# Doctor of Education

## HANDBOOK

# *Bago ang lahat, edukasyon!*

This phrase expresses the commitment of the Gokongwei Brothers School of Education and Learning Design to the twin goals of prioritizing and innovating education in the Philippines.

# Doctor of Education

## HANDBOOK

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# Dear doctoral student,

On behalf of our faculty, I welcome you warmly to our doctoral program! Congratulations for making this significant (and courageous!) decision to embark on this journey with us, to stretch yourself and to learn with us!

We are excited to welcome you here at the Gokongwei Brothers School of Education and Learning Design (GBSEALD). As you may know, we are the newest school of the Ateneo de Manila University, and we are indeed "young, scrappy, and hungry" about our mission in education. Our school's battle cry is "Bago ang lahat, edukasyon!" We are committed to prioritizing and innovating education because we believe in the difference that it can make in our country.

We take seriously our responsibility to accompany and guide you on this endeavor. We have painstakingly designed a program that we believe will challenge you and prod you to find your voice and develop your identity as a scholarly educator.

Thank you for trusting us. We promise to accompany you in your journey. And yes, we have high expectations.

**Fr. Johnny C. Go, SJ, EdD**
Founding Dean
Gokongwei Brothers School of
Education and Learning Design

# Doctor of Education

The EdD program is a practice-based program designed to prepare education professionals to meet the demands of leadership, be it exercised in actual school administration, in the classroom, in research, or policy formulation.

The doctoral coursework aims to develop advanced competences in the conduct of in-depth research that will improve the student's grasp of educational theory and practice in various aspects of the educational process, especially curriculum development and teaching and learning.

The student shall be given adequate exposure to the emerging trends and issues in the field as an essential part of their professional growth as academic and professional leaders.

The EdD program offers three tracks of specialization:

- Educational Leadership and Administration (ELA)
- Learning and Teaching (LT)
- Catholic Educational Leadership and Pedagogy (CELP)

At the end of the program, the student is expected to complete a Profession- Focused Dissertation (PFD) that builds a case for a research question relevant in one's practice, based on a critical understanding of the educational theories and questions, and with potential to create new knowledge for the field.

# Program Objectives

The goal of the EdD program is to produce globally-competitive education leaders and professionals who are reflective and scholarly practitioners, equipped with:

- a learned grasp of ongoing debates in the field and an ability to draw from the professional knowledge base to improve practice, and
- a well-developed habit of reflection on their educational practice based on a commitment to lifelong, self-directed learning. In short, we hope to produce EdD graduates who are *both learned and learners.*

The program will prepare its students to become innovative leaders in their professional careers as educators, educational policy-makers, researchers, administrators, and teachers. More distinctly, the Ateneo de Manila doctors of education are expected to embrace and embody the ideal graduates of Jesuit education: persons distinguished not only by their competence, but also by their conscience and compassionate commitment--i.e., discerning individuals who are committed to making their contribution to build a better world and a more humane society.

# The Envisioned GBSEALD EdD Graduate

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A reflective and scholarly practitioner committed to prioritizing and innovating Philippine education as a contribution to universal human flourishing

- Commits to one's mission of education with **EXPERTISE** and **ENTHUSIASM**
- Leads one's community with **EMPATHY** and **EMPOWERMENT**
- Inspires others with **ENGAGEMENT** and **EXCELLENCE** in their service of the mission

These 4 Es are the core values of the "Learning by Refraction" approach to Ignatian Pedagogy and the "Leading with Depth" framework for Ignatian Leadership

# Desired Program Learning Outcomes

**PLO 1**

Inquires into and reflects critically on one's practice based on highly advanced systematic knowledge related to educational theory and practice

**PLO 2**

Leads the conduct of scholarly, original, and complex research on a professional question that will improve practice, generate new knowledge, and advance learning in the course of professional practice through fully independent individual work or collaboration with others in interdisciplinary or multidisciplinary settings

**PLO 3**

Demonstrates a significant level of expertise-based autonomy and accountability in the practice of professional leadership in education (and related disciplines) and pursues a practitioner-based scholarship for the purpose of making a significant contribution in one's communities of practice beyond the program.

