PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

UNIVERSITY RESEARCH AND CREATIVE WORK AGENDA

2024-2028

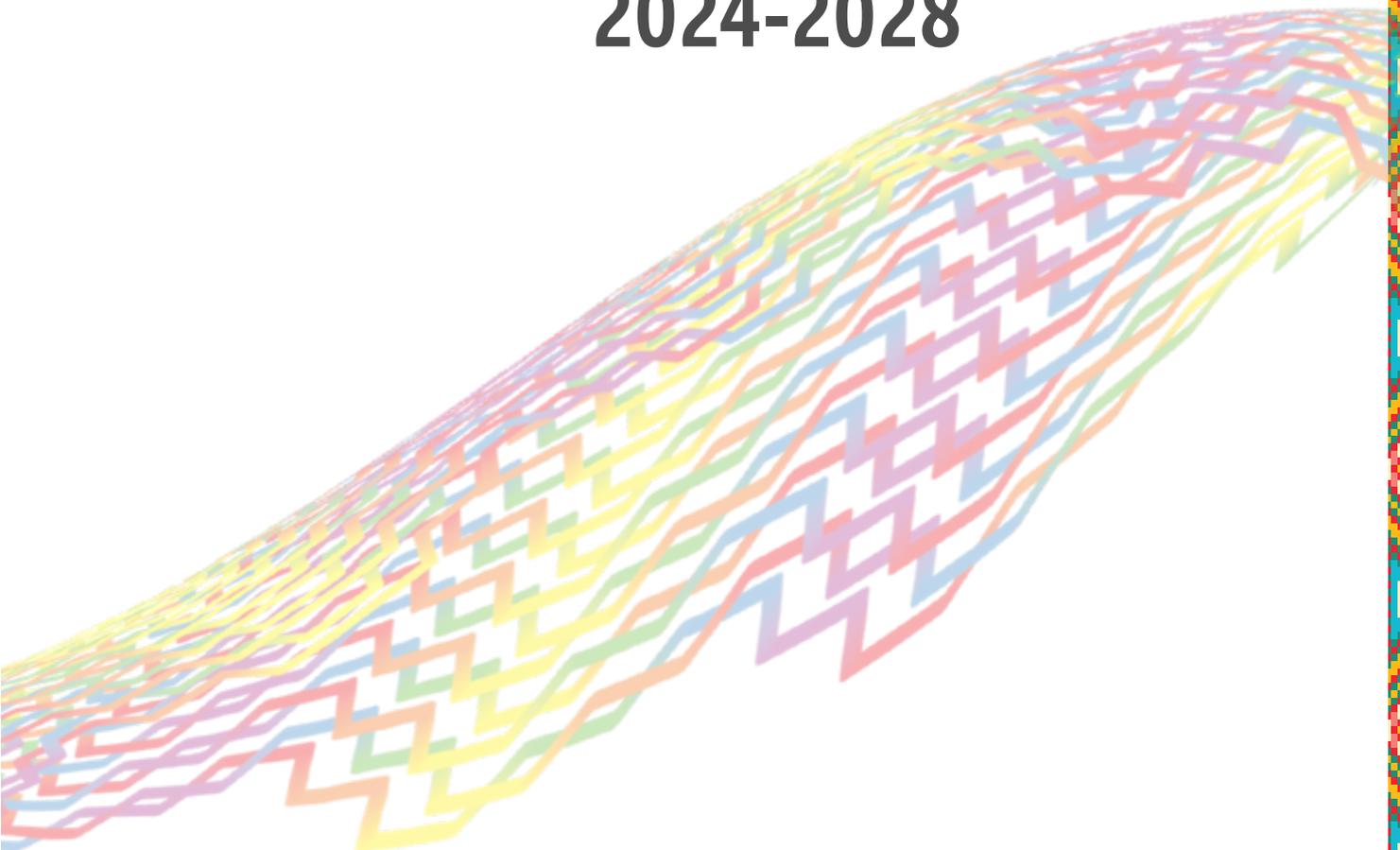# Philippine Normal University

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Foreword

The PNU University Research and Creative Work Agenda (2024-2028), or URCWA, is now officially available. It is important for PNU faculty members, staff, and students to read and comprehend this document as it serves as the comprehensive framework outlining the University's research and creative work priorities.

A clear and effective research and creative work agenda serves two important purposes for the University. First, it helps us convey to others what we study and the field in which we have developed expertise. These are embedded in the University's Research Goals 1 Maintaining Teacher Quality and Well-being, 2 Facilitating Learner Achievement and Welfare, 3 Integrating Gender Equality, Disability Awareness, and Social Inclusion, and 7 Developing Active Learners and Empowering Communities. Second, the URCWA guides us in our decision-making when it comes to determining research priorities, activities, and projects to pursue. Since we cannot study everything in our field, the URCWA can help us focus and identify the areas that may be given attention.

The PNU URCWA is a unique and dynamic guide. It is unique, for it incorporates our very own research interests, plans, and aspirations. It is tailored to our needs as a higher educational institution and the country's National Center for Teacher Education. It is also dynamic. Our URCWA is made more relevant with the inclusion of creative work as an important component of our research and development thrusts as specified in Research Goal 6 Advancing the Teaching of Humanities, Indigenous Knowledge, and Arts. This is our first institutional attempt to prioritize research and development on the said areas, and I hope to see substantial outputs in the years to come. Although it should always be relevant, the URCWA ought to be forward-looking too. This, I hope, can be realized through Research Goal 5 Utilizing Emerging Technologies in Education, especially now that technology in its varied forms is undeniably getting more significant in education. Aside from these research priorities, let us also continue to work on Research Goal 4 Promoting Environmental Sustainability, a goal that has been part of the PNU's research priorities since 2016. Although it has been included in the Agenda for a while, further studies can still be conducted on it. Results of these studies can be utilized as we reach out with evidence-based interventions to our partner communities.

I hope the URCWA will be an essential resource for faculty members, staff, and students who want to be at the forefront of research in the University.

BERT J. TUGA, PhD
President

Preface

The Research and Creative Works Agenda (URCWA) serves as a comprehensive guide for researchers, faculty members, and students of the Philippine Normal University (PNU) in undertaking various research and creative endeavors. Aligned to the University's research foci, the Agenda is designed to provide a framework to address current and emerging research, trends, and issues in teacher education and the education sector as a whole. The Agenda, spanning from 2024 to 2028, seeks to meet the needs of teachers, learners, and stakeholders by informing impactful educational policies. It outlines seven research goals to foster the development of competent educators and leaders. By offering a structured approach, the Agenda equips researchers to tackle pressing issues in education effectively, paving the way for meaningful contributions to the field.

Seven research core goals are outlined in the URCWA, each designed to support the university's vision of producing future-ready teachers and education leaders. The research areas identified are intended to provide a framework for researchers to contribute to the attainment of the University's future-ready goals, thereby ensuring that the research and creative works pursued have practical and scientific impacts on educational theory and practice and contribute to educational policies and reforms.

By providing a clear and structured framework for research and creative works, the URCWA aims to empower researchers to engage in impactful and meaningful research addressing key challenges and opportunities in teacher education and the education sector. It is our hope that this manual on the URCWA will serve as a valuable resource for the PNU community, enabling researchers to make significant contributions to the advancement of education and the development of future-ready teachers and education leaders.

TERESITA T. RUNGDUIN, PhD
Vice President for Research, Extension,
and Quality Assurance

The Philippine Normal University Vision, Mission, and Quality Policy

Vision

A leading future-ready teacher education university responsive to national and global development goals and directions.

Mission

Philippine Normal University is committed to lead innovative, responsive, and sustainable teacher education programs that set the standards of future-ready teachers and education leaders.

Quality Policy

As the National Center for Teacher Education, the Philippine Normal University commits to provide inclusive, innovative, impactful, and sustainable teacher education programs that produce future-ready teachers and education leaders imbued with the values of truth, excellence and service. Furthermore, PNU shall ensure the continual improvement of its Quality Management System through compliance with International Quality Standards and statutory and regulatory requirements. PNU shall achieve these commitments through its core functions of instruction, research, extension, and production.

Updating Process of the PNU Research and Creative Work Agenda

Research outputs are hoped to bring impact. This impact is generally viewed as "a change or a benefit to the economy, society, culture, public policy or services, health, environment, and quality of life." Impact, closely imagined as a benefit, is classified into two: non-academic impact, which goes beyond academia and usually appears as societal and economic impact; and academic impact, which refers to the knowledge contribution to a specific field of study within academia. In the academe, research not only contributes to a field of study but also has a strong impact on the institution itself. In teaching, especially for a teacher education institution like the Philippine Normal University (PNU), research impacts the training and professional development of the faculty members. It also plays an important role in the accreditation and competitiveness of the institution, allowing it to attract the talents of both faculty members and students. Additionally, the research productivity of the institution significantly impacts its ranking and reputation. Research & Innovation - University of Galway

Like research work, creative work contributes to the stock of human knowledge and forms of expression. It has also become an essential part of the faculty members' functions, particularly for those in the field of humanities. In the context of creative works, research is defined as "the creation of new knowledge or the use of existing knowledge in new and creative ways to generate new concepts, methodologies, inventions, and understandings." The definition could include synthesis and analysis of previous research to the extent that it is new and creative. Creative works as research collection | Victoria University (vu.edu.au.

At PNU, research is largely driven by the interests, expertise, and specialization of faculty, students, and staff. These are contextualized by research priorities in teacher education as well as by issues and challenges in basic and higher education. Undergraduate and graduate research are often the result of mentoring in the

> Research outputs are hoped to bring impact. This impact is generally viewed as "a change or a benefit to the economy, society, culture, public policy or services, health, environment, and quality of life."

form of theses and dissertations as well as through collaborations between faculty and students. Creative works, on the other hand, are mostly produced individually by faculty and students oriented toward the humanities and are creative expressions of social science concepts.

Recently, the Department of Budget and Management (DBM) and the Commission on Higher Education (CHED) released Joint-Circular No. 3, Series of 2022, establishing and prescribing the criteria and guidelines for the reclassification of faculty positions in state universities and colleges (SUCs). This circular formalized and updated the definitions and standards of faculty research and creative works. It has broadened the bases for research and creative outputs that can be merited for faculty promotion or reclassification and has encouraged the emergence of the new Filipino intellectual - the artist-scientist. It is in this light that the University Research and Creative Works Agenda 2024-2028 was crafted, along with emerging or new drivers of university research and creative works as shaped by the recent COVID-19 pandemic, among other structural and systemic changes in the Philippine society and global community.

Crafting the PNU Research and Creative Work Agenda

The crafting of the PNU Research and Creative Work Agenda is important in harmonizing the research foci of PNU faculty members, students, and staff in relation to current and emerging trends and issues in teacher education and the education sector in general as shaped by the country's policy context and influenced by global practices. Integral to the creation of the university's Research and Creative Work Agenda is the need to conceptualize a framework that will serve as an overarching frame for all PNU researchers in undertaking various research and creative endeavors. The framework is expected to help achieve the University's vision to be a leading future-ready teacher education university responsive to national and global development goals and directions.

