	57. Development and Validation of Word Lists for the Top 7 Philippine Languages Used in the K-3 Curriculum
	58. Content Test Scores of Prospective Mathematics Teachers: Input to Mathematics Teacher Education Curriculum
	59. A Grounded Theory of Visual Thymophors among Early Childhood Learners Responding to Literature
	60. The Performance of Pre-service Mathematics Teachers in Solving Twin Identical Mathematics Problems
	61. Teaching and Assessment Practices in Biochemistry and Molecular Biology in Australia
	62. Outcomes-Based Learning Support Materials for Statistics for Science Teachers
	63. Student-Prepared CAL: Intents and Actualities (A Classroom-Based Research)
	64. Error Analysis of PNU-Mindanao Manobo OBTEC Students' Written Composition

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	65. Needs Assessment of Non-LET Passers of Philippine Normal University-Mindanao
	66. Predictors of Performance in the Licensure Examination for Teachers (LET) among Graduates of the Philippine Normal University Mindanao
	67. Employment Readiness of Fourth Year Students of PNU-Mindanao
	68. Developing an Approach in Teaching General Education Courses across Disciplines
	69. Management Process in Teacher Education Science Curriculum Revision in Response to the New Basic Ed. Curriculum for K-12
	70. Use of Discourse Markers (DMs) in Academic Writing among Literature Major Students at PNU: A Case Study
	71. Analysis of Student-led Discussion in a Tertiary Level Classroom: Inputs to the Development of Class Discussion Protocols
	72. Learning Styles and Gender and Corrective Feedback Preferences of English Major Students at PNU: Inputs to Language Pre-Service Teachers Training
	73. Development and Validation of Organic Chemistry Attitude and Learning Experiences Questionnaire
	74. Antibacterial Activity of Chrysophyllum cainito (star apple) against Escgerichia Coli and Staphylococcus aureus
	75. Development and Validation of Problem-based Learning (PBL) Materials for Environmental Science Course
	76. Perception of Teacher Strategies, Teacher Dominance and Teacher Role in the Teaching of Mathematics
	77. Multiple Intelligences among Freshmen of PNU North Luzon: Basis for Developing Outcomes-based Learning Activities and Materials
	78. Levels and Outcomes of Engagement of Filipino Pre-service Students
	79. Processes in the Development of Literary-based Pen and Paper Test for Grades 9 and 10: A SOLO Approach

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	80. Pagsusuri ng Ilang Piling Akdang Kapampangan ng mga Karaniwang Manunulat
	81. Mga Ambag na Wikang Waray sa Wikang Filipino
	82. Pagsusuri sa Kaangkupan ng Umiiral na Patakarang Pangwika sa PNU Batay sa Hamon ng NCTE, Kasanayang 21 Siglo at K-12
	83. Development of Wellness Dance Exercise for PNU OBTEC PE-1 Students
	84. Development and Validation of an Achievement Test in Earth Science
	85. Recurring Misconceptions in Biology: Basis for Comprehensive Instructional Interventions
Local Responsiveness (n=52)	86. The Medicinal Efficacy of Indigenous Plant Materials of the Agta of Northern Philippines
	87. The Ethnography of K-12 Classrooms in the Philippines
	88. Cultural Metaphors of Poverty, Innovation and Development
	89. The Dance Notation and Documentation of Sambali Dance of Casibaragnorte, Cabagan: A Cultural Enrichment
	90. Green Education: A Teaching Learning Strategy to Improve Students' Awareness, Attitude and Performance in Environmental Protection
	91. Unpacking the Phenomenon of Survival among the Street Children of Manila and Atlantic City: Using Visual Narratives as Tool for Analysis
	92. Ethnobotanical Study of Medicinal Plants for Diarrhea
	93. Flowers of Angiosperms as Remedy for Various Diseases
	94. Ethno-Geo Mapping of Climate Change Effects in Southern CARAGA Region
	95. Expanded Students' Grant-in-Aid Program for Poverty Alleviation (ESGPPA) Grantees: The PNU-Mindanao Experience
	96. Language Use of PNU-Mindanao Manobo Students on Social Media
	97. Higaonon Oral Literature: A Cultural Heritage

