

# 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

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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

<b>FOUNDATION COURSES</b>	<b>12 units</b>
Core courses will be offered to provide students with the basic competences and dispositions for the program.	
<b>SPECIALIZATION COURSES</b>	<b>12 units</b>
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).	
<b>ELECTIVES</b>	<b>9 units</b>
Elective courses may be taken in the discipline of one's interest under the other schools.	
<b>COMPREHENSIVE EXAM</b>	<b>0 units</b>
<b>PROFESSION-FOCUSED DISSERTATION</b>	<b>12 units</b>
<b>TOTAL</b>	<b>45 units</b>

# Learning and Teaching in the EdD Program

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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.<sup>1</sup>

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*,<sup>2</sup> 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 Meta-theory

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GBSEALD has adopted an explicit meta-theory 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 meta-theory 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 meta-theory, 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**.<sup>1</sup>
- ♦ **Detect social realities *beyond what is observable*:** By challenging us to expand our horizon of reality **beyond the empirical**, avoiding the trap of **positivism**.<sup>2</sup>

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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.

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- **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.<sup>3</sup>

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).<sup>4</sup>

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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**

Each course will have one Learning Collaboratory per semester. This consists of three full-day sessions (equivalent to a total of 27 contact hours), usually scheduled from Thursday to Saturday. The three days may also be split across two weeks (e.g., Friday–Saturday of the first week followed by Saturday of the second week, or Saturday of the first week followed by Friday–Saturday of the second week). Attendance in all sessions is required.

## **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

Towards the end of the first semester of their first year, after substantial preliminary work on their possible thesis/dissertation research, they will be asked to join a Research Interest Group (RIG), where each RIG is organized around two research areas. For example: One group focuses on the Science and Psychology of Learning, while another works not only on Language and Literacy, but also Teacher Education. The RIGs and their lead faculties will be announced at the beginning of every academic year.

While a faculty member is available to provide guidance, the RIGs are designed to be primarily student-led groups where our graduate students—whether doctoral or masters—can brainstorm, share resources, update one another about their progress, and most of all, provide support to one another in their research projects. A student coordinator is appointed to ensure that the RIG meets at least twice a semester.

Students are expected to set up a dedicated Canvas or any other documentation platform to upload and manage resources and track progress to ensure the continuity and effectiveness of the RIG.

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.



# Research Interest Groups

Five Research Interest Groups (RIGs) have been organized for students to choose from based on their research interests and topics.

## **RIG 1: THE SCIENCE AND PSYCHOLOGY OF LEARNING**

In this RIG, we answer the question: How can a deeper understanding of how people learn be translated into effective, equitable, and innovative educational practices across global and local contexts? Using an interdisciplinary lens, we generate evidence-based insights into cognition, motivation, engagement, and socio-emotional learning. We explore how these insights can inform learning design, curriculum, pedagogy, and assessment. We aim to advance research and collaboration that transforms knowledge into meaningful change and innovation in learning and teaching.

### **Possible Questions**

- ◆ How can indigenous knowledge systems (or cultural values) be integrated with contemporary cognitive learning theories to enrich learning experiences across diverse cultures?
- ◆ What inclusive assessment practices can better capture the learning of neurodivergent students in Philippine schools?
- ◆ How do socio-emotional skills contribute to learners' persistence during climate change?
- ◆ How do teachers adapt pedagogy and assessment across learning modalities to support inclusive education in the Philippine context?
- ◆ How does the Learning by Refraction framework shape students' ability to engage in critical reflection and exercise sound judgment in academic and personal contexts?
- ◆ How does the application of the 5Cs of Learning by Refraction contribute to students' for reflective and action-oriented learning?
- ◆ How do teachers design and implement learning experiences that integrate the Five -ates of Learning?

