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PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

**A Phenomenological Study Towards Developing an Evaluation
Framework for Outcome-Based Professional Education Courses**

Dissertation presented to Graduate Research Office

Philippine Normal University

Taft Avenue, Manila

In partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Major in EDUCATIONAL MANAGEMENT

EVELYN O. CERILLA

March 2022



APPROVAL SHEET

This dissertation titled **A PHENOMENOLOGICAL STUDY TOWARDS DEVELOPING AN EVALUATION FRAMEWORK FOR OUTCOME-BASED PROFESSIONAL EDUCATION COURSES** prepared and submitted by **EVELYN ORTEGA- CERILLA** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT**, is hereby recommended for approval and acceptance.

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Approved in partial fulfillment of the requirements for the degree Doctor of Philosophy in Educational Management by the Oral Examination Committee.

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ABSTRACT

Researcher: **EVELYN O. CERILLA**

Title of the Study: **A Phenomenological Study Towards Developing an Evaluation Framework for Outcome-Based Professional Education Courses**

Key concepts: **Evaluation Framework
Outcome-Based Education
Professional Education Courses**

Degree: **Doctor of Philosophy in Educational Management**

Adviser: **Dr. Marilyn U. Balagtas**

The study explored factors that impact the development of outcome-based professional education courses in the pre-service teacher education program as basis of a proposed framework in evaluating if these courses are designed to be outcome-based. Specifically, it identified how teacher-educators understand the development of outcome-based professional education courses, the challenges they encountered during the development and actions taken to overcome these challenges, results of which became the basis of developing a framework to evaluate said courses. The study utilized phenomenological research design where lived experiences of the purposively-selected education leaders and teacher-educators of four Centers of Excellence (COEs) in Teacher Education at the National Capital Region (NCR) were captured through interview and document analysis. Further, content analysis of interview data and curriculum documents



was undertaken.

The results revealed that challenges faced by teacher-educators on their understanding of outcome-based professional education courses cover three dimensions such as knowledge, skills, and practice. Suggested solutions to overcome these challenges are to focus on modified professional development program, flexibility to innovative strategies in the classroom, and maximum involvement in curriculum planning. It is recommended that the proposed framework be utilized by the TEIs in evaluating these courses.

Future research may be conducted to generate a more robust set of criteria in evaluating not only the professional education courses but other courses in teacher education program. Also, a research on involvement of other stakeholders to strengthen university-industry partnership for quality graduates ready to take part in the workforce of the country may be undertaken.



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E.O.C.



Dedication

To many supporters that have stuck by me through thick and thin,
The road towards earning my Ph.D. is hard
to take especially in this time of pandemic
but is worth all the struggles at the end.

My husband **Mr. Rizalito Cerilla**

and to my three children

Sabrina, Antonette, and Luke,

you all kept me going.

I love you all.



Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

The 21st century pedagogy focuses on standards of teaching practice, which defines what teachers and school leaders should be able to do. Teaching quality is widely recognized as the single most important factor affecting student-learning outcomes (Madrigal, 2019). Hence, the attributes of highly effective teaching must be aimed to produce a common point of reference for effective practice in teaching and learning (Rasool et al., 2017).

In the current economic environment, it is vital to have knowledgeable, creative, innovative, and valuable human capital that could drive the economy and country. It is believed that knowledge has the transformative power that could propel a nation. Hence, it is important to invest in the education system of the country (Lee, 2020).

The thrust of higher education institutions (HEIs) to implement outcome-based education (OBE) is due to educational and economic reasons. OBE has been viewed as a promising education that can offer returns to investment in education through long-term significant learning outcomes and enhanced employability, benefitting both industry and the community. OBE is also believed to offer accessible and flexible education, giving credits to professionally-recognized learning achievements earned outside the school. But



most remarkably, OBE is HEIs' gateway for global ranking and standardization by packaging their system with international standards (Dagdag, 2020).

In compliance with international standards, HEIs in the Philippines transformed their curricular programs to be framed using OBE to improve the quality of their programs. Far from traditionally constructed curriculum, OBE is crafted to organize the current curriculum by redirecting the focus on attaining proficiency of higher order learning among learners instead of just completing the course. Thus, to expand one's knowledge, improve values and skills, and modify attitudes positively are the main goals of OBE (Tucker, 2004; Pandian, 2014).

Furthermore, OBE is an effective means to measure how the teaching objects of the course have achieved an important basic work to support the graduation requirements and achievement evaluation, and to reflect the teaching effects of courses (Zhang, 2019). Moreover, a curriculum that is not OBE gives a very strong signal for course designers, program evaluators, and training specialists in reengineering the teacher education curriculum (Morado et al., 2020).

In addition, Spady (2020) explained that OBE requires a clear focus and organization in educational system by working around what is essential for all students and make this as a guide to help them succeed along their learning experiences. This enables educators to ensure that learning takes place by laying out the essential competencies and skills needed by the students and use them as foundation aligned to both instruction and assessment. After



that, organization of curriculum follows.

