PHILIPPINE HIGHER EDUCATION RESEARCH CONSORTIUM WEBINAR SERIES

PUBLICATION *101*

JUNE 29, 2020; 10:00AM - 12:00NN

PUBLICATION 101

MARIE PAZ E. MORALES, PhD

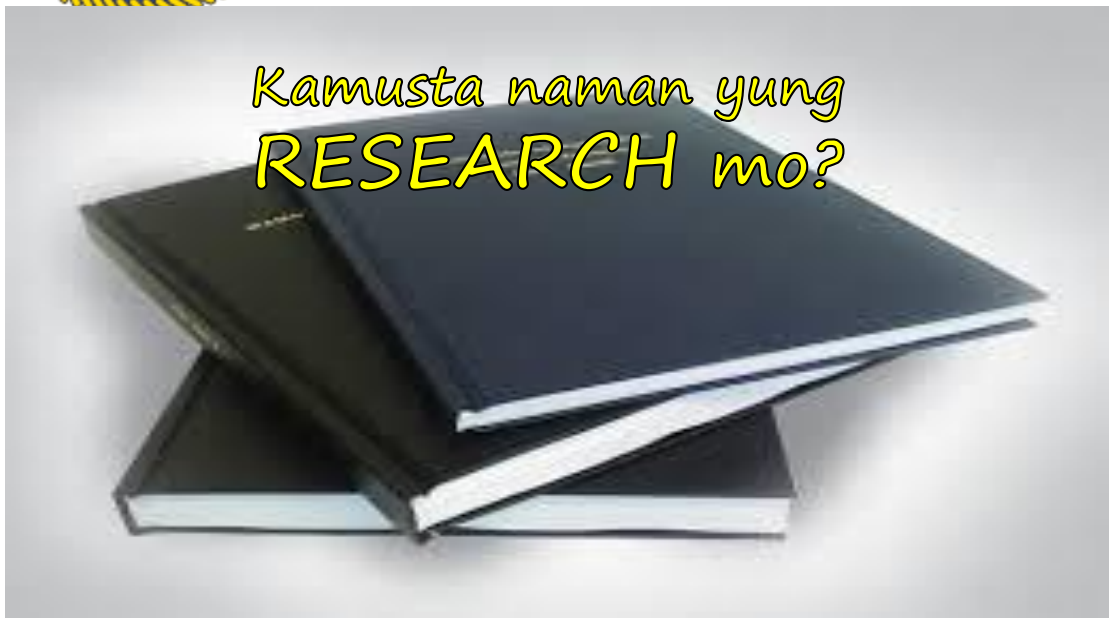
(Philippine Normal University)

Brief pause…

For you, what does "PUBLICATION" mean?

Write **a word in the chat box** corresponding to your thoughts about Publication…

Researcher's Life...

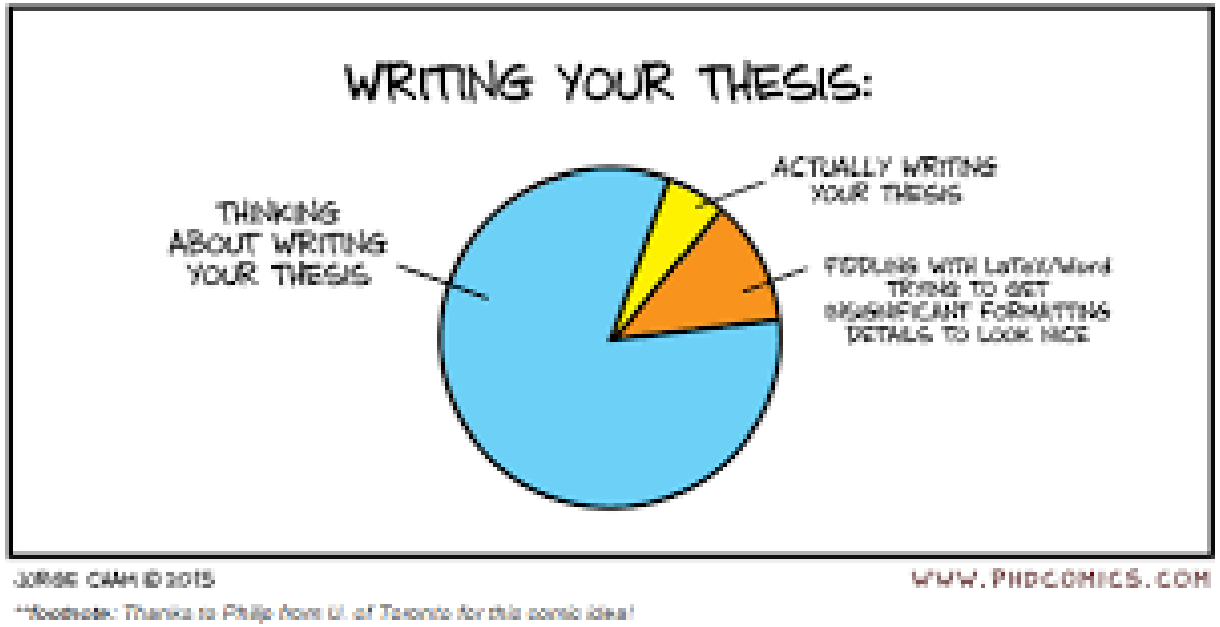


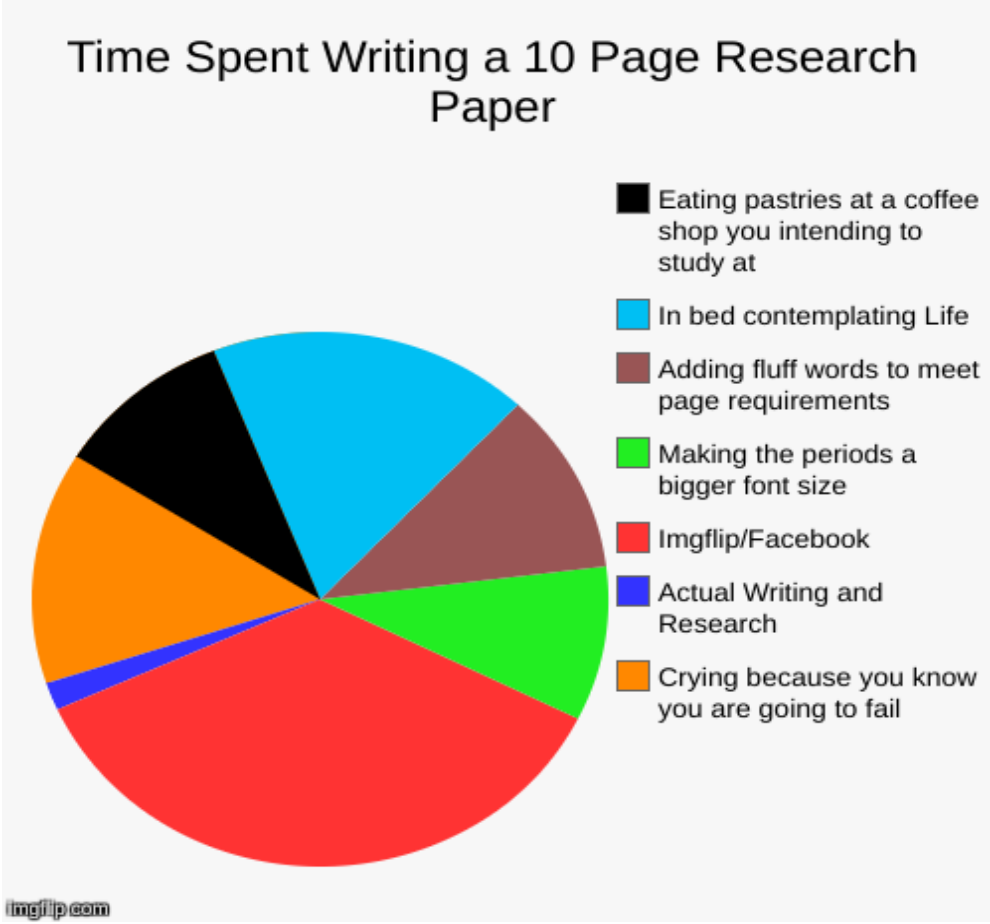
Researcher's Life...

RESEARCH

Restricted Sleeping, Eating, and Resting Chances Here

Researcher's Life...





Researcher's Life...

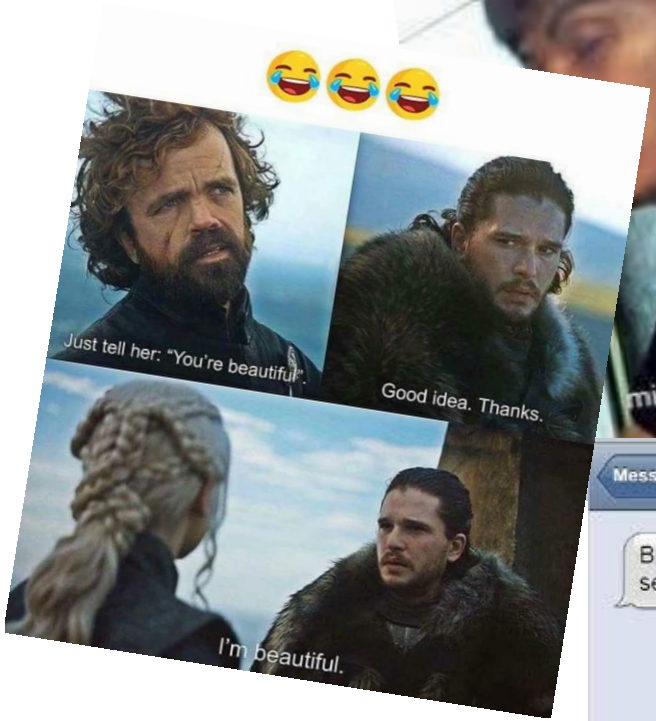
Menu for today...

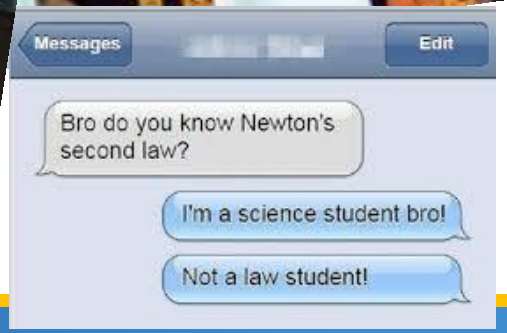
- Pre-writing Preparation
  - Self-check, "Me as a Writer", Self-Prep
  - Journal Search
  - Reading and Sources, Research Literature
- Writing Tips
  - Written R -- Research R – Article
  - Tips in writing key parts of an article
  - Tips in writing other parts of an article
- Tips pa more..

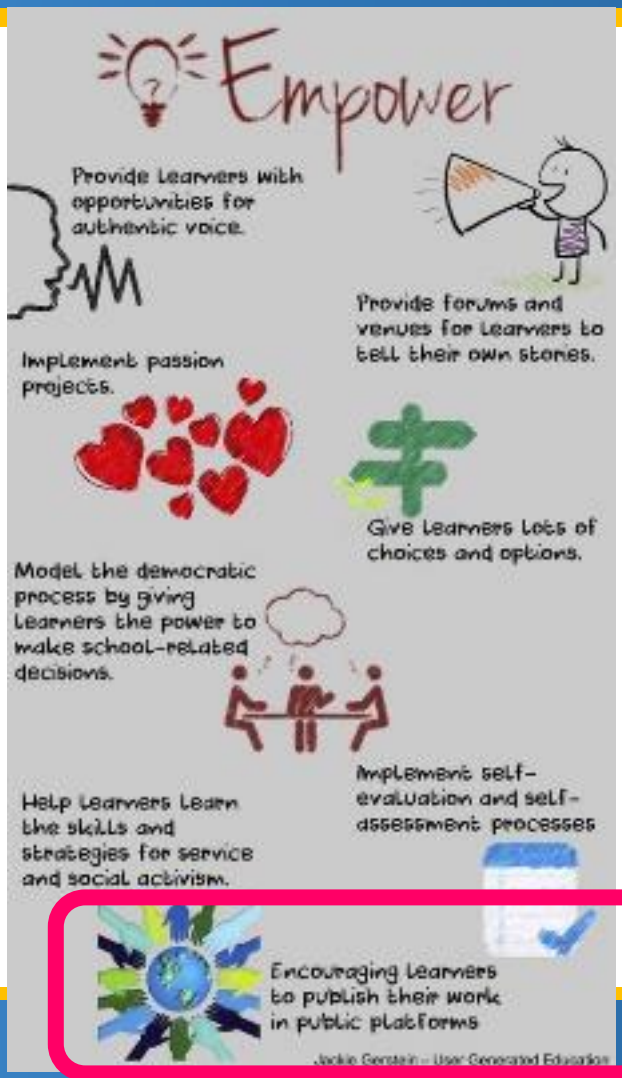
Why Research and Publication Matter?

Why Research & Publication Matter?

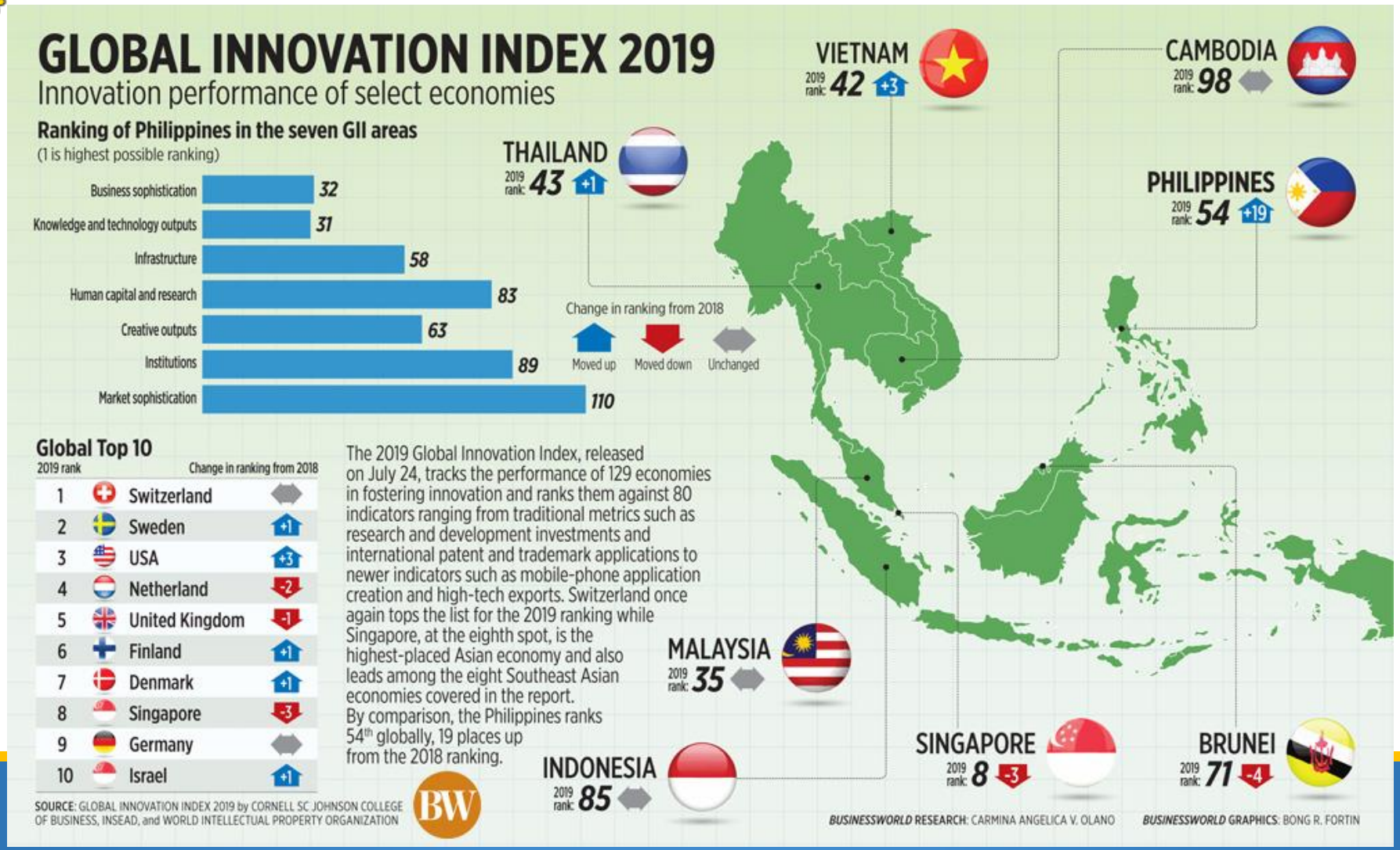
Why Research & Publication Matter?



