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UNIVERSITY RESEARCH AGENDA 2019-2023

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Published every five years and exclusively distributed by the

PHILIPPINE NORMAL UNIVERSITY

Taft Avenue, Manila

Tel/Fax (632) 5317-1768 loc. 751

Printed by the Philippine Normal University Press

ISSN: 2599-5146



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

UNIVERSITY RESEARCH AGENDA

2019 - 2023

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FOREWORD

In a fast-changing and highly globalized world, the need for accurate and relevant information becomes a necessary tool to address the new and emerging challenges in the various facets of society. For this reason, many resort to seeking the expertise of academics in higher education institutions (HEIs) for technical advice. Research, as the primary driving force for producing new and relevant knowledge, plays a significant role in providing data and potential solutions to these growing issues.

The Philippine Normal University (PNU), as the National Center for Teacher Education (NCTE) by virtue of Republic Act No. 9647, is mandated by law to provide technical support to the Department of Education (DepEd) and the Commission on Higher Education (CHED), to build and develop a database on education, as well as to conduct research and provide assistance to legislators in matters pertaining to education and teacher education. True to its mandate, PNU continues to be the foremost research institution providing policy researches and recommendations to improve the quality of teachers and teacher education in the Philippines.

The advent of the global health emergency has changed the landscape of education on a large scale. There is, therefore, an urgent need to provide sustainable solutions to ensure the continuity of teaching and learning despite the circumstances—solutions that could persist and endure even in the post-pandemic world. With this as an additional impetus, PNU hereby releases the University Research Agenda 2019–2023. This paves the way for new and emerging studies that focus on the shifts, trends, and issues in basic education and teacher education.

I encourage our faculty members, administrative staff, and students to embrace the culture of research, collaboration, and sharing of newfound knowledge to the community. In this digital age, we need sufficient, accurate, and valid information in order to make well-informed and data-driven policies and decisions to aid our students, teachers, people, and nation. Imbued with the core values of Truth, Excellence, and Service, I am confident that we will contribute towards developing a literate and knowledge-driven society.


BERT JAZMIN TUGA, PhD
President



PREFACE

As the National Center for Teacher Education (NCTE), the Philippine Normal University (PNU) is mandated to provide policy recommendations relevant to education in general and teacher education in particular to various government agencies. These recommendations are drawn from research projects of the University in partnership with other institutions and/or organizations. Over the last years, PNU's research activities have been anchored on the University Research Agenda (URA) 2016-2018.

In 2019, to ensure its relevance, the URA was reviewed. The Educational Policy Research and Development Center (EPRDC) facilitated the processes in reviewing and updating the URA. Several workshops and consultations were conducted to secure proposals, inputs, and feedback from internal and external stakeholders of the University. Incidentally, the health emergency due to the COVID-19 pandemic that hit the country beginning the first quarter of 2020 prompted the EPRDC to further secure inputs for the proposal. Finally, the proposed updated University Research Agenda 2019-2023 was presented to the Administrative Council in November 2020 and subsequently approved by the Board of Regents (BOR) thru PNU BOR Resolution Number U-3204, s. 2020 in its meetings on December 16, 2020.

Taking into consideration the various drivers of research (e.g., international and national trends, and directions in education and teacher education), the URA 2019-2023 focuses on four (4) core research goals, to wit: 1) re-imagining teacher education; 2) sustaining teacher quality; 3) nurturing learners; and, 4) transforming society. Each of these core research goals has its corresponding research areas and themes based on the University research thrust of conducting high impact research that will improve the quality of the educational system, particularly teacher education, in the country and in the world.

Given the URA 2019-2023, it is expected that the research projects of the University to be conducted by the faculty, staff, and students, either individually or collectively, will be congruent and consistent with the goals and themes articulated by the new research agenda. Such would include collaborative research projects in partnership with other institutions and/or organizations, both local and abroad. In the end, it is the University's fervent hope that research projects of the internal stakeholders of PNU shall: 1) serve as inputs to educational policies and reforms in the country and beyond; 2) provide scientific impact to educational theory and practice; and 3) provide practical impact to people and the society.



RONALD ALLAN S. MABUNGA, PhD

Vice President for Research, Planning and Quality Assurance



THE PHILIPPINE NORMAL UNIVERSITY VISION AND MISSION

VISION

PNU shall become an internationally recognized and nationally responsive teacher education university. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers who can directly inspire and shape the quality of Filipino students and graduates in the country and the world.

MISSION

PNU is dedicated to nurturing innovative teachers and education leaders.

Updating Process of the PNU Research Agenda

The updating of the University Research Agenda is critical in aligning the research focus of the Philippine Normal University (PNU) to current and emerging trends and issues that define or redefine education and teacher education in the country and beyond. Central to the need to update the PNU Research Agenda is the need to craft a new framework which will provide guidance to all PNU researchers in designing and conducting research projects that contribute to the PNU Vision of being an internationally recognized and nationally responsive teacher education university.

Through the initiative and coordination of the Educational Policy Research and Development Center (EPRDC), the 2015–2018 PNU Research Agenda framework was reviewed, and a new research agenda framework was designed in consideration of the following: (1) the United Nations Sustainable Development Goals (SDGs 2030); (2) global trends in education; (3) international and national quality assurance systems; (4) PNU's role as the National Center for Teacher Education (NCTE); (5) the Philippine Government's *Ambisyon Natin* 2040; (6) key reforms in Philippine Education; (7) the National Research Agenda for Teacher Education (NRATE, 2019–2023); and (8) PNU's Strategic Development Plans (SDPs). The updating of the research agenda framework ensured the responsiveness of PNU's research efforts to real world problems and issues in education and teacher education while continuously fulfilling its mandate as the National Center for Teacher Education (NCTE). The updated research agenda is designed to provide a framework on which research efforts of all PNU stakeholders are anchored.

The updating of the PNU Research Agenda was an iterative process involving the key research stakeholders in the University. The process which began in 2019 involved four (4) phases of analysis involving the top management, academic deans and directors, faculty members, students, and other stakeholders. In the first phase, relevant documents with a priori research themes were reviewed, and initial research areas were identified. Preliminary consultations with academic units in the University were done to validate the initial research areas. The second phase involved the conduct of a stakeholders' consultative forum where the research areas from the first phase were elaborated, and more specific research areas were identified. The third phase revolved around applying thematic analysis of the results from the two phases, with the end goal of developing an updated research agenda framework with new research themes. The fourth phase involved a review and finalization of the developed framework and research themes by the faculty and staff of EPRDC in SY 2020–2021.

Phase One: Document Analysis towards the Identification of Initial Research Areas

Three documents were analyzed by the PNU Research Agenda Committee composed mainly of full-time faculty researchers from the EPRDC to cull research themes which would serve as initial research areas. The 2015–2018 PNU Research Agenda, the National Research Agenda for Teacher Education (NRATE 2019–2023), and the Philippine Professional Standards for Teachers (PPST) were used as the main frames for extracting the research areas. The 2015–2018 URA was examined to assess which research areas can be retained in the new agenda. The NRATE was examined to identify research areas that PNU can champion. Likewise, all PPST areas were considered as initial themes for the stakeholders to work on.

Based on the document analysis, five initial research areas were extracted:

Area 1 – Content Knowledge, Pedagogy, and Learning Environment

Area 2 – Diversity of Learners

Area 3 – Curriculum, Planning, Assessment and Reporting

Area 4 – Community Linkages, Professional Engagement, Personal Growth and Professional Development

Area 5 – Crosscutting Research Concepts in Teacher Education, Basic and Applied Research, and Policy Research

The initial research areas were reviewed by a core team made up of the heads of various academic units in the University (i.e., deans, associate deans, and institute and center directors). Likewise, a detailed list from the NRATE document was fielded to identify the research priority areas for each academic unit. In various meetings, the core team responded to an online thought listing platform. The list generated specific research priorities per unit, institute, and college. The consolidated NRATE checklist and thought listing were used as the first layer of analysis. The layers served as a platform for the general categories where the specific topics were clustered across the five initial research areas.

Phase Two: Stakeholders' Consultation

A Stakeholders' Consultative Forum was held on November 28, 2019 at PNU to gather together the University's internal and external stakeholders for their inputs in the crafting of the PNU Research Agenda 2019–2023. The stakeholders were grouped according to the five areas generated from the outputs in Phase 1.

Prior to the forum, a facilitators' group was formed by EPRDC to lead the focus group discussions (FGD) to be conducted during the consultative forum. Likewise, a

documenters' group was organized to assist the facilitators in recording relevant details of and inputs given during the consultative forum. Their training involved agreeing on the main questions and follow-up questions to expound and substantiate the core areas. The documenters were provided with the main points that should be recorded.