OBE approach considered as a transformational educational reform has been adopted greatly by universities across the world. As an educational approach that mainly focuses on curriculum designing and assessing the preset competencies by educators among learners, it is expected to produce graduates that are highly competent and functional among specific jobs. The Philippines, being one of the countries in Asia aiming to raise educational standards along with professional qualifications, ordered HEIs through Commission on Higher Education (CHED) to shift into OBE by aligning first the learning outcomes, learning environment, assessment, and teaching-learning activities to their respective institutional vision-mission (Dagdag, 2019).

In this light, CHED Memorandum Order (CMO) 46. s 2012 promotes an OBE system in higher education programs in the whole country that strongly supports the shift from a teaching-centered paradigm to one that is learner-centered, within a lifelong learning framework in higher education. In this paradigm, students are helped in understanding the knowledge and ability expected of them when a unit of study is completed. Establishing an outcomes-based system for education is the best design when the goal is to achieve outcomes; yet a change within educational system calls for a shift in facilitating learning (Butler, as cited by Kasturi, 2017). The shift to OBE is a jump towards a movement for total quality so that people and organizations could reach their desired outcomes. CHED Memorandum Order 46. Series of 2012 states that:

CHED is committed to developing competency-based learning standards that



comply with existing international standards when applicable (e.g. Outcomes-Based Education for fields like engineering and maritime education) to achieve quality and enable a more effective integration of the intellectual discipline, ethos and values associated with liberal education (CHED, 2012, p4).

Among the Teacher Education Institutions in the Philippines, the Philippine Normal University has been the first to implement its Outcomes-based Teacher Education Curriculum (OBTEC). It has undergone series of consultations involving its internal and external stakeholders when it developed its curriculum. As a result, its Board of Regents approved the implementation of its OBTEC starting school year 2014-2015. Its succeeding years of implementation envisioned to produce teachers who are capable to meet the demands of the K to 12 Reform and international standards (PNU Board of Regents Approved Resolution No. U-2002 dated December 12, 2013).

Thus, CHED mandated OBE in higher education in 2012. This move towards an OBE for higher education programs is in line with this commitment and an opportunity to assess existing programs against the policies, standards and guidelines. This is parallel to the undergoing reform on the implementation of a New General Education Curriculum and adoption of OBE as a teaching-learning framework in higher education, and the enactment of RA 10931 (Universal Access to Quality Tertiary Education Act) or the CMO 15 s.2019.

Therefore, teachers are placed at the center of the school in the teaching standards (Beck et al., 2002) as teaching quality is widely recognized as the single most important



factor affecting student learning outcomes (CEPPE, 2013). Hence, the attributes of highly effective teaching must be aimed to produce a common point of reference for effective practice in teaching and learning (Rasool et al., 2017).

In the Philippines, the K to 12 Basic Education Curriculum was launched in 2012 (DepEd, 2012). This major change has consistently pursued teacher quality reforms. The Philippine Professional Standards for Teachers (PPST) formerly the National Competency-Based Teacher Standards (NCBTS) (D. O. No. 32, s. 2009) was established as a framework of teacher quality (D. O. No. 42, 2017).

In CHED Memoranda Nos. 74, 75, 76 ,77, 78, 79 ,80, and 82 series of 2017, all PSGs implemented the shift to learning competency-based standards/outcomes-based education in response to the 21st Century Philippine Teacher Education framework. Furthermore, the Policies, Standards, and Guidelines (PSGs) are anchored on the salient features of K to 12 Enhanced Curriculum (RA 10533), the Philippine Qualifications Framework (EO 83, s. 2012), the National Competency-Based Teacher Standards (NCBTS) now the PPST (D.O. 42, s. 2017), and other relevant documents. PSGs specify the 'core competencies' expected of Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSEEd), Bachelor in Early Childhood Education (BECEd), Bachelor of Science and Special Needs Education (BSNEd), Bachelor of Science in Technology and Livelihood Education (BTLEd), Bachelor of Science in Technical-Vocational Teacher Education (BTVTEd), Bachelor of Physical Education (BPEd), Bachelor of Science in Exercise and Sports Sciences (BSESS), and Bachelor of Culture and Arts Education (BCAEd)



graduates regardless of the type of HEI they graduate from. However, in "recognition of the spirit of outcomes-based education and of the typology of HEIs," these PSGs also provide ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions.

Seeing the influence of the changing time like the direction of Industrial 4.0, Reichental (2018) identified why people are struggling today with a skills gap: it is because people "have not shifted quickly enough into the Fourth Industrial Revolution—a Revolution defined by more skills-based work that requires significant societal shifts". Benioff (2017) in his article mentioned:

"In the coming decades, we need to establish guardrails that keep the innovations of the Fourth Industrial Revolution on a track to benefit all of humanity. We can all individually have a direct role in creating economic opportunity for millions of people by investing in education" (Benioff, 2017, p.1)

Moreover, when Spady (2020) described one OBE school *"to be able to exit Colorado USA School District system, they wanted all their students as self-directive learners, collaborative workers, complex thinkers, community contributors and quality producers."* (Spady, 2020, p18). This is similar to what Tatum (2019) developed on the indicator framework after evaluating some school curricula in USA.

