



Developing Collaborative Research Projects on the Senior High School Program

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UP CIDS – Education Research Program: <http://cids.up.edu.ph>





1. Established in 1985 during presidency of former Sen. Edgardo J. Angara
2. UP CIDS anchors its endeavors to aid UP in fulfillment of its role as a research university in various fields of expertise and specialization.
3. UP CIDS is mandated to:
 - a. Develop, organize, and manage research issues of national significance
 - b. Encourage and support research and study by various UP units and individual scholars
 - c. Secure funding from public and private persons and agencies
 - d. Ensure that research outputs and recommendations are openly disseminated

UP CIDS Programs



1. Assessment, Curriculum and Technology Research Centre
2. Decolonial Studies Program
3. Education Research Program
4. Escaping the Middle Income Trap: Chains for Change
5. Higher Education Research and Policy Reform
6. Islamic Studies Program
7. Local Regional Studies Network
8. Political Economy Program
9. Program on Alternative Development
10. Program on Data Science for Public Policy
11. Program on Health Systems Development
12. Program on Social and Political Change
13. Strategic Studies Program



Started in 1991 in the office of then UP President Jose V. Abueva; its agenda then included:

1. Functional literacy and nonformal education
2. Indigenization of the curriculum
3. Family and education research

Research by the UP CIDS-ERP namely "Landscape of Literacy: An Ethnographic Study of Marginal Communities in the Philippines," and "Cognitive consequences of literacy: Studies on thinking in five Filipino communities" were awarded by the UNESCO International Literacy Research Award in 1994 and 1996, respectively.



ERP crafted an updated research agenda for 2018 to 2023 in response to prevailing issues in education that arise from reforms in the educational system. The objectives are:

1. To consolidate research and to create themes of Filipino scholarship on education topics
2. To understand current issues in the education landscape
3. To nurture a critical group of faculty researchers on education that is ably supported by competent research staff



Monographs

1. Key Issues in Instruction, Teacher Professional Development, and ICT in Basic Education
2. Key Issues in Curriculum, Assessment, and ICT in Basic Education
3. Key Issues in Governance, Finance, and School Improvement and ICT in Basic Education

Policy Briefs

1. Mother Tongue-Based Multilingual Education and a Need for Program Evaluation
2. Re-framing Gender Disparities in Basic Education in the Philippines
3. Assessment as a Tool for Inclusion



Discussion Papers

1. Critical Theory, Pedagogy, and Literacy: Making Classrooms as Democratic Public Spheres and Teachers as Cultural Workers for Martial Law Conversations
2. ALS Literacy Programs for Filipino Adult Learners: Whose Goals are being realized?
3. Basic Education and Federalism: Implications and Options for the National Capital Region

Journal Articles

1. Reframing Democratic Citizenship and Civic Education: Critical Explorations on the work of PCCED
2. Literature and Life: Dealing with Controversial Issues Using Children's Literature

College and Career Readiness





College and career readiness part of an accountability system in education (Darling-Hammond, Willhoit, & Pittenger, 2014)

New paradigm rests on three (3) pillars: “a focus on meaningful learning, enabled by professionally skilled and committed educators, supported by adequate and appropriate resources” (p. 4)

A cycle of continuous improvement, is reciprocal and comprehensive, focused on capacity-building, performance-based, & utilizes multiple measures of assessment



- Broadened definition of **college and career readiness**
- Higher-order skills that they need to acquire to succeed in today's world.
- Knowledge, skills and dispositions needed to foster:
 - Critical and creative thinking;
 - Problem solving;
 - Collaboration;
 - Multiple modes of communication;
 - Uses of new technologies;
 - Capacity to learn to learn; and
 - Social-emotional intelligence that foster a growth mindset and supports resilience and resourcefulness (Darling-Hammond, Willhoit, & Pittenger, 2014, p .2)



Concern for ensuring learner success in chosen secondary education or post-high school training has led to definitions of **college and career readiness**.

A **college and career ready learner** is someone who “can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework” (Conley, 2012, p. 1).