The invited internal stakeholders of the University were selected students, parents, faculty, staff, and administrators. The external stakeholders, on the other hand, were representatives from universities and private/public, non-profit, and non-stock organizations concerned with the educational sector (e.g., UNESCO, NRCP, UP-NISMED, St. Scholastica's College) as well as members of the partner schools and communities of PNU (e.g., SDO Marikina, Ignacio Villamor High School).

The forum included an orientation with the stakeholders regarding the development of the research agenda and their roles in its formulation. The director of the EPRDC and a representative from the Research Center for Teacher Quality (RCTQ), who served as resource speakers, provided essential details and emphasized the importance of collaboration in coming up with an updated research agenda. The FGD sessions were conducted with the stakeholders giving essential inputs to the research priorities of the University. The consultative forum ended with a message of commitment to address the areas identified in the FGD sessions.

Phase Three: Data Consolidation, Analysis, and Framework Design

Phase three consisted of data consolidation by coding, derivation of emerging themes, alignment of emergent themes with a priori research areas, integration of findings, and finalization of the framework. An NVivo analysis was performed to code and extract emerging themes from the: (a) thought-listing; (b) meta-cards used in the forum; (c) FGD transcriptions; and (d) response to questionnaires. Four layers of data were derived and merged to formulate the proposed research themes and priorities that made up the preliminary draft of the 2019-2023 PNU Research Agenda.

Internal validation of the emerging themes was done through in-depth discussions between and among the faculty researchers of the EPRDC, taking into consideration the various drivers for the University research agenda (e.g., key reforms in Philippine education, quality assurance systems). Lastly, a framework was developed to reflect the flow of the agenda.

Phase Four: Review and Finalization of the Research Agenda

Lastly, Phase 4 involved the final review and refinement of the preliminary research agenda framework and research themes by the EPRDC faculty and staff. The framework and research themes were revised to maximize the research agenda's congruence with the role of PNU as NCTE, PNU SDP's, quality assurance systems,

global trends in education (specifically the impact of the COVID-19 pandemic to educational systems), the Philippine government's *Ambisyon Natin 2040*, and the UN SDGs 2030.

The Updated PNU Research Agenda Framework

The PNU Research Agenda 2019–2023 is driven by international (UN SDGs 2030, quality assurance systems, global trends in education), national (NCTE Law, *Ambisyon Natin* 2040, NRATE, key reforms in Philippine education), and institutional (PNU SDPs) contexts and conditions. These contexts and conditions are the imperatives in the conduct of high impact research that directly contributes to the quality of the educational system, particularly teacher education in the country.

As the NCTE, PNU is duty-bound to provide holistic and inclusive solutions to contemporary and emerging issues in teacher education through research. Specifically, the NCTE Law requires PNU to: conduct research to enhance curriculum and training designs for teacher training, teacher education, and continuing professional education of teachers and academic supervisors; develop and validate different models of teacher education; and address key factors in successful teacher education programs. Thus, research in teacher education and teacher quality are expected to be at the forefront of the university research agenda.

The new research agenda framework is also driven by the need of the University to contribute to the Philippines' *Ambisyon Natin* 2040. Through research that informs or promotes foundational literacies, competencies, and character qualities among Filipino learners, the ultimate goal of Filipinos living a life that is *mataatag, maginhawa, at panatag* can be realized. This purpose is consistent with the need to also contribute to the realization of the UN Sustainable Development Goals (SDGs) for 2030, especially in terms of SDG 4 (Quality of Education) which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 3 (Good Health and Well-Being), SDG 5 (Gender Equality), SDG 11 (Sustainable Cities and Communities), and SDG 16 (Peace, Justice, and Strong Institutions) were also considered in the crafting of new research areas and themes. Hence, research about the quality and well-being of learners, and research that can contribute to positive social transformation are essential priorities in the university research agenda.

In addition, the NRATE provided a parallel focus on teacher education research, and so the priority research areas defined in NRATE were reviewed to assess which areas are aligned with the mandate of PNU as NCTE and which areas are relevant with the SDPs of PNU, especially in terms of the following domains: *shared vision of excellence, quality assurance, system-based solutions, and responsiveness to stakeholders*. Another key driver are the various quality assurance systems like program accreditation, which ensure that faculty and student research in the University are compliant to the requirements and standards of the Philippine government and other external agencies. Current global trends in education (e.g., flexible learning, impact of COVID-19 pandemic on educational systems) and recent key reforms in the

educational system of the Philippines (i.e., Outcomes-Based Education or OBE, PPST, and the K to 12 Basic Education Curriculum) were also considered in the crafting of the research agenda.

Taken together, these drivers provided a lens to identify priority research areas and topics for the next three years and beyond. These drivers gave birth to four core research goals and five key research areas of the PNU RA 2019-2023. The four (4) core research goals of the PNU Research Agenda are thematically categorized as follows:

Goal 1 - Re-imagining Teacher Education

Goal 2 - Sustaining Teacher Quality

Goal 3 - Nurturing Learners

Goal 4 - Transforming Society

These core goals allow the research agenda to be purpose-driven and goal-oriented. The identified key research areas were designed to address the realization of these core research goals. As such, the core goals serve as the guiding principles behind each research area and all corresponding research themes.

CORE RESEARCH GOALS	KEY RESEARCH AREAS	DESCRIPTION OF RESEARCH AREAS
Re-imagining teacher education	Teacher Education Frameworks and Programs	Refers to development and analysis of contemporary and emerging teacher education frameworks, models, policies, programs, and practices in institutional, national, and international levels.
Sustaining teacher quality Nurturing learners	Basic Education System	Refers to investigation of the various factors and contexts that shape outcomes in the country's basic education system. This includes needs and characteristics of basic education learners and their learning environment, scholarship of teaching, curriculum, school leadership, and educational policies.

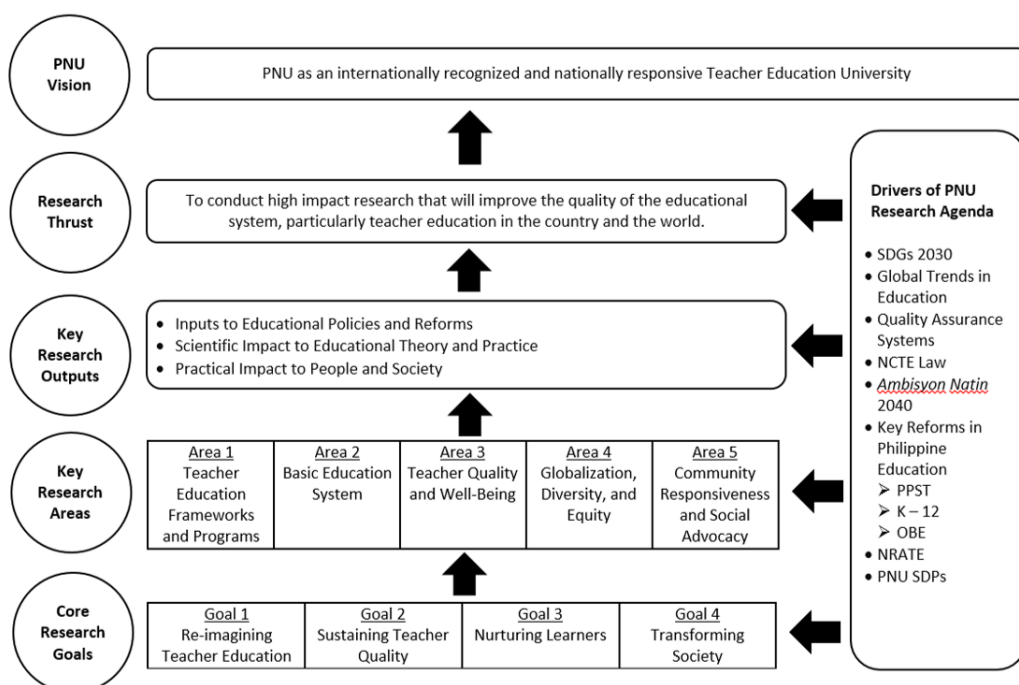
Sustaining teacher quality	Teacher Quality and Well-being	Refers to investigation of the various factors that shape or contribute to professional quality and personal well-being among pre-service and in-service teachers, and teacher education faculty.
Nurturing learners Transforming Society	Globalization, Diversity, and Equity	Refers to research that aims to highlight current global or international trends and standards in education and teacher education, and on how global developments and the internationalization of education address diversity and promote equity among learners and other stakeholders of educational systems.
Nurturing learners Transforming Society	Community Responsiveness and Social Advocacy	Refers to research that aims to design, implement, or evaluate various educational, research, and extension programs and products for various educational stakeholders, as well as studies that aim to advocate the role of education in promoting positive social change.