# Overview of the Curriculum

| | |
|---|---:|
| FOUNDATION COURSES<br>Core courses will be offered to provide students with the basic competences and dispositions for the program. | 12 units |
| SPECIALIZATION COURSES<br>These courses vary among the three possible areas of specializations offered: (a) Educational Leadership and Administration (ELA), (b) Learning and Teaching (LT), (c) Catholic Educational Leadership and Pedagogy (CELP). | 12 units |
| ELECTIVES<br>Elective courses may be taken in the discipline of one's interest under the other schools. | 9 units |
| COMPREHENSIVE EXAM | 0 units |
| PROFESSION-FOCUSED DISSERTATION | 12 units |
| TOTAL | 45 units |

# Learning and Teaching in the EdD Program

Our philosophy and pedagogy for our EdD program–as for the other academic and professional development programs of GBSEALD–are anchored on the principles of Ignatian Pedagogy as operationalized in the **Learning by Refraction** (LbR) approach.[1]

In Jesuit education, the Ignatian Pedagogical Paradigm (IPP) serves as the basis for designing student-centered learning experiences and teaching strategies. IPP consists of five elements–*Context, Experience, Reflection, Action, and Evaluation*–where the ultimate aim is Action informed by Reflection.

In the EdD program, we hope to develop **reflective and scholarly practitioners** who are equipped for and committed to prioritizing the educational agenda and to innovating the ways it is offered. Action refers to what they will be able to do to promote professional knowledge and a more universal human flourishing.

Through the carefully conceptualized program and purposefully designed courses, students will undergo active and empowering learning experiences, as well as engaging and meaningful reflections, in order to increase their understanding and capacity to apply what they have learned in the real world. Students will be given opportunities for inquiry into educational issues and questions and for critical interpretation of data in light of educational theory and current educational realities.

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1    Go, J. C. and Atienza, R. J. (2018). Learning by Refraction: A Practitioner's Guide to 21st-Century Ignatian Pedagogy. Ateneo de Manila University Press.

These learning experiences should prepare students to address the complex problems in their practice of the profession by applying their expertise to identify, frame, analyze, and find solutions to various problems of practice.

True to the spirit of *cura personalis,*[2] the context of the learner is a major area of consideration in designing and implementing learning. Our faculty will be sensitive and responsive not only to the students' contexts, but also to the contexts of the real world.

Moreover, the GBSEALD faculty is a reflective practitioner, regularly reviewing the learning and teaching with the view to promote student learning more effectively. This constant evaluation of student progress towards personal and academic goals ensures that all the students receive guidance and support during their doctoral learning journey.

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2    Cura personalis is a value in Jesuit education that refers to the care for the
     individual person.

# A Critical Realist Metatheory

GBSEALD has adopted an explicit metatheory that can inform and guide our study of social realities in the field of education in particular and in the social sciences in general. A metatheory refers to a set of assumptions about reality and human knowing that have an impact on the way we conduct our investigations and even the way we frame our intellectual conversations. A conscious and critical examination of these ontological and epistemological beliefs promotes consistency and clarity in our scholarship.

For its metatheory, Ateneo de Manila's School of Education and Learning Design has adopted Critical Realism, a philosophy of the sciences originated by Roy Bhaskar. Envisioned as an underlaborer for the sciences, it is by no means a substitute for substantive research. Rather, its value lies in "clearing the ground" by helping us clarify our language and regulate our theoretical work (Bhaskar, 1989).

Critical realism serves as a much-needed corrective to the two extreme tendencies of **empiricism** and **post-modernism**, while affirming what is valid and valuable in both.

Concretely, critical realism invites the researcher to do the following:

- *Respect* **social realities**: By leading us towards a disposition of **reverence towards reality**, characterized by a deference to data and a fidelity to facts, and keeping us from falling down the slippery slope of **relativism**.[1]
- **Detect social realities** *beyond what is observable*: By challenging us to expand our horizon of reality **beyond the empirical**, avoiding the trap of **positivism**. [2]

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1     Critical realism makes the crucial distinction between the transitive work of science and the intransitive world that science studies, prohibiting the relativism of the former (**epistemic relativism**) from trickling into the latter (**ontological realism**) and in the process, building the case for the of making—and evaluating—claims about the world (**judgmental rationality**).

2     Through its concept of **depth stratification**, critical realism rejects **positivism** by insisting that reality cannot be limited to our experience or knowledge of it.