The then Educational Policy Research and Development Center (EPRDC) spearheaded and oversaw the review of the PNU Research Agenda 2019-2023. There was a deliberate move to involve Humanities experts aside from university officials and faculty members in crafting the new paradigm, the University Research and Creative Work Agenda 2024-2028. This framework was conceptualized based on the following drivers: 1) the United Nations Sustainable Development Goals (SDGs 2030); 2) global trends in education, research, and creative works; 3) effects of the pandemic; 4) best practices in quality management system; 5) National Center for Teacher Education (NCTE) law and other legal mandates on education and teacher education; 6) review of the K-12 curriculum; 7) national policies on creative works; 8) laws on inclusivity, diversity, and equity; 9) enactments on the governance of digital spaces; 10) the Philippine Development Plan (PDP) 2023-2028; 11) *Ambisyon Natin* 2040; 12) the Department of Science and Technology's (DOST) *Pagtanaw* 2050; and 13) PNU's Strategic Development Plans (SDPs). The crafting of the University Research and Creative Works Agenda harmonized the university's research and creative outputs towards addressing real-world problems in teacher education and the education sector in general, in relation to its mandate (the NCTE law) and relevant national and global drivers.

The creation of the PNU Research and Creative Works Agenda was an iterative process involving the internal and external research stakeholders of the University. The process began in 2023 and involved three (3) phases of analysis.

> The creation of the PNU Research and Creative Works Agenda was an iterative process involving the internal and external research stakeholders of the University.

Phase One: Document Analysis Towards the Identification of Initial Core Research Goals and Subthemes

The PNU Research and Creative Work Agenda Committee, composed of EPRDC faculty researchers and faculty members from different PNU units engaged in research and creative works conducted an analysis of documents focusing on the drivers of the University Research and Creative Work Agenda 2024-2028. Initial research themes were derived from these documents which became the initial core research goals.

Based on the document analysis, seven (7) initial core research goals were identified:

Goal 1 - Maintaining Teacher Quality and Well-being

Goal 2 - Facilitating Learner Achievement and Welfare

Goal 3 - Integrating Gender Equality, Disability Awareness and Social Inclusion

Goal 4 - Promoting Environmental Sustainability

Goal 5 - Utilizing Emerging Technologies in Education

Goal 6 - Advancing the Teaching of Philippine Humanities, Indigenous Knowledge and Arts

Goal 7 – Developing Active Learners and Empowering Communities

The initial core research goals were reviewed by the members of the abovementioned committee in relation to specific research priorities per unit, institute, college, and campus. The core research goals were detailed further through its subthemes. One of the primary considerations in listing the research priorities is the program accreditation requirements of the undergraduate and graduate programs. Another equally important factor in conceptualizing the research goals are the on-going and proposed research and creative works of students, faculty, and staff of the different PNU campuses. This was done to capture the "hubness" or the locally situated research expertise of all PNU campuses (PNU Manila is the main center of undergraduate and graduate teacher education; PNU North Luzon is the Indigenous People's Education Hub; PNU South Luzon is the Technology and Livelihood Education Hub; PNU Visayas is the Environment and Green Technology Education Hub; and PNU Mindanao is the Multicultural Education Hub) in order to democratize the process of crafting the University Research and Creative Work Agenda; thus, making it more inclusive in nature.

Phase Two: Stakeholders' Consultation

A Stakeholder's Consultative Forum was held on October 18, 2023 at PNU to gather together the University's internal and external stakeholders for their inputs in the crafting of the University Research and Creative Works Agenda 2024-2028. The stakeholders were grouped according to the seven core research goals that emerged from the outputs in Phase 1.

Prior to the forum, a facilitators group was formed by the EPRDC to lead the focus group discussions (FGDs) to be conducted during the consultative forum. The facilitators were assigned documenters who would highlight the key insights from the FGDs. On the day of the actual forum, the stakeholders were oriented first regarding the development of the research agenda and their roles in its formulation. Next was the distribution of the Individual Worksheet to the stakeholders which was contextualized based on each core research goal and its subthemes. The stakeholders filled out the worksheets themselves to provide more detailed ideas on how PNU can address issues in teacher education and the education sector in general through research from the lens of their unit/organization/ sector or in terms of their shared goals with PNU. This was followed by an FGD in each core research goal group where the stakeholders elaborated the insights written in the worksheets as well as discussed related discourses (e.g., teacher education in relation to the country's economic development). A summary of the key points in each FGD group was presented at the end of the consultative forum. What emerged were insights regarding the common aims of PNU and the internal and external stakeholders - that teacher education is part of the larger education system geared towards advancing social mobility, improving quality of life, and promoting active citizenship in relation to the country's macro-economic paradigm and sustainable development goals.

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 goals, integration of findings, and finalization of the framework. Content analysis was performed to code and extract emerging themes from the: a) initial core research goals and their sub themes as conceptualized by the University Research and Creative Work Agenda Committee; b) responses in the Individual Worksheet; c) FGD transcriptions; and d) summary of the key points in each FGD. Internal validation of the emerging themes was done through in-depth discussions between and among EPRDO faculty researchers until a framework was developed to visually represent the relationship of the concepts in the Agenda.

THE PNU RESEARCH AND CREATIVE WORK AGENDA 2024-2028

As mentioned in the previous section, seven core research 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
1) **Maintaining Teacher Quality and Well-being**	Frameworks/ Paradigms of Teacher Quality, Quality Teaching and Teacher Well-being	Refers to research on teacher education and factors affecting teacher quality and well-being as guided by national and international frameworks on teaching and learning. It also involves the development of new models on how to develop quality teachers in relation to adjustments in the curriculum, revisions in educational policies, enactment of new laws and changes in society and governance.
2) **Facilitating Learner Achievement and Welfare**	Whole Systems Approach to Learning Achievement	Refers to investigative approaches as to how institutions work together towards ensuring the best learning experiences and successes for learners. The learner's dimensions as a whole child or youth are taken into consideration, most especially in relation to the basic institutions that they belong to and/or are exposed to in their everyday life - family, school, peers, neighborhood or community, church, government institutions, and media - as these have an impact on educational outcomes and overall wellness.
3) **Integrating Gender Equality, Disability Awareness, and Social Inclusion**	Social Justice in Education and Social Identities	Refers to analytical inquiries on how the intersection of social identities affect students in various grades or levels in terms of gender, ability, and social background. It takes into account interventions and practices that promote inclusivity and diversity in school as both a workplace and a learning institution. It also delves into studies that are concerned with ensuring a more equitable distribution of education benefits or those that increase access to education among historically marginalized populations.
4) **Promoting Environmental Sustainability**	Environmental Education, Use of Technology, and Sustainability	Refers to investigations on the imperatives of an environmental education that is geared towards a sustainable future for both humans and the planet at the local and global level. It also pertains to research that explores the utilization of artificial intelligence,

		development of green technologies, protection and preservation of biodiversity, integration of environmentally sustainable practices in culture, economy and industries in relation to government frameworks on climate change, disaster risk reduction and management, and sustainable development goals.
5) **Utilizing Emerging Technologies in Education**	Information and Communication Technology, Education Technology, and Cyber Governance	Refers to research on educational technology and how information and communication technology (ICT) facilitates teaching and learning. It looks into the issues and challenges brought about by the use of artificial intelligence in education in terms of its implications to academic integrity and learner creativity. It also involves studies on the necessity of systemic infrastructure and facilities, policies in ICT in relation to cyberspace governance ensuring the safety of students and teachers, and reducing inequities in education.
6) **Advancing the Teaching of Philippine Humanities, Indigenous Knowledge and Arts**	Nationalism, Humanities, Language Education, and Philippine Culture	Refers to analytical engagements that promote the formation of a national identity in relation to ethnolinguistic diversity and language education. It is concerned with investigative approaches that explore how the different aspects of Filipino culture, both tangible and intangible, are preserved, sustained, and integrated in the curriculum. It also pertains to research and the crafting of new art forms or creative works that highlight the uniqueness and creativity of Filipinos in the context of advancing Filipino identity and nationhood.
7) **Developing Active Learners and Empowering Communities**	Technology and Livelihood Education, Citizenship, Health Literacy, and Sports for Community Empowerment	Refers to investigations on the significance of technology and livelihood education in shaping societal agents of change. It delves into the necessity of promoting various literacies at the community level in relation to active citizenship and democratic participation. It also looks into studies about the importance of health, sports, and fitness as these are integral to the promotion and maintenance of good public health.

The identified seven key research areas shall serve as the overarching focus in conceptualizing research programs and projects in PNU. Figure 1 shows the graphical illustration of the PNU Research and Creative Work Agenda Framework for 2024-2028. The figure presents the various contexts and conditions that drive the design of the University Research and Creative Work Agenda and shows the core research goals and the key research areas that define the research focus and priorities of the University. The diagram also depicts how research goals inform the key research areas which lead to 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 mandate as the NCTE. The attainment of the key research outputs leads to the attainment of PNU's research strategic Area 2 on Research and Innovation of the SDP 2022-2032 which contributes to the realization of PNU's vision to be a leading future-ready teacher education university responsive to national and global goals and directions.

PNU Vision

PNU as a leading future-ready teacher education university responsive to national and global goals and directions.

Strategic Goals

- Knowledge Creation
- Knowledge Transmission and Mobilization
- Graduate Education Research

Key Research Outputs

- Inputs to Educational Policies and Reforms
- Scientific Impact to Education Theory and Practice
- Practical Impact to People and Society

Key Research Areas

- **Area 1:** Frameworks/Paradigms of Teacher Quality, Quality Teaching and Teacher Well-being
- **Area 2:** Whole Systems Approach in Learning Achievement
- **Area 3:** Social Justice in Education and Social Identities
- **Area 4:** Environmental Education, Use of Technology, and Sustainability
- **Area 5:** Information and Communication Technology, Education Technology, and Cyber Governance
- **Area 6:** Nationalism, Humanities, Language, Education and Philippine Culture
- **Area 7:** Technology and Livelihood Education, Citizenship, Health Literacy, and Sports for Community Empowerment

Core Research Goals

- **Goal 1:** Maintaining Teacher Quality and Well-being
- **Goal 2:** Facilitating Learner Achievement and Welfare
- **Goal 3:** Integrating Gender Equality, Disability Awareness and Social Inclusion
- **Goal 4:** Promoting Environmental Sustainability
- **Goal 5:** Utilizing Emerging Technologies in Education
- **Goal 6:** Advancing the Teaching of Philippine Humanities, Indigenous Knowledge and Arts
- **Goal 7:** Developing Active Learners and Empowering Communities

Inputs:

- SDGs 2030
- Global Trends in Education, Research and Creative Works
- Pandemic Effects
- Best Practices in Systems Quality
- National policies on creative works
- Laws on inclusivity, diversity and equity
- Enactments on the governance of digital spaces
- NCTE law and other laws on teacher education and the education sector
- Pagtanaw 2050
- Ambisyon Natin 2040
- PDP 2023-2028
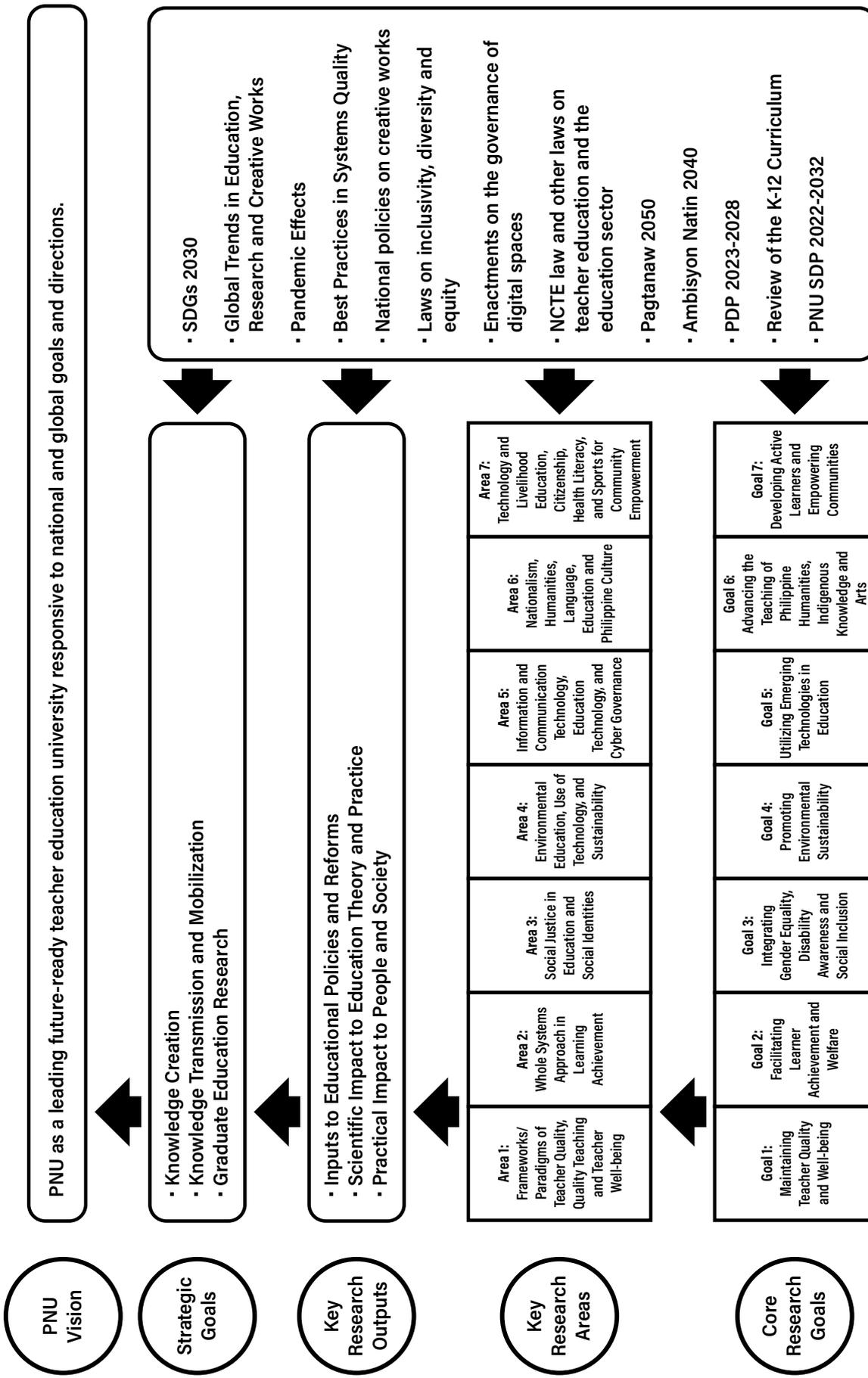- Review of the K-12 Curriculum
- PNU SDP 2022-2032

Figure 1.

The PNU Research and Creative Works Agenda Framework for 2024-2028

Research and Creative Work Areas and Themes

For each of the seven key research areas, specific research and creative works themes were determined. A total of 33 research and creative work themes were identified across the seven key research areas. The key topics serve as broad conceptual frames from which researchers can formulate their research and creative work proposals consistent with the key research and creative work areas and themes. Lead units mentioned per research and creative work area are encouraged to lead the research and creative work projects in a given theme, but all academic units and other offices of the university can engage in any of the research and creative work priority areas, either as an independent entity or in collaboration with one or more units/offices. The sample researches serve as examples for researchers in crafting their research and/or creative work proposals.

Area 1. Frameworks/Paradigms of Teacher Quality, Quality Teaching, And Teacher Well-Being

Research and Creative Works Themes	Key Topics	Lead Units	Sample Research
Teacher Education Paradigms and Teacher Quality Frameworks	Pre-Service teaching program; Pre-service teachers' immersion in GCED principles and key competencies; and Multicultural education and global citizenship Future-ready teachers and education leaders; Developing the teacher leader Literacy and numeracy gaps among pre-service teachers Teacher Career Progression Pathways; Tracer study of teacher education graduates Teacher quality framework for ASEAN; Alignment of PPST with international frameworks; OECD Teaching and Learning International Survey or TALIS and other International Large	CAS EPRDO FEIS FGEEL RITQ PNU North Luzon PNU South Luzon PNU Visayas PNU Mindanao	Mga Modyul para sa Blended na Pagtuturo-Pagkatuto sa Filipino sa Piling Larang Akademik Investigation of BPHE Pre Service Teachers' First Aid Response with Vignette Technique Experiences of Students, Parents, and Teachers Learning During Modular and Face to Face Preservice Teachers Adjustments After Two Years of Flexible Learning Delivery of Instruction: Kamusta Na? Blended Learning Modalities: The Academic Challenges and Opportunities of PNU Mindanao BPHE Students (On going)

10		Scale Assessments; Elaboration of the indicators in PPST, PPSH, PPSS; Revisiting Master Teachers' competencies; Benchmarking from CHED Centers of Development and Centers of Excellence in Teacher Education; Teacher performance monitoring and process evaluation (e.g. RPMS-PPST); Harmonizing CHED curriculum with DepEd and PRC requirements; effectiveness of BLEPT in screening teachers; Implications of adjunct faculty to teacher quality Revisiting the Math and Science education program Revisiting the language of instruction policy in the Philippines		Off-campus Internship Experiences of BPHED Pre-service Teachers: Implications to Practice Teaching Experiences of Secondary Language Teachers in Modular Learning Modality 2022 The Multigrade Teachers in the New Normal 2023 The Landscape of Teaching Music, Arts, Physical Education, and Health (MAPEH) in Times of Systemic Global Dysfunction Designing and Evaluating Innovative Pedagogical Approaches for Technology and Livelihood Education Pedagogical Knowledge and Practices in Teaching Mathematics in a Digital Environment: Towards the Development of E-pedagogy Model Redefining Education: Unmasking the Struggles of PE Teachers in the Virtual Classroom Multicultural Education: The Conceptual Understanding of Pre-service Teachers Critical Thinking Skills of Bachelor in Social Science Education Students: Basis for Pre-Service Training Program
	Quality Assurance Mechanisms in Education	Harmonization of quality assurance mechanisms from DepEd and CHED (e.g., accreditation instruments); Review of Teacher Education Council (TEC) mechanisms and functions Research on class size and school infrastructure and facilities and organizational analysis of schools for the hiring of non-teaching staff Assessment of LiSQuP	CAS EPRDO OVPA OVPREQA OVPFA-PLO QAMO RITQ	Revisiting Senior High School Teachers' Competence in Teaching Research: Basis for the Development of a Short Course in Teaching Practical Research I and II

		PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	
Factors Affecting Teacher's Physical and Mental Health	Education and social well-being; Developing and evaluating complex interventions in health, well-being and education; Policies on the delivery of maternal services in TEIs; Assessment of health and safety standards in schools; and Review of guidance and counseling and counseling policies Legal frameworks on mental health and/or well-being of teachers; Inter-agency collaboration of DepEd, DOH, on teachers' health; Relationship between teachers' responsibilities and vis-à-vis physical and mental capacities	CAS FBeSS ICEHME SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Teacher Education Students' Well-being After More Than Two Years of Flexible Delivery of Instruction: Silipin natin (On Going) On the Essential Aspects of Humanity: Implications of Sex-Disaggregated Teacher Data on National Policies
Implementation of Education-related Legal Mandates	Review of implementation capacity of school implementers such as local school board Comprehensive study on the implementation of the Magna Carta for Teachers	RITQ EPRDO	Magna Carta of Teachers and Other Related Policies (RMO - final stage)
Creative Teaching and Teaching Modalities and Practice	Exploration of teaching as a creative process; Discipline through mentoring; Learners' critical and creative thinking Classroom-Based Research or Action Research Language in a multilingual setting	CAS FEIS FGEEL FLL PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	

Area 2. Whole Systems Approach in Learning Achievement

Research and Creative Works Themes	Key Topics	Lead Units	Sample Research
Whole Institution Approach and Learners' Achievement	Parent-partnership models for flexible learning; Strengthening parent-teacher-student Associations; Collaboration with international organizations for student/youth programs, projects and activities Education Governance; Research on empowering education agencies; Institutions and Organizations at the Local Level ex. Role of the mayor, DILG in local education governance and funding; Decentralizing DepEd and empowering local school boards (LSBs); Local adaptation of teacher promotion policies; Multicultural education; Local education frameworks as contextualized implementation of teacher preparation programs and education programs for students; Financial management and planning of the Philippine education sector, e.g. MOOE School-Industry partnerships ex. improving STEM learning opportunities through industry partnerships Community Psychology Assessment of OBCOP	CAS CPEO FBeSS FEIS FGEEL FSTeM SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Determinants of Course Preferences Among Education Students (2022) Enhancement of Student's Literacy Skills in Reading and Writing Growing Together: Developing the Basic Language Skills and Values of Young Learners Through Collaborative Play
Student Wellness and Flourishing	Factors of wellness and flourishing- school culture, participatory approaches and lived experiences Mental health professionals in basic education (e.g., studies on the number of mental health professionals in schools and their career progression)	ICEHME GEDIO SASO PNU Mindanao PNU North Luzon	Students Perceptions of Their Learning Engagement in Physical Activity Towards Health and Fitness (PATHFIT) Courses Academic Emotions as Predictors of Academic Success

	Youth popular culture and education

School wellness framework;

Best practices in developing mental health wellness in schools; Review of outcomes of mental health services for learners in basic education; Wellness in school disruptions e.g., post-Covid wellness learning environments at home, in the community, in school

Mental health, Socio-Emotional Learning, and psychosocial support and interventions and their integration in the teacher education curriculum; Equipping teachers with necessary mental health and Socio-Emotional Learning tools; Linking diversity with well-being

Growth mindset | PNU South Luzon

PNU Visayas | Mental Health Programs in HEIs |
| **Curriculum Implementation, Evaluation and Assessment** | Incorporating Global Citizenship Education to basic education