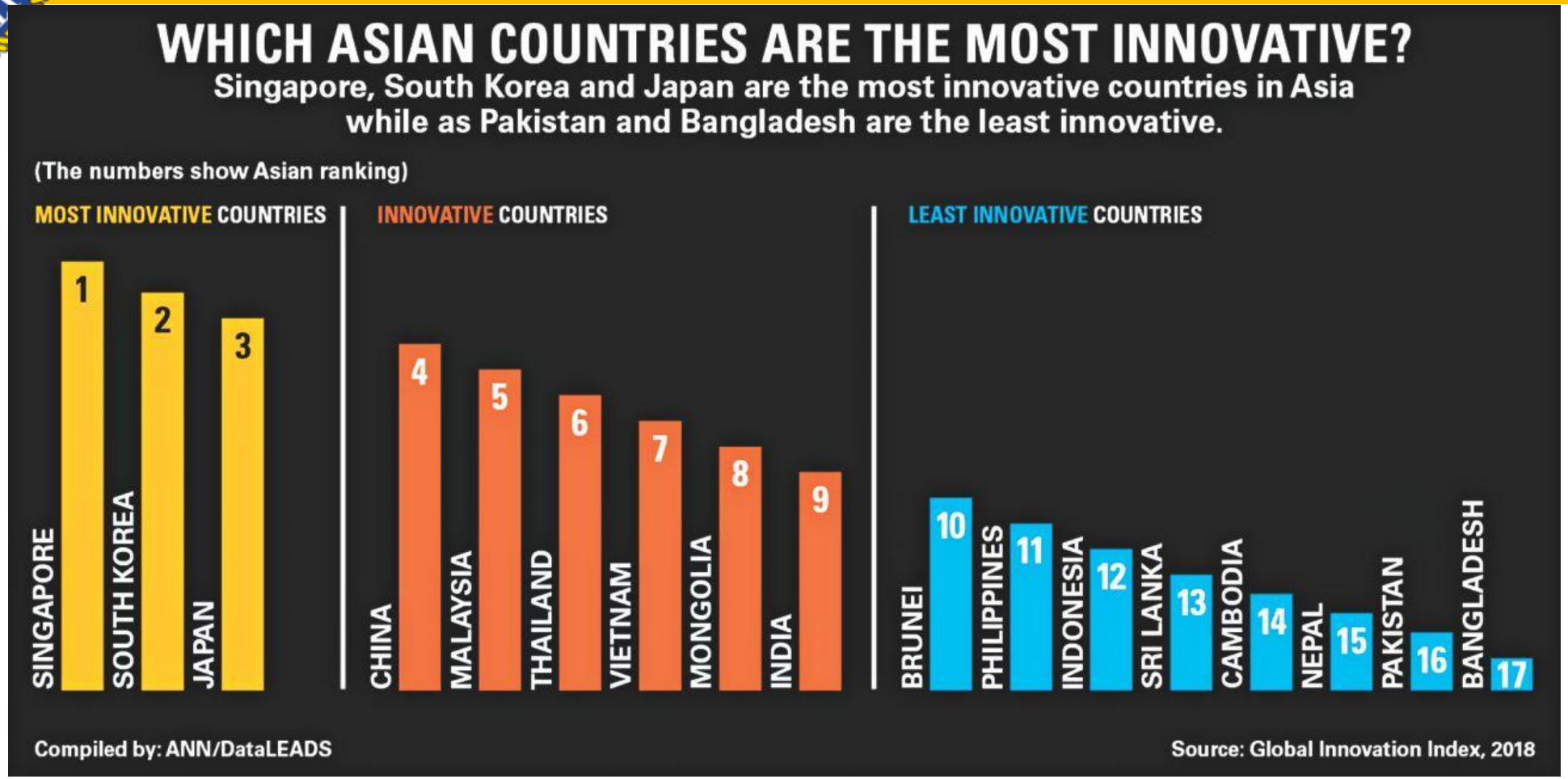




Why Research & Publication Matter?



Why Research & Publication Matter?



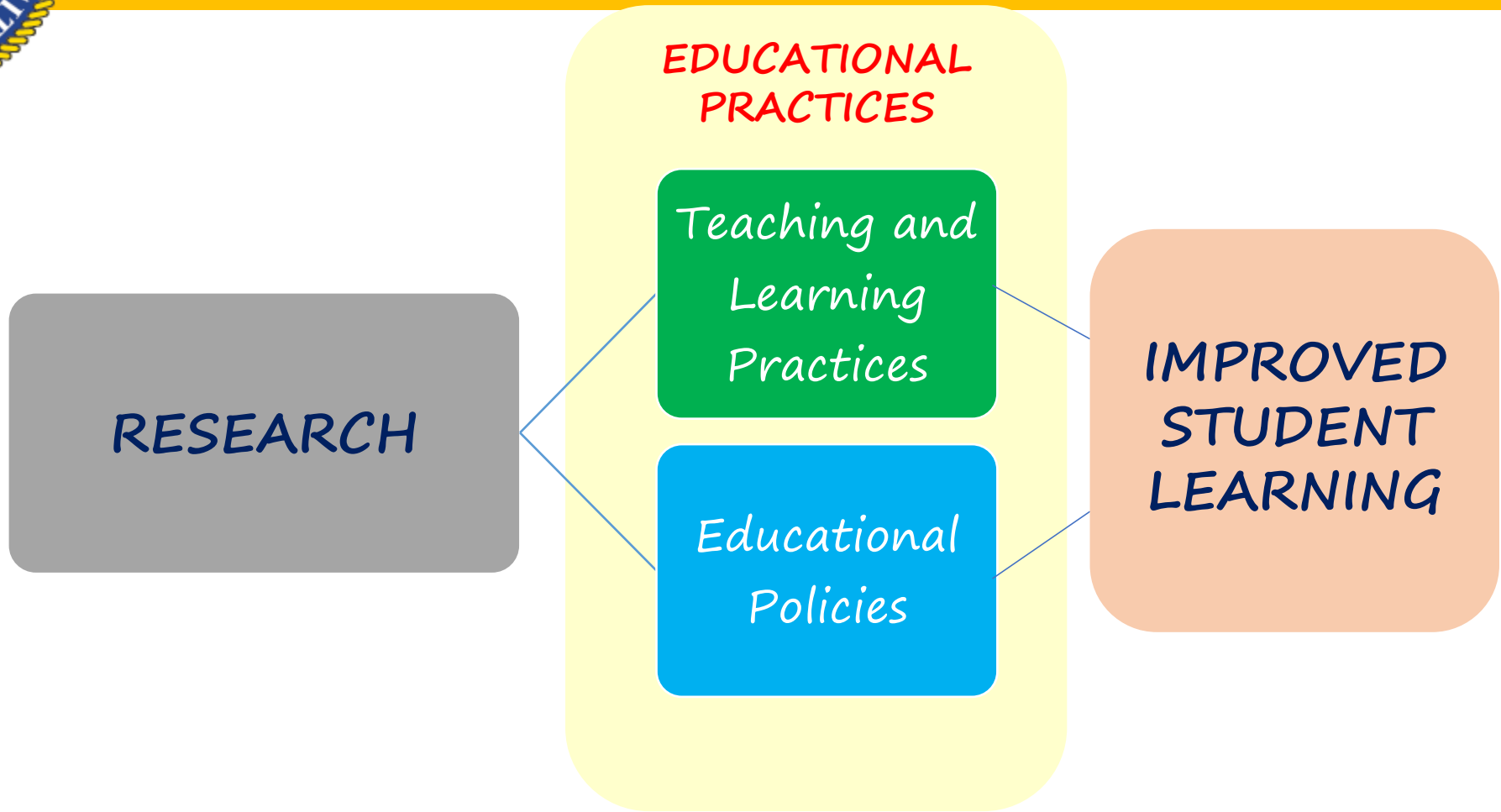
How and where do we contribute?

Quality Education

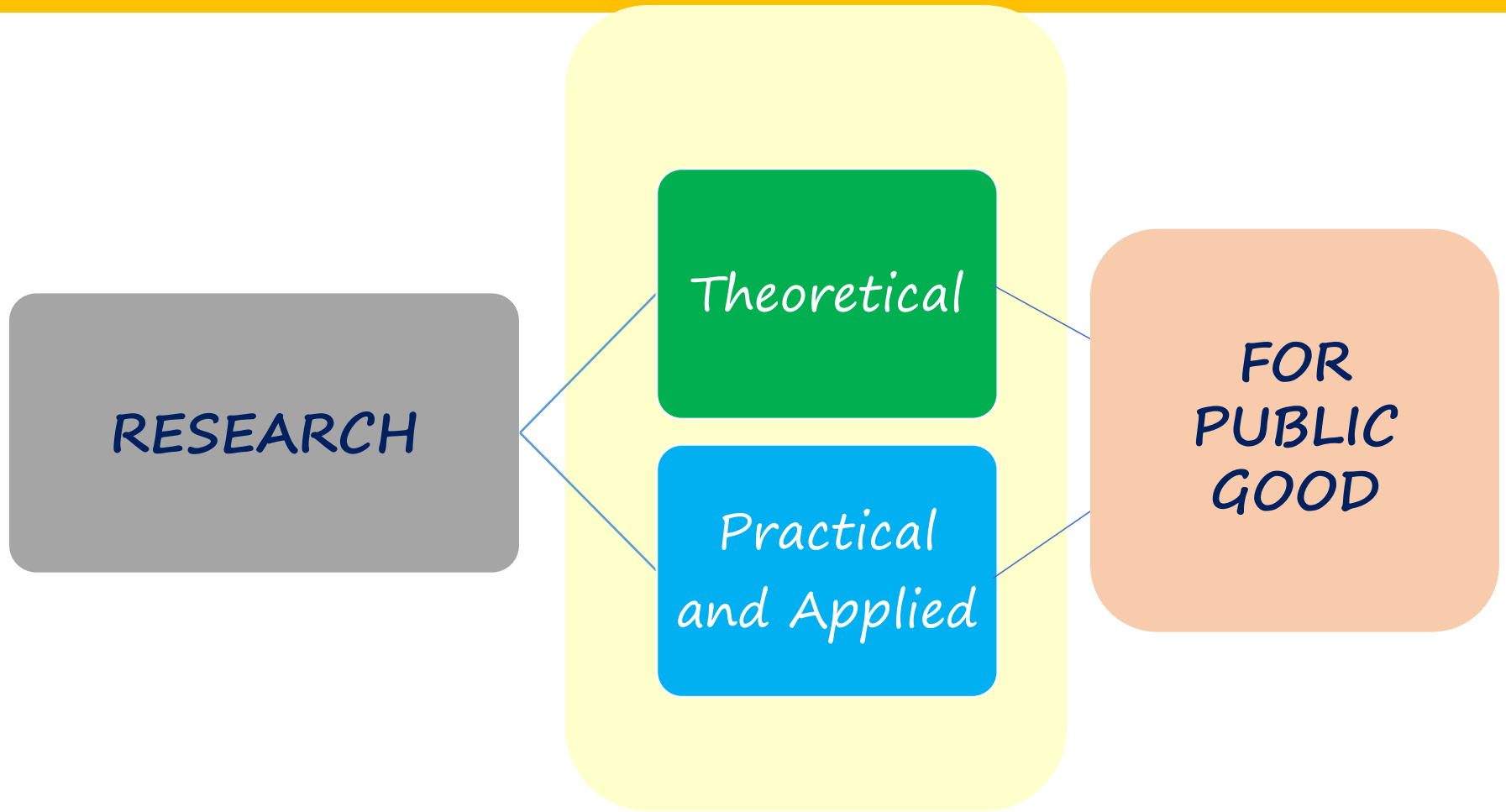
- Equipping people with skills, knowledge and attitudes to:
  - Become economically productive
  - Develop sustainable livelihood
  - Contribute to peaceful and dramatic societies
  - Enhance individual well-being

UNESCO, 2014

How and where do we contribute?



How and where do we contribute?



Research is...

- High hat word that scares a lot of people
- It is a friendly welcoming attitude towards change
- Going out to look for change instead of waiting for it to come
- An effort to do things better
- "tomorrow" mind instead of "yesterday" mind

(Boyd, 19785, p. 216)

Research for me is...

A way for me to:

- Generate/create knowledge
- Share knowledge
- Sustain the cycle

Menu for today...

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- Tips pa more..

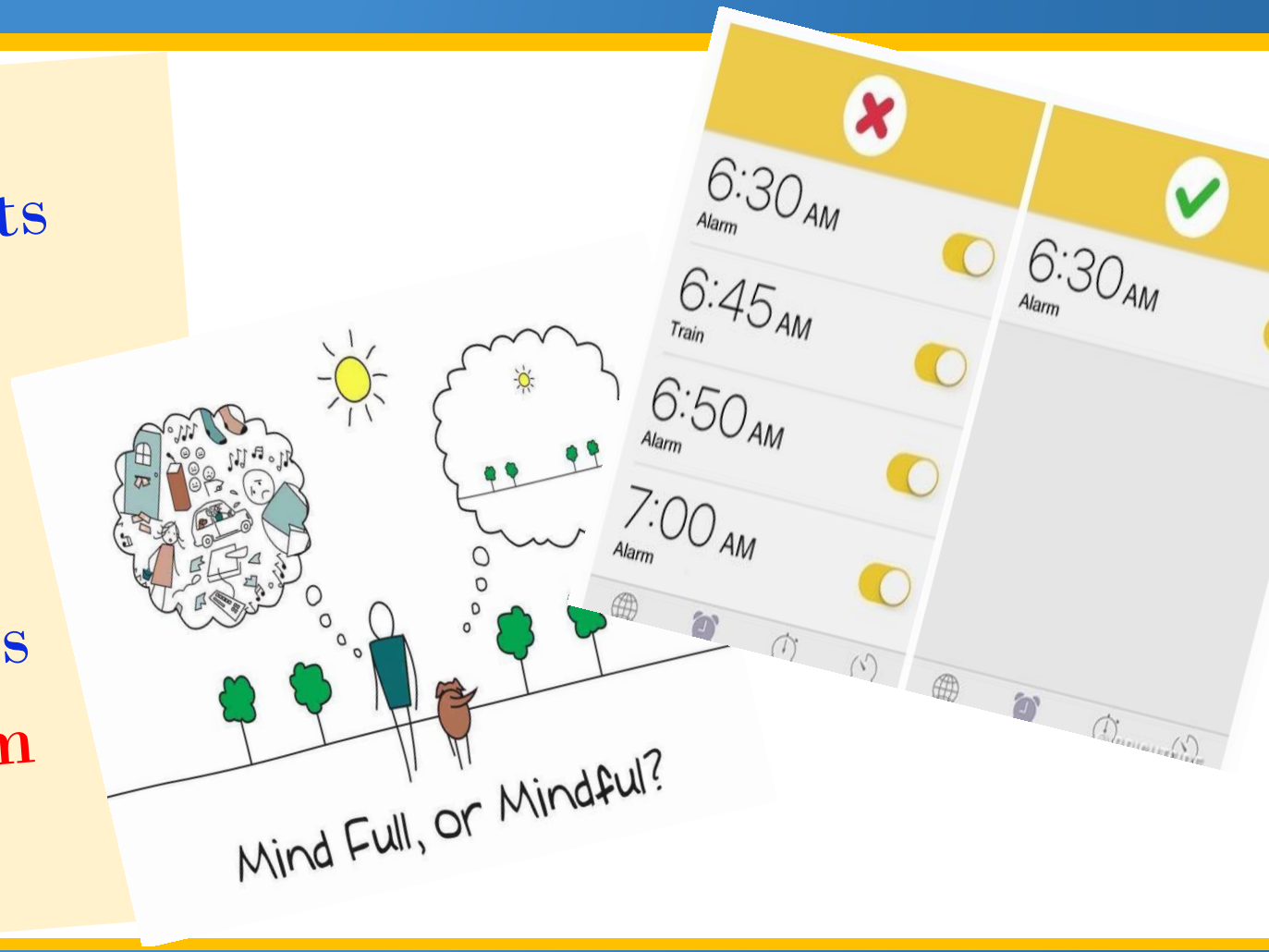
Pre-writing Preparation

Self-check, ”Me as a Writer”, Self-Prep
Journal Search

Reading and Sources, Research Literature

Self-Check

- I like routine
- I like incremental achievements
- I can focus
- I accept criticisms positively
- I have good eyes for details
- I have good mind for big ideas
- I have self-discipline and I am motivated