- **Conceptualize and theorize about social realities *in their complexity*:** By pushing us to describe and explain social realities without lapsing into **reductionism** or **determinism** and in the process, distorting them. [3]

To construct causal explanations about these social realities, we draw from Margaret Archer's **morphogenetic approach**, a helpful explanatory framework that offers us a way of accounting for the three primary causal powers in the social world—**structure, culture,** and **agency**—and for showing how the interplay among them can result in either social stability (morphostasis) or change (morphogenesis) (Archer, 2008).[4]

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[3] The critical realist recognition of emergent properties cautions us against distorting phenomena by reducing them into their more basic and therefore understandable components and properties. The notion of the **open system** is a refutation of **determinism** because it asserts that outside the science laboratory, causal powers normally interact and they end up co-determining events. Social phenomena, therefore, require multi-causal explanations that take the different causal powers into account.

[4] Because of the concepts of emergence and the open system, our explanations must take into account not only individuals' decisions and actions (**agency)**, but also the **structure** and **culture** that enables or constrains these decisions and actions. Structure refers to the social relations among agents (their roles and positions, interests, and relative power), while culture refers to concepts, beliefs, paradigms, etc. that have their impact on agents. Needless to say, agency also has a corresponding effect on structure and culture.

## References

Archer, M. S. (1995). *Realist Social Theory: The Morphogenetic Approach*. Cambridge: Cambridge University Press.

Archer, M. S. (2008). *Culture and agency* (2nd ed). Cambridge University Press.

Bhaskar, R. (1975). *Realist theory of science*. Verso.

Bhaskar, R. (1989). *Reclaiming reality: A critical introduction to contemporary philosophy*. Verso.

# Learning Collaboratories

The GBSEALD Learning Collaboratories are designed as an essential mode of course delivery for our graduate students. Since most, if not all, our doctoral students are expected to be working professionals and part-time students, the program will be delivered in two modalities:

### ONSITE
There will be one "Learning Collaboratory" for every course each semester, during which students are expected to attend three consecutive full days (from Thursday to Saturday). The total number of contact hours for each course is 27 hours.

- 8 am to 12 pm (4 hours of classes)
- 1 pm to 5 pm (4 hours classes)
- 5 to 6 pm (1 hour of structured group activities or library work)

This may be divided into two Learning Collaboratories (half days only) depending on what is best for the students (For example, in the case of two courses).

### ONLINE
Synchronous and asynchronous sessions will be provided.

The Learning Collabs have been designed to accommodate not only the needs of professionals, but also those who are residing and working outside Metro Manila.

In addition to those scheduled during the semester, there will also be optional Writing Collabs during the Intersession to provide support to our students' dissertation writing.

# Writing Collaboratories

Upon acceptance to their programs, students will be placed under the guidance of an Academic Adviser–most likely their respective Program Directors, with whom they are encouraged to meet one-on-one or in small groups regularly. Opportunities will also be provided during the Learning Collabs for such meetings.

Towards the end of the semester, after substantial preliminary work on their research project, they will be assigned to a Research Interest Group (RIG), as well as a Dissertation Supervisor.

The Research Interest Groups (RIGs) are designed to be student-led groups where students can brainstorm, share resources, update one another about their progress, and most of all, provide support in their work.

Ideally, students' outputs for their course work should serve as the building blocks for their dissertations. They are expected to receive feedback on their outputs for possible inclusion in their dissertation and/or for publication. The Writing Collabs will provide Coaches who will assist them in working on their course outputs.

# Online Portfolio

One of the primary goals of GBSEALD's doctoral program is for students to learn how to think academically through writing. In the process of going through this program, we hope that students will find their intellectual voice and develop their academic identity.

For every course, students will be asked to share their most important ideas through their personal academic blog. The personal academic blog is where students will post selected writing assignments and/or their personal reflections about their own writing. They are expected to post at least one entry per course. This post may be specified by the instructor, or students may simply share their thoughts about the course, especially in relation to their research project.

The personal academic blog is the place where ideas are offered unapologetically as works-in-progress. It is to serve as some kind of laboratory where students can "think out loud" by writing out their thoughts, and where they can get some feedback, at least initially from those in the cohort, but eventually from the wider public who may discover their blog.

By the end of the program, students will have created a record of their intellectual journey, as well as an online portfolio of their work.

# The EdD Comprehensive Exam

The Comprehensive Exam–to be taken by our EdD students upon completion of the course work–is intended to assess cumulative knowledge and competences gained from the course work.