ITL curricular innovations anchored on the proposed and revised K-12 curriculum

National assessment of the K-12 curriculum or comprehensive evaluation of the basic education curriculum; Equity-oriented assessment of educational programs, projects and curriculum; Alignment of SHS to college degrees; Career management goals

Assessment of OBCOP: Past, Present and Future Directions

Language education pedagogy | CALL

CMIMO

EPRDO

FBeSS

FGEEL

FLL

FSTeM

SASO

PNU Mindanao

PNU North Luzon

PNU South Luzon

PNU Visayas | Kasangkapan: Mga Modyul sa Paglinang ng Komprehensyon ng Ika-7 Baitang Gamit Ang mga Oral na Panitikan Bilang mga Awtentikong Babasahin. (On going)

Debelopment at ebalwasyon ng Kamayo Poklor Komiks (KPK) Bilang Kagamitang Pampagturo sa Wika at Panitikan sa Ika-7 Baitang (on going)

Tubdanan: Mga Modyul Pampagturo sa Ika-7 Baitang Gamit ang mga Alamat ng Cebuano Mula Sa Lungsod ng Bayugan (On going)

Pagkamaan Tu Tulun-anan (Pagkatuto sa mga Aralin): Mga Modyul sa Pampagkatuto Gamit Ang Mga Piling Pampanitikan ng Manobo (On going) |

			Integration of MTB-MLE in Teacher Integration Of MTB-MLE In Teacher Education Institutions (TEIs) In the Philippines: Towards the Development of a Framework
14			
Educational Policy Research	Interdisciplinary research across units EDCOM 2 Agenda	CMIMO EPRDO RITQ	
Creative Learning and Curricular Innovations	Classroom-based action research After school activities (e.g., Tinkering as after school activity, project-based learning activity in informal settings; collab/funding with corporate foundations, ICT companies)	CALL CMIMO EPRDO FBeSS FGEEL FLL FSTeM SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	

Area 3. Social Justice in Education

Research and Creative Works Themes	Key Topics	Lead Units	Sample Research
Deepening Democracy and Human Rights Education	Peace, diplomacy and conflict studies; Participation, Transitional justice and post-conflict communities; Intersectionality studies among disempowered groups	CMIMO CTE EPRDO FBeSS	Conflict Resolution Management of the Indigenous Peoples in CARAGA Region (Proposal Stage)

	Research on democratic theories, values and human rights education (HRE) (e.g., contextual applications, technology and democracy; possible collaboration with Commission on Human Rights, Department of Information and Communications Technology; Democracy in the classroom); Laws and democratic governance Integration of human rights framework or rights-based approach in the Values Education curriculum; Good morals in the teaching profession and related forms of civil service Academic freedom	SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	
Education and Community Empowerment	Youth engagement models (possible collab with NYC); Research on youth civic participation (e.g., elections, community activities) Socio-economic inequality, historico-cultural inequities and displacement; Research and extension frameworks; Impact study on how education programs empowered communities; Studies on vulnerable populations (Out of School Youth or OSY, senior citizen, teenage mothers, single/ solo parents, PWDs, etc.); ICT for human rights education, Global Citizenship Education; Technology transfer for employment of marginalized sectors School-LGU collaboration in addressing disability needs with inter-agency tie-up (e.g., PWD-SPED link with Department of Information and Communications Technology, Department of Public Works and Highway, accessibility features of infrastructure, Association of Architects in the Philippines)	CALL CMIMO CPEO CTE FBeSS FGEEL SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Impact of Global She-Cession to Women Roles in the Family (2021) Herstory: Voices of Student Mothers (2021) Touchless Classrooms in the New Normal: Experiences of Technical Vocational and Livelihood Senior High School Students (August 2022) Identifying the Role of Women in the Copra Making Processes

Gender Equality, Disability Rights, Multicultural Studies and Social Inclusion	Gender fair education (Gender fair language, Gender inclusive language in a multilingual setting, Diverse SOGIESC, comprehensive sexuality education, Women in male-dominated careers, Effects of Gender-Affirming, Bias Checking Tool, Inclusive Lesson Exemplars, etc. lived names, dress code policies, lavatory use, admission policies (e.g. case studies, multi-level – basic and high education, effects on learning outcomes) Curriculum development and multicultural content: Implementation, evaluation and assessment How Inclusive Are We? Assessment of Inclusivity in Schools / Exploring the Lives of Non-Binaries in Schools / Teaching for Diverse Backgrounds / Curriculum Development, Policy Research and Development of IMs for Learners of Diverse Backgrounds (e.g. Dictionary of Concepts on Gender Equality, Disability Rights, Multicultural Studies and Social Inclusion for Education Use – can be used for online teaching, blended or face to face) / Development of Models for an Inclusive Classroom and Workplace / Institutional Approaches for Developing Creativity in Education / (collab with publishing and assessment companies; embassies) Baseline Data or Inventory/ Survey: Beliefs, Values, Attitudes about Human Rights, Disability, LGBTs, Other Diversity Issues Research on international studies and education - Asian Studies and Language Education (e.g., Japan, Korea, India, China, Indonesia, Malaysia, Vietnam, Singapore, etc.); Studies on international student-exchange programs (Erasmus Mundus Student	CALL CPEO CTE FBeSS FGEEL FSTeM GEDIO ICEHME SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Beyond the Binary: Level of Gender Language Sensitivity Among Education Students (2023) Teaching Local Language to Learners with English as First Language: Challenges and Strategies (2022) Cultivating a Culture of Diversity and Inclusion: The Role of Multicultural Education in Educational Institutions (Concept Paper) Ilokaglish: Trilingual Code-switching Practices of ESM Secondary School Teachers Curricular Assessment of Special Education Program for Children with Learning Disability of East Bunawan Central Elementary School (2021)

| Creative and Diverse Academic Setting | Educational innovation for social inclusion

Multilingual literary (Publish a multilingual literary magazine featuring creative writing pieces such as poems, short stories, and essays in different languages spoken by students in the institution; Literary /Art folio in basic education, Field Study and Practice Teaching | CAS

FEIS

FLL

ICEHME | |

| | Exchange Program, university-sponsored scholarships, embassy-sponsored, industry-sponsored, etc.); Global North-South Studies; Research on migration and education | | |

Area 4. Education, Technological Innovation and Environmental Sustainability

Research and Creative Works Themes	Key Topics	Lead Units	Sample Research
Education for Sustainable Development	Education and environmental problems mitigation and curative actions; School-level environmental practices

Transforming student leaders into eco-leaders

STEM and green industries; Food security and sustainable farming practices; Linking STEM, biotechnology and agro-industrial Innovation; Women in STEM/ STEAM

strengthening science education (e.g., emphasize applied science theories/concepts in relation to existing products/technologies used at home, school, community/ barangay);

DRRM Integration and Effectiveness in the curriculum: implementation and assessment; | CALL

CPEO

CTE

FBeSS

FGEEL

FSTeM

SASO

PNU Mindanao

PNU North Luzon

PNU South Luzon

PNU Visayas | Mga Kasangkapang Pampanitikan na Ginamit sa mga Eko-Panitikang Manobo sa Pagpapakita ng mga Konseptong Pang-Ekolohiya tungo sa Paglinang ng Eko-Literasi (2022)

Hulagway ng Pagwasak sa Kalikasan at Kapaligiran: Ang mga Eko-Panitikang Manobo na Nagtatanghal ng mga Hamong Ekolohikal (2021)

Education and Climate Change

Disaster Risk Reduction Education

Analyzing the DPSIR Framework in Forest Conservation Policy: A Case Study of Northern Negros Natural Park |

18	Harmonization of national Disaster Risk Reduction Management Framework with DepEd DRRM curriculum Integration; Climate Change Adaptation (CCA) integration in the curriculum; Civic education (as Incorporating ESD concepts) integration in the curriculum (e.g., everyday carbon footprint) Monitoring and assessment of ESD implementation (e.g., ESD-enhanced Basic Education Curriculum for PNU Visayas) Baseline data/survey on the knowledge and awareness of Sustainable Development Goals (SDGs) among teachers and students Online eBooks/products, repositories or children's books that localize and simplify ESD concepts		Effects of Education on Climate Change Mitigation and Adaptation (EPRDO)
Basic and Applied Science Research	Nanotechnologies Biosafety Systems improvement through applied science Sustainable/Recyclable/Eco-Friendly teaching and learning materials Implications of scientific innovation and infrastructure	CAS FSTeM PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	
Disaster Risk, Intersectional Vulnerabilities and Institutional Capacities	Human systems vis-a-vis the environment; Sustainable grassroots/community-based knowledge and practices Possible collaboration with UNESCO, USAID, corporate social responsibility, OMLC, UNICEF, European Union , PSF, PBSP, NRDC, ARISE Philippines, Red Cross, Department of Science and Technology, PAGASA, Philippine Statistic Authority, Department	CPEO EPRDO FBeSS FSTeM MIS PNU Mindanao PNU North Luzon	Climate-Resilient Schools (RMO and FMSO - patent proposal stage)

	of Social Work and Development, YACAP	PNU South Luzon	
	CCA Impact Studies linked to knowledge generation and dissemination	PNU Visayas	
	Use of open data/big data for monitoring, evaluation and assessment of CCA, Disaster Risk Reduction Management, etc.		
	Strengthening local planning through identification of risks in communities		
	Schools and community assessment of readiness and adaptation: contextualizing the adaptation index /schools and community needs assessment: environmental dimension		
	Factors affecting youth participation in Disaster Risk Reduction Management training; Youth/Schools lobbying initiatives for climate action		
Environmental Psychology	Environmental psychology and Sociology /Studies on the school and the environment (e.g., ESD concepts vis-a-vis beliefs, values, attitudes and behavioral aspect/ behavior change at the individual or collective level)	FBeSS FSTeM PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Rice Farming Practices among Local Agusanon Farmers as Repository of Filipino Values 2023
	Exploring cognitive ergonomics in education institutions		Language and Filipino Values in Fishing Practices of Agusanon Fisherfolks (ongoing research)
	Eco-anxiety awareness and literacy		Eco-Anxiety and Climate Crisis
Creative Environmental Planning and Geographical Analysis	Data science in understanding physical and biological systems; Utilizing AI in environmental planning; Geographic Information Systems (GIS) for environmental education	CPEO FBeSS FEIS FSTeM PNU Mindanao PNU	
	Knowledge, Attitude and Practices (KAP) study in relation to Disaster Risk Reduction Management and climate change adaptation		

		North Luzon
20	School/HEI-LGU scientific research/baseline data on taking stock of existing biodiversity or eco-profiling or biodiversity mapping of a community/ barangay	PNU South Luzon PNU Visayas	

Area 5. Information And Communication Technology, Education, And Cyber Governance