Four keys to college and career readiness:

- 1) Key Cognitive Strategies,
- 2) Key Content Knowledge;
- 3) Key Learning Skills and Techniques, and
- 4) Key Transition Knowledge and Skills (Conley, 2012)



Key Cognitive Strategies = ways of thinking learners need for the demands of college-level work

- formulating hypotheses
- developing problem-solving strategies
- identifying sources and collecting information
- analyzing and evaluating findings or conflicting viewpoints,
- organizing and constructing work products in a variety of formats
- monitoring and confirming the precision and accuracy of all work produced” (Conley, 2012, p. 2)



Key Content Knowledge = foundational knowledge

- core subjects that all learners must know well
- technical knowledge and skills associated with career aspirations;
- includes the value that learners place on this knowledge and the effort they exert to learn the same



Key Learning Skills and Techniques = learners' ownership of learning

- goal setting,
- persistence,
- self-awareness,
- motivation,
- progress monitoring,
- help-seeking, and self-efficacy,
- specific learning techniques including time management, study skills, strategic reading, memorization techniques, collaborative learning, technology skills, and self-monitoring



Key Transition Knowledge and Skills = knowing which courses to take in high school in order to be admitted to an appropriate postsecondary program,

- understanding financial aid options and procedures,
- being focused on a career pathway or major, understanding college-level and workforce norms and expectations,
- knowing how to be a self-advocate within the institutional framework of postsecondary programs (Conley, 2012, p. 2)

Current DepEd Initiatives for SHS



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- DepEd through the Bureau of Curriculum Development (BCD) will conduct National Tracer Study of the SHS Graduates of SY 2017-2018
- Study aim to trace the status of SHS graduates in 2018 with respect to curriculum exits
- Findings of study will serve as initial data for future researchers relative to SHS program & basis for policy review/formulation
- Some regions are also conducting their own tracer studies of SHS graduates

Research Agenda Building for SHS

What questions can we ask?



Senior High School Programs



1. Learner Programs
2. Curriculum
3. Financing and Partnerships
4. Teacher Recruitment and Development
5. Learning Environment
6. Learning Resources
7. School Leadership and Governance
8. Communications Program

SHS Studies could have:



1. Developmental component looking at socio-emotional learning and cognitive learning.
2. Same methodology or protocol and standardized tools to collect big data.
3. Similar processes to those followed during the planning for SHS. Tracking sheets will be needed to consolidate data collected.
4. Design will be retrospective & will look at the objectives of the SHS program and examine the four (4) exits.

SHS Studies could:



5. Pay special attention to Maritime & Nursing
6. Check how SHS connects to higher education and technical-vocational-livelihood education
7. Comprise a research agenda for SHS & build a baseline on how to assess SHS
8. Focus on the following SHS program components:
 - Curriculum
 - Financing & Partnerships
 - Teacher Professional Development (TPD) / Continuing Professional Development (CPD)

SHS Studies could have:



9. A longitudinal component to track graduates & will investigate whether SHS has a socio-emotional learning (SEL) dimension as well as a gender dimension
10. A sampling matrix to include all Tracks and Strands
11. An assessment paradigm for Curriculum, Financing & Partnerships, & TPD/CPD

On Curriculum



1. Stakeholder perception: How ready are the SHS graduates for college and career readiness from the perspective of learners, parents, and companies?
2. What is the adjustment from SHS tracks to college courses (bridging)?
3. How do you screen and test college readiness?
4. Have teachers been prepared? Are resources adequate enough for effective implementation?
5. Congestion of curriculum / SHS coverage
6. Approach of spiral progression
7. Cross-cutting: sub-class analysis of learners

On Financing and Partnerships



1. What is the cost of one strand? How expensive is a strand?
2. What is the willingness and capacity of parents to pay for SHS?
3. Has the voucher program been assessed for effectiveness? What is the quality of choice due to voucher program?
4. How ready are government agencies and private companies to accept SHS students?
5. What are the qualifications of private companies for employment?
6. How effective and efficient are arrangements of partnership abroad for SHS work immersion?



1. How will the five-year requirement for LET for full-time SHS teachers (full load) be addressed?
2. How do schools consider college professors? How do HEIs give loads to SHS teachers?
3. What are the different teacher preparation programs?
4. What is the participation rate of teachers in teacher preparation programs. Is there follow up training for SHS teachers?
5. What is the LET of non-education majors (e.g. ABM teachers choosing MAPEH as major in LET)?



6. What are the CPD units/requirements for CE for renewing teachers' licenses?
7. Are there mentorship programs between HEIs and DepEd schools?
8. What are the different financial assistance extended for teachers (teacher salary subsidy)?
9. Do you need a license to be a good SHS teacher?
10. What are the equivalent credentials for non-degree holders who are practitioners?

References



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EDUCATION RESEARCH
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Let's work together.

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