## RIG 2: LANGUAGE, LITERACY, & TEACHER EDUCATION

Former UN Secretary-General Kofi Annan is often quoted to have said (in 1997) that “literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty and a building block of development... For everyone, everywhere, literacy is, along with education in general, a basic human right.” Sadly, this basic human right is denied of many Filipino children. Literacy is not possible without language. Because of this, it is important for educational research to approach these two areas are inextricably intertwined. This RIG is interested in the interface between literacy and language, and its implications on teacher education. In the end, it is the teacher who ensures that language is appropriately used to develop literacy among Filipino school children.

### Possible Questions

#### Mother Tongue-Based Teaching and Learning

- ◆ How does mother-tongue-based instruction affect the reading and writing skills of Filipino elementary school students in both their first language and in Filipino and English?
- ◆ What are the primary challenges teachers face when implementing mother-tongue-based education in linguistically diverse classrooms, and what strategies can mitigate these issues?

#### Multiliteracies

- ◆ How can teachers effectively integrate digital tools and media literacy into the K-12 curriculum to develop students’ multiliteracies?
- ◆ What is the impact of a multiliteracies approach on student engagement and their ability to critically evaluate information from various sources?

#### Culturally Relevant Literacy

- ◆ How do culturally relevant teaching materials and pedagogical approaches influence the reading comprehension and motivation of students from different regions of the Philippines?
- ◆ In what ways can teachers collaborate with local communities and families to create and use culturally relevant literacy resources?

#### Teacher competencies for literacy instruction

- ◆ What specific competencies are essential for teachers to effectively deliver literacy instruction in a multilingual and multicultural setting?
- ◆ How can teacher education programs and professional development initiatives be redesigned to better equip educators with the skills needed to teach literacy in the Philippine context?

### **RIG 3: EDUCATIONAL LEADERSHIP & EDUCATION FOR SUSTAINABILITY**

While Education for Sustainability is key in addressing social and environmental issues, it has been sidelined by more pressing issues of learning poverty and systemic inefficiency. In this RIG, we study the role of systems, change agents, and change processes in both Education for Sustainability and Educational Leadership. Understanding the former can enable learning that contributes to sustainability transformation in various settings, e.g., school, organization, or community. Investigating the latter can point to systemic approaches that can improve the delivery of education and the formation of the school community.

#### **Possible Questions**

- ◆ How do school leaders enable transformative sustainability learning?
- ◆ How do school formation programs develop a sustainability mindset among students?
- ◆ What is the role of business leaders in developing an organizational mindset for sustainability?

### **RIG 4: AI AND LEARNING ENVIRONMENTS**

In this RIG, we investigate the role of technology as a tool for, and as context in education. We will inquire about how learning environments are changed and challenged by emerging technologies such as Artificial Intelligence or AI, and how tech-enriched, blended and online modalities give rise to opportunities and risks in teaching and learning. We will draw from the rich literature on technology in education, instructional design, blended and online learning, but also critique absences in the research, specially in the context of the Global South.

#### **Possible Questions**

- ◆ What is the future of education in the Philippines, as empowered by digital technologies?

- ◆ What factors contribute to student success in digital learning environments?
- ◆ How will teacher and learner roles change in an age of GenAI?
- ◆ To what extent does technology and digitisation close or widen gaps among learners?
- ◆ What perspectives from the Global South are prominent education technology frameworks and theories?

### **RIG 5: PHILOSOPHY, CRITICAL THINKING, AND CATHOLIC AND JESUIT EDUCATION**

Every educational intervention and policy has an underlying philosophical framework—whether the educator is aware of it or not. In this RIG, we will anchor ourselves on critical thinking and examine the explicit and implicit assumptions which shape our educational decisions. We will draw from the deep waters of Catholic and Jesuit educational traditions and explore how they can lead us to contemporary pedagogical innovations.