Research and Creative Works Themes	Key Topics	Lead Units	Research Topics
Information and Communications Technologies (ICT) and Educational Technology (EdTech)	Assessing the effectiveness of technology integration in livelihood education Smart agricultural practice solution: education for the farmers and agriculture students Economic dimensions of online, blended and face to face learning Assessment of enabling mechanisms that foster educational technology Nationwide assessment of internet connectivity rates/speed; Current state of Information Communications Technology in the Philippines Inventory/baseline data on existence and utilization of school ICT devices, facilities and infrastructure Possible collaboration/funding with Department of Information and Communications Technology, United States Agency for International Development, Technical Education and Skills Development Authority, Professional Regulatory	EPRDO FEIS FSTeM MIS PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Learning Bahasa Indonesia Online: Challenges and Coping Mechanisms of Education Students (2022) Exploring Emerging Technologies and their Potential in Livelihood Education AI in Education: Aggravating Factor for Marginalization (2023, proposal)

	Commission, Philippine Institute of Development Studies, Department of Trade and Industry, Commission on Higher Education, and Department of Education		
	Computer assisted, programmable devices, and AI integrated materials for instructional use and learning enhancement; EdTech as support for alternative learning and tutoring (or remediation); How ICT enhances inclusivity in schools		
	Use of Virtual Reality (VR) or 3D in arts and science subjects/ courses		
School as an Online Space	Cyber Governance and learner safety (e.g., cybersecurity, data privacy, media and information literacy and ethics for school administrators, faculty, staff and students) Role of parents in online spaces Overcoming learner isolation in online learning /fostering independent learning in online modality Assessment of digital learning modality and flexible learning option; develop our own Learning Management System/module app Creation of an online platform for teachers (online repository of materials, updated trends, tech assistance/support) / creation of an online databank/repository of pedagogical approaches	FBeSS SASO MIS PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Ang mga e-Pabula bilang mga Kagamitang Awdyo-Biswal sa Pagtuturo sa Ikapitong Baitang (2021)
			Pagkatuto sa Mundo ng Arkada (PAMUKAD): Mga E-Module Gamit ang mga Lokal na Panitikan sa Tema ng mga Larong-Bidyu (Proposal Stage)
			Tun-An (Tuntungan ng Karunungan): e-Modyul sa Filipino 8 Gamit ang mga Poklor (Proposal Stage)
Data Science and Analytics in Education	Learning analytics and educational data mining (e.g., data driven school policies and systems) Open data /big data sharing among schools, higher education institutions, government Data science and psychology: Investigating learner cognition	FBeSS FEIS FSTeM MIS PNU Mindanao PNU	

22	data towards the development of a new pedagogical approach	North Luzon PNU South Luzon PNU Visayas	
Artificial Intelligence (AI) Generative Tools and Academic Integrity	Assessment of digital technology and digital etiquette skills of teachers; Pre-service training and curriculum design vis-a-vis AI Implications of Artificial Intelligence (AI) to education/ Responsible ese of AI/ Incorporating ethics and soft skills development in AI use BAGANI Approach: Balanced, AI-empowered generation and accountable next-gen initiatives Academic integrity and quality in online learning modalities/ effectivity of hybrid learning modalities (e.g., assessment, student engagement, learner diversity, AI implications - AI generative tools and maintaining academic Integrity; Formulating institutional policy on the use of AI generative tools; Impact of AI on higher order thinking skills	FEIS FSTeM CMIMO SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Views and Practices of HEI Faculty on the use of AI Generative Tools: Towards the Formulation of an Institutional Policy to Maintain Academic Integrity
Creative Technologies	E-games in Physical Education Technology-based innovative assessment methods Enhancing readiness and utilization of creative technologies to supplement artistic works Creation of a Philippine-contextualized version of Google Classroom or Schoology Creation of an online reading hub for each barangay Information and Communications Technology/EdTech in last mile schools /rural schools;	CMIMO FEIS ICEHME MIS PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	

			23
	ICT on wheels (e.g., bus/van with Wi-Fi and laptops; Bus/van/pick up with strong Wi-Fi signal or satellite dish that can go to various rural or last mile schools		

Area 6. Nationalism, Language Education, and Cultural Studies

Research and Creative Works Themes	Key Topics	Lead Units	Research Topics
Arts, Literature and Emancipation	The artist and the creation: interrelationships and apprehensions Citizenship, national identity and cultural preservation (Local Cultural Mapping - looking into the cultural heritage of each community and documenting it) Language, arts and culture education; localization of materials on gender-sensitivity; School and community-based language development Weaving art into literacy instruction Traditional games, songs and dances IP rights integration in Teacher Education curriculum The state of humanities teaching in Philippine basic education Strengthening of the Bachelor of Culture and Arts Program (e.g., review of standards) Review of permit processing in National Commission on the Indigenous Peoples Issues and policies on Indigenous Peoples teachers (e.g., lack of IP teachers, need for incentives to	CRL FBeSS FLL ICEHME PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Inclusive Cultural and Physical Education Manual Mga Pagpapahalagang Pilipino sa mga Piling Panitikang-Bayan ng mga Mamanwa 2022 Gaddang Cultural Practices Related to Physical Education Negros Panaad Festival Dances: A Reflection of Negrenses' Cultural Identity Unrecorded Indigenous Dances of the Philippines Unrecorded Traditional Games of the Philippines Indigenous Games of Kankanaey: Their implications to Physical Education Indigenous Games of Agtas: Challenges of Pedagogical Practices Physical and Leisure activities of the Yogads: Its implications to Physical Education Curriculum Culture, Create and Challenge (3 Cs): An Innovative Fitness Module for PathFit 4 course

24	promote teaching in IPs, standards on IP teaching, scholarships for IP teachers and students) Philippine languages in contemporary setting / Philippine languages from the youth's perspective History of indigenous/local games (e.g., sungka) and evolution over time, variations of the game rules (e.g., geographical, socioeconomic), and still be appreciated in present time		
Technology and Humanities Education	Access and utilization of ICT in Indigenous Peoples Education (e.g. Language/Dialect Translator/Mobile App or Computer Software) Creation of online repository of research or articles on IPs arts and literature as products and their integration in tourism; E-book or digital publication creation; Online games; Heritage advocacy groups; online subscription, digital rights management, digital transactions; TESDA, DICT, PayPal, Globe, Smart, HEIs adept in digital subscriptions management; marketing and information dissemination; digital products can specifically target high school and college)	FEIS FBeSS FLL ICEHME PNU Library PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	
Filipino, Regional and Indigenous Languages	Revitalization of language in education; Sustaining language use in education / Translanguaging multiliteracies approach in teaching Filipino arts in language education Translation of regional texts collab/funding with NCIP-NCCA, HEIs in the regions Assessment of local initiatives in the preservation, promotion, and intellectualization of the regional languages	FLL EPRDO LSC PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Mgo Tingog Tu Guyangan (Mga Boses ng Kagubatan): Pagsasalin sa Filipino ng mga Akdang Manobo (On going) Dokumentasyon ng mga Panitikang Yogad bilang Lunsarang Kagamitang Pampagtuturo Barkasyon ng Wikang Gaddang sa Lalawigan ng Isabela "Barkasyon ng Wikang Ibanag sa Lalawigan ng Isabela"

	Language policies in schools and HEIs Translation of works/foreign texts into regional languages, Filipino Secondary education options for language education; Multilingual education (need for teachers in specialization languages); Study on the implementation of the MTB-MLE/Mother Tongue policy		Language Use in social media for Academic Discourse among English Education Students 2022
Scientific Indigenous Knowledge Systems and Practices (SIKSP)	Ethnomathematics; Ethnoscience; Ethnolinguistics; and Indigenous Studies Manual of traditional/Indigenous Knowledge for Sustainable Living Baseline data/documentation of local culture, traditions, music, songs, dance, IKSPs, etc. (can be digitized as an online repository as part of cultural preservation efforts) Indigenous Peoples Studies (e.g. health, livelihood, literacy, teacher training; participatory approaches to IP research or research that will benefit the IP community; Translation of laws (e.g., IPRA) to Indigenous Peoples languages - enhancing IP's legal literacy) IP museum	FBeSS FLL FSTeM Library PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Ethnomathematics In t he indigenous Games of The Manobos (Proposal stage) Insights From the Sea: Ethnomathematical Practices of Fishing Community (Proposal Stage)
Creative Works, Therapeutic Practices and Flourishing	Creative interactions with art works; Multilingual creative works (a multilingual literary magazine featuring creative writing pieces such as poems, short stories, and essays in different languages spoken by students in the institution) From everyday emotions to aesthetic emotions: towards a unified theory of musical emotions; Creative activities and regulation of emotions; Validation	FBeSS FLL ICEHME SASO PNU Mindanao PNU North Luzon PNU South Luzon	Traditional Healing Practices in New Maug, Prosperidad, Agusan del Sur (Proposal stage)

		PNU Visayas	
of the Emotion Regulation Strategies for Artistic Creative Activities Scale (ERS-ACA)			
Indigenization of mental health; Philippine arts and mental health/psychology; Arts in health interventions			

Area 7. Technology and Livelihood Education, Health Literacy, and Sports for Community Empowerment

Research and Creative Works Themes	Key Topics	Lead Units	Research Topics
Advancing Various Literacies through Community Extension	Identifying effective strategies for upskilling and reskilling individuals to adapt to evolving technological landscapes; Inclusion of GAD component in literacy	CALL CAS CPEO CRL GEDIO FBeSS FSTeM SASO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Development of Green Vocational Pedagogical Strategies
	Family and community engagement		Integrating Green-Skills Development in Pre-Service TLE Teacher Education
	Needs analysis of communities; Development of assessment tools for community extension needs with different levels/types (e.g. awareness, competency, skills); Development of intervention program/plan and standardized protocol in implementing interventions; Development of evaluation tool with GAD component		
	Green vocational pedagogy; Integrating green skills; Development in TVET		
	Developing teaching strategies through hands-on/actual use of equipment/devices used in Livelihood/ Technical-Vocational; with GAD component (e.g., sugar cane processing, fiber to cloth)		
	Development of ladderized curriculum/micro credentialing		

	(From Tech-Voc Courses to Degree Programs) Oral and written proficiency in both English and Filipino School, family and community-linked extension; Citizenship and social disruptions; Survival and adaptive skills Job creation for vulnerable and marginalized population Integration of lifelong learning in the curriculum Effectiveness of technology and livelihood education (TLE) in secondary education; Youth participation in technology and livelihood training in the Philippines Development of modules/IMs for use in literacy training in schools or communities Appreciation and transmission of local knowledge (e.g. abaniko making) to the youth		
Sports, Games, Play and Recreation	Gamification and teaching strategies/learning experience Games integration in learning areas Physical literacy and human kinetics education; Sports education models; Technology-based fitness activities	ICEHME PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	Best Practices of Winning Coaches in Alicia, Isabela
			Building the Foundation for Mathematical Literacy through Collaborative Games
Health Education and Epidemiology	Development of instructional materials teaching symptomatology Awareness program on medical treatment procedures, importance of doctor consultation, and health literacy	EPRDO FBeSS FSTeM GEDIO HSU	Oral Hygiene Practices: A Qualitative Study
			Hepatitis Awareness: A Qualitative Study
			A Review of Breast Care Programs in HEIs (EPRDO and SMEC; ongoing)