The identified five key research areas shall serve as the overarching focus in crafting the research projects and programs in PNU. Gender and Development (GAD) concepts, crosscutting concepts in education and teacher education, and policy studies and analysis are conceptualized as embedded across all five research areas.

Figure 1 shows the graphical illustration of the PNU Research Agenda Framework for 2019–2023. The figure presents the various contexts and conditions that drive the design of the university research agenda and shows the core research goals and the key research areas that define the research focus and priorities of the University. The figure also depicts how the research goals inform the key research areas which lead to three key research outputs: *(1) practical impact to people and society; (2) scientific impact to educational theory and practice; and (3) inputs to educational policies and reforms*. These outputs represent PNU's identity as the NCTE and its aim to be a premier teacher education research university in the Philippines and beyond. The attainment of the key research outputs leads to the attainment of PNU's research

thrust of conducting high impact research in education and teacher education which in turn leads to the realization of PNU's Vision to become an internationally recognized and locally responsive teacher education university.

Figure 1
The PNU Research Agenda Framework for 2019-2023



Research Areas and Research Themes

For each of the five key research areas, specific research themes were identified. There are a total of 19 research themes across the five key research areas. The research themes were contextualized in consideration of the research priorities of the various academic units as well as in cognizance of the thrusts of the various disciplines and academic programs across units. The research themes shall serve as the specific priority research areas where research projects in the University should be developed.

For each research theme, key topics, lead units, and sample research topics are provided. The key topics are not meant to be exhaustive and complete but are provided to allow researchers to conceptualize research programs and proposals consistent with the key research areas and research themes. The identified lead units per research area are envisioned to lead the research undertakings in a given research theme, but it is expected that all academic units can engage in any of the priority research areas, independently or in collaboration with one or more of the lead units. The sample research topics are meant to provide topics where researchers can model their research problems.

AREA 1. TEACHER EDUCATION FRAMEWORKS AND PROGRAMS

<i>Research Themes</i>	<i>Key Topics</i>	<i>Lead Units</i>	<i>Sample Research Topics</i>
The Philippine Professional Standards for Teachers (PPST) and Teacher Education	PPST-teacher education curriculum alignment, in-service teachers' career journey and professional advancement, graduate education and PPST, comparative analysis of PPST with other professional standards for teachers	All academic units, EPRDC, RCTQ	Assessing the alignment of graduate teacher education curricula with PPST
			A grounded theory study on the transition from beginning to distinguished teachers
			Developing a model on the role of graduate education in the career advancement of professional teachers

Language Education and Teachers	Learner-centered approaches in language education, using technology for language learning, culture and language education, MTB-MLE implementation, intellectualization of Filipino in different areas, language literacy development	FAL, GTEF, ITL, and equivalent units from the campuses	Rapid assessment of the competencies of Filipino teachers in MTB-MLE instruction
			Assessing the language literacy of Grade 1 to 6 teachers
			Development of a culturally-grounded model in teaching Filipino in junior high school
Education 4.0	Schools' readiness for Education 4.0, scholarship of teaching and technology, knowledge management, technology and learning, digital literacy, learning management systems, archival science, artefact education, virtual reality in the classroom, artificial intelligence and learning, ICT education, seamless learning	IKM/SIKM, CFlex and ePNU, ITL, and equivalent units from the campuses	Towards a proposed knowledge management (KM) framework for TEIs
			Design and pilot implementation of Massive Open Online Courses (MOOCs) for Teachers
			Towards an emerging model of cyber citizenship for Filipino teachers
			Technology-oriented practice teaching experiences
			Development and validation of tools to measure Information literacy competencies of basic education teachers
Remote Teaching and Learning (RTL) in Teacher Education	Flexible learning delivery, distance education, open education programs, remote modular learning, pedagogy in	All academic units	Assessment beliefs and practices in online learning: A case study of a select group of mathematics education educators

	RTL, student motivation in RTL, teachers competencies in RTL, blended learning		Flexible Learning among ECE students: An action research
			Development of self-directed remote learning modules in Physical Education 3
Pre-service and In-service STEM/STEAM Education	STEM/STEAM as a career choice, STEM/STEAM and innovations, STEM/STEAM curriculum, pedagogical innovations for STEM/STEAM classrooms	FSTEM, GTEF, and equivalent units from the campuses	Towards an indigenous model of STEAM Education
			The role of culture and language in choosing STEM teacher education programs
			Assessing pre-service science education programs from the lens of multicultural education
Innovations in Teacher Education Curriculum	Transversal curriculum, global citizenship education, personalized curriculum, trauma-sensitive education, success by design, humanistic learning, indigenous education	All academic units	Integrating trauma-sensitive education in a graduate values education course
			Mapping core transversal competencies in ECE curriculum
			Towards the development of an IP teacher education framework
Positive Education in Teacher Education	Positive emotions and learning, positive cognitions and teaching, strength-based interventions, motivation and academic success	FBESS, GTEF, OSASS, and equivalent units from the campuses	A positive psychology intervention for graduate students struggling to complete their thesis research

			<p>The effects of gratitude exercises and positive feedback on student teachers' positive emotions and performance</p>
			<p>The positive side of upcoming retirement: A phenomenological study on teacher educators</p>

AREA 2. BASIC EDUCATION SYSTEM

<i>Research Themes</i>	<i>Key Topics</i>	<i>Lead Units</i>	<i>Sample Research Topics</i>
Curriculum Design and Management	Evaluation of the Kto12 curriculum, curricular enrichment, basic education policy review and evaluation, curriculum review vis-à-vis ILSA standards, curriculum review vis-à-vis international education standards, Alternative Learning System (ALS)	CTD, Institutes, EPRDC and equivalent units from the campuses	ALS implementation during the time of the COVID-19 pandemic
			Analysis of PISA collaborative problem-solving competencies and Philippine high school science curriculum
Pedagogical Innovations	Development of learning resources, emerging pedagogical approaches in basic education, adaptive pedagogical strategies, assessment tools for 21 st century skills, technology-oriented instruction and assessment, differentiated instruction and assessment, blended learning in basic education, neuroscience-based pedagogies	All academic units	Using games as an authentic assessment strategy in social studies
			Portrait of the Filipino teachers in the time of pandemic and quarantine: Flexible or not?
			Development of a manual for developing science laboratory skills in an online learning environment

Developmental Needs of Learners	Learners' transition from one level/stage to the next, interactive effects of motivation and cognition on students' academic achievement, learners' physical and psychological well-being, neuroscience and learning, personal and contextual factors of learning, culture and learning	All academic units	Testing the association between Filipino high school learners' work values and their career choice
			Mothers as facilitators of learning in the time of COVID-19 pandemic: A phenomenological study
			A longitudinal study on the development of empathy in school children
School Leadership Quality	Philippine Professional Standards for Supervisors (PPSS), Philippine Professional Standards for School Heads (PPSSH), school management systems, total quality management, performance management system, school leadership and teacher outcomes, school leadership and student outcomes, human resource management	GTEF, RCTQ, EPRDC, and equivalent units from the campuses	The relationship between strategic thinking and decision-making competencies among public school principals in NCR
			Building school heads and teachers' collaborative mindset: Program design and implementation

AREA 3. TEACHER QUALITY AND WELL-BEING

<i>Research Themes</i>	<i>Key Topics</i>	<i>Lead Units</i>	<i>Sample Research Topics</i>
Lifelong Learning for Teachers	graduate education, continuing professional education, in-service training, professional development programs, research collaboration and mentorship, teachers' professional advocacies, national	GTEF, FES, CFlex, Institutes, EPRDC and equivalent units from the campuses	Exploring the psychological factors of success in completing graduate degrees in PNU
			From facilitating learning to creating knowledge for learning: A multiple case study of teachers who

	<p>policies on lifelong learning, ICT and lifelong learning</p>		<p>are proficient researchers</p> <p>Assessing the impact of school-initiated teacher development programs: The case of five schools in NCR</p>
<p>Teacher Well-being</p>	<p>Psychological well-being, physical wellness, financial literacy, socio-emotional competencies, professional support, school climate, workplace hazards</p>	<p>GTEF, FBESS, IPEHRDS, EPRDC, OSASS, and equivalent units from the campuses</p>	<p>Physical activities and eating habits among public school teachers in work-from-home scheme during the COVID-19 pandemic</p> <p>Effects of a financial literacy program on the financial stress and anxiety among public school teachers with debt problems</p> <p>Developing a measure of online teaching fatigue for Filipino teachers</p>
<p>The Dignity of Teaching</p>	<p>Work ethics, professional standards and teachers' demeanor, philosophy of teaching, professional identity of teachers, reflective teaching, teachers' work valuation</p>	<p>All academic units, EPRDC, RCTQ</p>	<p>A grounded theory study on the ethical decision-making of Filipino teachers facing ethical issues in teaching</p> <p>Professionalism and accountability among teachers in the context of teaching in the new normal</p> <p>Explicating PNU graduate research professors' teaching philosophies</p>