Self-Check

Tag someone who needs this alarm in the morning

Self-prep…

- Find a "me" time for writing activities
- Find a comfortable place for writing

- Have a good meal (low carb, low sugar, good diet)
- Have good breaks and do some physical activities before writing

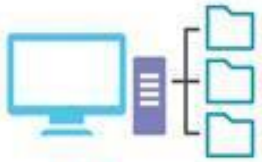
Me as a Writer

38% Research

16% Writing papers

10% Writing grant applications

11% General administration



5% Data storage

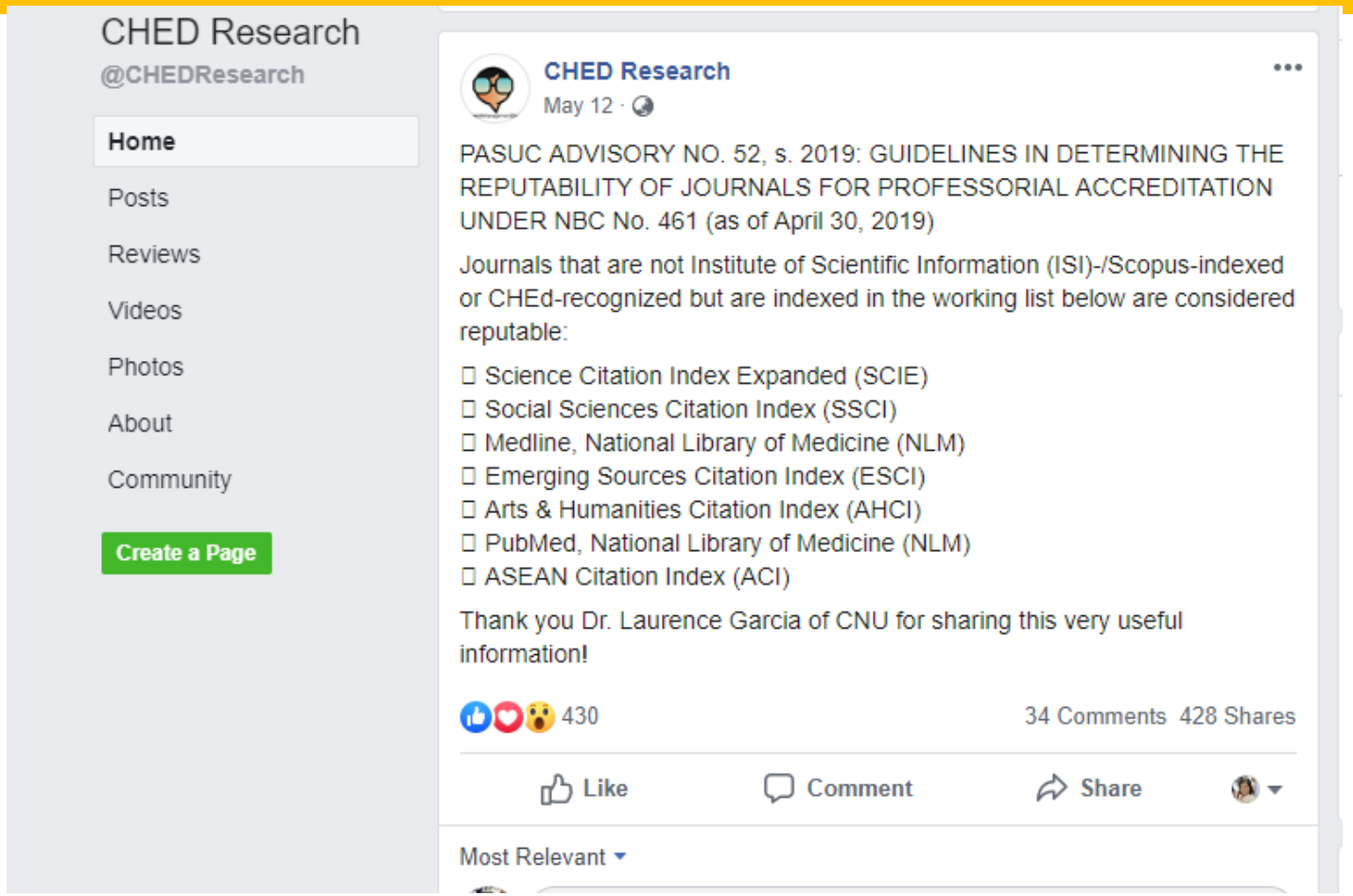
20% Teaching

Me as a Writer

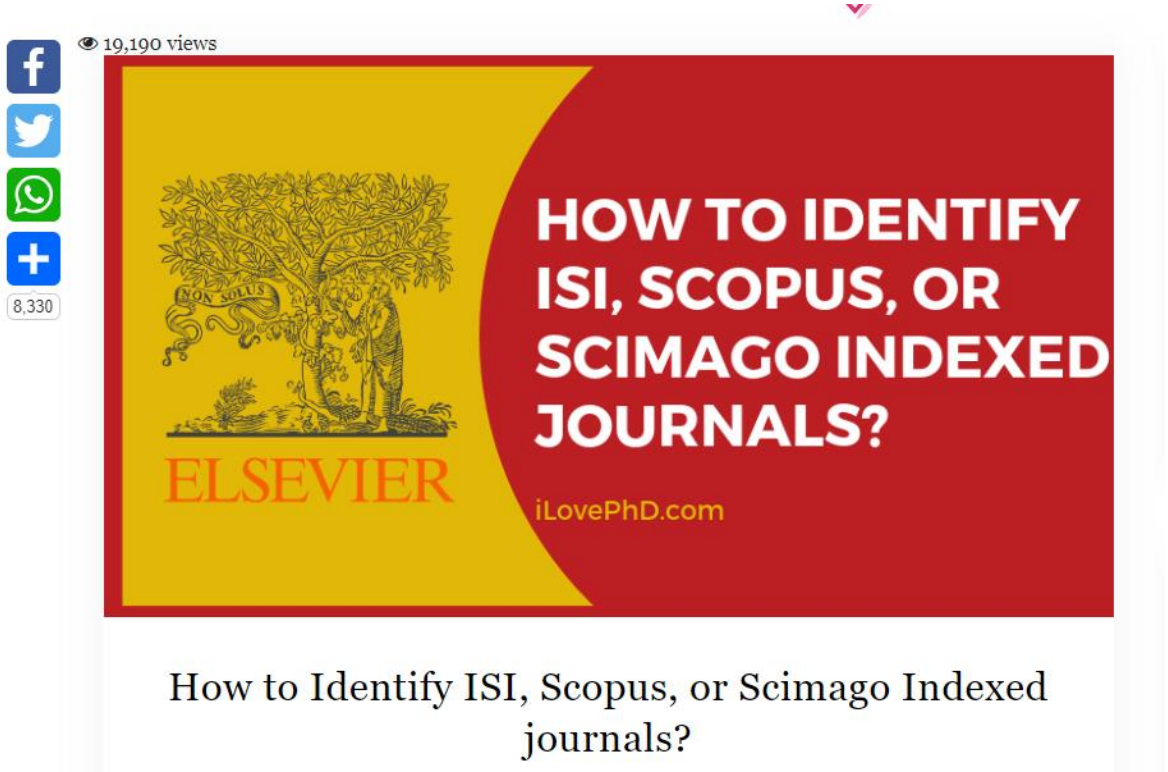
DRIVER	PATCHWORKER	GRAND PLANNER	ARCHITECT
Starts writing early in the process and figures out what he or she wants to say as he or she writes. This writer starts anywhere and often without a plan.	Works in sections at the beginning of the writing process. He/She links these sections or ideas later on	Reads, makes notes and pictures essay in his/her head before making a plan or writing anything.	Thinks about the structure, sometimes even before the content. He/she creates a detailed plan or diagram early in the writing process

Journal Search...

- Focus and scope
- Publication frequency
- Journal type
  - CHED-recognized
  - Scopus
  - ISI-Listed
  - ACI (ASEAN Citation Index) Database
- Author guidelines
  - Number of words
  - Format and parts

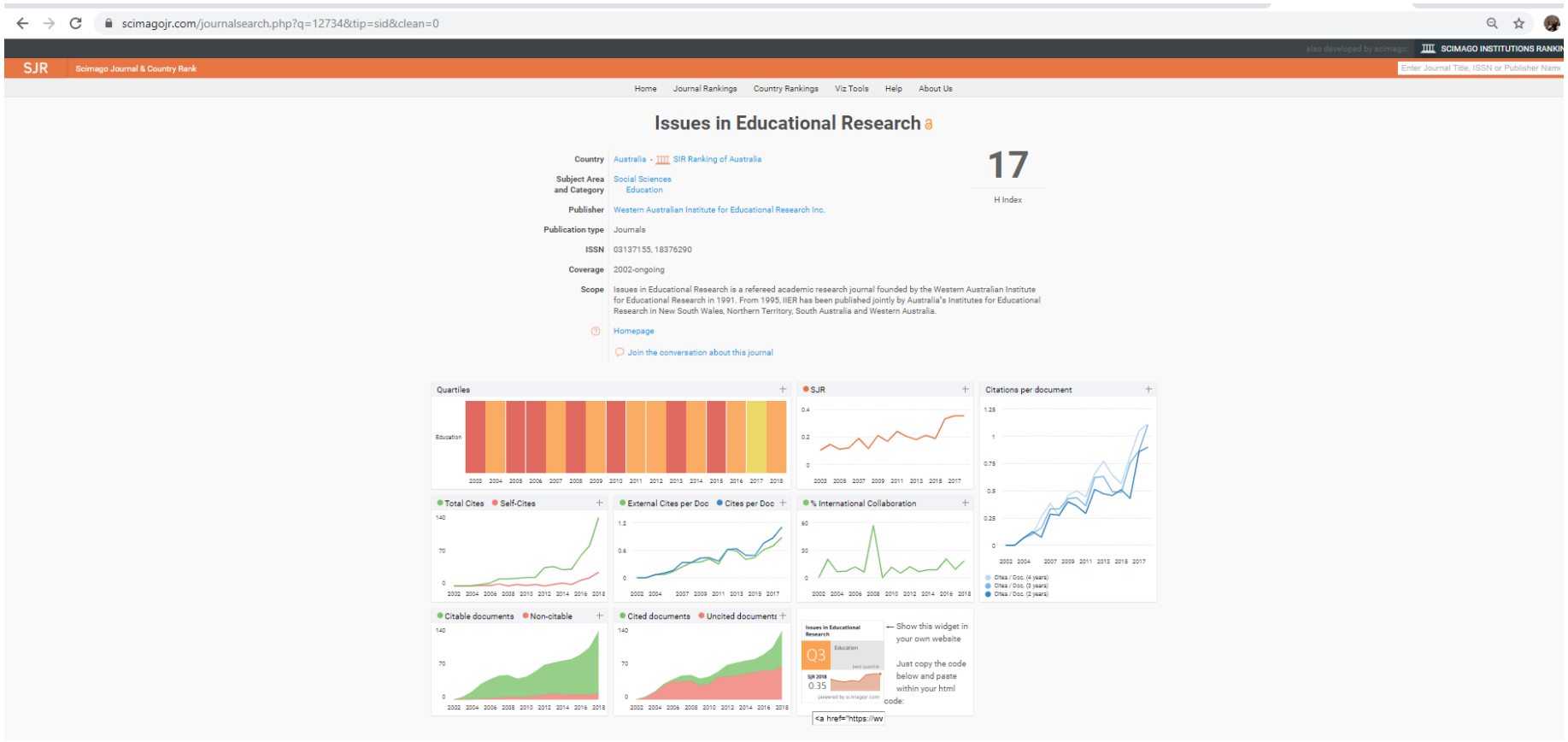


Journal Search...

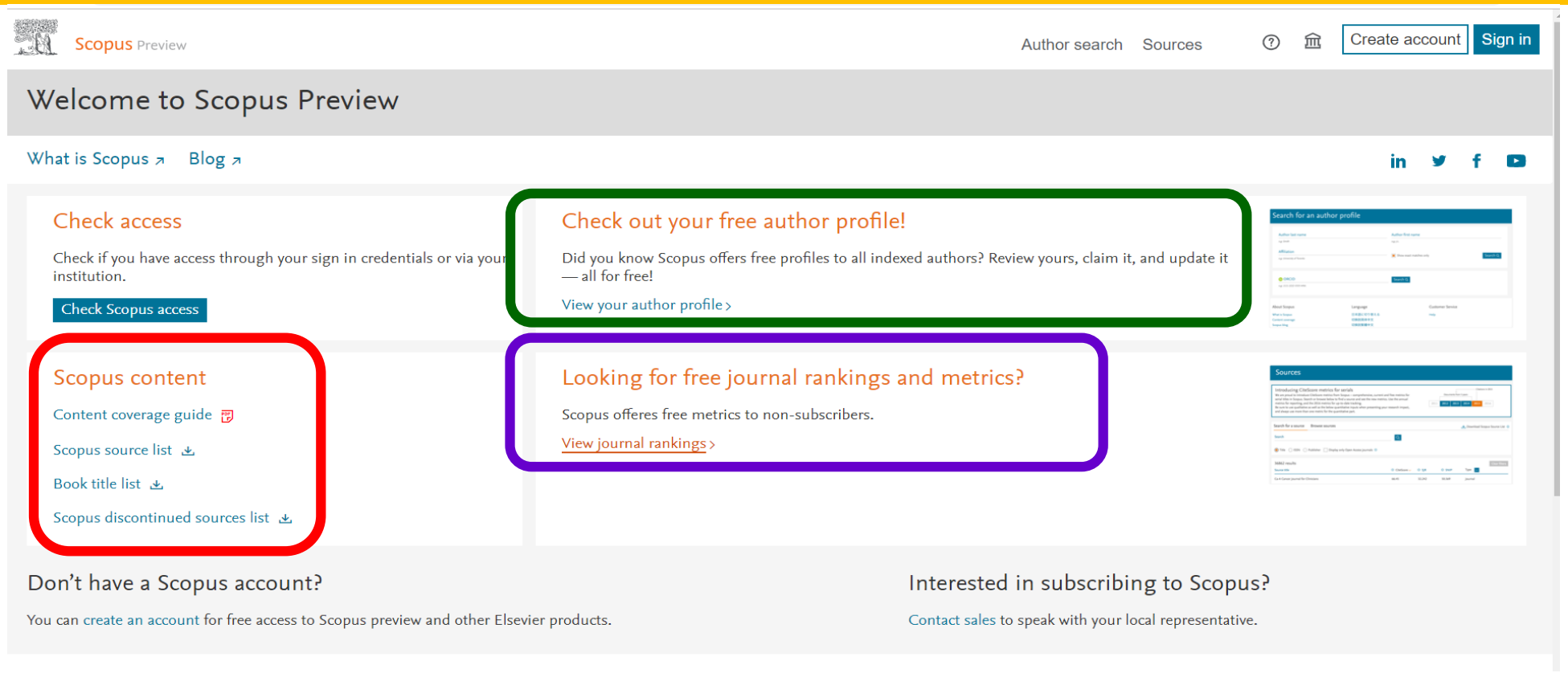


https://www.ilovephd.com/how-to-identify-isi-scopus-or-scimago-indexed-journals/?fbclid=IwAR0i2KfLMBIwDQkOkxICyFvrLFlrPmpCtzue7c3PaYtdG2VUfq68L92cX8k

Journal Search...