Deriving from these suppositions, the researcher believed that investigating teacher educators' understanding on the development of their outcomes-based professional education



courses would greatly contribute to educational institutions in enhancing their global outlook and in achieving their long-term objectives to their graduates.

The researcher saw the need to provide input to strengthen the implementation of outcomes-based education in professional education program.

Thus, this study sought to understand and explore the lived experiences of the teacher educators as they teach the professional education courses. More so, the meaningful lived experiences of the participants served as a basis for developing a new framework in evaluating the TEIs' professional education courses to assist them cope with the challenges and demands of the new roles and responsibilities of both Basic Education and Higher Education teachers.

Considering the different factors that could inform the outcomes set in designing a teacher education program, this study attempted to describe these factors and their possible impact on the development of outcome-based professional education courses through the data provided by the lived experiences of each Center of Excellence (COE). Moreover, this research study aimed to contribute to the body of knowledge of Teacher Education curriculum in terms of having the OBE Professional Education Courses that feature the desired learning outcomes for quality pre-service teachers.

The study would be significant to the following:

Pre-service teachers: They will be provided with a quality education guided by the closely monitored and evaluated Outcomes-based Education professional education courses.

Professional Education Teachers of TEIs: They will be provided with a better understanding of how OBE could be used as guide for quality teaching by examining



alignment of instruction in terms of the content, method, assessment task, and intended outcomes.

School Administrators: They could use the result of this study as an input to efforts on the continuous improvement of educational programs to make them responsive to the needs of stakeholders such as industry, alumni, faculty, and students.

Philippine Higher Education Institutions: The results of the study could be used to understand the challenges when shifting the delivery of instruction particularly in professional education courses from old practice to an outcomes-based approach.

Literature Review

This section provides a review of previous studies and literature on outcome-based education as an educational reform, professional education courses as the focus of outcome-based educational reform in teacher education, and phenomenology as the science of lived experience. All of these reviewed literature and studies helped shape the design of the present study.

Outcome-based Education

OBE, like most concepts in education, has been interpreted in many different ways. OBE is everything that affects student learning and success –curriculum, instruction, assessment, performance standards, record-keeping opportunity, credentialing and advancement. It refers to the alignment of the curricula and assessments with outcomes



that are significant for all students to attain (Spady, 1994; Biggs & Tang, 2011; Macayan, 2017; Dagdag, 2020). It is a model, a paradigm, a philosophy, a system, a technique, a design strategy or a fully- integrated constellation of the phenomena because it provides a different avenue for viewing and empowering learners (Spady, 2020).

Relatively, OBE is a system of education giving priority to ends, purposes, accomplishments, and results. It is a realistic approach adopted worldwide today as part of the strategy of quality assurance, in which decisions about the curriculum and instruction are driven by the exit learning outcomes that the students should display at the end of a program or a course (Sun & Lee, 2020).

The Commission on Higher Education (CHED) in its Handbook on Typology, Outcomes-Based Education and Institutional Sustainability Assessment, defines it as an approach that focuses and organizes the educational system around what is essential for all learners to “know, value, and be able to do to achieve a desired level of competence” (CHED 2012, p.24).

Spady (2020) discussed the four operational principles in OBE: *Clarity of focus* (before, during, and after instruction); *Expanded opportunity* for all to succeed (through diagnostic formative assessments, second chances, and initial grading in pencil); *High expectations* for all to succeed (by only fostering, accepting and grading high quality work); and *Design down* (the curriculum from where the students will ultimately end-up with the abilities and attributes of a successful professional). He added that educators are not doing “real” OBE if they are not consistently, systematically, creatively, and



simultaneously applying these four principles to everything that affects student learning and success. Also, to fully prepare the students for what lies ahead, both in education and in life, each principle is essential because each plays a critical role in creating the chemistry that maximizes these things. Moreover, Spady (2020), after a decade of working with the principles, said that many practitioners must understand that the first principle is the most important of all.

The fundamentals of OBE appear simple based on shared experiences and practices; yet, profound implications on the most prevalent, traditional patterns of practice of the 20th century educational system has evolved, in which conventional practices have been modified. For many people, both educators and citizens, OBE concepts have drastically changed the views on educational processes, and these continue to evolve in the process of refinement.

Another important consideration in OBE is how the outcomes are defined. According to Doma (2014), both student outcomes and the program educational objectives (PEO) serve as the focus of outcomes-based education. Student outcomes determine the skills expected of the students to obtain before graduating and upon graduation, while the Program Educational Objectives (PEO) state the desires and objectives of the college or university to its graduates after graduation. These come along with the process of assessment and evaluation. Teachers who use OBE reflect as they consider standards to address what students have to achieve after teaching, which learners could not perform before. They ponder on helping learners achieve set standards by conducting learning tasks



that pave the attainment of outcomes, and they critically plan their assessment to find out whether the outcomes have been achieved.