AREA 4. GLOBALIZATION, DIVERSITY, AND EQUITY

<i>Research Themes</i>	<i>Key Topics</i>	<i>Lead Units</i>	<i>Sample Research Topics</i>
Globalization and Learning	Global citizenship education, student mobility, experiences of foreign students, experiences of Filipino students in foreign schools/universities, multicultural education, globalization, and indigenous education, comparative education	All academic units, LIO, OSASS	A narrative inquiry on the academic experiences of foreign doctorate students in PNU
			A comparative analysis of multicultural educational systems of selected ASEAN countries
Internationalization of Education	International quality assurance systems, international curriculum contextualization/adaptation, international linkages and collaborations, international education programs, best practices of international/global TEIs	All academic units, LIO, CPQA	A feasibility study for an international school heads course
			Assessment of the internalization practices of selected ASEAN TEIs
Inclusive Education	Inclusive learning environment, differentiated instruction, gender-fair education, mainstreaming in SPED, SEN programs, inclusive education policies, instructional and technological resources for learners with disability or special needs	FES, GTEF, OSASS, UCGD, and equivalent units from the campuses	Examining the socio-cultural factors of inclusive learning environment
			Formative assessment of the institutional readiness for inclusive education
			Integrating gender-fair concepts and ideas in instructional materials for professional education courses
			Differentiated Instruction in selected teacher education courses: An experimental study

AREA 5. COMMUNITY RESPONSIVENESS AND SOCIAL ADVOCACY

<i>Research Themes</i>	<i>Key Topics</i>	<i>Lead Units</i>	<i>Sample Research Topics</i>
Design and Evaluation of Community Extension Programs	Needs assessment, technology development and utilization, school-industry partnership, research and extension framework, program evaluation, impact study, local government and university engagements	All academic units, CPEO, EPRDC, and equivalent units from the campuses	Impact analysis of the Adopt-a-School Program
			Summative evaluation of the 5-year campus extension program
			A process evaluation of a community counselling program using Provus Model
Service Learning through Community Engagement	Service learning, community integration, environmental studies, disaster risk awareness and management, crisis management, health education, cultural preservation or heritage analysis, culture and arts education, lifelong learning in communities, learning cities	All academic units, CPEO, and equivalent units from the campuses	Towards the development of a model for community-responsive Field Study program
			The effects of a community immersion program on the civic identity and social responsibility of Filipino college students
			Development and try-out of modules for pro-active community actions during natural disasters and calamities
Education and Social Change	Transformative education, justice-oriented pedagogy, education and poverty, gender empowerment learning programs, pedagogy for the marginalized learners, education for sustainability, education and responsible citizenship, education reforms and society, the future of education, education in times of disruptions	All academic units, EPRDC	Applying justice-oriented pedagogy in the course Understanding the Self
			Environmental education for responsible citizenship among Filipino college students
			Analysis of selected educational policies in the time of the COVID-19 pandemic: Towards education reforms for the new normal

APPENDIX A

RESEARCH PROJECTS COMPLETED PER RESEARCH THEME

URA 2016-2018

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
1	Student Empowerment Pathways to Poverty Alleviation: Nurturing Innovative teachers and Education Leaders	2016	Advocacy for the poor
2	Cultural Metaphors of Poverty and Development	2016	Advocacy of the Poor
3	Development of a Pedagogy Model for Poor Students	2016	Advocacy of the Poor
4	Positive Metacognitions and Meta-emotions Predict PTSD and Posttraumatic Growth in Survivors of a Natural Disaster	2016	Brain-Based Research and Education Neuroscience
5	PTSD Factor Structure and Relationship with Self-Construal among Internally Displaced Persons	2016	Brain-Based Research and Education Neuroscience
6	Philippine Normal University Brain-Based Research and Education Neuroscience Program (PNU-BRAENS PROGRAM) – Phase 1	2017	Brain-Based Research and Education Neuroscience
7	Filipino Children Perceived Teachers as Warm: A Social Cognition Experiment	2017	Brain-Based Research and Education Neuroscience
8	Filipino Children Perceived Teachers as Warm: A Social Cognition Experiment	2017	Brain-Based Research and Education Neuroscience
9	Brain Dominance, Learning Styles, and Mathematics Performance of Preservice Mathematics Teachers	2018	Brain-Based Research and Education Neuroscience
10	Mass Spectra of Hadronic Mesons	2018	Brain-Based Research and Education Neuroscience

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
11	LAMESA "Life Saving Automated "MESA" to Endure Seismic Activity	2017	Community Responsiveness
12	Pandacan Stories: Identifying the Impact of FAL's Arts in Development Extension Program	2017	Community Responsiveness
13	Examining the Family Dynamics in Addiction: Inputs for Treatment Intervention in the Philippine Setting	2017	Community Responsiveness
14	Perceived Burdensomeness Mediates the Relationship between Hopelessness and Depression Symptoms	2017	Community Responsiveness
15	Stress-Related Factors and Creative Coping Strategies of Teachers of Epifanio Delos Santos Elementary School (EDSES)	2017	Community Responsiveness
16	Development and Validation of a DSM-5-Based Generalized Anxiety Disorder Self-Report Scale: Investigating Frequency and Intensity Rating Differences	2017	Community Responsiveness
17	PNU LIS Graduates 2012-2016 Tracer Study	2017	Community Responsiveness
18	Examining the Factor Structure of the Victorian Gambling Screen in Gambling-exposed Chinese Casino Workers	2017	Community Responsiveness
19	Community-Based Eco Activity: An Out-of-School Youth Environmental Education Program	2018	Community Responsiveness & Environmental Sustainability
20	Management Process in Teacher Education Science Curriculum Revision in Response to the New Basic Ed. Curriculum for K-12	2016	Curriculum Innovation
21	Development and Validation of an Achievement Test in Earth Science	2016	Development and Validation of Assessment
22	Development and Validation of Instructional Module in Phil. Folk Dance for PNU Outcomes Based PE TEC (OBPETEC)	2016	Development of Instructional Materials
23	Content-Area Reading in Biology: support Intervention Materials (2016-2017)	2016	Development of Instructional Materials

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
24	Disaster Mitigation and Preparedness of Cadiz City, Negros Occidental	2016	Disaster-Risk Related Management
25	Indigenous Knowledge and Disaster Risk Reduction Education	2016	Environmental Studies
26	Modeling an Environmental Education Program to Promote Environmental Awareness and Education	2016	Environmental Sustainability
27	Environmental Education Among Tertiary Schools: Research into Current Practices and Possibilities	2017	Environmental Sustainability
28	Investigating the Factors that Influence the Carbon Footprint: Survey among Filipino Students	2017	Environmental Sustainability
29	Biophysical Characterization of Lalaguna Marshland: A Guide for Sustainable Resource Use	2018	Environmental Sustainability
30	Exploring the Effects of BLOKIT on Students' Confidence, Motivation, Achievement and Students' and Teacher's Perceptions	2018	Environmental Sustainability
31	The Cultural Landscape of Pampanga's Lenten Season Rituals: Negotiating Syncretic Identity and Globalization	2018	Environmental Sustainability
32	The Case of Mercury Contamination of Laguna De Bai from the Perspective of Sociology of Knowledge	2018	Environmental Sustainability
33	Integrating Environmental Education in the Curriculum: Its Effect on the Level of Environmental Competence of Pre-Service Teachers	2018	Environmental Sustainability
34	The First Recorded Rock Art in Mindoro	2018	Environmental Sustainability
35	Kaemag, Wuhig, Pasak Duw Guyanganan (Air, Water, Land and Forests): The Manobo Eco-Literatures in Preserving Nature	2018	Environmental Sustainability
36	Women Studies and Transformative Education	2016	Gender and Development
37	Web-Based Research Management: Design and Development of a University Research Portal	2016	IKM Infrastructure