	Needs assessment of common health problems in a community; Development of programs capacitating local health workers on appropriate health interventions; Students' knowledge and awareness of common illnesses and preventative measures; Cultural contexts of health and education; Diversity and health; Oral hygiene practices in the school setting Hepatitis awareness; Mental health in HEIs outside the cities; Students' knowledge and awareness of sexual and reproductive health rights (SRHR) and/or comprehensive sexuality education	PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	
Everyday Creativity and Participation	Development of innovative products (e.g. pesticides made from Natural/organic ingredients) Inclusive, innovative, and creative fitness activities; Creative work for health education; creative healing activities that promote healing/ mental health (e.g., creation of new dances/hobbies)	FLL FSTeM ICEHME HSU RMO PNU Mindanao PNU North Luzon PNU South Luzon PNU Visayas	

APPENDIX A

Research Projects Completed per Research Theme

URA 2019-2023

No.	Research Title	Year	Research Themes
1	Filipino-Value Bound Management Functions among the Middle Level Managers of State Universities and Colleges in a Region	2019	Language Education and Teachers
2	Classroom Management Approach Preferences of the Diverse Mathematics Learners	2019	Developmental Needs of Learners
3	Exploring misconceptions as a trigger for enhancing students conceptual understanding	2019	Pedagogical Innovations
4	Enhancing Student's Conceptual Understanding and Engagement through Active Learning Tutorials	2019	Pedagogical Innovations
5	Preferred future of Filipino School Leadership	2019	School Leadership Quality
6	A Lesson Study on Using the Concrete-Pictorial-Abstract (C-P-A) Approach in Adressing the Misconceptions in Learning Fractions	2019	Pedagogical Innovations
7	Paggamit ng Musikang Makabayan Bilanng Lunsaran ng Sikolohiyang Pilipino sa Pagtuturo ng Wika at Panitikan	2019	Language Education and Teachers
8	The Paradox of being a Female Teacher: The clash of sphere/clash of spheres:	2019	Teacher Well-being
9	Approaches to Integrating Multicultural Concepts: Inputs to Multicultural Education Program	2019	Curriculum Design and Management
10	Factors affecting teacher's use of web portal; in knowledge sharing. A behavioral Intention and Technology Acceptamce Perspective	2019	Lifelong Learning for Teachers
11	Hybrid Approach in PNU Outcome Based for Teacher Education Curriculum (OBTEC): An Assessment	2019	Education 4.0
12	An Exploration of Factors Affecting Graduate Students Degree Completion in a Teacher Education Institution (TEI): Inputs for Graduate Program Management and Pedagogy	2019	Curriculum Design and Management
13	Formulation of IP Curriculum Framework in Teacher Education	2019	Curriculum Design and Management
14	Evaluation of Outcomes Based Teacher Education Curriculum (OBTEC) Trimester Scheme	2019	Curriculum Design and Management
15	Student;s Understanding Level of Indigeneous Environmental Knowledge in Astronomy, Fishing, and Navigation: Its Implication on Mother-Tongue Based Multilingual Education (MTB-MLE)	2019	Language Education and Teachers

16	Manifestations of Environmental Principles in Bridging Scientific Context, Reasoning, and Behavior: Framework in the Development of Environmental Education Programs in the Philippines	2019	Curriculum Design and Management
17	Developing Mathematics-Enhanced Chemistry Research Lesson through Productive Lesson Study: Insights from In-Service Teachers	2019	Pedagogical Innovations
18	Investigating Functional Reading Literacy and Dropout Rate	2019	Developmental Needs of Learners
19	Impact of Teaching Strategies and Social Support on Students Mathematics Achievement, Attitude, and Anxiety	2019	Developmental Needs of Learners
20	Principals Bureautic Management Practices and Teacher's Job Satisfaction in a City Division	2019	School Leadership Quality
21	Academic Performance and Self Concept of Pupils of Alicia North Central School	2019	Developmental Needs of Learners
22	Comparing the kindergarten Curriculum Framework of the Philippines and Malaysia	2019	Curriculum Design and Management
23	Levels of Competence in the Learning Domains of Kindergarten Entrants	2019	Developmental Needs of Learners
24	The Management Structure of Kindergarten in the Philippines and Malaysia	2019	School Leadership Quality
25	Evaluation of the Faculty of Education Mentors-On-Volunteer for Equitable and Sustainable Quality Education (FES-MOVESQED) extension Program	2019	Design and Evaluation of Community Extension Programs
26	The Effect of Preschool Education on Self-Concept and Achievement among Pupils in the cooperating Schools of PNU-Isabela Campus	2019	Developmental Needs of Learners
26	Student Teachers' Preparation towards Inclusive Education	2019	Inclusive Education
28	Experiences of Teachers Teaching Grade 4 Pupils with MTB-MLE: Inputs to Policy Development and Teacher Training for Multicultural MTB-MLE	2019	Language Education and Teachers
29	Experiences of OBTEC Pre-Service Teachers: Inputs to Practice Teaching Multicultural Program	2019	Curriculum Design and Management
30	Factors that Affect Academic Performance of Indigeneous People (IP) Students of Philippine Normal University North Luzon	2019	Inclusive Education
31	Quality Assurance and the Philippine Education System: Inputs from future Filipino School Leaders	2019	School Leadership Quality
32	HisStory in the Feminized Teaching Profession	2019	The Dignity of Teaching
33	Six Years of MTB: Revisiting Teachers' Language Attitude towards the Teaching of Chavacano	2019	Language Education and Teachers
34	Transformational Leadership and Financial Control Strategies of Grade Level Leaders: The Experience of an Elementary School	2019	School Leadership Quality

35	Transforming Philippine Normal University into an Internationally-Recognized and Nationally Relevant Teacher Education University: How far have we gone? A Five Year Evaluation of the University's Strategic Development Plan and Organizational Structure	2019	Innovations in Teacher Education Curriculum
36	Toward Sustaining PNU's Extension Service on Disaster Risk Reduction and Mitigation: The PNU Geografika Experience	2019	Design and Evaluation of Community Extension Programs
37	An Investigation of Filipino ESL Learners' Language Stereotypes towards Philippine Lectal Speakers using a Matched-guise Test	2019	Language Education and Teachers
38	Assessing Collocational Knowledge: The Relationship of L2 on L1 and L1 on L2	2019	Language Education and Teachers
39	Technological Pedogogical Content Knowledge (TPACK) in Philippine STEAM Education	2019	Pre-service and In-service STEM/ STEAM Education
40	Types and Levels of Questioning of Pre-Service Teachers of Elementary English	2019	Language Education and Teachers
41	Life Narratives of Women-Recipients of University-Designed Extension Programs	2019	Design and Education of Community Extension Programs
42	Development of PPST-based ePorfolio Rubric for Online Professional Education Courses in the Certificate in Teaching Program	2019	The PPST and Teacher Education
43	Traits of a Reflective Practitioner: A study of Reflective Journals Outputs of Blended Teacher Training	2019	Remote Teaching and Learning in Teacher Education
44	Where does the Rainbow Start? Qualitative Exploration of Factors and Processes Leading to Sexual Identity Development of LGBT Youth	2019	Decelopmental Needs and Learners
45	Philosophy of Teaching in ASEAN Teacher Education Institution	2020	Internationalization of Education
46	Strengthening the Role of PNU Visayas as the Hub for Environment and Green Technology Education	2020	Innovation in Teacher Education Curriculum
47	Analysis of the PISA Framework vis-a-vis the Philippine Kto12 Curriculum	2020	Curriculum Design and Management
48	Coping Strategies of PNU Bachelor in Mathematics and Science Elemetary Education Students: Its effect on Academic Performance in Biological Science	2020	Developmental Needs of Learners
49	Documentation and Analysis of Gender Issues at Schools Division of Marikina towards Deeveloping a Gender-Fair School Policy	2020	Inclusive Education
50	Analysis of the Basic Education Exit Assesment (BEEA) for Senior High School Students: Input to K to 12 Curriculum Review	2020	Curriculum Design and Management
51	Knowledge Skills and Attitude Important for Beginning Science Teachers: The case of PNU North Luzon	2020	Developmental Needs of Learners

52	Global Citizenship Education (GCED) Curriculum Development and Intergration in the Philippines	2020	Globalization and Learning
53	National Validation of the Foundational Framework for Exemplary Community-Based Literacy Programs and Engagement	2020	Service Learning through Community Engagement
54	Ready or Not: The Experiences of Novice Academics Heads in School Leadership	2020	School Leadership Quality
55	Speaking Difficulties of Philippine Indigeneous Learners in English Semantics	2020	Inclusive Education
56	Laws and Program Interventions: Sustaining the Philippine Indigenous Eraly Childhood Education	2020	Innovations in Teacher Education Curriculum
57	Curriculum Implementation facilitating and Hindering Factors: The Philippine Context	2020	Curriculum Design and Management
58	Filipino Teachers Technology Acceptance: A MIMIC Analysis	2020	Life-long Learning for Teacher
59	From Teaching to Leading: A Phenomenological Inquiry on Overcoming Challenges from the Lens of Novice Principal	2020	School Leadership Quality
60	Fcators Affecting Mid-Level Academic Administrator's Motivation	2020	School Ledaership Quality
61	Looking through Philippine's K to 12 Curriculum in Mathematics and Science vis-a-vis TIMSS 2015 Assessment Framework	2020	Curriculum Design and Management
62	Suggesting a Suggestion: Insights into Strategies from Maranao ESL Leaners	2020	Language Education and Teachers
63	Filipino Pedadgogies from Social Mimesis	2020	Pedagogical Innovations
64	Mula "Kuya" Hanggang "Oppa": Gampanin ng Wikang Filipino sa Pagtuturo ng Wikang Koreano	2020	Language Education and Teachers
65	The Academic Self-Esteem and Science Achievement of PNU Students	2021	Positive Education in Teacher Education
66	An Initial Evaluation of the PhD Mathematics Education Curriculum (OBGTEC)	2021	Curriculum Design and Management
67	Strategies for Parental Involvement During Emergency Remote Teaching Scale (SPIERT-S): Its Psychometric Properties	2021	Remote Teaching and Learning in Teacher Education
68	Mind Style and 21st Century Philippine Fiction: Basis for a Brain-Based Framework for Teaching Literature	2021	Pedagogical Innovations
69	Education and South Korea's New Southern Policy: Locus and Prospects	2021	Internationalization of Education
70	language Policy in Primary Education in the Philippines: A Critical Review	2021	Language Education and Teachers
71	Writing Performance of ESL Learners in Mobile Phone Supported Face-to-Face Collaborative Context	2021	Developmental Needs of Learners
72	Self-Representation of Filipino Teachers and Korean Learners of English in Online Classes	2021	Language Education and Teachers