In the same vein, Sessums (2020) explained that OBE is an organizational structure. It is a way to structure content around activities that lead to demonstrable proficiency of a specific skill, knowledge, or behavior. As a learning model, OBE is non-prescriptive. Instead, it offers a handful of principles worth considering in more detail. Moreover, Sessums (2020) has a clear demonstration of what a student can know and show.

It is a high-level framework where the course is said to be OBE if characterized with these three things: Focusing the course on real-world student outcomes; Ensuring that assessments accurately reflect student capabilities; and Providing applicable supporting course material. These would help educators prepare their students for life outside of the classroom.

There are also different models of OBE as practiced by many institutions across the world. According to Vyaware (2020), OBE is a student-centric educational model that maps and measures students' performance at every step. The OBE model aims to maximize student learning outcomes by developing their knowledge and skills.

One model of OBE is described by the three-circle mode of Harden (1999; 2007) who explains the principle of inside-out doughnut, saying that the core, referring to what needs to be done, is represented by the middle dough. There is an unbounded space or the hole on the outside that surrounds it, which illustrates what people could be. Yet there is a space beyond the outer circle for a chance to make a difference, to transcend the duties central in the core.



Thus, the approaches to do beyond one's capabilities, the ones represented by/in the outer area, stand for professionalism. Illustratively, the image painted about a doughnut conceptually relates duty to have more and fuller responsibility given one's institution, a sense of belongingness to a group in society. The three-circle model represents Professionalism, Approach to Tasks, and Performance of Tasks.

Another model of OBE is the one practiced in the City University of Hong Kong. The university has embarked on Outcomes -based Teaching and Learning (OBTL) for implementation in all its academic programs based on the concept of Constructive Alignment of Biggs. As Stamov Robnagel et al. (2020) explained, the constructive alignment (CA) of university teaching has received considerable attention from a policy-making perspective. Perceiving teaching-learning activities (TLA) as aligned with ILO was associated with enjoyment of the course and with usefulness ratings, while the alignment of assessment tasks (AT) with ILO and TLA went with higher learning efforts and usefulness perceptions (City University of Hongkong, n.d.).

Over the years, efforts from individual staff to departments, colleges and institutions have been made to define and align graduate outcomes at university, program, and course levels. Course revision in adopting OBTL formats and principles, training, and discussions for effective implementation, among others, were made and implemented in 2012.

The university identified important areas to enhance programs on student learning quality, and these concern outcomes, curriculum, teaching, learning and assessment,



alignment and design, assessment of outcomes, and continuous assessment. Firstly, it is suggested to have clear definition of intended learning outcomes to serve as starting point of expected learner performance at the end of their study. Second, aligning the curriculum design with instruction and assessment should help student achievement of outcomes. Third, outcomes assessment refers to collection of data as regards learning outcomes on students' achievement.

Finally, continuous assessment makes use of outcomes assessment to determine student achievement of set outcomes. Since then, various actions have been taken to comply with OBE model and its focus on design. Simultaneously, to sustain institution-wide impact of OBE adoption, changes have been introduced at the system level, which showed milestones on program quality enhancement for learning outcomes achievement, assessment of learning outcomes, and OBE development at system level.

When the (CHED) required the implementation of Outcome-Based Education (OBE) in the Philippine universities and colleges in 2012 through CHED Memorandum Order No. 46, different universities started designing their own OBE Curriculum (Rex Bookstore, n.d.). First among the institutions that have responded for an OBE curriculum program is the Philippine Normal University, the National Center for Teacher Education. PNU calls its model Outcomes-Based Teacher Education Curriculum (OBTEC). There are three focus outcomes covered by OBTEC model such as General Education, Professional Education, and Specialization. The Institution's Vision, Mission and Goals, Institutional Outcomes, Program Outcomes, Learning Outcomes, and the Course Design are clearly presented in



their OBTEC model. PNU pioneered the Outcome-based teacher education curriculum model through a more responsive, relevant, innovative, and empowering teacher education curriculum.

Then there is the Technological Institute of the Philippines (TIP) that adopted the OBTL model. TIP deemed it paramount to work on academe-industry partnership so that the former could cater to the needs of the latter. Doing so eliminated the notorious mismatch between the industry needs and graduates produced at the undergraduate level. Logically, this is because the academe adhering to OBE views the end to start student learning in school. This goes to say that upon graduation, the students should know the what's and how's of industry expectations when they join the workplace.

As there seemed to be different models of OBE based on the different practices by claimants of its use, Spady (2021) cautioned practitioners not to claim that their practice is OBE if it does not follow the principles he set. This triggered the researcher to craft a model to evaluate this OBE claims and help address the gaps between real and not real OBE.