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
38	Task/Function-Based Technological Competencies of the PNU Non-Teaching Staff: Basis for Capacity Building Program	2017	Information and Knowledge Management
39	Employability Competencies of PNU Graduates	2018	Information and Knowledge Management
40	Facebook Short Response: The 10/90 Model and Comment-and-Reply Strategy in Keeping Students Academically and Emotionally Engaged Online	2018	Information and Knowledge Management
41	Teaching Digital Citizenship through Blended Learning	2018	Information and Knowledge Management
42	Student Services Satisfaction Survey	2018	Information and Knowledge Management
43	Pagsusuri sa Kaangkupan ng Umiiral na Patakarang Pangwika sa PNU Batay sa Hamon ng NCTE, Kasanayang 21 Siglo at K-12	2016	Innovation in Curriculum
44	Towards Quality Graduate Teacher Education: A PNU CGSTER Study - Science Education	2016	Innovation in Curriculum
45	Analyzing the Outcomes of Mathematics Teacher Preparation in the Philippines: Challenges in Improving Teacher Quality in the K to 12 Mathematics Program (Examining Preservice Secondary Teachers' Mathematics Knowledge for Teaching and Challenges in Improving Teacher Quality	2016	Innovation in Curriculum
46	Pagtataya sa Modularisasyon ng K-12 sa Asignaturang Filipino:Tungo sa Pagbuo ng Modelo ng Ebalwasyon para sa Kagamitang Pampagtuturo na Tutugon sa ika-21 Siglong Kasanayan	2016	Innovation in Curriculum
47	Towards Developing a Competency Standard for Chemistry Teacher Education Curriculum.	2016	Innovation in Curriculum
48	Documentation of Oral Literature Genres of the Ethno-Linguistic Groups in Agusan del Sur: Input for MTBL Lesson Exemplars	2016	Innovation in Curriculum

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
49	Content Test Scores of Prospective Mathematics Teachers: Input to Mathematics Teacher Education Curriculum	2016	Innovation in Curriculum
50	Weaving the TLE Modules into the K to 12 Curriculum: an Exploratory Study	2016	Innovation in Curriculum
51	Comparative Analysis of Physical Education Fitness Students Under the PNU Transition Curriculum	2016	Innovation in Curriculum
52	Pagsusuri sa Kahusayan sa Pagtuturo ng Filipino Batay sa Pananaw ng mga Guro, Kapwa Guro, at mga Mag-aaral sa Pamantasang Normal ng Pilipinas (2011-2014)	2016	Innovation in Pedagogy
53	Achievement Goals of Form Five students: Relation to Personal Epistemology and Implicit Intelligence	2016	Innovation in Pedagogy
54	Homecoming: The Balik Scientist Program and the Return of Filipinos Educated Abroad	2017	Innovations in Curriculum and Pedagogy
55	Effecting Change on Students' Critical Thinking in Problem Solving	2017	Innovations in Curriculum and Pedagogy
56	Development of an Innovative Pedagogical Model for Financially-Disadvantaged Students	2017	Innovations in Curriculum and Pedagogy
57	A Review of Literature on Philippine Education from 2010 to 2016: Implications for Policy	2017	Innovations in Curriculum and Pedagogy
58	Pagsasalin sa Wikang Filipino ng mga Katawagan, Opisyal Korespondensya, at Programa Gamit sa Pamantasang Normal ng Pilipinas	2017	Innovations in Curriculum and Pedagogy
59	Examining Philippine Legislations in Teacher Education: A Documentary Review	2017	Innovations in Curriculum and Pedagogy
60	Development and Validation of Word Lists for the Top 7 Philippine Languages Used in the K-3 Curriculum	2017	Innovations in Curriculum and Pedagogy

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
61	Development of Wellness Dance Exercise for PNU OBTEC	2017	Innovations in Curriculum and Pedagogy
62	Dance Research: Transference and Transformation	2017	Innovations in Curriculum and Pedagogy
63	The Level of Satisfaction of Students on the PNU Mindanao Scholarship Program: Basis for Scholarship Program Policies	2017	Innovations in Curriculum and Pedagogy
64	Mathematics Pre-Service Teachers' Pedagogical Content Knowledge: Their Perspectives of Learners' Mathematical Conceptions and Misconceptions	2017	Innovations in Curriculum and Pedagogy
65	Formative Assessment of an Outcomes-Based Co-Curricular Program	2017	Innovations in Curriculum and Pedagogy
66	Ambag ng Wikang Ilokano	2017	Innovations in Curriculum and Pedagogy
67	Ambag ng Wikang Pangasinan	2017	Innovations in Curriculum and Pedagogy
68	Ambag na Salitang Bikol	2017	Innovations in Curriculum and Pedagogy
69	Implementation of the OBTEC Mathematics and Science Programs as Perceived by the FSTeM Faculty and Students	2017	Innovations in Curriculum and Pedagogy
70	Song-Based Materials Influencing Kindergartens' Acquisition of Social and Emotional Development	2017	Innovations in Curriculum and Pedagogy
71	Towards the Development of a Charisma Inventory for Teaching Effectiveness in the Philippine Classroom	2017	Innovations in Curriculum and Pedagogy
72	KABuLOhan: Paggamit ng Proseso sa Pag-uulo ng Balita sa Pagpapaunlad sa Kakayahan sa Paglalagom ng Binasa sa Ikapitong Baitang sa Pamantasang Normal ng Pilipinas	2017	Innovations in Curriculum and Pedagogy

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
73	Lahok-Linang: Pagtataya sa mga Gawain ng Kapisanang Diwa at Panitikan (KADIPAN) Taong Panuruan 2016-2017 bilang Integratibong Lunsaran sa Paglinang ng mga Makrong Kasanayang Pangwika tungo sa Pagpapataas ng Pakikilahok sa mga Gawaing Pang-Organisasyon	2017	Innovations in Curriculum and Pedagogy
74	BINAGAO: Pagmamapa ng Kalinangang Bayan ng Bongabong, Silangang Mindoro Tungo sa Pagbuo ng Lunsarang Aralin Kaugnay ng MLE-MTBI	2017	Innovations in Curriculum and Pedagogy
75	The Relationship Between Reading Comprehension and Reading Achievement	2017	Innovations in Curriculum and Pedagogy
76	Hand-in-Hand: A Senior High School Knowledge Sharing Model	2018	Innovations in Curriculum and Pedagogy
77	Ambag ng Wikang Tagalog - Nueva Ecija sa Filipino	2018	Innovations in Curriculum and Pedagogy
78	Collaborative Development of Lesson Exemplars in PCK Courses	2018	Innovations in Curriculum and Pedagogy
79	Spirituality, Level of Stress, and Academic Achievement of the Outcomes-Based Teacher Education Curriculum (OBTEC) Students: Basis for Enhancement Activities	2018	Innovations in Curriculum and Pedagogy
80	Ethnography of K to 12 Classrooms in the Philippines	2018	Innovations in Curriculum and Pedagogy
81	STEM in the Philippines: An Education Pipeline Study	2018	Innovations in Curriculum and Pedagogy
82	Development of silent reading comprehension test: Analysis of student's skills of one of the State Universities and Colleges offering agriculture program in Caraga Region, Philippines	2018	Innovations in Curriculum and Pedagogy

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
83	Rethinking the Native Speaker (NS) – Non-native Speaker (NNS) Dichotomy in the World Englishes Context: Implications to the Language of Instruction Policy in the Philippines	2018	Innovations in Curriculum and Pedagogy
84	Elementary Grade Level Double Sessions and Shifting Effects: Multiple Perspectives of Pupils, Parents and Teachers' Voices	2018	Innovations in Curriculum and Pedagogy
85	Outcomes-Based Program Quality Assurance Accreditation Survey Instrument: Its Development and Validation	2018	Innovations in Curriculum and Pedagogy
86	Perceived Status of Instructional Materials in Bachelor of Technology and Livelihood Education Program	2018	Innovations in Curriculum and Pedagogy
87	Development of Hub and Curriculum Frameworks of PNU Visayas	2018	Innovations in Curriculum and Pedagogy
88	A Typical Link between Subject Preference and High Academic Performance: The Study of the Case of Araling Panlipunan Students in the Philippine School	2018	Innovations in Curriculum and Pedagogy
89	Assessing Conceptual Understanding in Chemistry using Representation	2018	Innovations in Curriculum and Pedagogy
90	Factors Affecting the Implementation of Science Investigatory Projects and its Implication to the National Science and Technology Fair	2018	Innovations in Curriculum and Pedagogy
91	A Classroom-Based Study to Address the Areas of Difficulty in Doing an Action Research	2018	Innovations in Curriculum and Pedagogy
92	Scientific Literacy Skills of Pre-Service Physical Science Teachers of Bulacan State University – Sarmiento Campus	2018	Innovations in Curriculum and Pedagogy
93	Teaching Practices of Malaysian Science Teachers: Role of Epistemic Beliefs and Implicit Intelligence	2018	Innovations in Curriculum and Pedagogy
94	Epistemological Beliefs in Science of Secondary School Students' in High and Low Performing Philippine Schools	2018	Innovations in Curriculum and Pedagogy