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	98. Perspective in PNU-Mindanao: Basis for Multicultural Education Program
	99. Assessment on the Reference Sources in Libraries on the Sustainable Indigenous Knowledge of the Living Tradition of Manobo and Higaonon in Agusan del Sur
	100. Needs Assessment of DSWD Day Care Workers of Prosperidad, Agusan del Sur: A Capability Building Program
	101. Economic Security, Sustainability and Vulnerability of Selected Aquamarine Fishermen
	102. Protecting Urban Forest as Climate Change Mitigation Strategy: Arroceros Forest Park, Manila Philippines
	103. The Indigenous Knowledge, Beliefs and Practices on Healing of the Agtas: Basis for an Elective Course in the IP Education Curriculum
	104. The Dance Notation and Documentation of Grand Batalla Dance of Nabuan, Santiago City: A Cultural Enrichment
	105. Disaster Mitigation and Preparedness of Cadiz City, Negros Occidental
	106. Indigenous Utilization of Resources and Conservation Practices of the Agta of Lupigue, Ilagan City, Isabela
	107. Environmental Practices and Health Conditions of the Barangay Folks in Cadiz City Proper: Basis for a Proposed Environmental Education Program
	108. The Dance Notation and Documentation of the Grand Batalla (Moro-Moro) of Santiago City: A Cultural Enrichment
	109. Bullying Experience among Indigenous People Students of PNU-North Luzon: Basis for Formulating School Policy

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	110.Environmental Education among Tertiary Schools: Research into Current Practices and Possibilities
	111.Dance Notation and Documentation of Sambali Dance of Casibarang Norte: Cultural Enrichment
	112.Civic Education in the Philippines: Eclectic Attempts to Strengthen Democracy
	113.The University of OTTAWA IP Education Curriculum Model: Basis in the Development of Indigenous Peoples Education Curriculum for PNU-North Luzon
	114.Educational Opportunities and Migration Pattern among Ivatan Youth from Basco, Batanes
Local Responsiveness	115.Beliefs and Practices in the Life Cycle of the Agta of Lupique: Their Implications for Indigenous People's Education
	116.Vitality Index of Traditional Environmental Knowledge (VITEK) of Fisher Folks in Island Barangays: Their Implications for Environmental Stewardship and Sustainability
	117.Orthography of Agusanong Binisaya
	118.Disaster-Related Technologies: Toward Product Development Leading to Commercialization and Patenting
	119.Laguna Marshland Biophysical Characterization: A Guide for Sustainable Resource Use
	120.Diversity Diagnosis on Race, Ethnicity, Class, Religion and Gender: Predicting the Priorities of Multicultural Education in PNU
	121.Leisure Activities of AGTAS in Selected Municipalities of Quirino: Their Implications for Education
	122.Developing Indigenous-Based Instructional Model for Agtas Literacy Program
	123.Leisure Activities of Agtas in Selected Municipalities of Quirino: Their Implications for Education
	124.Ethnobotanical Study of Indigenous Plants Used by Local People in the Municipality of Prosperidad, Agusan Del Sur
	125.The Status of Indigenous Peoples' Education in CARAGA Region: Basis for the Design of a Multi-Cultural Education Hub in PNU-Agusan

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	126.Indigenous Knowledge on Natural Disasters and Survival Strategies: The Case of the Manobos in Agusan del Sur
	127.Assessment of the Implementation of Inclusive Education among Children and Youth with Special Needs
	128.Indigenous Utilization of Resources and Conservation Practices of the Agtas: Basis for an Action Plan on Sustainability
	129.Problems Encountered by Grades 1 and 2 Teachers Using Mother-tongue Based Instruction of All South District Schools in Alicia
Translational Research (n=87)	130.Assessment of the Status of Graduate Teacher Education Programs in the Philippines
	131.Toward the Development of and Instructional Model for Effective Pedagogical Approaches for Nurturing Teacher Leaders in Teacher Education Institutions
	132.Development of a Pedagogy Model for Poor Students
	133.Development of Innovative Pedagogies for the Poor
	134.Readiness of Pre-Service Teachers in Teaching 21st Century Literacy
	135.PNU Graduate Students' Needs Profile: Implications for the Guidance Programs and Services
	136.Effectiveness of DepEd-Made and Teacher-Made Modules
	137.ESGPPA Grantees in PNU-Visayas
	138.A Study on Self-Efficacy on Academic Demands among Freshmen and Sophomore OBTEC Students
	139.Validation of Multi-Dimensional School Anger Inventory (MSAI) in Filipino Adolescent
	140.Employers Feedback on PNU-Mindanao Graduates
	141.The Graduate Program of PNU-Mindanao: Its Accreditation Preparedness
	142.Flexible Learning Activities: Evaluation and Impact
	143.PNU-Mindanao Freshmen: Expectations and Prospects
	144.Teachers Utilization of the Learners' Information System of Enhanced-Basic Education Information System