Journal Search...



https://www.scopus.com/home.uri

Journal Search...

Scopus Preview

Author search Sources Create account Sign in

Sources

Title Enter title Find sources

CiteScore metrics for journals and serials

CiteScore metrics from Scopus are:

- Comprehensive
- Transparent
- Current and free

Use this page to find a source and view associated metrics. Use qualitative as well as quantitative metrics when presenting your research impact. Always use more than one quantitative metric. Learn more about CiteScore.

Filter refine list

Apply Clear filters

Display options

- Display only Open Access journals

Counts for previous 3 years

- No minimum selected
- Minimum citations
- Minimum documents

Citescore highest quartile

- Show only titles in top 10 percent

41,154 results

Download Scopus Source List Learn more about Scopus Source List

All Export to Excel Save to source list View metrics for year: 2018

	Source title	CiteScore	Highest percentile	Citations 2018	Documents 2015-17	% Cited
1	Ca-A Cancer Journal for Clinicians	160.19	99% 1/120 Hematology	20,184	126	77
2	MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control Open Access	87.75	99% 1/89 Epidemiology	1,053	12	100
3	Chemical Reviews	54.26	99% 1/370	46,227	852	97

Reading, Sources, Research Literature

The Search

- Mining articles
- Doing Database

THE READING

1. Skimming the entire paper
2. Vocabulary
3. Read by Comprehension: Section by Section
4. Reflections and Criticisms

Mining the Articles

- Use online database
  - Proquest
  - SpringerLink
  - Web of Science
  - EBSCOhost Research Database
  - Philippine E-journals
  - McGrawHill

- Use online database
  - Google Scholar
  - Google or Yahoo
  - Metasearch engine
  - Web Portal (www.po.pnuresearchportal.org)
  - ResearchGate
  - Personal Website or Page of Author

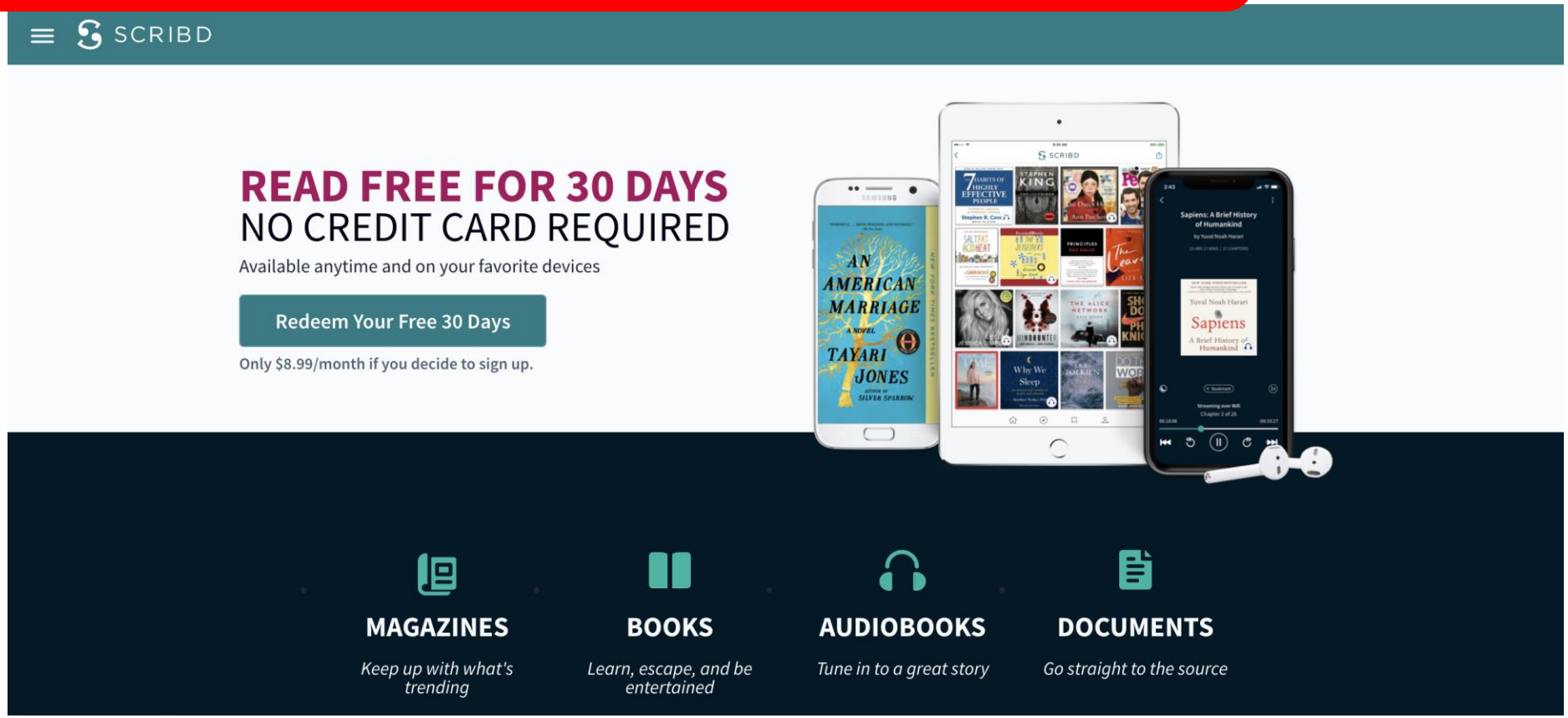
Mining the Articles

Project Muse:

https://about.muse.jhu.edu/resources/freeresourcescovid19/#covid19resources

Mining the Articles

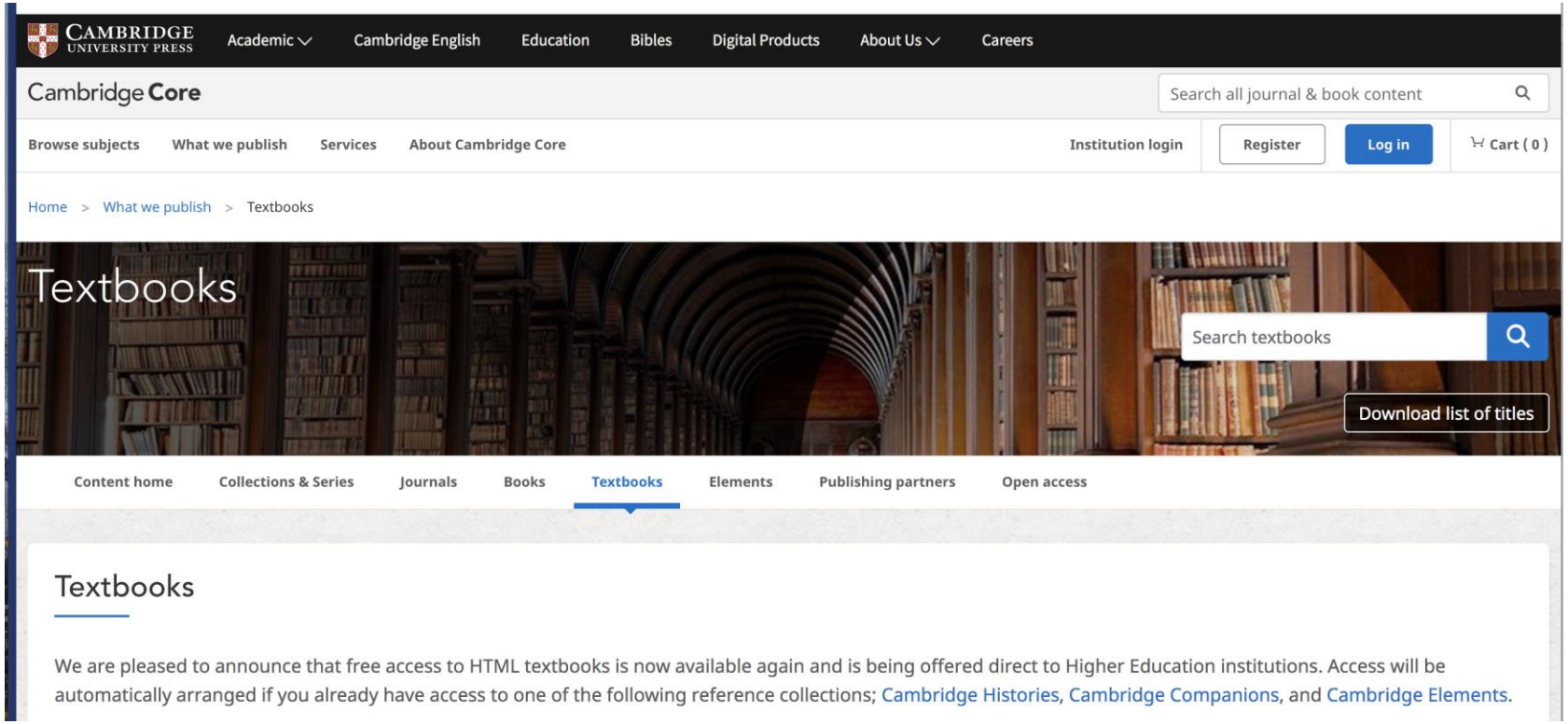
Scrbd: https://www.scribd.com/readfree



Mining the Articles

Cambridge Commons:

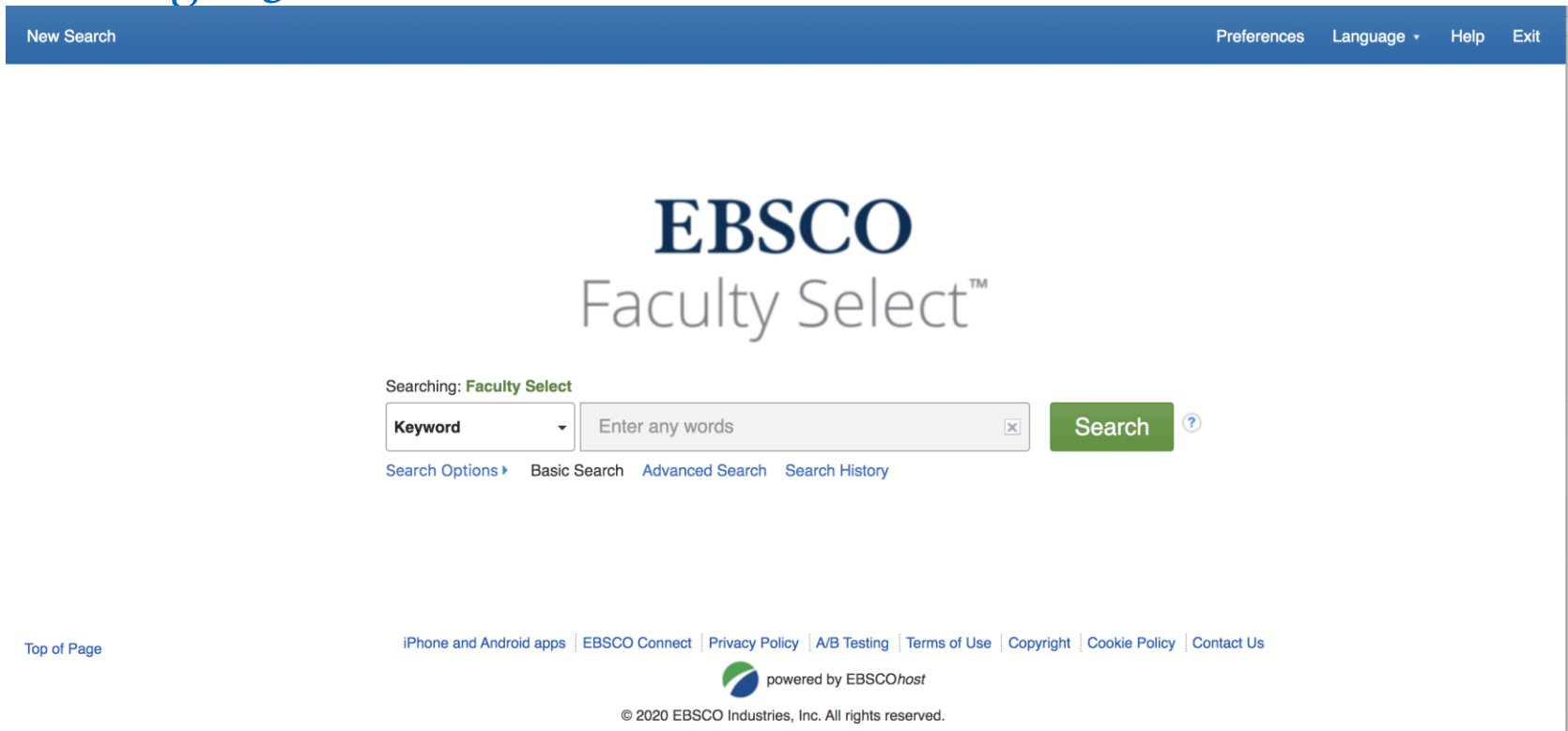
https://www.cambridge.org/core/what-we-publish/textbooks



Mining the Articles

EBSCO Faculty Select:

http://eds.b.ebscohost.com/eds/search/basic?vid=0&sid=b457f6fc-1faa-4691-85ad-6803b7504721%40sessionmgr103