Development of Outcome-based Professional Education Courses

In the CHED Memorandum Order No. 74 to 80, 82, s. 2017, which describe all teacher education programs, there are usually three components: general education, professional education, and specialization (CHED, 2017). As the teacher education program should be outcomes-based, it is expected that the development of all the courses in its three components is outcome-based as well. This means that the courses should be designed to highlight what the students ought to achieve and be able to demonstrate at the



end of each course. As this study focused on the contextual factors in the development of outcome-based professional education courses, several literature and studies were found relevant to understand how the development is done.

Clear descriptions of all Professional Education Courses are reflected in (CMOs 74,75 & 76, s 2017) for the TEIs to be guided on their curricular offerings. According to Ruscoe (2015), Professional Education develops in the students an orientation to the teaching profession and education as a field of discipline to enable them to become reflective teachers. According to Balagtas et al. (2016), there are personal, psychosocial, and professional demands of a curriculum to teachers. Personal traits refer to appearance, manner of thinking and talking, work ethics, behaviors, social relation, and student relation, among others. Meanwhile, teacher's reaction to various situations in the workplace and society describes psychosocial trait. Professional traits, on the other hand, are expression of competencies as regards roles expected of a teacher.

Mostly, these professional traits are explained in the National Competency-based Teacher Standards (NCBTS), a national document defining PPST .These traits capture teacher's roles as organizer, communicator, mentor, expert, motivator, classroom manager, evaluator, decision maker, leader, reflective practitioner, leader, adviser, action researcher, agent of change, learner, community member, and role model (Balagtas et al., 2016).

Likewise, Havighurst (2014) described different roles of teachers in school and in community. In school, they are accountable for mediation of learning, student behavior discipline and control, substitute to parents, student confidante, achievement judge, organization of curriculum, research specialist, administrator, scholar, and teacher



organization membership. In the community, they act as public servant, morality keeper, knowledgeable in a given area of knowledge and skills, and leader and agent of social change in their communities. Hence, teachers are valued societal members. Being so, each licensed teacher needs to adopt the Code of Ethics for Professional Teachers of the Philippines (Resolution Act No. 435, 1997). Thus, Sarmiento (2013) emphasized the demand for lifetime commitment to learning, guided by the Code of Ethics for Professional Teachers (Resolution No. 435 series of 1997).

Furthermore, Ruscoe (2015) explained that professional education courses are based on the National Competency-based Teacher Standards (NCBTS), which is now the PPST (DepEd, 2017 & CHED, 2017). In a convention for teacher educators in 2015, Ruscoe explained that the OBTEC of PNU can serve as a teacher education model of OBE in the nation. As the country's NCTE, PNU takes the lead in educational reforms in teacher education through a more responsive, relevant, innovative, and empowering teacher education curriculum. The competencies expected of their teacher education graduates match with the PPST competencies and based on the belief that their graduates are prepared for expectations of the K-12 classroom teacher.

In defining the outcomes for professional education courses, the PPST could be a good reference. According to the D.O. No. 42 s.2017, the PPST complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know,



be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others.

The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development (DepEd, 2017). It reflects the requirements of teacher quality in congruence with the country's curricular reform to K-12 education. It describes the key features of teacher's readiness once they enter the profession, and continues the progression to different teaching career stages until they reach the distinguished career stage. In addition, PPST describes the expectations of teachers' increasing levels of knowledge, practice, and professional engagement. Simultaneously, it allows for teachers' growing understanding, application of such with increasing sophistication across a broader and more complex range of teaching/learning situations.

There are seven domains that define a quality teacher based on the PPST (DepEd, 2017). Accordingly, quality teachers possess *Content Knowledge and Pedagogy (Domain 1)*, recognizing the importance of content knowledge mastery and its curriculum interconnectedness, with a sound and critical understanding of the theoretical applications of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as



well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes. PPST also considers teachers' understanding of the *Learning Environment (Domain 2)* that is safe, secure, fair and supportive in promoting learner responsibility and achievement.

Teachers must know how to create learning-focused environment and they efficiently manage learner behavior in a physical and virtual space. They utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning. Then there is a concern for *Diversity of Learners (Domain 3)*. Teachers need to establish learning environments responsive to learner diversity, respecting diverse characteristics and experiences as inputs in planning and designing opportunities for learning. They encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment. *Curriculum and Planning (Domain 4)* requires an interaction with national and local curriculum requirements.

They translate curriculum content into relevant learning activities based on effective teaching and learning principles. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. They communicate learning goals to support learner participation, understanding and achievement. Next is *Assessment and Reporting (Domain*



5), requiring application of a variety of assessment tools and strategies to monitor, evaluate, document, and reporting learners' needs, progress and achievement. Then, there is *Community Linkages and Professional Engagement (Domain 6)*, focusing on school-community partnerships to enrich the learning environment and to engage the community in educative process.