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RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	145.EdM 506 Students Ability to Enjoy Work Under Pressure: An Action Research
	146.Perceptions of Philippine Normal University (PNU) Mindanao Students and Professors on Flexible Learning Delivery (FLD): Input to Outcomes-based Teacher Education
	147.The Comparative Performance of Learners Exposed to Center-Based Learning Approach and Conventional Approach
	148.The Perception of Teachers on the Center-Based Learning Approach
	149.The Application of the Center-Based Learning in Enhancing Learner's Intelligence
	150.Reading Proficiency of PNU-CTL Pupils: Basis for a Reading Intervention Program
	151.Study Habits and Performance of PNU-OBTEC Students
	152.Language Proficiency of Second Year OBTEC BECED Students: Basis for an Intervention Program
	153.Entry Perspectives of the Mainstream and Minority Students Taking up Teaching as Their Career: The Case of Mindanao
	154.Teaching beyond Subject Expertise: Pre-service Teachers Experiences
	155.Problems Encountered and Coping Mechanisms of Migrant Teachers
	156.Tracer Study of M.A. Graduates of PNU-Mindanao
	157.Collection and Analysis of Sex-Disaggregated Data for Gender Mainstreaming
	158.The Experiences of Lesbian, Gay and Bisexual Students of PNU-Mindanao: A School Climate Survey
	159.Language Proficiency of Second Year OBTEC BECED Students: Basis for an Intervention Program
	160.The Impact of Extra-curricular Activities on Personal Development of Members of Performing Groups
	161.Spirituality, Work Attitude and Job Performance of PNU Staff
	162.Spirituality, Level of Stress, and Academic Achievement of the Teacher Education Students

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RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
Translational Research	163.A Tracer Study for PNU-V BSE PE Graduates from 1989-2015
	164.Cross-cultural Reflections on Inclusive Education
	165.Development of a Teaching-Learning Model for Developing Future Teachers' 21 st Century Competencies and Skills
	166.Comparative Analysis of the September LET Performance in Professional Education of BEED and BSED Graduates of the PNU Visayas
	167.The Analysis and Codification of Philippine Ethnic Dance Movement Patters: Bases for Instructional Material Development
	168.Comparative Analysis of Physical Education Fitness Students under the PNU Transition Curriculum
	169.The Information Needs of the IP Students of PNU in Mindanao: Basis for University Library Collection Policy Statement for Multicultural Education Hub
	170.The Continuing Education Needs of Library Personnel in Agusan Del Sur: Basis for Continuing Education Program
	171.Desirable/Acceptable Personality Traits of a Prospective Principal: A Delphi Study
	172.Piloting Grades 11 and 12 Sports Track for Teacher Education (Student Profiling, Monitoring and Assessment)
	173.Weaving the Dreams: The PNU SGPPA Experience
	174.The Analysis and Codification of Philippine Ethnic Dance Movement Patters: Bases for Instructional Material Development
	175.Analysis of Physical Fitness of PNU Students under the PNU Transition Curriculum
	176.Development and Validation of Instructional Module in Phil. Folk Dance for PNU Outcomes-based PE TEC (OBPETEC)
	177.Toward a More Responsive and Relevant Educational Management Graduate Programs in a Teacher Education University

PNU Research Agenda

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RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	178.Factors Affecting Academic Performance of Second Year Students of PNU-North Luzon: Their Implications for Education
	179.Pagsusuri sa Kahusayan sa Pagtuturong Filipino Batay sa Pananaw ng mga Guro, Kapwa Guro, at mga Mag-aaral sa Pamantasang Normal ng Pilipinas
	180.Outcomes-based Teacher Education in the Science Curriculum of PNU: An Initial Assessment
	181.Best Practices in Mathematics and Science TE in Selected ASEAN Countries
	182.Assessment of OBTEC-SHS CT
	183.The Licensure Examination of Psychologists and Psychometrician: Breakthrough to the Behavioral Science Curricular Program
	184.UNESCO Project - Integrating Transversal Competencies in Education Policy and Practices
	185.Development and validation of Instructional Modules in Athletics for PNU Outcomes-based Physical Education Teacher Education Curriculum
	186.Student Evaluation of the Instructional Module in Philippine Folk Dance
	187.Civic Competence in Teacher Development among Normal Schools
	188.Women Studies and Transformative Education
	189.FES-MOVED QED: An Evaluation of a University Extension Program
	190.Initial Assessment of Discipline/Programs' Outcomes: Implications for Instruction in Outcomes-based Teacher Education Curriculum (OBTEC)
Translational Research	191.The Development and Validation of Teaching Aptitude Test for OBTEC Programs Certification Levels
	192.Formative Assessment of the Outcomes-based Co-Curricular Program
	193.Pandacan Stories: Assessing the Impact of the Arts in Development Extension Program
	194.Documentation and Analysis of Gender Issues at Philippine Normal University toward Developing Its Gender and Development (GAD) Code