Mining the Articles

PNU-Publication Office Portal:

https://po.pnuresearchportal.org/

HOW TO ACCESS ONLINE JOURNAL SYSTEM

for inquiries please email: publications.office@pnu.edu.ph

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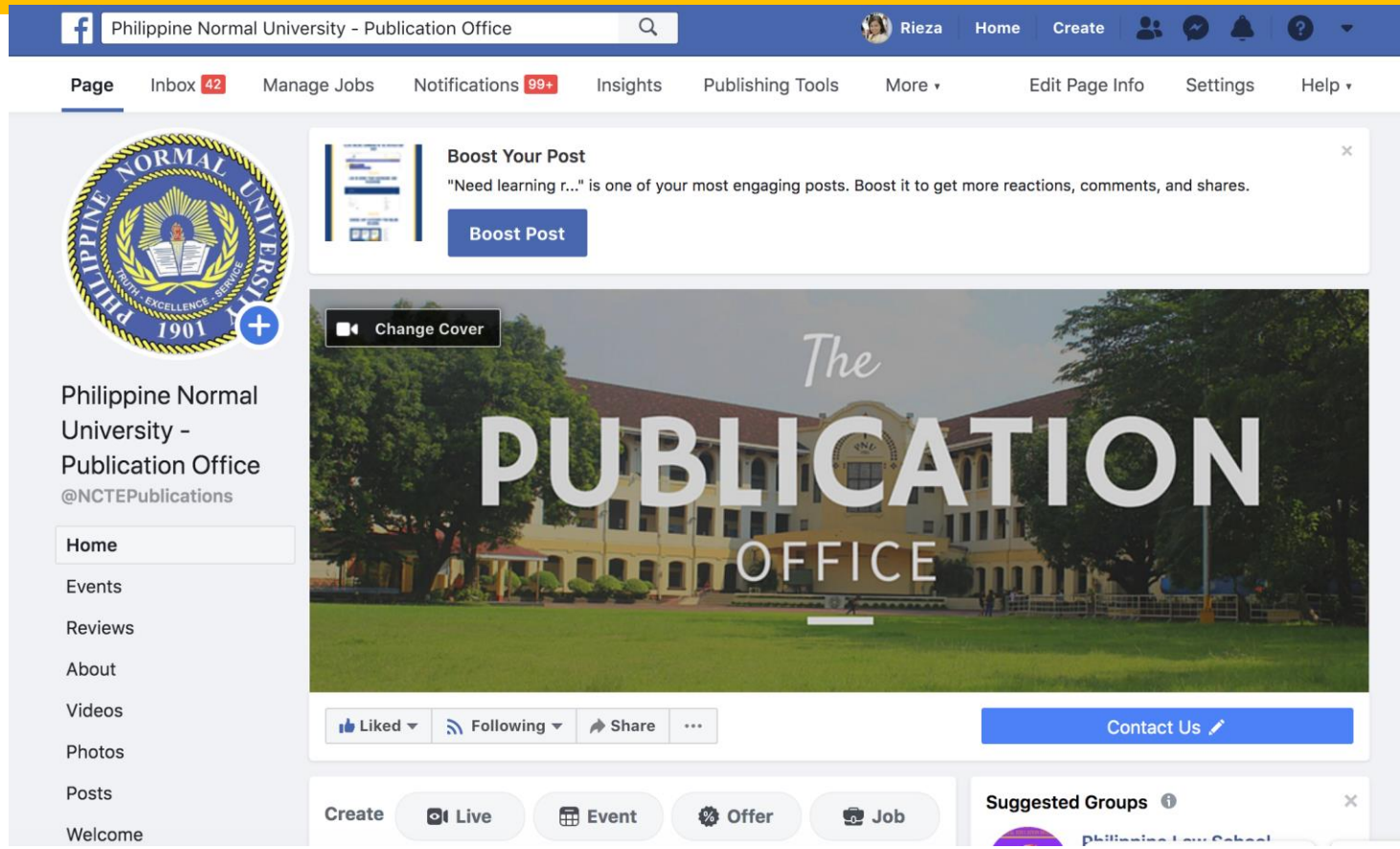
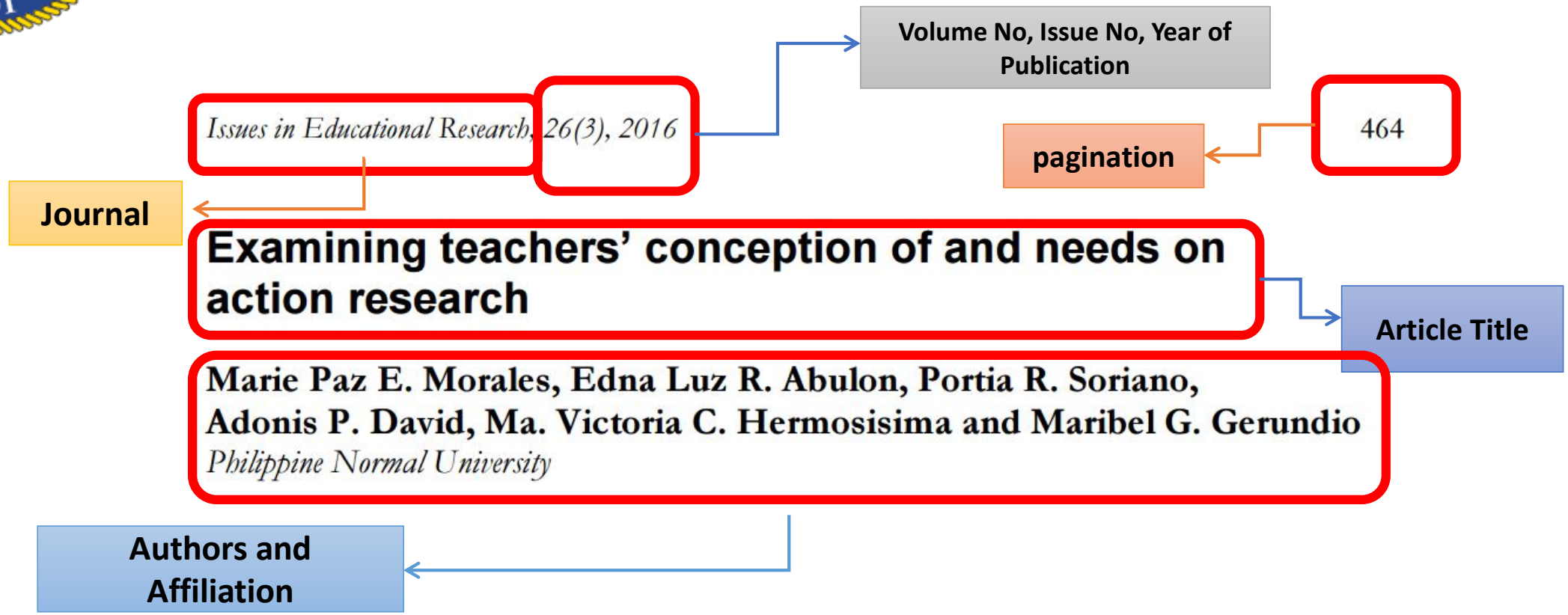


Typical Journal Structure

Examining teachers' conception of and needs on action research

Marie Paz E. Morales, Edna Luz R. Abulon, Portia R. Soriano, Adonis P. David, Ma. Victoria C. Hermosisima and Maribel G. Gerundio
Philippine Normal University

Typical Journal Structure



Typical Journal Structure

Asia-Pacific Edu Res
DOI 10.1007/s40299-017-0329-2

REGULAR ARTICLE

Cultural Historical Activity Theory (CHAT): Influenced Case Research of a Philippine Physics Class

Marie Paz E. Morales[1]

Typical Journal Structure

International Journal of Research Studies in Education
2017 July, Volume 6 Number 3, 81-95

Investigating the effects of customized cognitive fitness classroom on students' physics achievement and integrated science process skills

Chan, Joefrey R. ✉
Dominican School, Manila, Philippines (jupri_4@live.com)
Morales, Marie Paz E.
Philippine Normal University, Philippines (morales.mpe@pnu.edu.ph)

ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 20 September 2016 **Revised**: 3 October 2016 **Accepted**: 14 October 2016
Available Online: 19 October 2016 **DOI**: 10.5861/ijrse.2016.1648

Q & A muna...

Which occurs first in a scientific journal article?

Q & A muna...

ABSTRACT

Q & A muna...

Where can we read the rationale of the study?

Q & A muna...

INTRODUCTION

Q & A muna...

Where can we find the description of instruments used?

Q & A muna...

METHOD SECTION

Q & A muna...

Where will we read the limitations of the study?

Q & A muna...

RECOMMENDATION SECTION

Q & A muna...

Which cannot be determined from a reference list citation?

1. Title of the journal
2. Title of the journal article
3. Number of pages in the journal
4. Number of pages in the journal article

Q & A muna...

NO. OF PAGES IN THE JOURNAL

Doing Database...

Offline

- MS Word Reference

Online

- BibMe
- Citation Machine
- Citefast
- CiteThisForMe
- EasyBib
- OttoBib

Reading Research Literature

Ways and Means

1. Skimming the entire paper
2. Vocabulary
3. Read by Comprehension: Section by Section
4. Reflections and Criticisms

Reading Research Literature

Marie Paz E. Morales[1]
Philippine Normal University, Manila, Philippines
morales.mpe@pnu.edu.ph

Objective/Purpose

Methods

Products/Results

Results and Conclusion

Abstract: Culture and game-based physics activities are anticipated to promote active and fun learning of physics concepts. The study features non-conventional design and development of physics activities using traditional Filipino games also known as "Laro ng Lahi". These non-conventional processes in the development comprise literature reviews, document analyses, and interviews. The eight developed "Laro ng Lahi"-based physics activities are presented as activity pack intended for high school physics and introductory physics students. Key features of these activities include standard and synchronized rules and game mechanics, aligned and matched competencies in the K+12 science curriculum, inclination to student conceptual development, penchant for the preservation of Filipino culture and traditions, comprehensible texts and procedures and use of locally-available or indigenous materials. Results of the development study show that the "Laro ng Lahi"-based physics activities are content valid based on expert ratings (4.74 out of 5) with moderate to substantial agreement for the inter-rater reliability and an excellent over-all reliability index (0.90) suggesting a good and standard supplementary and support material for classroom use and for a wider goal of promoting active physics learning – Physics in Action.

Reading Research Literature

WORKSHEET

Instructions:

Label the different parts of the abstracts presented below by encircling the part and using the codes: (green) – objectives, (blue) Research design, Methods, samples, instruments, (yellow) Results/Findings, (violet) Conclusions and Recommendations

Abstract:

The study linked school risk reduction and disaster preparedness strategy using a designed automated study desk for kindergarten. This desk, LAMESA (Life-saving Automated "Mesa" to Endure Seismic Activity), aimed to provide the education system with a resilient study desk for kindergarten. Design and development research used lightweight but highly strong and elastic materials to build the automated desk conforming to the kindergarten standards. The system and program designs ensured good peak ground acceleration (PGA) and a fix response time (4 sec.) to effectively and efficiently facilitate "duck (drop), cover, hold" actions of kindergartens to shield them from debris in the eventuality of a strong seismic activity. Purposively chosen experts (engineers, scientists, and programmers) and stakeholders (kindergarten teachers, the laboratory school principal, parents, and district supervisor) evaluated the automated desk as excellent in features, design, and visual; as a warning system when earthquakes occur; as safety infrastructure for students; and as a learning tool. For holistic packaging, the desk may undergo strength test and is also recommended to include ad materials and training kits.

Reading Research Literature

Questions

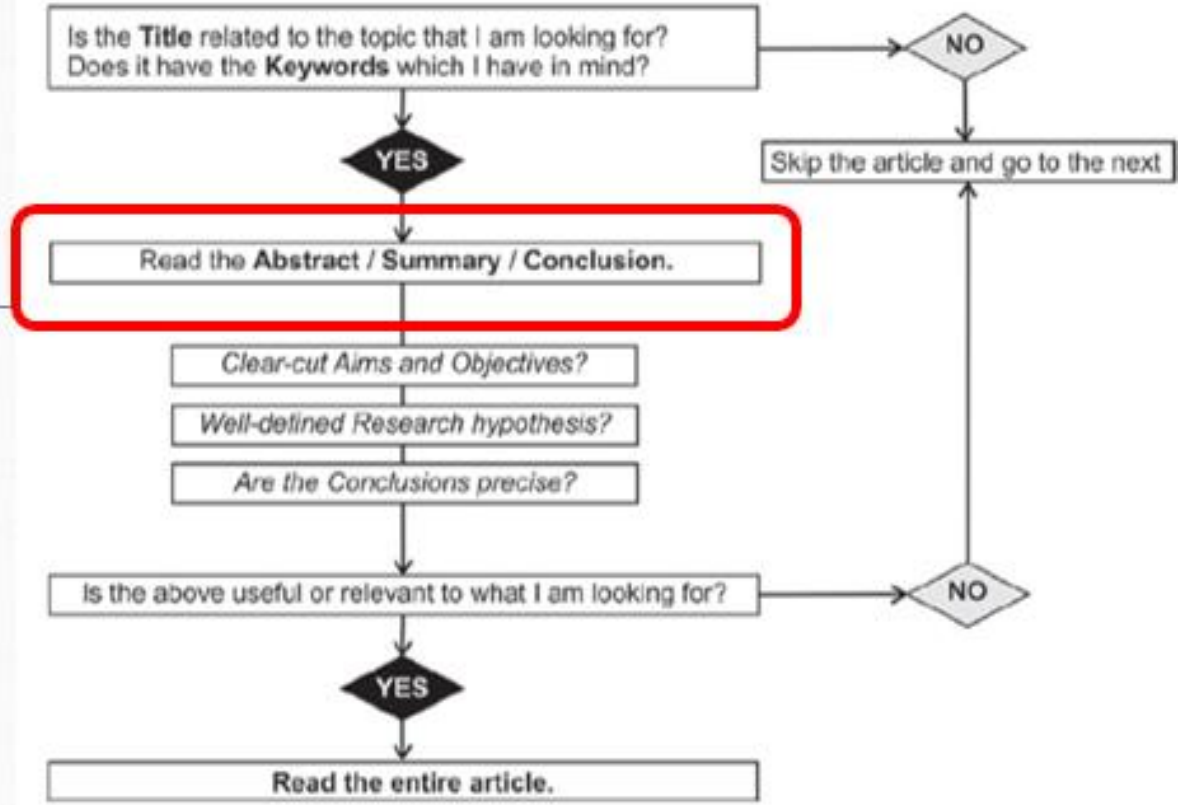
1. What have I learned from the activity?

2. What insight did I get that I can use in research or writing tasks?

Reading Research Literature

Thru skimming...lesser articles...

Flowchart for selecting meaningful articles for he intended study



Writing Tips..