The comprehensive exam consists of three of the six foundation courses and three of the six major courses. Only upon obtaining a passing mark (B) can the student proceed to the formal process for dissertation writing.

It is intended not only **to assess** what they have learned from the program, but also to provide an opportunity for them **to recall and synthesize** what they have learned, as well as **to reflect** about how their scholarship and professional practice has been, will be, or ought to be shaped by their doctoral study.

The mode of the examination will be **oral** and ideally, **onsite** to be conducted by at least two examiners. An oral examination is expected to be a more effective means of assessment: Not only will it provide the students more opportunities to demonstrate what they have learned, but also to engage in discussion with the examiners and learn in the process.

# The Profession-Focused Dissertation (PFD)[1]

At the end of the program, the student is expected to complete a Profession-Focused Dissertation to demonstrate the student's scholarly understanding of the major issues and debates in the field of education. This dissertation should aim to make a distinct contribution to the knowledge of the subject and manifest the discovery of new facts or understanding, as well as the exercise of independent critical rationality. In a doctoral dissertation of no more than 80,000 words, the student should display the qualities of a reflective and scholarly practitioner.

The dissertation writing will be embedded in the course work. The courses will be designed in such a way that sections of the Profession-Focused Dissertation will be considered as the primary assessments for the courses.

The dissertation process includes:
- Dissertation Topic Approval (by a panel of at least two faculty members)
- Proposal Defense (before four panelists)
- Dissertation Writing (under the Dissertation Supervisor)
- Dissertation Defense (before five panelists, one of whom is an external examiner)

(ADMU Graduate Student Handbook 2019, pp. 58-59)

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1 The PFD is adapted from the Carnegie Project on the Education Doctorate (CPED)--specifically as used in the Executive Doctor of Education (Ed.D.) in Higher Education of the Lynch School of Education and Human Development of Boston College.

The research topic is to be approved by two faculty members—ideally, the Program Coordinator and the designated Dissertation Supervisor.

The topic will undergo a formal proposal defense, in which the student proposes and defends the research topic/question, especially its academic value. Upon the approval of the dissertation topic, the student works with the assigned adviser to develop a proposal.

The proposal is defended before a panel of four faculty members. Approval for the research proposal must be secured before the student proceeds to the writing of the dissertation.

## The EdD Dissertation

Given the professional thrust of the program, students will be expected to write a Profession-Focused Dissertation in lieu of the traditional, purely academic doctoral dissertation.

A Profession-Focused Dissertation (PFD) tackles a Problem of Practice (POP) encountered in one's profession through inquiry into "a profession-focused research question including its rationale (based on a critical understanding of the educational theories and questions) and potential to create new knowledge" (Carnegie Project on the Education Doctorate).

# Six Elements of the Profession-Focused Dissertation

A Profession-Focused Dissertation addresses a Problem of Practice (PoP), tackled as as a complex research question or issue relevant to one's professional field and one's personal interest as a researcher

The following are the six essential elements of our Profession-Focused Dissertation:

### GOAL

Addresses a consequential Problem of Practice (PoP) that impacts the students in their profession or institution and develops their competence as scholarly practitioners in the field of education. The PoP should be complex and actionable in any of the following areas: learning and teaching, leadership, or Catholic education.

### QUESTION

Investigates a worthwhile Research Question that focuses the research on a particular aspect of the PoP.

### LITERATURE

Synthesizes Academic, Policy, and Practice-based Literature to frame the question, to identify the research gaps it seeks to address, and to hypothesize a feasible intervention or solution to the PoP.

### DESIGN

Collects diverse types of data and analyzes them in a manner appropriate to the empirical study.

### FINDINGS

Communicates key findings and action recommendations to stakeholders of the institution (or site partner).

### PROFESSION

Increases the professional knowledge and impact of the students as scholarly practitioners.

# Types of Profession-Focused Dissertations

Here are four possible types of PFDs that students may consider as their capstone research project for their Doctor of Education:

### PARTICIPATORY INSIDER RESEARCH

This project entails insider research, where the researcher is a member of the institution under study and tackles a PoP encountered in one's practice within the institution. The aim is to aid one's institution by providing a data-driven guide to decision-making.