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
95	Systems Framework for a Sustainable Scholarships and Financial Assistance Programs in HEIs in the Philippines	2018	Innovations in Curriculum and Pedagogy
96	Psychological Factors and the Academic Performance among Grade 9 Students: Basis for Academic Self-Engagement Program	2018	Innovations in Curriculum and Pedagogy
97	Meaning in Life and Happiness among Tertiary Education Students	2018	Innovations in Curriculum and Pedagogy
98	Mathematics Anxiety Intervention Program (MARP): Where do we go from here?	2018	Innovations in Curriculum and Pedagogy
99	Mathematics Modelling: Mathematical Investigation using Research and Study Paths for Teaching and Learning	2018	Innovations in Curriculum and Pedagogy
100	Teaching Instrumentation in Mathematics using Research and Study Course for Pre-Service Teachers' Innovations	2018	Innovations in Curriculum and Pedagogy
101	Interrogating Tradition: A Historical Inquiry on the "Foundation Day" of Philippine Normal University	2018	Innovations in Curriculum and Pedagogy
102	Learning Korean as a Foreign Language: The Case of a Teacher Education Institution in the Philippines	2018	Innovations in Curriculum and Pedagogy
103	Intelligence Quotient (IQ) and Academic Performance: A Correlational Research	2018	Innovations in Curriculum and Pedagogy
104	Analysis of Homework Copying and its Prevention in a Math Class	2018	Innovations in Curriculum and Pedagogy
105	An Assessment of Project Teacher Exchange for ASEAN Teachers (TEACH) Program	2018	Innovations in Curriculum and Pedagogy
106	TORCH: An Instructional Model from FS Praxis	2018	Innovations in Curriculum and Pedagogy
107	Pre-Service Teachers' Concept of Sustainable Development and it's Integration in Science Lessons	2018	Innovations in Curriculum and Pedagogy

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
108	Exploring the Filipino Third Graders' Fluency in Science	2018	Innovations in Curriculum and Pedagogy
109	Time-dependent Quantum Dynamics Simulation of the $1\pi\sigma^*$ Photochemical Relaxation of 9H-adenine	2018	Innovations in Curriculum and Pedagogy
110	Transformational Outcome-Based Education of a Pre-Service Physics Program	2018	Innovations in Curriculum and Pedagogy
111	Why Is It Necessary to Integrate Active Learning in Large Class teaching? Lessons from Large Biochemistry and Molecular Biology Classes in Australian Universities	2016	Innovative in Pedagogy
112	Interactive Exhibits and Online Campaigns: Melding Meaningful Content and Practical Skills through Collaborative Projects	2016	Innovative in Pedagogy
113	The Development and Validation of a Set of Teaching Support Materials for Selected Topics in Science, Grades 4-6: Living Things and Their Environment; and Earth and Space Using The Thinking Skill Focused strategies	2016	Instructional Materials Development
114	Internationalization Status of Research Programs among TEIs in ASEAN	2016	Internationalization of Teacher Education
115	Innovations in Pedagogy and Assessment in ASEAN	2016	Internationalization of Teacher Education
116	Competencies in Multicultural, Civic, and Global Citizenship Education in Teacher Development in ASEAN	2016	Internationalization of Teacher Education
117	Qualities and Competence of the ASEAN Arts and Languages Teachers in the ASEAN Region vis-à-vis the Demands of Educational Institutions: Implications for Teacher Mobility in the Region	2016	Internationalization of Teacher Education
118	Best Practices in Mathematics and Science Teacher Education in Selected ASEAN Countries	2016	Internationalization of Teacher Education
119	Philosophy of Teaching in ASEAN Teacher Education Institutions	2016	Internationalization of Teacher Education

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
120	Science Education Research Publications in the ASEAN Region: Assessing Gaps for Future Research Directions	2017	Internationalization of Teacher Education
121	Integrating Transversal Skills in Education Policy and Practice	2018	Internationalization of Teacher Education
122	The University of OTTAWA IP Education Curriculum Model: Basis in the Development of Indigenous Peoples Education Curriculum for PNU-North Luzon	2016	IP Empowerment
123	Educational Opportunities and Migration Pattern Among Ivatan Youth from Basco, Batanes	2016	IP Empowerment
124	Experiences of Low Socio-Economic Students in a Higher Education Institution: Basis in Conceptualizing Student Support System for Low Income and IP Students	2016	IP Empowerment
125	Pagsusuri ng Ilang Piling Akdang Kapampangan ng mga Karaniwang Manunulat-	2016	Multidisciplinary
126	Mga Ambag na Wikang Waray sa Wikang Filipino	2016	Multidisciplinary
127	Utilization of Cellulose from Luffa Cylindrical Fiber as Binder in Acetaminophen Tablets	2016	Multidisciplinary
128	Exploring the current teaching and assessment practices of Australian Biochemistry and Molecular Biology academics	2016	Multidisciplinary
129	If Misconceptions are so yesterday, then why is it still a Big Problem to the STEM Disciplines Today? Lessons from Biochemistry and Molecular Biology Education	2016	Multidisciplinary
130	Validating the Factor Structure of English CBCL DSM-Oriented Scales in Clinic-Referred Filipino Children as Reported by Bilingual Caregivers	2016	Multidisciplinary
131	Preliminaryong pagsusuri sa Varayti ng Tagalog-Mindoro sa Komunidad Pangwika ng Bongabong	2016	Multidisciplinary

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
132	Effectiveness of Brain Gym Activities in Enhancing Performance in Writing among Grade 1 Pupils	2016	Neuroscience in the classroom
133	Prosperidad Citizen Satisfaction Report	2016	People Empowerment
134	The Indigenous Knowledge, Beliefs, and Practices on Healing of the Agtas: Basis for an Elective Course in the IP Education Curriculum	2016	People Empowerment
135	The Continuing Education Needs of Library Personnel in Agusan Del Sur: Basis for Continuing Education Program (new title)	2016	People Empowerment
136	The Effects of Bullying in Classroom Teaching Learning as Perceived by Teachers and Students of Higher Education Institutions	2016	People Empowerment and Social Advocacy
137	Beliefs and Practices in the Life Cycle of the Agta of Lupique: Their Implications to Indigenous People's Education	2017	People Empowerment and Social Advocacy
138	The Medicinal Efficacy of Indigenous Plant Materials of the Agta of Northern Philippines	2017	People Empowerment and Social Advocacy
139	Correspondence Bias in the Attribution of Political Attitudes	2017	People Empowerment and Social Advocacy
140	The Role of Hope in Promoting Society-Oriented Future Goal	2017	People Empowerment and Social Advocacy
141	Trend Analysis in Science, Technology, Engineering and Mathematics (STEM) Fields Towards Policy Improvement on Gender Mainstreaming	2017	People Empowerment and Social Advocacy
142	Exploring Gender Differences in Experiences of Youth with Self-Harming Tendency	2017	People Empowerment and Social Advocacy
143	Motivations of Financially Challenged Filipino Students: Are they Influenced by Birth Order and Source of Finance?	2017	People Empowerment and Social Advocacy
144	Contextualizing the Teacher Education Sector in a Federal System of Government	2018	People Empowerment and Social Advocacy
145	Beliefs and Practices of the Kalanguyas: Their Implication to Education	2018	People Empowerment and Social Advocacy

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
146	Documentation and Analysis of Gender Issues at Philippine Normal University towards Developing its Gender and Development (GAD) Code	2018	People Empowerment and Social Advocacy
147	Sexual Harassment Victimization in the Academe: Basis for Policy Development and Formulation of Intervention Programs	2018	People Empowerment and Social Advocacy
148	Career and Talent Development Self-Efficacy of Filipino Students: The Role of Self-Compassion and Hope	2018	People Empowerment and Social Advocacy
149	Ethnomathematics: The Indigenous Knowledge of Negrense Sugarcane Laborers	2018	People Empowerment and Social Advocacy
150	It Matters What You Say: Exploring Forgiveness-Seeking Scripts in Interpersonal Transgressions	2018	People Empowerment and Social Advocacy
151	Children's Perception of their Teachers: A Social Cognition Study	2018	People Empowerment and Social Advocacy
152	Exploring Concepts of Death and Dying among Filipino Children	2018	People Empowerment and Social Advocacy
153	Centrality of Event and Mental Health Outcomes in Child and Adolescent Natural Disaster Survivors	2017	People Empowerment and Social Advocacy
154	Bullying Experienced Among Indigenous People Students of PNU-North Luzon: A Basis for Formulating School Policy	2016	Policy Development
155	Factors Affecting Academic Performance of Second Year Students of PNU-North Luzon: Their Implications to Education	2016	Policy Development
156	Civic Education in the Philippines: Eclectic Attempts at Strengthening Democracy through Citizenship Education	2016	Policy Development
157	The Licensure Examination of Psychologists and Psychometrician: Breakthrough to the Behavioral Science Curricular Program	2016	Policy Development
158	A Study of the Financial Condition and Literacy of the Public School Teachers: Towards Financial Literacy Integration in Teacher Education Curriculum	2016	Policy Development