Teachers have to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community. Last is the domain on *Personal Growth and Professional Development (Domain 7)*, in which teachers exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect, and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.

Given the premise as to what could be a good reference in defining outcomes-based professional education courses using PPST in the case of the Philippines, the researcher was challenged to know how TEIs would claim that their professional education courses are outcomes-based. Hence, this study aims to look at the understanding and practices of TEIs in framing their outcome-based professional education courses and to offer them a possible guide in evaluating their work.



Professional Education Courses

Professional Education courses are subjects common to all Education Curriculum with a total number of 42 units. Each course has 3-unit credit except for Teaching Internship which has 6 credit units. The Professional Education Courses are divided into three categories as reflected in CMO 74, 75, and 76 series 2017. These are: **1) Foundation/Theories and Concepts. Under this category are the following:** a) The Child and Adolescent Learners and Learning Principles, b) The Teaching Profession, c) The Teacher and the Community, School Culture and Organizational Leadership, and d) Foundation of Special and Inclusive Education. **2) Pedagogical Content Knowledge** includes a) Facilitating Learning, b) Assessment in Learning 1, c) Assessment in Learning 2, d) Technology for Teaching and Learning 1, e) The Teacher and the School Curriculum, and f) Building and Enhancing New Literacies Across the Curriculum. Lastly, **3) Experiential Learning** that includes a) Field Study 1, b) Field Study 2, and c) Teaching Internship.

Phenomenology as the science of lived experience

Phenomenology is the science of lived experience. The term ‘phenomenology’ was coined for the first time more than two centuries ago by Hegel (1831) in his famous work *Phänomenologie des Geistes* – even though the 19th century philosopher Husserl is considered as the father of phenomenology.



Experience provides insight into the mental residues of individuals, that is, how they think. Lived experience then can be defined as how one perceives a situation an individual has experienced. Koopman (2018) clarified this by stating that lived experience is something that happened in the past. Husserl and Merleau-Ponty are among other contemporary proponents who explained that the notion of ‘lived experience’ intends to explore directly the consciousness and actions of human existence.

To them, the English word ‘experience’ does not include the word ‘lived’ – it is simply derived from the Latin word ‘experientia’, which means ‘trial, proof, experiment, experience’. However, the German word ‘erlebnis’ – which already includes the word ‘to live’ or ‘life’ – literally means ‘living through something’. Husserl (1970) proclaimed that, “All knowledge begins in experience but it does not arise from experience.” He contended that modern human beings needed a new philosophy in which lived experience should significantly transcend mathematics and science. The fact that mathematics and the natural sciences were elevated to a much higher level than lived experience, a phenomenon firmly rejected by Husserl, underscored the repudiation of the absurdness of science.

Through his repudiation of the sciences as superior to lived experience, he rehumanized the latter. From this emerging Husserlian outlook, lived experience became the essence that reconstituted human existence. Hence, making lived experience the essence of human consciousness marked the start of the phenomenological movement. In the context of the European crisis at the time Husserl introduced the term ‘lifeworld’ as a pivotal point for reflections on the ‘crisis’ of science and the ‘humanities.’ Here Husserl



uses different words to describe the lifeworld such as ‘pre-given world’, ‘pre-scientific world’, ‘pre-theoretical world’, ‘surrounding world’, ‘the intuitively given world’, and so forth. In the Husserlian tradition, experience is viewed as a ‘legitimizing source of cognition’ (Husserl 1983, p. 44).

Husserl rejected the belief that objects in the external world exist independently and that the information about objects is reliable. He argued that people can be certain about how things appear in, or present themselves to, their consciousness (Eagleton, 1983; Fouche, 1993). To arrive at certainty, anything outside immediate experience must be ignored, and in this way the external world is reduced to the contents of personal consciousness. Realities are thus treated as pure ‘phenomena’ and the only absolute data from where to begin. Husserl named his philosophical method ‘phenomenology’, the science of pure ‘phenomena’.

In management research, Phenomenology is used as an approach that aids in understanding how complex is the human experience as well as gaining a deeper understanding of the meaning of experience of the participants. In the study of Shehu et al. (2019), they stated that the phenomena themselves are understood and these are transformations, emotions of the team, monitoring, and development of professionalism. For example, phenomenological methodology can help in understanding the experiences being monitored for a faculty of women; how they experience transformation of their chores lives via information technology change; explanation of the emotion of the team; and professional development experience for school principals (Resuli & Shehu, 2017).



In contrast with what Resuli (2017) stated, phenomenology research turns away from the broad science and scientific knowledge and goes back to the things themselves. The effects of studying a given experience of a human outside the brackets of the theories that are pre-existing and strongly-established constructs can result to startling new insights into the uniquely complex processes of management and leadership. The outcome from phenomenological study can sometimes hold great potential to add to, reinforce, and complement an undergoing research in a particular field of management.