### INSTITUTION OR CASE STUDY

This research may focus on another institution, but the project should be aimed primarily at informing action in light of a PoP– specifically, by examining trends, issues, or policy changes to address the PoP. The goal is to form an insight into a complex issue to inform the decision and action of the concerned stakeholders.

### DESIGN RESEARCH

A data-based process is employed to design an intervention to address an institutional need, either by solving an existing problem or creating a new program, policy, or structure.

### PHILOSOPHICAL DISSERTATION

The dissertation is more focused on the development of an idea or way of thinking that is relevant to a PoP either in one's institution or professional field, but involving empirical research.

This is just an illustrative list. There are other possibilities that you may want to consider and consult about with your Program Coordinator and Dissertation Supervisor.

# Recommended PFD Format

Given its primarily professional focus, the PFD structure will deviate from the traditional PhD dissertation format and follow a three-chapter structure:

**CHAPTER 1**
The Problem and Review of Academic, Policy, and Practice-Based Literature

**CHAPTER 2**
Data-Driven Report and Analysis

**CHAPTER 3**
Recommendations and Future Directions

**APPENDIX**
Proof of Conference Presentation and Article Submission

Below are a more detailed description of each chapter of the PFD, as compared to the traditional PhD dissertation:

| PROFESSION-FOCUSED DISSERTATION | TRADITIONAL PHD DISSERTATION |
|---|---|
| **CHAPTER 1: PROBLEM AND REVIEW OF ACADEMIC, POLICY, AND PRACTICE-BASED LITERATURE**<br><br>• Background and context of study<br>• The research project and its rationale (the POP)<br>• Potential contributions and acknowledged limitations of the study<br>• Synthesis of knowledge from coursework and research relevant to the PoP<br>• Proposed theoretical framework, if necessary | **CHAPTER 1: INTRODUCTION**<br><br>• Background and context of the study<br>• The research topic/question and brief rationale<br>• Outline of the study<br>• Potential contributions and acknowledged limitations of the study<br><br>**CHAPTER 2: REVIEW OF RESEARCH LITERATURE**<br><br>• Consensus points, debates, and gaps in the research<br>• Statement and Rationale of the Research Question |

## CHAPTER 2: DATA-DRIVEN REPORT AND ANALYSIS

- Analysis and evaluation of data as basis for actionable strategies for the institution or site partner
- Data-grounded insights or perspectives on the PoP

## CHAPTER 3: RECOMMENDATIONS & FUTURE DIRECTIONS

- Design of interventions and tools based on the research and intended for professionals in the field to use in addressing the identified PoP
- Suggestions of courses of action and future directions for leadership the project as related to the PoP

## CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

- Proposed conceptual/theoretical framework (including the definition of terms)
- Research questions and design
- Research settings and challenges
- Sampling (Participants or informants)
- Instrument (including pilot testing and validation procedure)
- Data gathering and analysis procedures
- Ethical considerations

## CHAPTER 4: FINDINGS AND DISCUSSION

- Presentation and analysis of data
- Discussion of key findings and implications
- Recommendations including possible further study

## CHAPTER 5: CONCLUSION

- Summary and recap

Some Notes:
- It is recommended that with the exception of the Introduction and Conclusion, a succinct and descriptive title be provided for every chapter. Providing such a title helps focus the chapter–for the benefit of both the author and the reader.
- The author (with the supervisor's approval) may decide to devote more than one chapter especially for: (a) the Review of Literature (if there are, for example, two concepts that require fuller discussions), and (b) Findings and Discussions (if the author wants to separate the discussion of findings from the data analysis).
- Refer to the details under the PhD Dissertation for consideration, as well as the Appendix for a more detailed description of the EdD PFD.

# Dissertation Defense

Upon completion of the dissertation, it is submitted to the following:
- the Dissertation Supervisor
- Two Readers

who will determine whether or not the dissertation is ready for defense and has publication potential.

Upon formal approval, the dissertation will be examined viva voce (oral examination) by a panel of five examiners (ideally, the same four faculty members at the proposal defense, and one external examiner), to be constituted by the Department.

The Dissertation Panel of Examiners may accept, recommend revisions, or reject the dissertation output of the EdD candidate. A re-defense may be granted once. Should the student fail this second round of defense, the student shall be required to re-enroll in at least six (6) units of doctoral level research subjects and undertake a new dissertation.

Soft copies of the approved and successfully defended/revised Dissertation should be submitted to the Office of Assistant VP for Graduate Education, according to the recommended protocol.