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
159	Professional Practice among Basic Education Teachers through Action Research: Inputs to Policy on Teacher Professional Development.	2016	Policy Development
160	A Multicultural Teaching Framework for Science and Mathematics: Basis for Multicultural Education Framework	2016	Promotion of Multiculturalism
161	The Dance Notation and Documentation of the Grand Batalla (Moro-Moro) of Santiago City: A Cultural Enrichment	2016	Social Advocacy
162	Student Evaluation of the Instructional Module in Philippine Folk Dance	2016	Social Advocacy
163	An Action Research: The PNU Mindanao EDM 506 Students' Time Management and Teachers' Learning Styles	2016	Teacher Preparation
164	The Self-Image and the Academic Performance of College Students: A Correlational Research	2016	Teacher Preparation
165	The Impact of Extra-Curricular Activities in the Personal Development of the Members of the Performing Groups	2016	Teacher Preparation
166	Civic Competence in Teacher Development among Normal Schools	2016	Teacher Quality Enhancement
167	Reviewing the Archives: A Research on Plagiarism's Culture	2016	Teacher Quality Enhancement
168	Assessment of the Status of Graduate Teacher Education Programs in the Philippines	2017	Teacher Quality Enhancement
169	Transitions and Transformations in Philippine Physics Education Curriculum: A Case Research	2017	Teacher Quality Enhancement
170	Teaching Aptitude of Pre-Service Teachers: Demographic Differences	2017	Teacher Quality Enhancement
171	Teachers Learning from Teachers: Using Professional Articles in English Language Teaching Courses	2017	Teacher Quality Enhancement
172	An Assessment of the Training Needs of Teachers	2017	Teacher Quality Enhancement

NO.	RESEARCH TITLE	YEAR	RESEARCH THEMES
173	Competent or Warm: The Role of Gender and Content in Students' Perceptions of their Teachers	2018	Teacher Quality Enhancement
174	An Effective Physical Education Teacher under the Lens of First Year Physical Education Students	2018	Teacher Quality Enhancement
175	Academic Performance and Entrepreneurial Intention of Pre-Service Technology and Livelihood Education Teachers	2018	Teacher Quality Enhancement
176	A Comparative Survey of Intuitive Intelligence Teaching Styles Versus Emotional Intelligence Teaching Styles among PNU-ITL Student Practice Teachers	2018	Teacher Quality Enhancement
177	Characterizing Metro Manila Teachers' Civility as Antecedent of Organizational Citizenship Behavior	2018	Teacher Quality Enhancement
178	Teacher Training Candidates' Profile and Preferences: Implications for Recruitment Programs, Admission Policy and Curricular Management	2018	Teacher Quality Enhancement
179	Preferred Future of Filipino School Leadership: Towards Sustainability and Development	2018	Teacher Quality Enhancement
180	Civic Engagement in the Digital Age: The Case of Students in a Teacher Education Institution in the Philippines	2017	Teacher Quality Enhancement
181	Identifying Challenges in the Behavioral Component of Critical Thinking Among Philippine Normal University Students and De La Salle University Students: Developing Self-Assessment Tools and Classroom Policies	2016	Teacher Training
182	Enriching Pre-service Teachers' Language, their Attitude and Beliefs: the itized way/s phase 1	2016	Teaching Integration

APPENDIX B

UPDATING OF URA CORE TEAM

Preparatory Meeting of the Core Group – October 29, 2019

Representative per Department/Unit	
Names	Department/Unit
Praksis A. Miranda	Facilitator
Edna Luz R. Abulon	EPRDC
Allen A. Espinosa	EPRDC
Teresita T. Rungduin	EPRDC
Nerissa S. Tantengco	FBeSS
Antriman V. Orleans	CGSTER-GTEF
Rosario M. Belmi	CFleX and ePNU
Ma. Arsenia C. Gomez	FBeSS
Shirley N. Cerbo	FES
Jerick C. Ferrer	FES
Adonis P. David	GRes0
Crist John M. Pastor	CGSTER-GTEF
Celia M. Ilanan	FES
Gladys C. Nivera	FSTeM

APPENDIX C

LIST OF PARTICIPANTS – STAKEHOLDERS' FORUM

Name (External Stakeholders)	Affiliation/Organization
Gretchen G. Cordero	DepEd
Alfonso P. Francisco	TESDA
Philip Purnell	SEAMEO – INNOTECH
Paulo Maria N. Pagkatipunan	SMEC
Rajee Florido	UNESCO
Rex A. Ubac	UNESCO
Emejidio C. Gepila, Jr.	PUP – Sta. Mesa
Hazel DR. Samala	PUP – Sta. Mesa
Regina Laciste	PBE
Monalisa T. Sasing	NISMED
Rodney T. Cajimat	NRCP – Division 1
Elisa Bernadette Limson	CEAP
Irene E. Acuña	Sta. Isabel College – Manila
Edwin Tiongson	Ignacio Villamor HS, Sta. Ana, Manila
Remia L. Ricabar	SDO Marikina
Maria Chona M. Sarmiento	SDO Marikina
Mercedita A. Asuncion	Parent of PNU student (Undergrad)
Lolita L. Nava	Former VP for Planning, Research & Extension (PNU Alumni)
Victoria B. Uvas	Retired Faculty Researcher – PNU Manila
Windy Rose M. Dela Rosa	Graduate School Committee
Emmanuel A. Leyco	PLM
Analyn C. Bituin	Parent
Rouella N. Lagunzad	Parent

Name (Internal Stakeholders)	Affiliation/Organization
Abulencia, Arthur S.	ARSO
Abulon, Edna Luz R.	EPRDC
Acuña, Ma. Jhona B.	FAL
Arviola, Serafin Jr. A.	CPEO
Asuan, Maria Elvira A.	LIO
Cerbo, Shirley N.	ITL
Clerigo, Melody M.	FSTEM
Cruz, Gina D.	FMSS
David, Adonis P.	GRESO
Diaz, Rosemarievic V.	OVPRPQA
Evangelista, Rachel P.	PNU-EA
Ferrer, Antonio V.	FU
Ferrer, Jerick C.	FBESS
Fulgencio, Aurora B.	OSASS
Gomez, Ma. Arsenia C.	FBESS
Ilanan, Celia M.	FES
Jocson, Jennie V.	RCTQ
Mabunga, Ronald Allan S.	CGSTER
Magat, Alfredo T.	SG
Mancao, Maria Carmela T.	HRMDS
Mendoza, Henelsie B.	FAL
Montealegre, Ma. Antoinette C.	OP/OVPA
Nivera, Gladys C.	FSTEM
Orleans, Antriman V.	GTEF
Orozco, Jason A.	OA
Prudenciado, Janele Pearlyn F.	Undergraduate Student
Sarmiento, Celina P.	CFLEX
Tantengco, Nerissa S.	FBESS
Vergara, Lordinio A.	IPHERDS
Avilla, Ruel A.	CDO
Bautista, Rolando P.	IPHERDS

Name (Internal Stakeholders)	Affiliation/Organization
Urgelles, Richard A.	IPHERDS
Bailon, James V.	IPHERDS
Campos, Laurence Ivan M.	UHSU
Rioflorido, Romeo R.	UEMPRO
Morales, Marie Paz E.	PO
Mangaoil, Armina B.	FBESS
Cruz, Aaron Ralph F.	Undergraduate Student
Hermosissima, Maria Victoria C.	EPRDC
Yap Moreno, Nero M.	PMU
Rivas, Dionesio C.	FBESS
Tumbali, Aaron Jed Y.	PNU South Luzon
Natividad, John P.	FMSS
Soriano, Portia R.	FBESS
Dela Cruz, Brenda C.	FMSS
Zamora, Niña Christina L.	CGSTER
Rodriguez, Judy Ann	ITL
Dago-ob, Helen A.	PMU
Cadapan, Louie	UEMPRO
Septimo, Clarisse Anne D.	PMU
Hulinganga, Harry P.	FMSS
Datukan, Janir T.	FSTEM
Romero, Jimmy M.	Undergraduate Student
Ojastro, Shaina Jasmin E.	OVPRQA
Palenzuela, Abad M.	UARMU
Bondoc, Raquel D.	FSTEM
Andres, Margie	SSMU
Valeriano, Cromwell L.	OUR
Umpa, Monina D.	OVPA
Laserna, Maureen G.	UCMIMO
Ofalsa, John Miko R.	CPEO
Tavares, Vienne Kryzelle S.	Undergraduate Student

Name (Internal Stakeholders)	Affiliation/Organization
Rodriguez, Xyrus Angelo R.	Undergraduate Student
Limpin, Rekka D.	FMSS
Santos, Ma-anne Joyce Y.	Undergraduate Student
Roy, Harold James R.	Undergraduate Student
Dela Vega, Ero C.	SRC
Espinosa, Rosemarie P.	VPRQA
Espinosa, Allen A.	EPRDC
Miranda, Praksis A.	EPRDC
Rungduin, Teresita T.	EPRDC
Rantael, Maria Luz V.	EPRDC
Laganas, Mariane Kenneth S.	EPRDC
Villocillo, Roy C.	EPRDC