73	Flexible Learning Modalities in Higher Education: A study of Faculty Experiences	2021	Remote Teaching amd Learning in Teacher Education
74	Student-Teacher Relationship in Flexible Leraning during pandemic: Experience of Blind students and their teachers	2021	Remote Teaching amd Learning in Teacher Education
75	Improving the Academic Performance of Indigenous (IP) Students of Philippine normal University North Luzon	2021	Inclusive Educaion
76	Materials Development in Flexible Learning: Perspectives from English Language Teachers in a Philippine State University	2021	Remote Teaching amd Learning in Teacher Education
77	Enhancing Teacher Research Skills: A Project Research Capability Program (ReCaP)	2021	Life-long Learning for Teachers
78	On Becoming Technology and Livelihood Education Teachers	2021	Life-long Learning for Teachers
79	Determining Areas of Professional Development among Pre-service Teachers: Prospect for Policy and Training Design	2021	Curriculum Design and Management
80	Responsiveness of Mathematics Teacher Preparation to the Challenges of PISA	2021	Curriculum Design and Management
81	Speaking Difficulties of Philippine Indigeneous Learners in English: A Case Study	2021	Language Education and Teachers
82	Intergrating Peace and Unification Concept in a Korean Language Class in the Graduate School	2021	Pedagogical Innovations
83	Exploring Scientific Discourse in Thematic Institution	2021	Pedagogical Innovations
84	Students Perception of Relevance and View of the Nature of Science: Implications to a Thematic Instructional Model	2021	Pedagogical Innovations
85	Teaching and Technology in the New Normal: Selected Filipino Teachers' Experience	2021	Pedadogical Innovations
86	Assessing Flipped Classroom in Flexible Learning via Community of Inquiry Framework	2021	Remote Teaching and Learning in Teacher Education
87	COVID-19 and its impact on adult Education and Learning: A scoping research in the UK, Afghanistan, and the Philippines	2021	Curriculum Design and Management
88	Assessment of Internationalization Programs of Higher Educational Institutions During the Pandemic: Inputs to Policy Development	2021	Internationalization of Education
89	Online Teacher and at-home Parent During the COVID 19 Pandemic: An inquiry into the gendered Division of Labor Among Female Teachers Households	2021	Teacher Well-being
90	A Study on the Impact of "Sa Pinas Ikaw ang Ma'am/Sir (SPIMS)" Program Online Refresher Course of Philippine Normal University to the Reintegrated Female Teachers: Input to Return Preparedness and Reintegration	2021	Design and Evaluation of Community Extension Program

91	Gender Differences in Teacher's Coping and PSychological Response to Job Stress: Towards a Gender Sensitive Approach to Strengthening Well-being of Filipino Teachers	2021	Teacher Well-being
92	The Learning Styles and Science Achievement of PNU Students	2021	Pedagogical Innovation
93	Transgenderism in Teacher Education Institutions: Teacher Educators Attitudes, Comfortability, and Confidence	2021	Teacher Well-being
94	We Are Online: The Distance Learning Experiences of Grade 8 World History Students in a Selected School in Manila	2021	Remote Teaching and Learning in Teacher Education
95	An analysis of online foreignlanguage syllabi in a teacher education institution during emergency distance education in the Philippines	2021	Language Education and Teacher
96	Remote Learning: Technological and Social Challenges of Learners with ASD Amidst COVID-19 Pandemic	2021	Remote Teaching and Learning in Teacher Education
97	Parents as Teachers: Challenges, Coping Strategies and Best Practices Employed in Teaching Children with Intellectual Disabilities and Hearing Impairments during Remote Learning	2021	Developmental Needs of Learners
98	Emergency Remote Teaching Experiences of Basic Education Teachers in the Philippines	2021	Remote Teaching and Learning in Teacher Education
99	Investigating Mathematics Teachers' Perceived Design Thinking Mindset and Related Factors	2021	Lifelong Learning for Teachers
100	Early Childhood Pre-service Teachers' Adversity Quotient and Academic Performance	2021	Teacher Well-being
101	Ang mga e-Pabula bilang mga Kagamitang Awdyo-Biswal sa Pagtuturo sa Ikapitong Baitang	2021	Pedagogical Innovations
102	Curriculum Implementation, Teachers' Competencies and Preferred Teaching Strategies of Headstart Program: An Assessment	2021	Curriculum Design and Management
103	Experiences and Embodiments of State University Students in Distance Learning amidst Covid 19		Remote Teaching and Learning in Teacher Education
104	Towards A Design-based Remote Teaching Practicum Program	2022	Remote Teaching and Learning in Teacher Education
105	Mapping of Gender Issues among Students in the Context of the Covid-19 Pandemic: Toward the Development of a Gender Responsive Program in Higher Education Institutions	2022	Inclusive Education
106	Preservice Teachers' Adjustments amidst the Demands and Challenges of the New NormalEducation: Towards the Development of a Psycho-Social Intervention Program	2022	Teacher Well-being

107	Content Test Scores of Prospective Elementary Mathematics Teachers: Input to Teacher Education Curriculum	2022	Curriculum Design and Management
108	Grade 4 - Coping Strategies in Surviving Emergency Remote Learning	2022	Pedagogical Innovations
109	Grade 6 - What Worked and Did not Work in Emergency Remote Learning	2022	Pedagogical Innovations
110	Grade 9 - Making the Curriculum Relevant in Emergency Remote Learning	2022	Curriculum Design and Management
111	Grade 11 - The Limits to Modular Distance Learning in Understanding Culture, Society, and Politics	2022	Pedagogical Innovations
112	Grade 12 - Beyond Emergency Remote Learning: The Challenges and Opportunities of Teaching and Learning Discipline and Ideas in Applied Social Sciences	2022	Pedadogical Innovations
113	Breaktime Interviews: Health and wellbeing of online teachers	2022	Teacher Well-being
114	Flexible Learning Activities and Practices that Develop Students' Engagement in Online Classes	2022	Pedagogical Innovations
115	Language Identity of Indigenous Filipino Pre-Service Teachers	2022	Language Education and Teachers
116	Exploring the LivedAcademic Experiences of First-time PNU MA-ECE Students Teaching Abroad	2022	Innovations in Teacher Education and Curriculum
117	Participatory Community Appraisal and Vegetation Analysis of the Extension Community of PNU Visayas: A Case Study	2022	Design and Evaluation of Community Extension Program
118	National Study on Whole School Approach to Global Citizenship Education in the Philippines	2022	Globalization and Learning
119	Assessing the Policies and Practices of Select Teacher Education Institutions (TEIs) on Practice Teaching in the Time of the Pandemic and Flexible Learning Delivery (FLD) System	2022	Remote Teaching and Learning in Teacher Education
120	Exploring Student Mental Models and Student Experiences to Improve the Teaching Practice of Cell and Molecular Biology	2022	Pedagogical Innovations
121	The Study Skills and Science Achievement of PNU Students	2022	Pre-service and In-service STEM/STEAM Education
122	The Science Motivation and Science Achievement of PNU Students	2022	Pre-service and In-service STEM/STEAM Education
123	Development of a framework for the integration of the key competencies of various International Large-Scale Assessment (ILSA) frameworks in the program design of pre-service teacher education programs	2022	Pedagogical Innovations

124	English Teaching and Learning During the COVID-19 Pandemic: Challenges, Solutions, and Recommendations for Higher Education Management	2023	Remote Teaching and Learning in Teacher Education
125	Work-related predictors of flourishing and psychological richness of life among Filipino teachers in the time of COVID-19 pandemic	2023	Teacher Well-being
126	Juggling Teaching and Game Development: An Autoethnographic Research / An Educator's Strategies on Part-Time Game Development: An Autoethnographic Research in Progress (New title after first review)	2023	Lifelong Learning for Teachers
127	Developing the Guiding Policy on the Nationwide Implementation of Micro-certification in the Alternative Learning System (ALS)	2023	Curriculum Design and Management
128	Making Sense of Pre-Service English Teachers' Practicum Experiences: Perspectives on Teacher Learning	2023	Curriculum Design and Management
129	Parenting Daily Hassles of Filipino Teachers	2023	Teacher Well-being
130	Design and Validation of Growth Assessment Applications of Student's Critical Thinking Skills with Vertical Equating in Physics Learning	2023	Pre-service and In-service STEM/ STEAM Education
131	The Effect of School Heads' Leadership Style on Learners' Perception of School Climate	2023	School Leadership Quality
132	Teaching Beliefs and Efficacy of Pre-service English Teachers on Differentiated Instruction Practice in Multilingual Classrooms	2023	Teacher Well-being
133	Micro-level Language Assessment Literacy (LAL) of English Language Teachers	2023	Language Education and Teachers
134	Relating Meaningfully with the World: A Philosophical Perspective on School Leadership	2023	School Leadership Quality
135	Teaching Local Language to Learners with English as First Language: Challenges and Strategies	2023	Language Education and Teachers
136	Digital Resources' Availability, Usage, and Sufficiency: Insights from Filipino Scientific Literacy Scores in PISA 2018	2023	Curriculum Design and Management
137	An Evaluation of the MA Mathematics Education Curriculum (OBGTEC)	2023	Curriculum Design and Management
138	Teaching experiences during COVID-19 pandemic: Narratives of Female Teachers in Basic Education toward support to Teacher Quality	2023	Teacher Well-being
139	A Case Study on Technology and Education in the Philippines	2023	Education 4.0
140	Preschool Teachers' Stress and Coping Mechanism	2023	Teacher Well-being
141	Code-Switching Functions in Grade 7 Mathematics Classrooms and its Effects to Students' Learning	2023	Language Education and Teachers

142	The Intercultural Competencies Model for Filipino Teachers	2023	Inclusive Education
143	Impact of Teachers' Attributes in Pursuing Education Career	2023	The Dignity of Teaching
144	Scale Development of a Tool to Measure Gender-Responsive Teacher Education Curriculum (GRTEC)	2023	Innovation in Teacher Education Curriculum
145	Beyond the Binary: Level of Gender Language Sensitivity Among Education Students	2023	Inclusive Education
146	Primary Caregivers'Motivating Behaviors in Handling Kindergarten Learners with Attention-Deficit Hyperactivity Disorder (ADHD)	2023	Developmental Needs of Learners
147	An Analysis of the Translanguaging Practices of English Professors in a Virtual classroom	2023	Language Education and Teachers
148	Pre-service teachers' self-efficacy and readiness to integrate plurilingual pedagogies into multilingual classrooms	2023	Pedagogical Innovation
149	Teaching Through an Open Mic: Exploring the Online Teaching Efficacy of ESL Teachers during Emergency Distance Education	2023	Language Education and Teachers
150	Debelopment at Ebalwasyon ng mga Kamayo Poklor Komiks (KPK) Bilang Kagamitang Pampagtuturo sa Wika at Panitikan sa Ika-7 Baitang	2023	Pedagogical Innovation
151	Pagkamaan Tu Tulun-Anan (Pagkatuto sa mga Aralin): Mga Modyul Pampagkatuto Gamit and mga Piling Panitikan ng Manobo	2023	Pedagogical Innovation
152	The Philippine Mathematics Education Crisis: What the ILSAs Say	2023	Pre-service and In-service STEM/ STEAM Education
153	GIYA (Gabay, Inobatibo, Yunik, Awtentiko) sa Paggamit ng Kagamitang Panturo: Paglinang ng Modelong Pamatnubay sa 3Ps: Pagdidisenyo, Pagbuo, at Pagpapatupad ng Kagamitang Panturo sa Modang Online	2023	Curriculum Design and Management
154	Development of a Model for Flexible Learning in a Graduate Education Program	2023	Curriculum Design and Management
155	Comparative Analysis of the Philippine Education Assessment Framework Against Global and International Standards and its Implications for Policy and Practice	2023	Internationalization of Learning
156	Integrating Design Thinking into Mathematics Learning through e-Learning Activities	2023	Curriculum Design and Management