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
	195.Common Respiratory Problems, Health Profile, and Level of Awareness among PNU Students: Basis for Designing a Primary Preventive Health Care Program
	196.Development and Validation of CLOTEXT Kit
	197.A Content-Based Readability Formula for Filipino Texts
	198.Ang Pilosopiyang Pang-Edukasyon ni Rizal tungo sa Pagkakaroon ng Isang Pilosopiyang Pilipino sa Edukasyon
	199.The Making of a Word List: Toward Establishing a Standardized and Intellectualized Equivalence in Filipino
	200.Identification and Reduction of Children's Learning Difficulty and Their Misconstrued Misbehavior
	201.Portage Early Childhood Education Model at Caritas: Basis for Training of Parents as Partners in Educating Special Children
	202.Spiritual Intelligence of College Students: Insights for Responsive Innovative Teachers and Transformative Educational Leaders
	203.The Social Script of Parents during Parent-Child Conflict: Clarifying Underlying Values
	204.A Phenomenographic Inquiry on the Concept of Competence among Filipino Teachers
	205.Mentoring Practices in PNU Partner Schools: Toward Policy Creation in Capacity Building for Cooperating Teachers for Effective Mentoring
	206.The Pre-service and In-service Training Experiences of PNC-PNU Negros Occidental Campus Alumni Who Came from Teaching in the Island of Bantugan: Basis for Creating an Environment and Green Technology Education Hubs Teacher Training Model

RESEARCH THEMES	RESEARCH PROJECTS CONDUCTED
Internationalization (n=11)	207.Pagtaya sa Kahandaan ng mga SUCs sa Metro Manila sa ASEAN Integration tungo sa Pagbuo ng Filipino Proficiency Program
	208.Innovations in Pedagogy and Assessment in ASEAN
	209.Competencies in Multicultural, Civic, and Global Citizenship Education in Teacher Development in ASEAN
	210.Developing the Qualities and Competencies Framework for the ASEAN Arts and Language Pre-Service Teachers in Preparation for the Mobility Program
	211.Best Practices in Mathematics and Science Teacher Education in Selected ASEAN Countries
	212.Philosophy of Teaching in ASEAN Teacher Education Institutions
	213.Assessment of the Level of Internationalization of Teacher Education Institutions in the Philippines: Basis for Development Programs
	214.Competitive Edge of Migrant Filipino Teachers in Selected Countries
	215.Integrating Transversal Competencies in Education Policy and Practice in the Philippines
	216.Mobility and Employability of Teacher Education Graduates in the ASEAN Region toward Standards Harmonization for Managed Mobility/Facilitative Entry
	217.Constructing the ASEAN Image through the Educational Curriculum of Selected 3NS and Teacher Education Institutions among Members of ASEAN
Product Development (n=11)	218.Development of Tutorial Courseware on Selected Topics in Mathematics, Science, and the English Languages
	219.Preparation and Validation of Instructional Materials for K-3
	220.Non-Conventional Processes in the Development of Culturally-Sensitive Curriculum Material Evaluation Tool (CS-MET)

	221.Development and Validation of Grade 7 and Grade 8 Biokit
	222.Chemistry MicroLab Kit
	223.Physics MicroLab Kit
	224.Development of the PNU Model for Senior High School (Grades 11-12) Teacher Education Track Program
	225.Development of Laboratory Activities Based on Screening and Identification of Potential Immunomodulatory Compounds of Endemic Plants from Baler, Aurora
	226.Toward Developing Science of Survival (SOS) Pamphlets When First Aid is Needed and When Food, Water, and Shelter are Scarce: A Pilot study
	227.Toward Developing Science of Survival (SOS) Pamphlets When Wind Rages and Water Rises (for Typhoon, Flash flood, Storm Surge and Tsunami) and When Earth Moves (for Earthquakes and Their Aftermath): A Pilot Study
	228.Arrangement of Selected Manobo Songs of Agusan
Sustainability (n=2)	229.The Floral Cover of Santa Victoria Caves Ilagan Sanctuary: Baseline Data for Conservation or Priority Species of Indigenous Trees
	230.Competencies for Natural and Climatic Disasters
New and Emerging Areas in Teacher Education (n=1)	231.Philippine Normal University Brain-based Research and Education Neuroscience Program



PHILIPPINE NORMAL UNIVERSITY

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