# Conference Presentation and Submission of Publication

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A presentation in a local, international or school/university conference/symposium of a paper is a requirement of the program. The paper may be based on a coursework output or on the PFD. This conference presentation requirement may be fulfilled at any point during the program.

The student is expected to submit a manuscript in a peer-reviewed journal that is acceptable to the Department. The manuscript may be based on a coursework output or based on the dissertation PFD. This requirement may be fulfilled at any point during the program. Proof of submission of a scholarly work to a publisher is required to qualify for graduation and must be appended to the PFD at submission.

# About GBSEALD

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The Gokongwei Brothers School of Education and
Learning Design (GBSEALD) constitutes Ateneo de
Manila's strategic response to the challenges of Philippine
education and enables the university to put education
front and center in its agenda. Ateneo de Manila's ninth
and newest Higher Education School traces its origin in
the Escuela Normal de Maestros established by the Jesuits
in Intramuros, Manila 155 years ago, the very first
teacher education institute in the Philippines.
The school emerged after almost
three years of extensive research and
consultation among stakeholders within
the university, as well as other potential
educational partners.

# Our Ten Principles of Learning, Teaching and Formation

1    **The heart of education.** Education is not just about the acquisition of knowledge (recall or mastery of content), but more importantly, about critical understanding, real-world application, and most of all, character formation

2    **Cura personalis.** Well-being, motivation, and emotions are critical to learning.

3    **Meeting learners where they are.** All learners—no matter the background and starting point—can learn and have something valuable to contribute to the learning

4    **Magis.** We need to be stretched and challenged if we are to learn and grow. High expectations lead to high performance.

5    **A Learning Sanctuary.** GBSEALD will provide a safe space for learning and a community that supports and challenges us to learn to think independently and critically, where we welcome different perspectives, rehearse our ideas out loud, experiment with our practice, and receive reasonable and respectful feedback from fellow learners and mentors.

**6** **Learning as Active and Interactive.** We learn best by doing and by interacting with fellow learners. Content is best not "dumped" on students, but offered in a way that encourages our learners to interact with it and to learn it with other learners. Crucial in learning and teaching is designing learning environments and experiences in such a way that the thinking and learning processes are prioritized over the product (content).

**7** **Learning as Meaning Making.** Our learning becomes meaningful when we actually interact with the new ideas and concepts, unpack them, wrestle with them, connect them to others (even from other disciplines), add to them, and refract them as our own.

**8** **Assessment for Learning and for Transfer.** We learn more when we are given constructive feedback (formative) and the assessment entails application in a real-world context (authentic).

**9** **Companions in the Journey.** We are building a learning community where each one is seen and feels that s/he belongs. Learning in GBSEALD will not be an isolated journey. We will be personally accompanied in a learning community of like-minded and supportive companions and coaches.

**10** **Education for the Greater Good.** In our learning community, we will be guided not so much by what we want, but by what others need—and for the believers among us, by what God wants for us and the world.

# Appendix

# Detailed Description of the Profession-Focused Dissertation

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According to CPED, the Dissertation-in-Practice is a scholarly endeavor that impacts a complex Problem of Practice (PoP). A PoP is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.[1]

One who is writing–and thinking through–a Profession-Focused Dissertation is engaging in an unapologetically practical–but no less scholarly–project.

Here is the recommended format for the EdD Profession Focused Dissertation.[2]

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1    From Boston College's Executive Dissertation Handbook
2    GBSEALD follows the APA Citation format.

## CERTIFICATION OF AUTHORSHIP

All major assessments–including and especially the doctoral dissertation–ought to include an attachment where the students certify their authorship of the work and guarantee that they have made all the necessary and proper citation–including the use of Generative AI.

> I hereby certify that the attached submission abides by the principles stipulated in the Academic Integrity Policies of the Ateneo de Manila University and the Gokongwei Brothers School of Education and Learning Design. I further certify that I am the author of this submission and that any assistance I received in its preparation is fully acknowledged and disclosed in the documentation. I have also cited all sources from which I obtained data, ideas, words or images (either directly quoted or paraphrased) in my work. Sources are properly credited according to accepted standards for professional publication.