Research Themes Covered by the University Research Agenda 2019-2023

Research Themes	f	%
Language Education and Teachers	20	13.25
Developmental Needs of Learners	12	7.95
Pedagogical Innovations	22	14.57
Scholl Leadership Quality	10	6.62
Teacher Well-being	12	7.95
Curriculum Design and Management	25	16.56
Lifelong Learning of Teachers	6	3.97
Education 4.0	2	1.32
Design and Evaluation of Community Extension Programs	5	3.31
Inclusive Education	8	5.30
The Dignity of Teaching	2	1.32
Innovations in Teacher Education Curriculum	5	3.31
Pre-service and In-service STEM/STEAM Education	5	3.31
The PPST and Teacher Education	1	0.66
Remote Teaching and Learning in Teacher Education	13	8.61
Internalization of Education	3	1.99

APPENDIX B

Updating of URCWA Core Team

First Preparatory Meeting of the Ad Hoc Committee – June 07, 2023
Representative per Department/Unit

Names	Department/Unit
Dr. Allen A. Espinosa	EPRDO
Dr. Niña Christina L. Zamora	EPRDO
Dr. Praksis A. Miranda	EPRDO
Dr. Rosanna Diana	IPEHRDS
Dr. Fe Bermiso	PNU Mindanao
Dr. Krizna Rei Palces	UCGD
Dr. Marie Grace Pamela Faylona	FBeSS
Dr. Shiela Rose Pastor	FSTeM
Prof. Charmaine Espejo	ITL
Prof. Brenda Villamor	EPRDO
Ms. Lorephil P. Carloman	EPRDO
Ms. Maria Luz Rantael	EPRDO

Second Preparatory Meeting of the Ad Hoc Committee – July 07, 2023
Representative per Department/Unit

Names	Department/Unit
Dr. Allen A. Espinosa	EPRDO
Dr. Niña Christina L. Zamora	EPRDO
Dr. Praksis A. Miranda	EPRDO
Dr. Rosanna Diana	IPEHRDS
Dr. Niño Naldoza	SIKM
Dr. Shila Rose Sia	FSTeM
Dr. Fe Bermiso	PNU Mindanao
Dr. Brenda B. Villamor	
Dr. Marie Grace Pamela Faylona	FBeSS
Ms. Erlene	UCGD
Ms. Lorephil P. Carloman	EPRDO

APPENDIX B

LIST OF PARTICIPANTS

Internal Stakeholders Consultative Discussion
October 09, 2023 - via ZOOM

Name (Internal Stakeholders)	Affiliation/Organization
Jayson De Vera	FSTeM
Kerr Zamora	PNU Manila, Undergraduate Student
Ms. Amierah Alise	PNU Manila, Undergraduate Student
Kharl U. Reformina	PNU Mindanao, Undergraduate Student
Angel A. Martin	PNU North Luzon, Undergraduate Student
Ma. Rhejoy Ocson Majarreis	PNU South Luzon
Marc Christian Dasig	PNU North Luzon
Irene Briones	PNU Visayas
Prof. Mary Leigh Perez	Facutly, FAL
Prof. Marcia Nina Salvador	Facutly, FeS
Prof. Connie Raymundo	Facutly, FAL
Dr. Eljie Mabunga	Facutly, FBeSS
Dr. Brian Limson	Facutly, FSTeM
Dr. Josephine Tondo	Facutly, FSTeM
Dr. Cecille Genuino	Facutly, GTeF
Dr. Joseph Erfe	Facutly, ITL
Prof. Carmela Buhain	Facutly, ITL
Prof. Malvin Tabajen	Facutly, IKM/SIKM
Prof. Roaima Lyn Antonio	Facutly, IKM/SIKM
Prof. James Bailon	Facutly, IPHERDS Director, UEMPRO
Prof. Romeo Rioflorido	Facutly, IPHERDS
Prof. Judith Paceno	Faculty, PNU North Luzon
Prof. Edison Abon	Faculty, PNU North Luzon
Prof. Iona Zanoria	Faculty, PNU South Luzon
Prof. Jed Tumbali	Faculty, PNU South Luzon
Prof. Jovenal Dela Cruz	Faculty, PNU Mindanao
Prof. June Dumanhug	Faculty, PNU Mindanao

Multi-Stakeholders Consultative Forum
October 18, 2023 - E.P Dagot Hall Audio-Visual Theater

Name (External Stakeholders)	Affiliation/Organization
Darell De Los Santos Sison	Oscar M. Lopez (OML) Center for Climate Change Adaptation and Disaster Risk Management Foundation, Inc.
Ramon Antonio Aldana	Synergia Foundation
Anna Divina C. Ruiz	REX Education
Raymund Rosuelo	Research and Knowledge Management Division Human Rights Policy Advisory Office
Elisa Bernadette Limson	Psychological Association of the Philippines (PAPs)
Paulo Maria Pagkatipunan	South Manila Educational Consortium (SMEC)
Thedem Z. Alarte	DepEd Policy Research Department
Irene Chia	DepEd Policy Research Department
Leih Maruss V. Sinsay	Philippine Institute for Development Studies (PIDS)
Gazelle Angela Serrano	Philippine Business for Education (PBEd)
Jayme J. Mariño	National Council on Disability Affairs (NCDA)
Kaila Keizha Villas	National Council on Disability Affairs (NCDA)
Beverly Wico Sy	Cultural Center of the Philippines (CCP)
Frederick T. Talaue	Lasallian Institute for Development and Educational Research (LIDER)
Jael Gonzales	UP Babaylan
Yojiro Tanaka	Japan Foundation-Manila
Bea Naling	Japan Foundation-Manila
Ross Jacob Talaue	DLSU-LIDER
John Enrico Torralba	Komisyon ng Wikang FIlipino (KWF)
Diosdado M. Antonio	SEAMEO Innotech
Joegen R. Dizon	Commission on Higher Education (CHED)
Anfer Puerto	Commission on Higher Education (CHED)
John Pole Villamena	National Commission on Indigenous Peoples (NCIP)

Name (Internal Stakeholders)	Affiliation/Organization
Ma. Arsenia C. Gomez	EPRDO
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Marie Grace Pamela Faylona	FBeSS
Ma. Salome B. Fulgencio	VPA
Jayson L. De Vera	FSTeM
Jasper Lomtong	FAL
Nikolee Marie Serafico-Reyes	FBeSS
Shiela Marie B. Pamfilo-Dela Peña	OSASS

Monica P. De Vera	Another Student Representative from PNU Manila (Torch Publications)
Mhaigne Ahne Lucañas	Another Student Representative from PNU Manila (Torch Publications)
Andrew S. Peña	President, Faculty Union
Joseph Erfe	ITL
Pauline Giselle Paraan	ITL
Charmane Espejo	ITL
Dhana Canoy	ITL
Rowena R. Hibanada	CPEO
Crist John Pastor	CGSTER
Jerand John D. Magbanua	Student Leader PNU Visayas
Ralph B. Original	SG President of PNU Mindanao
John Rafael D. Umali	
Rosanna A. Diana	IPHERDS
Leah Amor S. Cortez	Executive Director and Provost PNU North Luzon
Elvira Chua	Executive Director and Provost PNU Mindanao
Denmark L. Yonzon	Executive Director and Provost PNU Visayas
Aurora Garancho	
Merimee Siena	OSASS
Marilyn U. Balagtas	CGSTER
Celia Ilanan	CFLEX
Lordinio Vergara	VPURA
Heidi B. Macahilig	Admission Office
Leigh Brian Salivio	VPRPQA
Allen A. Espinosa	EPRDO
Ñina Cristina L. Zamora	EPRDO
Ma. Victoria C. Hermosisima	EPRDO
Ma. Luz V. Rantael	EPRDO
Lorephil P. Carloman	EPRDO

APPENDIX C

Clustering for the Workshop - Multi-Stakeholders' Consultative Forum with Facilitators and Documenters

Area 1: Maintaining teacher quality and well-being

Facilitator: Prof. Ma. Victoria Hermosisima

Documenter: Prof. Jasper Lomtong

Ramon Antonio Aldana	Synergia Foundation
Heidi B. Macahilig	Admission Office
Andrew S. Peña	Faculty Union
Celia Ilanan	CFLEX
Elisa Bernadette Limson	Psychological Association of the Philippines
Gazelle Angela Serrano	PBEd
Thedem Z. Alarte	DepEd Policy Research Department

Area 2: Facilitating learner achievement and welfare

Facilitator: Dr. Christ John Pastor

Documenter: Prof. Charmaine Espejo

Joegen R. Dizon	CHEd
Ralph B. Original	SG President of PNU Mindanao
Merimee Siena	OSASS
Ramon Antonio Aldana	Synergia Foundation

Area 3: Integrating gender equality, disability awareness, and social inclusion

Facilitator: Dr. Gilbert Arrieta

Documenter: Prof. Pauline Paraan

Marilyn U Balagtas	Dean, CGSTER
Rowena Hibanada	CPEO
Jael Gonzales	UP Babaylan
Kaila Keizha Villas	NCDA

Area 4: Promoting environmental sustainability	
Moderator: Dr. Marie Grace Pamela Faylona	
Documenter: Prof. Dhana Canoy	
Denmark L. Yonzon	Executive Director and Provost, PNU Visayas
Jerand John D. Magbanua	SG President of PNU Visayas
Darell De Los Santos Sison	Oscar M. Lopez (OML) Center for Climate Change Adaptation and Disaster Risk Management Foundation, Inc.
Diosdado M. Antonio	SEAMEO Innotech

Area 5: Utilizing the potential of emerging technologies for education	
Facilitator: Dr. Nikolee Marie Serfaico-Reyes	
Documenter: Asst. Prof. Jayson L. De Vera	
Leih Maruss V. Sinsay	PIDS
Monica P. De Vera	Another Student Representative from PNU Manila (Torch Publications)
Mhaigne Ahne Lucañas	Another Student Representative from PNU Manila (Torch Publications)
Anna Divina C. Ruiz	REX Education

Area 6: Advancing the teaching of Philippine humanities, indigenous knowledge, and arts	
Moderator: , Dr. Ma. Arsenia C. Gomez	
Documenter: Ms. Salome Fulgencio	
Leticia N. Aquino	
Lordinio Vergara	VPURA
Yojiro Tanaka	Japan Foundation-Manila
Beverly Wico Sy	CCP
John Enrico Torralba	KWF
John Pole Villamena	NCIP

Area 7: Enabling Lifelong Learning

Facilitator: Dr. Joseph Erfe

Documenter: Ms. Shiela Dela Peña

Paulo Maria Pagkatipunan	SMEC
Leah Amor S. Cortez	EDP PNU North Luzon
Rosanna Diana	IPHERDS