APPENDIX D

CLUSTERING FOR THE WORKSHOP – STAKEHOLDERS' FORUM WITH FACILITATORS AND DOCUMENTORS

Area 1: Content Knowledge and Pedagogy	
Moderator: Dr. Niña Christina L. Zamora	
Documenter: Ms. Mariane Kenneth S. Laganas	
Ms. Gretchen G. Cordero	DepEd
Mr. Philip Purnell	SEAMEO – INNOTECH
Dr. Irene E. Acuña	Sta. Isabel College – Manila
Dr. Adonis P. David	GRESO
Dr. Lolita L. Nava	Former VP for Planning, Research & Extension
Dr. Elisa Bernadette Limson	CEAP
Dr. Jimmy M. Romero	PLM

Area 2: Diversity of Learners	
Moderator: Dr. Teresita T. Rungduin	
Documenter: Dr. Armina B. Mangaoil	
Dr. Ronald Allan S. Mabunga	CGSTER
Dr. Shirley N. Cerbo	ITL
Dr. Henelsie B. Mendoza	FAL
Dr. Ma. Arsenia C. Gomez	FBESS
Dr. Aurora B. Fulgencio	OSASS
Ms. Regina Laciste	PBEEd
Ms. Remia L. Ricabar	SDO Marikina
Ms. Maria Chona M. Sarmiento	SDO Marikina
Dr. Marie Paz E. Morales	Publication Office

Area 3: Curriculum and Planning; Assessment and Reporting

Moderator: Dr. Leah Amor S. Cortez

Documenter: Ms. Mariel B. Manalo

Dr. Celine S. Sarmiento	CFLEX
Mr. Rex Ubac	UNESCO
Ms. Janele Pearlyn F. Prudenciano	Undergraduate Student
Dr. Celia M. Ilanan	FES
Ms. Windy Rose M. Dela Rosa	Graduate School Committee
Mr. Alfonso P. Francisco	TESDA
Mr. Rajee Florido	Undergraduate Student

Area 4: Community Linkages and Professional Engagement; Personal Growth and Professional Development

Moderator: Dr. Arlyne C. Marasigan

Documenter: Prof. Portia R. Soriano

Dr. Serafin A. Arviola, Jr.	CPEO/URA
Mr. Edwin Tiongson	Ignacio Villamor HS, Sta. Ana, Manila
Dr. Maria Elvira A. Asuan	LIO
Dr. Victoria B. Uvas	Retired Faculty Researcher
Mrs. Mercedita A. Asuncion	Parent of Undergraduate Student
Dr. Antriman V. Orleans	CGSTER
Mr. Alfredo T. Magat	President, Student Government

Area 5: Crosscutting Research Concepts in Teacher Education; Basic and Applied Research; Policy Research

Moderator: Dr. Allen A. Espinosa

Documenter: Ms. Cyril Alain B. Albaran

Prof. Ruel A. Avilla	CDO
Dr. Nerissa S. Tantengco	FBESS
Dr. Arthur S. Abulencia	ARSO
Dr. Gladys C. Nivera	FSTEM

Area 5: Crosscutting Research Concepts in Teacher Education; Basic and Applied Research; Policy Research	
Dr. Ma. Jhona B. Acuña	FAL
Dr. Monalisa T. Sasing	NISMED
Prof. Jerick C. Ferrer	FES
Dr. Rodney Cajimat	NRCP - Division 1
Dr. Paulo Maria N. Pagkatipunan	SMEC

APPENDIX E

WORKING COMMITTEE – STAKEHOLDERS’ FORUM

Overall Chair: Dr. Praksis A. Miranda	
<p>1. Steering Committee Dr. Ma. Antoinette C. Montealegre Dr. Rosemarie V. Diaz Dr. Bert J. Tuga Dr. Zenaida Q. Reyes</p>	<p>4. Reception and Physical Arrangement Committee Chair: Prof. Romeo R. Rioflorido Members: Prof. John P. Natividad Mrs. Gina D. Cruz Prof. James V. Bailon Mr. Rolando P. Baustista, Jr. Mr. Richard A. Urgelles Mr. Arnulfo P. Pineda</p>
<p>2. Program and Invitation Committee Chair: Dr. Edna Luz R. Abulon Members: Dr. Zyralie L. Bedural Prof. Ramer V. Oxiño Dr. Praksis A. Miranda Ms. Mariane Kenneth S. Laganas</p>	<p>5. Documentation and Evaluation Committee Chair: Dr. Allen A. Espinosa Members: Dr. Praksis A. Miranda Dr. Teresita T. Rungduin Ms. Maria Luz V. Rantael Ms. Mariane Kenneth S. Laganas Ms. Cyril Alain B. Albaran</p>
<p>3. Registration and Certificates Committee Chair: Dr. Praksis A. Miranda Members: Dr. Rosie L. Conde Ms. Maria Luz V. Rantael Ms. Rosemarie P. Espinosa Ms. Shaina Jasmin E. Ojastro</p>	<p>6. Food and Refreshment Committee Chair: Ms. Jenny C. Malitao Members: Ms. Jeniefer G. Ferrer Ms. Zenaida A. Ruiz Mr. Roy C. Villocillo</p>

Overall Chair: Dr. Praksis A. Miranda	
<p>7. Workshop Facilitators Committee</p> <p>Chair: Dr. Teresita Rungduin</p> <p>Members:</p> <p>Dr. Allen A. Espinosa</p> <p>Dr. Arlyne C. Marasigan</p> <p>Dr. Niña Christina L. Zamora</p> <p>Dr. Leah Amor S. Cortez</p>	<p>8. Workshop Documentation Committee</p> <p>Chair: Dr. Armina B. Mangaoil</p> <p>Members:</p> <p>Prof. Portia P. Soriano</p> <p>Ms. Mariane Kenneth S. Laganas</p> <p>Ms. Mariel B. Manalo</p> <p>Ms. Cyril Alain B. Albaran</p>

APPENDIX F

EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER (EPRDC)

Working Committee on Finalization of the URA 2019-2023

Transition Term 2020

EPRDC Faculty	
Names	Position
Adonis P. David	Director
Edna Luz R. Abulon	Faculty Researcher (on-leave)
Praksis A. Miranda	Faculty Researcher
Zenaida Q. Reyes	Faculty Researcher
Teresita T. Rungduin	Faculty Researcher
Tito C. Baclagan	Faculty Researcher - Adjunct
Nina Christina L. Zamora	Faculty Researcher - Adjunct

APPENDIX G



JANIR TY DATUKAN
University and Board Secretary

REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURO
The National Center for Teacher Education
Maynila
Manila

EXCERPT FROM THE MINUTES OF THE 87th REGULAR MEETING OF THE PNU BOARD OF REGENTS HELD VIA ZOOM ON DECEMBER 16, 2020

PRESENT:

Hon. PERFECTO A. ALIBIN	Chairperson
Hon. BERT J. TUGA	Vice Chairperson
Hon. EMMANUEL "JOEL" VILLANUEVA	Member
<i>Represented by Hon. Albert Basa</i>	
Hon. LUTGARDO B. BARBO	Member
Hon. JUAN MIGUEL M. LUZ	Member
Hon. JOSE D. LINA, JR.	Member
Hon. ALEXIS Q. SEBOTE	Member

ABSENT:

Hon. JOSE MIGUEL R. DELA ROSA	Member
<i>*on official business</i>	
Hon. MARQUEZ "MARK" O. GO	Member
<i>Represented by Hon. Rodante D. Marcoleta</i>	

On motion, duly seconded, the Governing Board passed –

PNU BOR RESOLUTION NO. U-3204, s. 2020

Approving the University Research Agenda 2019-2023

APPROVED

Certified correct:


JANIR T. DATUKAN
University and Board Secretary

PNU BOARD OF REGENTS

Chairperson

Hon. Perfecto A. Alibin

Vice Chairperson

Hon. Bert J. Tuga

Members

Hon. Emmanuel “Joel” Villanueva

Hon. Lutgardo B. Barbo

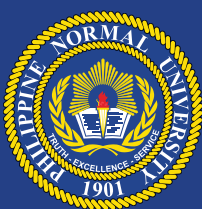
Hon. Juan Miguel M. Luz

Hon. Jose D. Lina, Jr.

Hon. Alexis Q. Sebote

Hon. Jose Miguel R. Dela Rosa

Hon. Marquez “Mark” O. Go



PHILIPPINE NORMAL UNIVERSITY
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