Written R -- Research R – Article

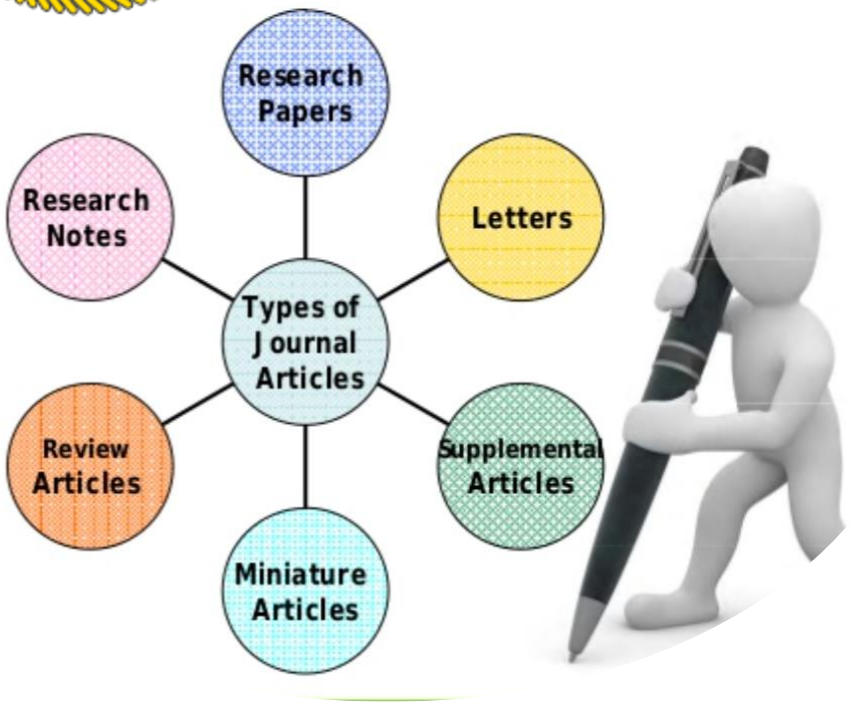
Tips in writing key parts of an article

Tips in writing other parts of an article

JOURNAL ARTICLE -- RESEARCH R -- TECHNICAL R

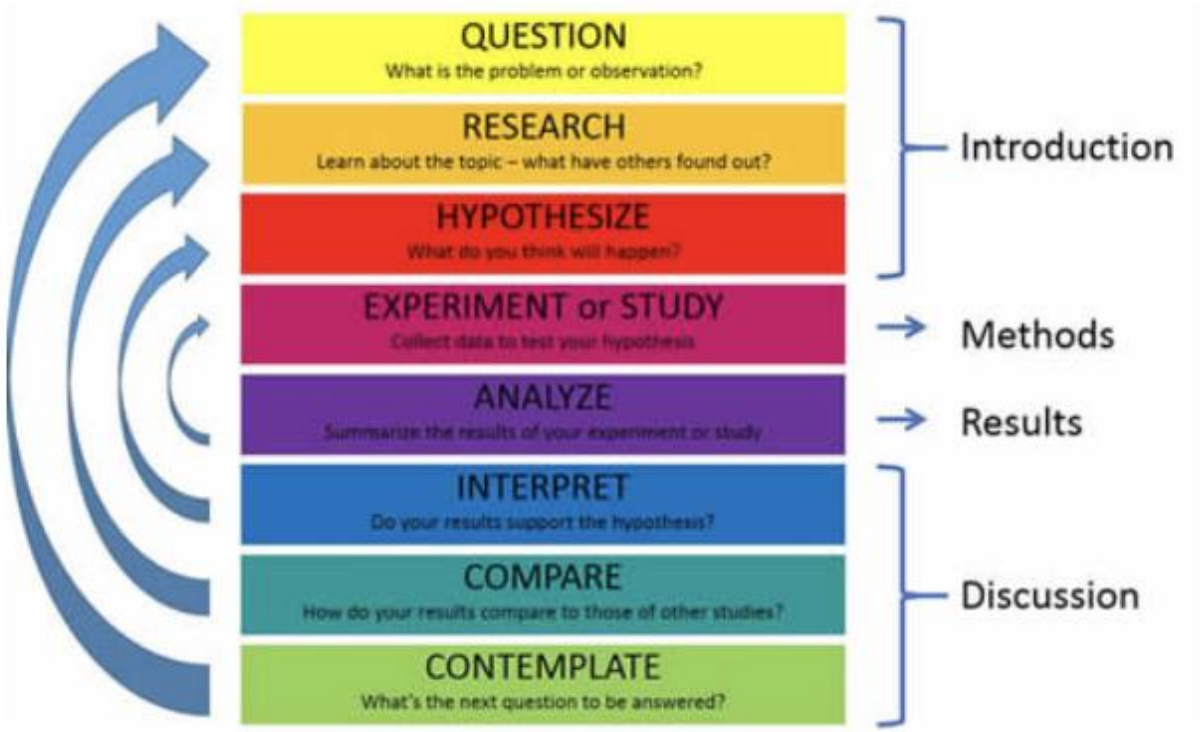
Journal Article	Research Report	Technical Report
Title Page **Abstract** **Keywords** **Introduction** **Purposes of the Research** **Framework of the Study** **Methods** • Research Design • Instruments • Participants • Data Collection • Data Analysis • Ethical Considerations Results and Discussion Conclusion and Recommendation Reference List Acknowledgement Appendices Supplemental Data Cover Letter (Not part of the manuscript, but required)	**Title Page** **Acknowledgement** **Abstract** **Keywords** **Introduction** • Literature Review • Statement of the Problem • Significance of the Study • Scope and Limitations of the Study • Definition of Terms **Methods** • Research Design • Instruments • Participants • Study Locale • Data Collection • Data Analysis • Ethical Consideration **Results and Discussion** **Conclusion and Recommendation** **References** **Appendices**	**Title Page** **Copyright Page** **Editorial Team** **Table of Contents** **Preliminaries** • Message ○ OIC ○ Chair of Accreditation • Executive Summary **Accreditation Proceedings** • Graduate Programs • Undergraduate Programs **Summary of Decisions for the Accredited Programs** **References** **Appendices**

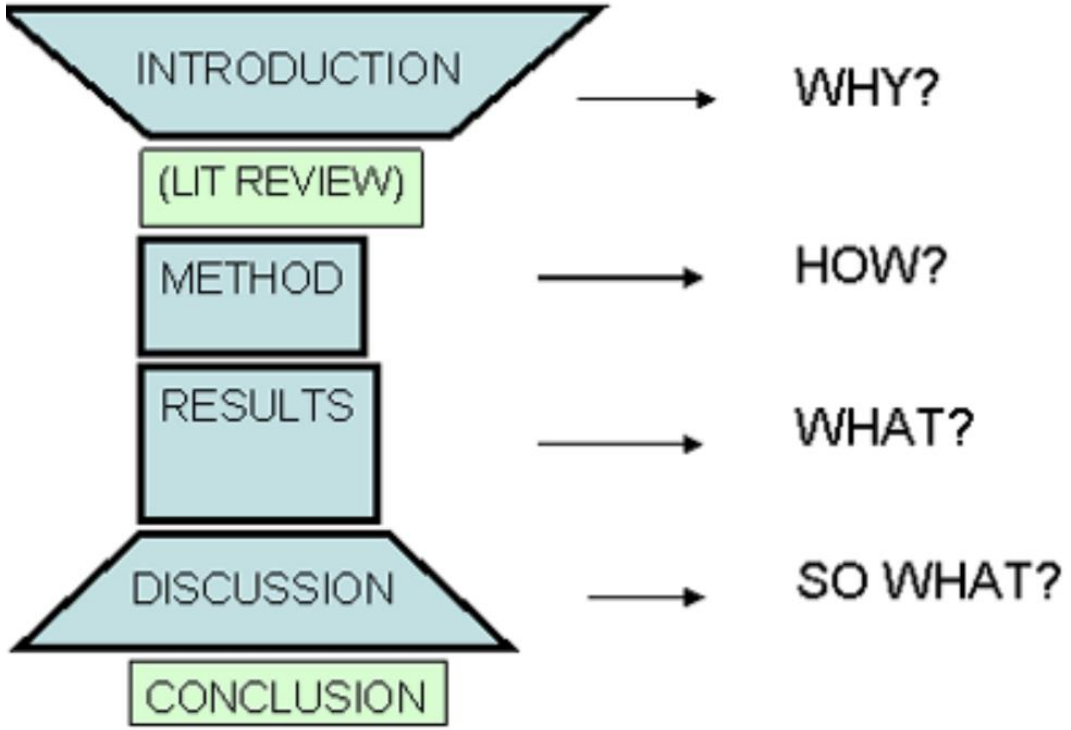
TYPES OF JOURNAL ARTICLES



- Research Papers
  - Original research
- Letter
  - Short description of an important current research findings
- Research Notes
- Supplemental Articles
  - Large volume of tabular data from a current research
- Review Articles
  - Systematic review, meta-analysis etc
- Miniature Articles

THE IMRAD FOR RESEARCH PAPERS



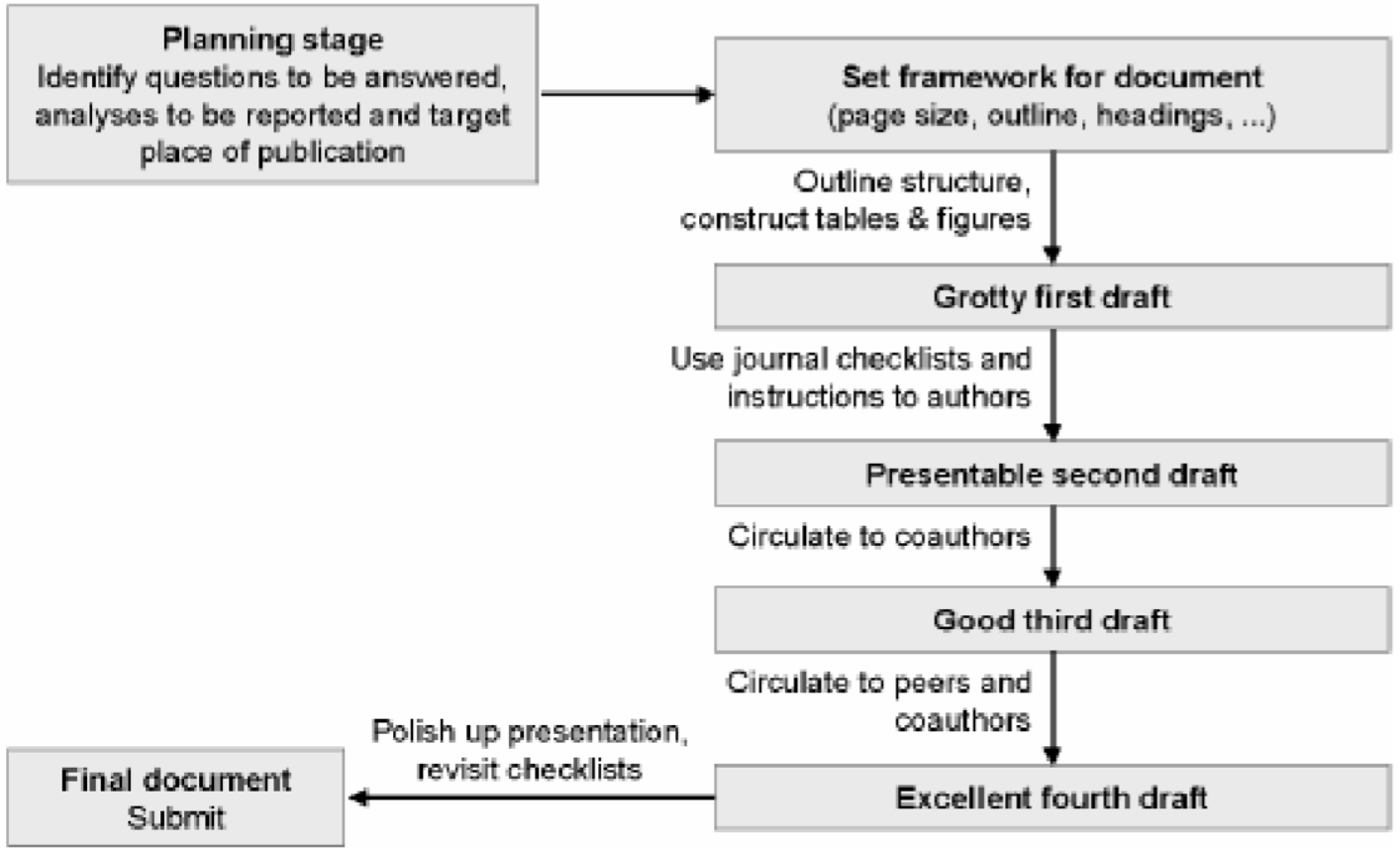


http://www.study-habits.com/imrad-format-explanation

BASIC STRUCTURE FOR OTHERS

Research Paper	Letters	Research Note	Supplementary Articles	Review Articles	Miniature Articles
Abstract Introduction Methods Results Discussion Conclusion Recommendation References	Abstract Introduction Main Body Conclusion References	Abstract Main body Data (and software) availability Consent Author Contributions Competing Interest Supplemental Data	Figures, Tables, Datasets, Derivations, Formulas, Videos etc.	Abstract Introduction Main Body Conclusion References	Abstract Introduction Methods Results Discussion Conclusion Recommendation References (4 pages max)

STAGES IN...



Source: Adapted from Davis (1997)

ARTICLE TITLE

Have a working title

The working title should:

- Short (10-12 words);
- Reflective of the problem and the main variables of the study;
- Free of value judgment;

Final article title may be designed after writing the entire article inclusive of the abstract

SAMPLE TITLES

- Examining Teachers' Conception of and Needs on Action Research
- Tracing the Science Education Graduates
- Participatory Action Research (PAR) cum Action Research (AR) in Teacher Professional Development: A Literature Review
- Transitions and Transformations in Philippine Physics Education Curriculum: A Case Research

SAMPLE TITLES

- **Working Title:**
  - Heading towards Transformational Outcome-Based Education: The Case of a Special Physics Education Curriculum

- **Article Title:**
  - Transitions and Transformations in Philippine Physics Education Curriculum: A Case Research

ARTICLE STRUCTURE

Abstract	Introduction	Method Section	Results and Discussion	Conclusion and Recommendation
✓ Introductory statement ✓ Major Goal of the Study ✓ Methodology (Research Design, Instruments, Participants, Data Collection, and Data Analysis ✓ Major Findings ✓ Conclusion ✓ **Limited to 100-150 words ONLY.**	**Background of the Study** ✓ Global Issue or trend related to the study ✓ National Concern related to the study ✓ Local Focus **Literature Review** ✓ Thematically-organized ✓ Themes form a storyline directed to the study focus ✓ Year range of literature (2008-2018) ✓ May include the following: o Related Legal Bases o Related Literature o Related Studies ✓ Statements are focused on concepts and not on authors ✓ Synthesis that identified the research gap that the study intends to fill in **Study Rationale** ✓ Significance of the study ✓ Can include the study framework **Purposes of the Research** ✓ Major goal of the study ✓ Specific objectives (or problem statement) **2010-2020**	**Research Design** ✓ A detailed outline of how an investigation will take place. **Instruments** ✓ Questionnaire structure ✓ Content validity index ✓ Reliability index **Participants** ✓ Profile (very brief) ✓ Sampling procedure ✓ Brief description of participants **Tools and Materials** **Data Collection** ✓ Details and step by step description of the procedure to follow in the conduct of the study. **Data Analysis Framework** ✓ Details and step by step description of the procedure to follow in treating and analysing the collected data (quantitative date and qualitative data	**Results** ✓ Presented in themes corresponding to problem ✓ Introduction to theme ✓ Data • Presented in tabular form • Presented in visual format (graphic organizer) **Discussion** ✓ Emerging trends in data ✓ Inferences from the trend in data ✓ Insights and implications of the findings ✓ Literature survey that may confirm or negate the findings	✓ 1st paragraph: Restate the main objective of the study and the importance of the findings in filling in important gaps in literature ✓ 2nd-4th paragraph: Please provide the summary of finding and discuss the theoretical implication. Provide also insights of the study and concluding statement ✓ 5th paragraph: The major weaknesses or limitation of the study and suggest future research that may address these weaknesses. ✓ 6th paragraph: Future research direction

Basic/Key Constructs

ABSTRACT

1. Introductory Statement
2. Major Goal of the Study
3. Methods (Research Design, Instruments, Participants and sampling procedure, Data Collection and Data Analysis)
4. Major Findings
5. Conclusion and Recommendation

Introduction

1 BACKGROUND OF THE STUDY

a. Global theme
b. National focus
c. Local emphasis

2 LITERATURE SURVEY

a. Thematically-organized
b. Sources from 2010-2020
c. Synthesis and research gap

3 STUDY RATIONALE

a. Study significance
b. Why is there a need to conduct the study

TIPS IN WRITING THE INTRODUCTION

Part 1 (1-2 sen
broad overview
essay; identify
topic. Some
general statem
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Part 2 (1-
Get a little
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Part 3:
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Examining teachers' conception of and needs on action research

In the Philippines, efforts to attune the country to the regional and global contour directed at quality and accountability led to instituting the Philippine Qualification Framework (PQF, 2012). With PQF, all education sectors are tasked to make detailed descriptors for each qualification level based on learning standards in basic education, competency standards of training regulations, and the policies and standards of higher education academic programs. Guided by the vision, mission, and goals of PQF, educational institutions are mandated to contribute to building a quality nation capable of transcending the social, political, economic, cultural, and ethical issues that constrain the country's human development, productivity, and global competitiveness. Specifically, Philippine universities and colleges are tasked to help the education system by providing timely and appropriate professional development programs. These programs are deemed necessary to develop professionals, especially teachers, to achieve high levels of academic, thinking, behavioural, and technical skills/competencies that are aligned with the national academic and industry standards, and needs and international standards, when applicable. Apparently, the Commission on Higher Education (2015) and the Department of Education (2012) subscribe to the 3-5-day teacher training on the pedagogical-content-knowledge of teachers and highlight specific pedagogical approaches to specific disciplines. In science and mathematics, for example, teachers are trained on inquiry learning and science and mathematics student investigation. There are only a few training on practising reflective teaching through action research, which may be brought about by the current transition in the Philippine education system from a 10-year basic education to a 12-year program as is common to all neighbouring Asian countries (Department of Education, 2010). Teachers' clamour for this training is not documented, yet they are required to conduct action research each year as part of their standard outcome for them to be promoted to a higher level in their career stages (Department of Education, Order No. 42, s. 2007). Thus, this study focused on professional development for educators to increase their use of action research that can improve educational outcomes for students in science and mathematics. Consequently, this study surveyed teachers about their concepts of action research, including their preferred areas of study, perceived needs, and challenges when conducting research.

TIPS IN WRITING THE INTRODUCTION

- 2-3 pages will do (inclusive of literature review)
- Sub-level heading attracts readers and concretizes storyline
- Brief context to the readers
- Check citations: more and recent literature
- Form and style of writing the introduction depends on journal practices and traditions. Refer to sample articles of the intended journals.
- Narrations and stories must be as clear as possible with no gaps.