#### **Possible Questions**

- ◆ Which philosophical frameworks are most responsive to the current educational challenges and sociocultural context of the Philippines? How does Critical Realism stand as a possible meta-theory for educational research?
- ◆ What models of critical thinking align with both philosophical rigor and practical classroom implementation, particularly within values-based education?
- ◆ What are the defining principles and pedagogical commitments that distinguish Catholic education as a distinct tradition? What makes Catholic education Catholic?
- ◆ In what ways does Jesuit education embody a unique educational philosophy, and how does it differ from broader Catholic approaches? What makes Jesuit education Jesuit?
- ◆ How can elements of the Catholic and Jesuit educational heritage be strategically leveraged to address contemporary pedagogical needs? How can they lead to innovations?

For the list of leads and interested faculty of each research interest group, please visit [ateneo.edu/gbseald/academics/research/rigs](https://ateneo.edu/gbseald/academics/research/rigs).

# The EdD

## Comprehensive Exam

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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 foundation courses and three 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 examination will consist of both **written** and **oral** components, ideally conducted onsite and administered by at least two examiners. The inclusion of an oral examination serves as an effective means of assessment, as it allows students not only to demonstrate their learning more fully but also to engage in dialogue with the examiners and gain further insights in the process.

# The Profession-Focused Dissertation (PFD)<sup>1</sup>

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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 student will have many opportunities to explore their dissertation topics during their course work.

The dissertation process includes:

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

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<sup>1</sup> 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 topic will undergo a formal proposal defense, in which the student proposes and defends the research topic/question, especially its academic value.

The proposal, which must contain a minimum of 10,000 words, must be defended before a panel of five 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 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, Practice-Based Literature and Methodology

## **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:

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<b>PROFESSION-FOCUSED DISSERTATION</b>	<b>TRADITIONAL PHD DISSERTATION</b>
<b>CHAPTER 1: PROBLEM AND REVIEW OF ACADEMIC, POLICY, AND METHODOLOGY PRACTICE-BASED LITERATURE</b> <ul style="list-style-type: none"><li>◆ Background and context of study</li><li>◆ The research project and its rationale (the POP)</li><li>◆ Potential contributions and acknowledged limitations of the study</li><li>◆ Synthesis of knowledge from coursework and research relevant to the PoP</li><li>◆ Proposed theoretical framework, if necessary</li><li>◆ Methodology</li></ul>	<b>CHAPTER 1: INTRODUCTION</b> <ul style="list-style-type: none"><li>◆ Background and context of the study</li><li>◆ The research topic/question and brief rationale</li><li>◆ Outline of the study</li><li>◆ Potential contributions and acknowledged limitations of the study</li></ul> <hr/> <b>CHAPTER 2: REVIEW OF RESEARCH LITERATURE</b> <ul style="list-style-type: none"><li>◆ Consensus points, debates, and gaps in the research</li><li>◆ Statement and Rationale of the Research Question</li></ul>

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**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: 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

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**CHAPTER 4: FINDINGS AND DISCUSSION**

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

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**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 5: CONCLUSION**

- ◆ Summary and recap
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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 five faculty members at the proposal defense).

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 for 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.

# 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.<sup>1</sup>

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.<sup>2</sup>

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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

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**TITLE**

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

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**EXECUTIVE SUMMARY**

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

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## 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.

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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.
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- ◆ **Discussion & justification of the research methodology**– 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.
- 

## 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.

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The chapter may include the following:

- ◆ **Brief Summary/Recap of Chapter 1**
  - ◆ **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.
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### 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.

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### APPENDIX

Proof of Conference Presentation  
and Proof of Submission for Publication

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# 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. It is a space 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.

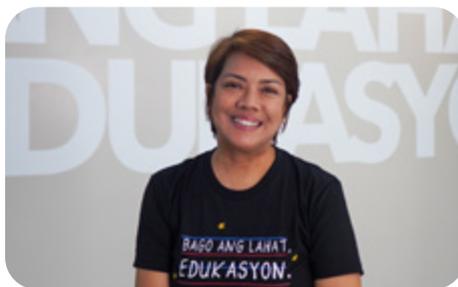
## The Founding Dean and The Chairs of Academic Departments



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*Founding Dean*



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*Bago ang lahat, edukasyon!*

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