Conceptual Framework

There are several factors that could influence the educational system and the teaching profession. These factors include the surrounding community as well as the school and school districts, classroom dynamics, and even the student characteristics, to name a few. In reform movements that aim to design education programs to be outcomes-based instead of input-based, there are also several factors that could inform the reform. In the case of the Philippines where Higher Education Institutions that include universities, colleges or institutes, are required to design their programs to be outcome-based, the CHED Memorandum Orders (CMOs) that set the policies, standards and guidelines (PSGs) in program offerings could become a trigger for such reform (CHED, 2012). In teacher education programs, the CMO 74,75 and 76 could be a major consideration in the program offerings of Teacher Education Institutions (TEIs). The PSGs defined in the CMOs set by CHED definitely inform the development of the teacher education curriculum of the TEIs. In these CMOs, academic programs are expected to be designed with reference to the PPST among other contextual factors. The institutions' vision and mission could also be another consideration.

In the teacher education programs as defined in CMOs No. 74 ,75, 76,77, 78, 79, 80, and 82, s. 2017 there are three components of a program, namely: General Education, Professional Education, and Specialization.

General Education refers to the courses that are CMO 20 s. 2013 compliant. Professional Education refers to courses that represent the component of the curriculum that aims to develop the range of knowledge and skills needed in the practice of the teaching



profession. Specialization refers to courses which include disciplinal content, theories, methods of inquiry, and applied knowledge of discipline. As they are all components of a curricular program offered in an HEI, they should be designed to be based on OBE. Also, the implementation of outcomes-based education as a teaching framework in graduate education is clearly stated in CMO No. 15, s. 2019.

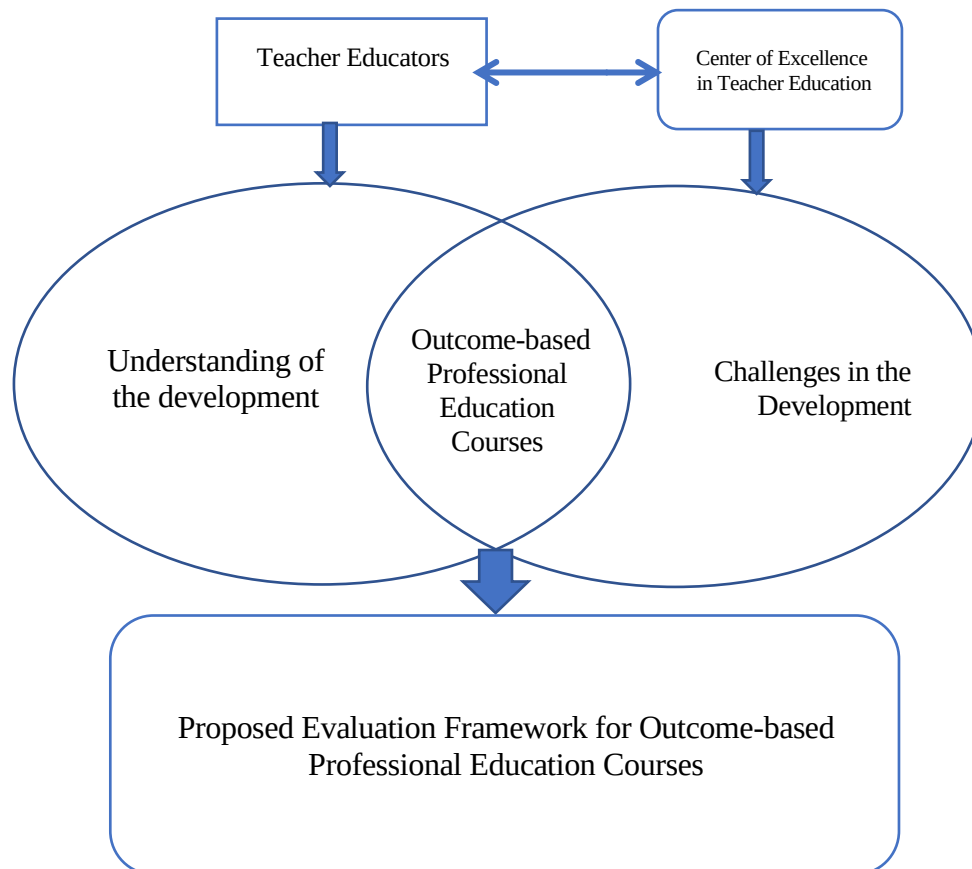
However, in this study, the challenges in the development of outcome-based professional education courses are limited through the collection of lived experience of the teacher educators and analysis of possible factors from their responses that could inform the design of professional education courses to be outcome-based. Knowing how teacher educators understand OBE and how several factors could be used to guide the formulation, development, and evaluation of outcome-based professional education courses: Foundation/Theories and Concept, Pedagogical Content Knowledge, and Experiential Learning.

