

Doctor of Philosophy in 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 Philosophy in 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 Philosophy in Education

The PhD in Education by Research aims to produce a breed of rigorously trained educational researchers who can produce high-quality, high-impact research work that can guide the formulation of education policy, as well as shape interventions to improve educational practice.

This research-based PhD program is designed especially for scholars and professionals in education, who are committed to educational research, policy, and practice. This doctoral program provides students opportunities to hone their skills in research—with emphasis on capacity building for a critical synthesis of the knowledge base, a systematic collection of data, and the building of powerful theories that hope to shed light on key educational issues and questions, but especially in relation to aiding policy-making and improving Philippine education.



The program has an unequivocal research focus. It aims to enable the students to make a significant contribution to scholarship in education through a systematic inquiry into a contemporary issue or problem, and in so doing, address current and complex issues and questions in the field.

The structures embedded in the program are designed to support them in the process of conducting their independent research in a reflective, collaborative, and research-based manner with the view of enabling them to make meaningful and significant impact in the field of education.

The collective multidisciplinary expertise in the Ateneo de Manila University, as well as the resources available through the Jesuit global network of educational institutions, should enable our researchers to make significant contributions to Philippine educational reform and support the government's agenda to improve basic and higher education in the country.

At the end of the program, the student is expected to complete a dissertation to demonstrate a sufficient grasp of contemporary issues and questions in education, as well as the ability to conduct in-depth research that makes a significant contribution both to the scholarship and advancement of education.

Program Objectives

The main objective of the PhD in Education (Research Track) is to produce globally-competitive academic scholars and practitioners who will assume leadership roles as educational researchers, policymakers, university faculty, educational leaders, among others.

Given the goal of transforming Philippine education research, policy, and practice, students are encouraged to focus their independent research on high-priority issues in the country—such as policy analysis and evaluation, instructional and curricular reform, and innovative educational systems.

The Envisioned GBSEALD PhD in Education Graduate

—
A reflective scholar
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

Demonstrates an in-depth and systematic understanding of the major and complex issues and debates at the frontier of the field of education and at its interfaces with other disciplines.

PLO 2

Leads the conduct of scholarly, original, and complex research that demonstrates advanced competence in addressing critical educational issues and problems, including the capability to synthesize—and build on—the most current educational theories, principles, and practices.

PLO 3

Exhibits scholarly and professional integrity, autonomy, and authority as manifested in one's commitment to develop novel theories and practices at the frontiers of the discipline.

Overview of the Curriculum

FOUNDATION COURSES	9 units
Core courses will be offered to provide students with the basic competences and dispositions for the program.	
ELECTIVES ¹	15 units
PhD-level elective courses may be taken in the discipline of one's interest under GBSEALD or the other Schools.	
COMPREHENSIVE EXAM	0 units
DISSERTATION	12 units
TOTAL	36 units

¹ 1 The electives—taken as reading courses—are meant to support the doctoral students in their research project. Like the output of the foundational courses, those of these electives are expected to be incorporated in their dissertation.

Learning and Teaching in the PhD Program

Our philosophy and pedagogy for our PhD program—as with 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 PhD program, we hope to develop **reflective scholars** who are equipped for and committed to the rigorous study of educational issues and systems. *Action* refers to what we hope they will be able to do to contribute to knowledge and to universal human flourishing.

Through the carefully designed program and 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.

These learning experiences should prepare students to address the complex problems in the field of education by applying their

1 Go, J. C. and Atienza, R. J. (2019). *Learning by Refraction: A Practitioner's Guide to 21st-Century Ignatian Pedagogy*. Ateneo de Manila University Press.



expertise to identify, frame, analyze, and find solutions to various contemporary educational issues.

True to the spirit of *cura personalis*,² the context of the learner is a major area of consideration in designing and implementing learning. In conducting their courses, our faculty are expected to 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.

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

A Critical Realist Meta-theory

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**.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

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

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

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.

The PhD in Education

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 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 PhD in Education

Dissertation

At the end of the program, the student is expected to complete a dissertation to demonstrate a sufficient grasp of contemporary issues and questions in education, as well as the ability to conduct in-depth research that is publishable and makes a significant contribution both to the scholarship and advancement of education.

In a doctoral dissertation of no more than 80,000 words, the student should demonstrate a 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.

Through their research project, the students should display the qualities of a reflective education scholar. The dissertation may be either an empirical or philosophical investigation depending on the candidate's research topic or interest.

The dissertation writing will be embedded in the course work. The courses will be designed in such a way that sections of the PhD 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 five 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)

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 five faculty members (including the Dissertation Supervisor and an external examiner). Approval for the research proposal must be secured before the student proceeds to the writing of the dissertation.

Recommended Dissertation Format

Here is the recommended format for our PhD in Education Dissertation.¹

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.

TITLE

A concise descriptive title (with an optional subtitle) that articulates the research question and if possible, the context of the study

ABSTRACT

A 3-5 page abstract (maximum: 1,250 words) that presents the research question/topic and highlights of the findings and recommendations

CHAPTER 1: INTRODUCTION

Background and context of the study
The research topic and its rationale
Outline of the study
Potential contributions and acknowledged limitations of the study

CHAPTER 2: REVIEW OF RESEARCH LITERATURE

Consensus points, debates, & gaps in the research
Statement and rationale of the research question

¹ GBSEALD follows the APA Citation format.

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

Key findings and implications

Recommendations including possible further study

CHAPTER 5: CONCLUSION

Summary and recap

APPENDIX

Proof of Conference Presentation and Article Acceptance
for Publication

Notes:

- ◆ The Chapter divisions are mere recommendations. More important are the elements considered essential in the PhD dissertation.
- ◆ It is recommended that with the exception of the Introduction and Conclusion, a succinct 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 sequencing provided above is recommended, but the author (with the supervisor's guidance) is encouraged to exercise proper judgment on this matter, given the nature of the research project.
- ◆ The author (with the supervisor's approval) may decide to devote more than one chapter, especially for: (a) the Review of Related 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).

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 PhD 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 Publication

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 course work output or on the dissertation. This conference presentation requirement may be fulfilled at any point during the program.

The PhD student is expected to publish an article in an internationally/nationally indexed journal. This requirement may be fulfilled at any point during the program.

A scholarly work publication is required to qualify for graduation. Evidence of acceptance for publication should be appended in the submission of the PhD dissertation.

About GBSEALD

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.

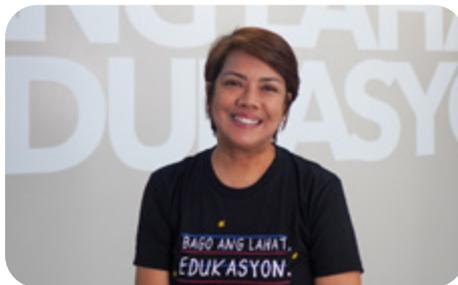
The Founding Dean and The Chairs of Academic Departments



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Bago ang lahat, edukasyon!

GOKONGWEI BROTHERS SCHOOL OF EDUCATION AND LEARNING DESIGN

Doctor of Philosophy in Education: Handbook