TIPS IN WRITING THE INTRODUCTION

Introduction Section

Working Title: _____

Authors: _____

Background of the Study (Outline-Bullet Form)	Literature Review (Themes-Bullet Form)	Research Gap which the research intends to fill in	Rationale of the Research (Bullets)

LET'S TRY THIS...

Questions	Mathematics and Allied Field	Social Science, Education, Humanities, Business	Science (Chemistry, Physics, Biology)	Engineering and allied fields	Medical and Health Sciences
What are the basic parts?					
How is introduction organized?					
Tense in the introduction ?					
Are citations used?					

TIPS IN WRITING THE INTRODUCTION

Rating Scale for Introduction

Primary Traits	Performance Scales				Remarks
	4	3	2	1	
The introduction identifies the topic and indicates the purpose of the research paper.					
Explanations (or bridge sentences) are built in to provide focus and lead to the narrowed topic.					
The introduction uses a "hook" to grab the reader's attention, and it logically connects to the topic.					
The thesis statement provides the topic, controlling idea, and several aspects to elaborate at the end of the introduction.					
The introduction provides the reader with sufficient background information on the topic and presents clearly how the information is connected to the thesis statement.					
The introduction provides enough citations in the study background					

Basic/Key Constructs

PURPOSES OF THE RESEARCH/STATEMENT OF THE PROBLEM

1. Major Goal/ General Question
2. Specific Objectives/ Specific Questions

METHODS

1 RESEARCH DESIGN
a. Detailed account of the design as contextualized in your study

2 STUDY CONTEXT
a. Locale of the study and the current condition of the participants or locale, situation
b. a background picture of where the piece of information came from and what or who is involved.

3 PARTICIPANTS
a. Focus on profile of the participants
b. Sampling procedure implemented

4 INSTRUMENTS
a. Questionnaire structure
b. Content validity and reliability indices

5 DATA COLLECTION
a. Detailed and step-by-step description of the procedure
b. Narrative format

6 DATA ANALYSIS
a. Detailed and step-by-step description of the procedure of qualitative and quantitative analysis or treatment of data
b. Narrative format

TIPS IN WRITING THE METHOD

Objectives	Research Design	Instruments	Participants	Data Collection	Data Analysis

RESULTS AND DISCUSSION

Basic/Key Constructs

1. Should be presented coherent with the specific objectives of the study

2. Each sub-section may be best sequenced as:

   a. Introductory statement about the sub-section
   b. Tabular or graphical presentation of data
   c. Discussion of

      i. Data trends
      ii. Insights from the findings (include literature citation)
      iii.Implications of the findings include literature citation)

TIPS IN WRITING THE RESULTS & DISCUSSION

Results and Discussion

Results

- ✓ Presented in themes corresponding the problem
- ✓ Introduction to theme
- ✓ Data
  - Presented in tabular format
  - Presented in visual format (graphic organizer)

Discussion

- ✓ Emerging trends in data
- ✓ Inferences from the trends in data
- ✓ Insights and implications of the findings
- ✓ Literature survey that may confirm or negate the findings

Table 3: Comparing the number of credit units of the state prescribed program, the special physics education program, and the OBTEC aligned program

Component	State prescribed for other teacher ed institutions (Phase 1, 2013)	Bachelor of Science in Physics for Teachers (Phase 1, 2013)	OBTEC-aligned Physics Education Program (Transition program) (Phase 2, 2017)
Foundational general education	76 (39.6%)	69 (35.8%)	36 (17.9%)
Professional education	51(26.6%)	33 (17.1%)	36 (17.9%)
Field Study			12 (6.0%)
Subject matter knowledge	65 (33.8%)	79 (40.9%)	87 (43.3%)
Pedagogical content knowledge (PCK)			24 (11.9%)
Foreign language			6 (3.0%)
National Service Training Program and Personal Development		12 (6.2%)	
Total	192	193	201

Morales, M.P.E. (2017). Transitions and transformations in Philippine physics education curriculum: A case research. *Issues in Educational Research, 27*(3), 469-492.

TIPS IN WRITING THE RESULTS & DISCUSSION

Results and Discussion

Results

- ✓ Presented in themes corresponding the problem
- ✓ Introduction to theme
- ✓ Data
  - Presented in tabular format
  - Presented in visual format (graphic organizer)

Discussion

- ✓ Emerging trends in data
- ✓ Inferences from the trends in data
- ✓ Insights and implications of the findings
- ✓ Literature survey that may confirm or negate the findings

Additionally, the framework of the transition curriculum, which is highly influenced by the science teacher education framework (Science Education Institute [SEI] and University of the Philippines National Institute of Science and Mathematics Education [UPNISMED], 2011) and K to 12 framework of the basic education (*K to 12 Curriculum Guide*, 2016), aims to develop an empowered science and technology teacher who will be able to holistically develop scientific, environmentally, and technologically literate citizens of the country (*K to 12 Curriculum Guide*, 2016) to meet the necessary demands of the country for better science and technology human capital. Accordingly, the learning goals and assessment schemes (Appendix B) spelt out in the course syllabus of the different courses, direct the training of the pre-service physics teachers to help them acquire the essence of the course (Erickson & Strommer, 2005) and to achieve the curricular goals. As decoded from available documents (e.g. syllabus), varied teaching and learning strategies dominate the envisioned teaching and learning process in the different courses of the special physics curriculum (year 2013) and the transition physics education program (year 2017). However, the major difference lays in the recipient basic education curriculum (K to 12 Science) to which the outcomes of the previously cited pre-service programs (physics teachers) will serve. The former caters to a competency-based basic education curriculum, while the latter serves the new K to 12 curriculum. Apparently, both pre-service physics education programs strive to provide a holistic development of physics teachers to address the needs of the recipient basic education program. However, necessary

Morales, M.P.E. (2017). Transitions and transformations in Philippine physics education curriculum: A case research. *Issues in Educational Research, 27*(3), 469-492.

TIPS IN WRITING THE RESULTS & DISCUSSION

Results and Discussion

Results

- ✓ Presented in themes corresponding the problem
- ✓ Introduction to theme
- ✓ Data
  - Presented in tabular format
  - Presented in visual format (graphic organizer)

Discussion

- ✓ Emerging trends in data
- ✓ Inferences from the trends in data
- ✓ Insights and implications of the findings
- ✓ Literature survey that may confirm or negate the findings

address the needs of the recipient basic education program. However, necessary alignments in content, pedagogy, and assessment aspects are clearly stipulated to address the curricular demands of the shift from the competency-based curriculum to K to 12 program (junior high school science curriculum), which requires an inquiry-based learning paradigm, highlighting a spiral progression and interdisciplinary visions of the core science concepts. These steps to alignment (transition) provided more room for courses that will better prepare the teachers to teach in this K to 12 curriculum. In fact, teachers in the transition curriculum believed that the transition program appreciates the paradigm of K to 12 curriculum as expressed in their responses in the interview (names are pseudonyms):

Jany: The transition curriculum subjects bridge the gap between the competency-based curriculum and the K to 12 curriculum in the basic education.

Rey: One feature of the transition curriculum is the inclusion of the summer internship program, a 3-unit course to provide pre-service students with an experience on instrumentation, pedagogy, assessment and other aspects of the curriculum through apprenticeship program.

Jazzy: The transition curriculum mimics the spiraling progression of science topics in the K to 12 curriculum.

Chriz: The transition curriculum emphasises blended learning with 12 weeks of face to face sessions and 6 weeks of flexible delivery mode.

Syllabi in both curricula (special program and transition curriculum) exemplify wide ranges of pedagogical approaches and assessment schemes, from the traditional scheme (interactive lecture-discussion and paper and pencil tests) to interdisciplinary,

Morales, M.P.E. (2017). Transitions and transformations in Philippine physics education curriculum: A case research. *Issues in Educational Research, 27*(3), 469-492.

TIPS IN WRITING THE RESULTS & DISCUSSION

- Graphical presentation of data depends on several factors:
- Appropriateness of design to data (e.g., scatter-plot for correlation, not bar graph)
- Standards provided by journal, school, agency, or institution (e.g., APA style)
- Artistic attribute of the author.

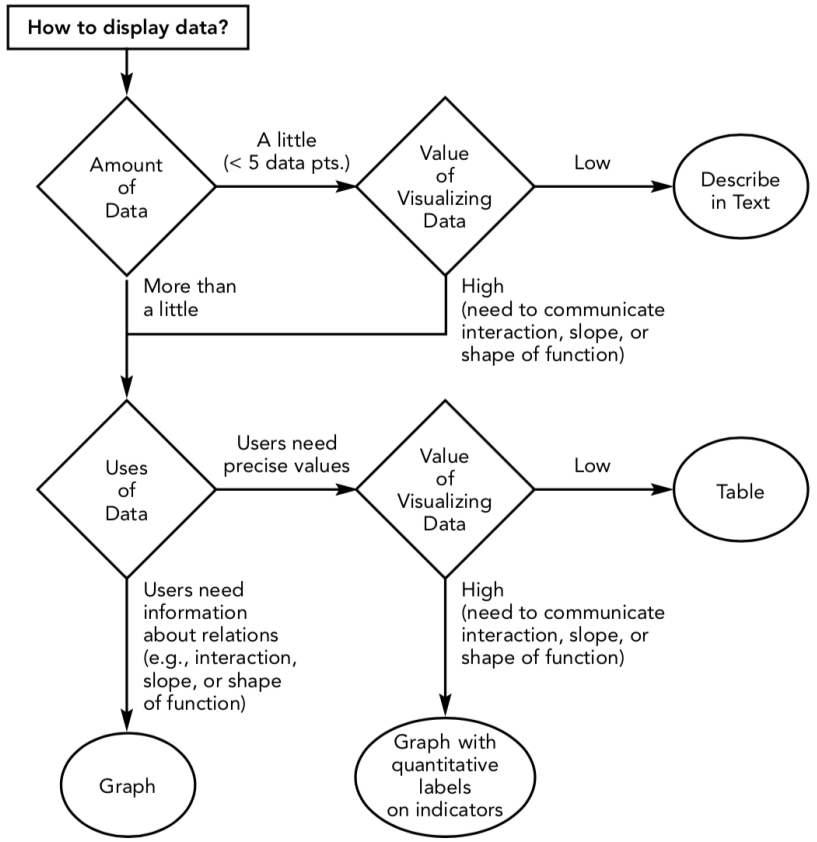


Figure 1. A flowchart showing the steps involved in deciding how to present data. The diamonds indicate decision points.

TIPS IN WRITING THE RESULTS & DISCUSSION

- Results should be clear and concise.
- Discussion should explore the significance of the results of the work, not repeat them.
- Tables and figures are embedded in text.
- A combined Results and Discussion section is often appropriate.
- Avoid extensive citations and discussion of published literature.
- Follow APA 6th Ed. citations and presentation of results.

TIPS IN WRITING THE RESULTS & DISCUSSION

Objectives	Data Collection	Generated Data and Data Presentation	Interpretation, Inference, Implication	Literature Citation

Basic/Key Constructs

CONCLUSION AND RECOMMENDATION

1ST PARAGRAPH

Restate the main objective of the study and the importance of the findings in filling in important gaps in literature

2ND-4TH PARAGRAPH

Please provide the summary of finding and discuss the theoretical implication. Provide also insights of the study and concluding statement

CONCLUSION AND RECOMMENDATION

5TH PARAGRAPH

The major weaknesses or limitation of the study and suggest future research that may address these weaknesses.

6TH PARAGRAPH

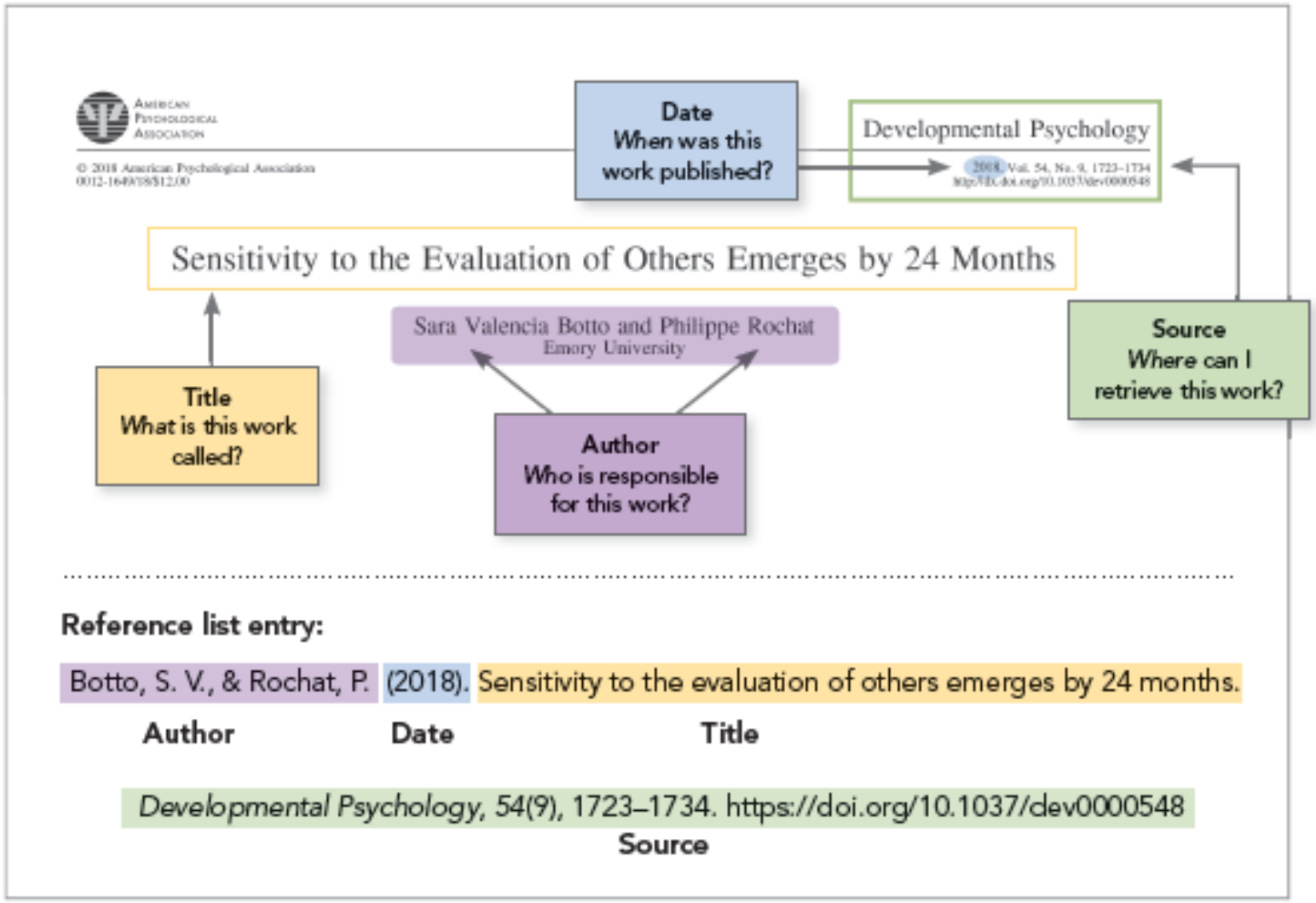
Future research direction.

TIPS IN WRITING THE CONCLUSION AND RECOMMENDATIONS

Objectives	Data Collection	Major Findings	Conclusion (Implications & Insights)	Recommendations

Basic/Key Constructs

Figure 9.1 Example of Where to Find Reference Information for a Journal Article



TIPS IN WRITING THE OTHER PARTS

Keywords: culture-based, game-based, Laro ng Lahi, material development, physics activities

Exploring the processes of learning culture and language-influenced physics: The case of Pangasinan physics classroom

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THE COVER LETTER

Marie Paz E. Morales
Philippine Norma University
Taft Avenue, Manila, Philippines

August 10, 2016

Senior Editor-in-Chief: Karen C. Cohen
Senior Editor-in-Chief
Journal of Science Education and Technology

Dear Dr. Cohen,

I wish to submit an original research article entitled, *Exploring indigenous game-based physics activities in the epistemic transformation and conceptual change of pre-service physics teachers' beliefs* for consideration by Journal of Science Education and Technology. I confirm that this work is original and has not been published elsewhere.