> Signed
> Date

## TITLE

A concise descriptive title (with an optional subtitle) that includes the Problem of Practice (PoP)

## EXECUTIVE SUMMARY

A 3-5 page abstract (maximum: 1,250 words) that describes the Problem of Practice (PoP) and highlights the findings and recommendations

## CHAPTER 1:PROBLEM AND REVIEW OF ACADEMIC, POLICY, AND PRACTICE-BASED LITERATURE

This chapter should consolidate what has been learned from academic coursework and independent research that is relevant to the Problem of Practice (PoP). Through an examination of current academic, policy, and practice-based literature relevant to the problem, the chapter demonstrates the student's understanding of what is already known and accepted as consensus about the PoP to be investigated, as well as one's recognition of the gaps which the PFD is intending to respond to. The chapter establishes the need to utilize existing knowledge to take action on PoP. Through a scholarly synthesis of the pertinent knowledge base, the chapter provides educational professionals the necessary understanding required to make well-informed decisions to tackle the complex problem.

The chapter may include the following:

- Identification and framing of an actionable PoP
- Description of the essential characteristics and necessary conditions of the PoP, showing alignment between the broader PoP and the specific context of the institution or site partner
- Articulation of critical, high-impact questions concentrated on the PoP, and explaining their significance based on prior research and practical knowledge, encompassing relevant issues that address inclusivity and innovation for universal human flourishing
- Summarizing current understanding about the PoP (and identifying gaps in the knowledge) to frame the PoP and to use evidence and sound argument to demonstrate its importance and the need for change.
- Integration of both academic (e.g., empirical research, frameworks, theories, measures) and practice-based (e.g., policy reports, association publications) literature to frame the complex PoP, identifying key drivers of change, and developing a framework to generate and interpret data intended to inform decision-making.

## CHAPTER 2: DATA-DRIVEN REPORT AND ANALYSIS

This chapter examines the data collected by the researcher with the aim of generating evidence-based strategies that would inform a course of action to address the PoP. Through creative interpretation, rigorous analysis, and compelling presentation, the research offers new insights and perspectives on the issue at hand, leading to actionable recommendations.

The chapter may include the following:

- **Brief Summary/Recap of Chapter 1**
- **Data-driven action plan:** This section outlines–and explains the rationale for–the research methodology (e.g., context(s), population(s), data source(s), data collection procedures, protocols, or measures, etc.). Options for data sources include existing quantitative and qualitative data from publicly available datasets, as well as the collection of new quantitative and qualitative data relevant to the PoP. The design for data collection and analysis should be justified in light of prior work in the field to produce data-driven results and recommendations, as well as one's ontological and epistemological assumptions.
- **Data-driven analysis:** This section presents the data collected, the modes of analysis used, and the framework used for the data interpretation. Through data-driven analysis and data storytelling, the research reports the findings intended to inform evidence-based decision-making by the institution or site partner. Key results from the analysis and their implications are discussed, suggesting implications for the institution or site partner.

## CHAPTER 3: RECOMMENDATIONS & FUTURE DIRECTIONS

This chapter may include the following:

- Recommendations for action: Text, images, and diagrams that can be used as a distributable document (e.g., public report, article, proposal) are provided here in the hope that professionals can use them in addressing the PoP. It should support GBSEALD's vision to develop reflective and scholarly educators who are committed to universal human flourishing through the prioritization of education and its innovation. The section should showcase data-informed decision making and evidence-based, actionable changes.

- Future directions: The dissertation concludes with a personal reflection of the researcher about the research project, its most significant findings, and its impact on the researcher's person and profession. Students are also invited to contemplate their growth as reflective and scholarly practitioners during their entire doctoral program journey and how the program and the research project have aided them in their development. The students may also recommend possible areas of future investigations as a result of their study.

## APPENDIX

Proof of Conference Presentation and Article Acceptance for Publication

# The Dean's Council

**Johnny C Go, SJ**
*Founding Dean*

**Rhodora F Nicdao**
*Chair*
*Department of Curriculum,*
*Pedagogy, and Assessment*

**Isabel Pefianco-Martin**
*Chair*
*Department of Educational*
*Leadership and*
*Management*

**Francis D Alvarez, SJ**
*Chair*
*Department of Catholic*
*Education Philosophy and*
*Practice*

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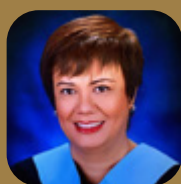
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*Bago ang lahat, edukasyon!*