→ Your intention to submit in the journal you chose.

In this paper, I report on and show how culture-influenced (indigenous/traditional-game-based) physics activities bring about conceptual understanding and probable development of pre-service physics students' epistemic beliefs. This is significant because the research highlights the emphasis developing quality physics teachers for better physics achievement in the country. The research features unique results from unique set of participants, which may provide significant literature to the development of socio-cultural learning context in Science Education.

→ Major findings in your study that you wish readers of the journal to know

I believe that this manuscript is appropriate for publication by the Journal of Science Education and Technology because it reveals the learning process of the students subjected to their own culture and language. Rigorous analysis presented new implications to learning in socio-cultural and historical-cultural contexts to address student difficulty.

→ major contributions of your submission

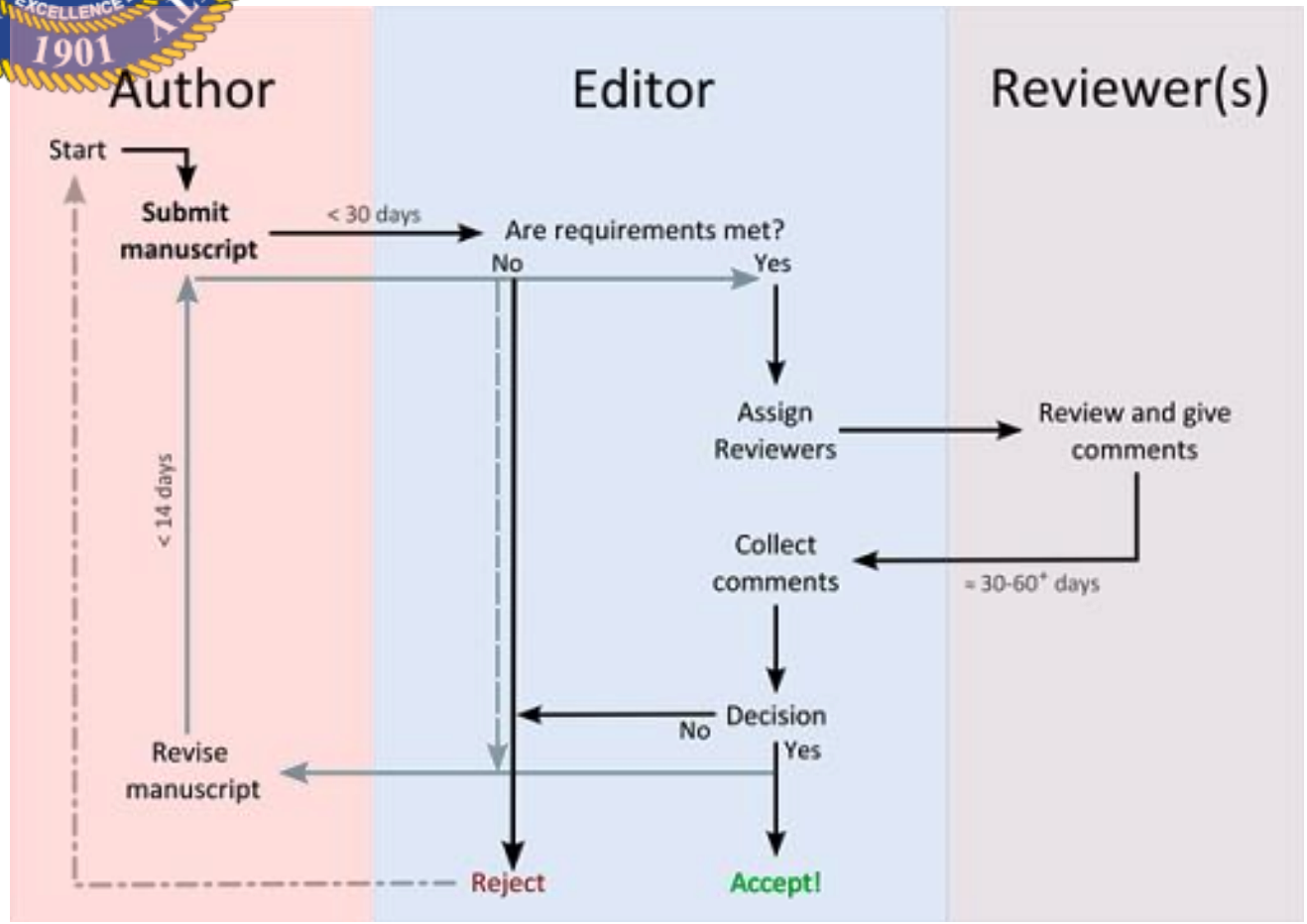
I have no conflicts of interest to disclose. Please address all correspondence concerning this manuscript to me at morales.mpe@pnu.edu.ph.

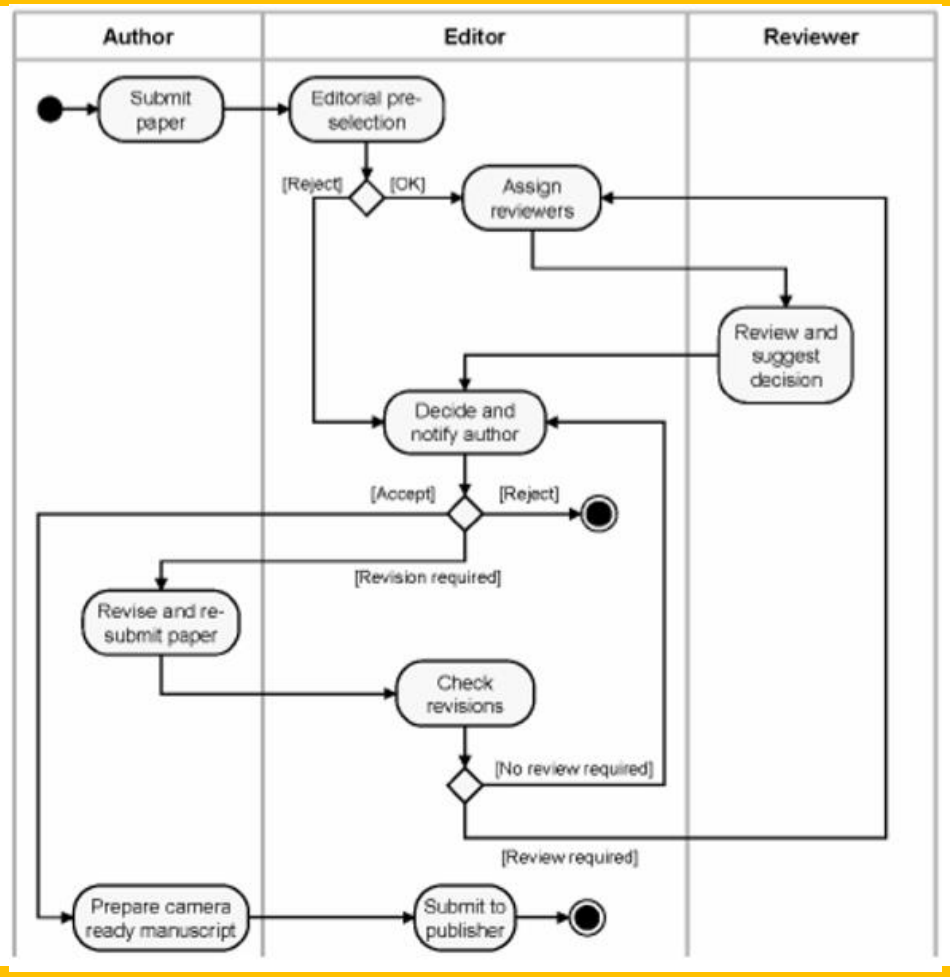
→ Conflict of Interest

Thank you for your consideration of this manuscript.

Sincerely,
Marie Paz E. Morales

THE PUBLICATION PROCESS





THE EVALUATION PROCESS

Editor	Reviewer	Additional Traits for Acceptability
• Thematic relevance • Significant contribution • Originality • Use of literature • Format and style	• Clarity, technical quality and organization • Appropriate title and abstract • Use of data • Sound conclusion and discussion • Length of the paper	• Reputation of the author • Contributions to theory and policy • Uniqueness and technicality of content

Insights pa more..

- Unity
- Coherence
- Support
  - Clarify, illustrate, address ideas, explain, use examples
- Effective Paragraphs
- Word Choice
  - grammar, sentence length

Tips pa more..

Consult…

Some Insights

You can consult...

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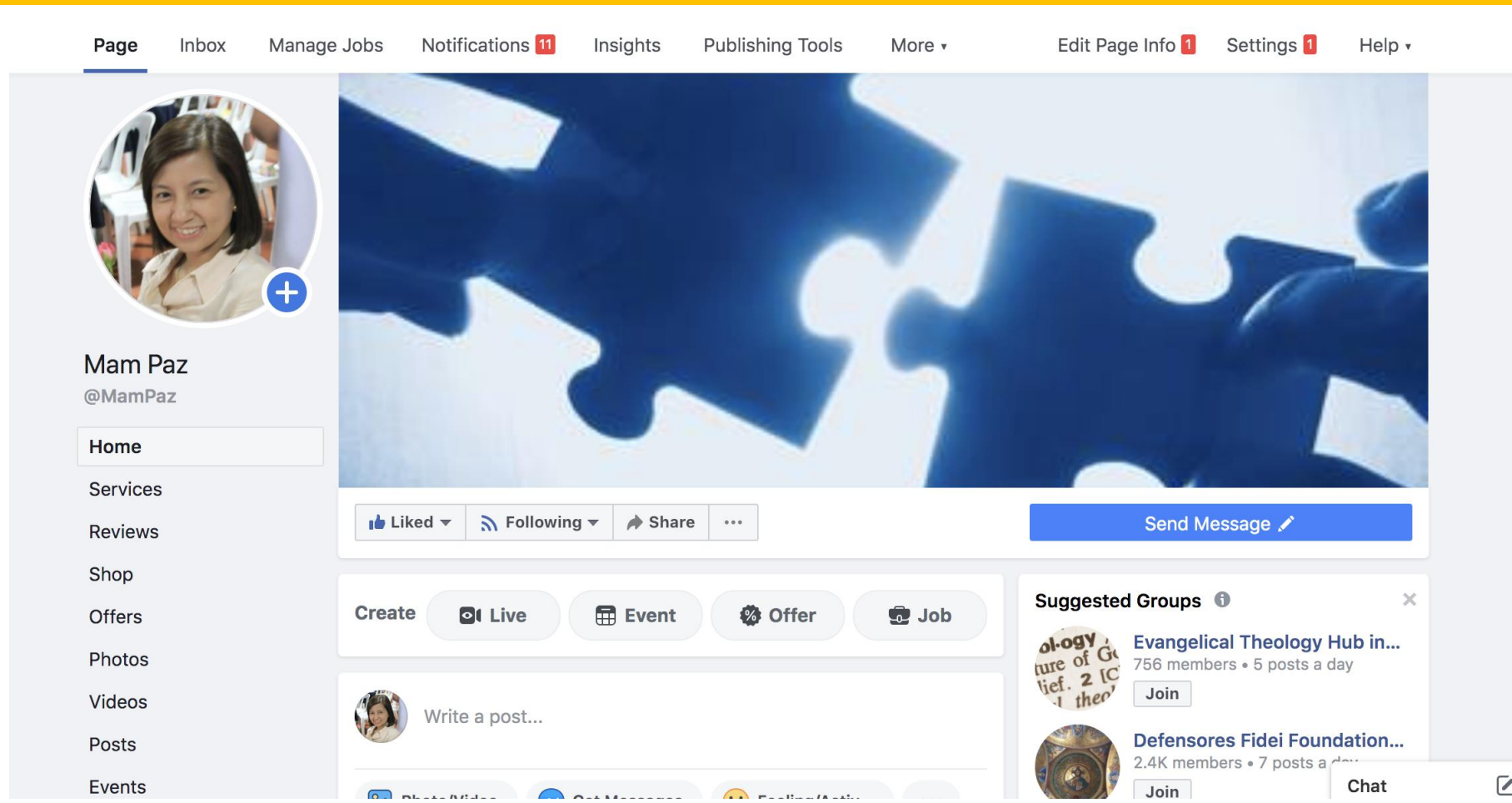
Ask Mam Paz

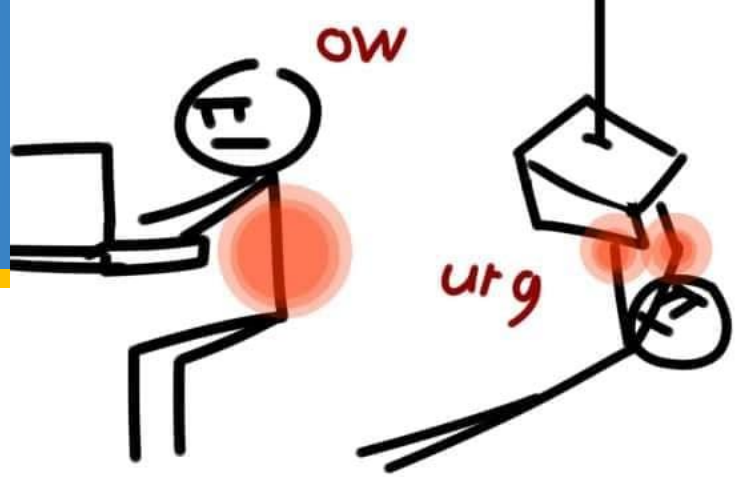


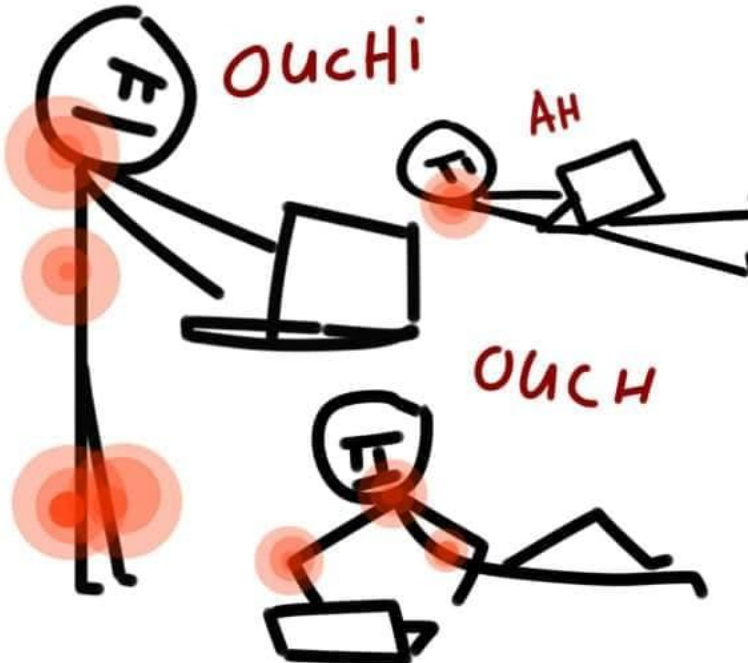
Insights

- Do not fear **REJECTION**
- Be **PATIENT**
- Be **HUMBLE**
- Learn to **STRATEGIZE**
- Always be **OPTIMISTIC**
- Be **SIMPLE** in writing
- Be **MINDFULL** of the journal standards
- Try to **COLLABORATE**
- Build your credibility as a researcher

Insights pa more..

- No pressure
- Chill...chill
- Do physical activities





Insights pa more..

- No FB at the writing moment
- Small steps lead to big goals..


Let's spread
your meme

Email: morales.mpe@pnu.edu.ph

FBPage: Mam Paz

Sources for TPACK:

http://pnu-onlinecommons.org/omp/index.php/chedpnutpack/index

Publication Office Website:

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THANK YOU
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STAY SAFE, EVERYONE!
SOAP
weimankow

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