Figure 1 shows the conditions in developing an evaluation framework for an outcome-based Professional Education Courses. The professional education courses were critically analyzed through phenomenological view in the light of the Higher Education Institutes (HEIs) practices through their educational leaders and lived experiences of teacher educators on OBE Professional Education Courses implementation. The lived experiences of the teacher-educator participants were explored through an in-depth process of interview focusing on their school policies, standard operating procedures, rules and guidelines implemented in the professional education courses.



Figure 1

Conceptual Framework of the Study



The CMO 46 s. 2012 was reviewed to be able to see how the school participants comply with the call to enhance the quality assurance system of Philippine higher education through outcomes-based system. Then for the list of professional education courses, the researcher used the new teacher education curriculum like CMO 74, 75, 76, 77, 78, 79, 80, and 82 series of 2017. Then to check if the policies, standards and guidelines for academic degree programs offered by each school participant are aligned with reforms instituted in the entire educational system. Since D.O. 42, s2017 or Philippine Professional Standards for Teachers



(PPST) is used as basis for all learning and development programs to ensure that teachers are properly equipped to effectively implement the K-12 Program, the researcher reviewed and analyzed also this document along with TEIs curricula and syllabi.

The shared lived experiences of participants in the implementation of their OBE Curriculum provided data for the researcher to come up with one framework to evaluate the TEIs' outcomes-based professional education courses. The study attempted to develop an evaluation framework in developing OBE professional education courses for pre-service teachers, taking into consideration the data acquired from the research participants.

Research Problems

This study aimed to determine the understanding and challenges of teacher educators in the development of outcomes-based professional education courses as basis in developing a framework in evaluating if the said courses are designed to be outcome-based.

Specifically, the study sought to answer the following research questions:

1. How do teacher educators understand the development of outcome-based professional education courses?
2. What challenges did teacher educators encounter in the development of outcome-based professional education courses?



3. What framework can be developed to evaluate outcome-based professional education courses?

Definition of Terms

For the purpose of the study, the following terms are conceptually and operationally defined.

Challenges. This refers also to the flaws, imperfections or issues that are ingrained or essential characteristics of an overall system (Miller, 2020). In this study, this refers to the problems and difficulties encountered by the teacher educators and education leaders in their university, college or institute that could affect the design or development of their outcome-based professional education courses.

Development. This term refers to the process of developing ideas to solve specified design problems. The concepts are developed in phases, from formless idea to precise message in an appropriate form with supportive visuals and content (Lass, 2021). In this study, it refers to the actual designing of outcome-based professional courses after thorough evaluation of the TEIs' current professional education courses using the model crafted by the researcher.

Evaluation Framework. This refers to coordinated arrangements for evaluation and assessment that aims to improve student outcomes within a school system. Various components such as education system evaluation, appraisal for teachers and school leaders,



and even student assessment may be part of this model to ensure alignment of significant components (Santiago, 2009). In this study, it refers to research-informed models design for evaluating the TEIs' professional education courses if they are truly outcomes-based. Also, it refers to a public document that defines teacher quality through well-defined domains. It complements the reform initiatives on teacher quality from pre-service education to in-service training.

Outcomes-Based Education. This refers to a comprehensive approach to “organizing and operating education system that is focused in and defined by the successful demonstrations of learning sought from each student (Spady, 1994; 2020). In this study, it refers to a framework in designing the professional education courses in the Teacher Education Curriculum where instruction and assessment are aligned to the program outcomes set for pre-service teachers to attain at the end of their professional education courses in a teacher education program.

Professional Education Courses. This refers to a set of courses in the Teacher Education Program that would-be teachers need to take to know the art in teaching (CHED, 2017). In this study, it refers to the cluster of professional education courses under the teacher education programs offered by Teacher Education Institutions in the Philippines, which could be in three clusters as: a) theory and concepts courses, b) methods and strategies courses, and c) field study courses.

Understanding. This refers to what someone believes because of acquired



knowledge (Collins, 2021). In this study, it refers to different perspectives of teacher educators in OBE based on what they know and practice.



Chapter 2

METHODOLOGY

This chapter discusses the research design and methodology of the study, including the discussion of the research locale, data sources, sampling technique, research instruments, and data gathering procedure. It also includes the plan for analysis and interpretation of qualitative data.

Research Design and Method

In view of the paper's primary aim of understanding the development of outcomes-based professional education courses, the researcher utilized the descriptive research using qualitative method in a phenomenological tradition of research. Descriptive Research describes a phenomenon or a subject. It does not answer questions about 'why' a phenomenon occurred/ occurs. Instead, it answers the question – 'what' are the characteristics of the phenomenon or the subject (Gates, 2018). Moreover, qualitative research is a type of research that involves either identifying the characteristics of an observed phenomenon or exploring possible associations among two or more phenomena (Boyd et al., 2017).

Qualitative research is concerned about finding out what people think and why they think it. Also, it gets people to talk about their views for others to understand their motivations and feelings. For this, the best way to gather an in-depth feedback is through face-to-face interviews and group discussions. Qualitative research can be valuable, then, in the



development of new products or new marketing initiatives to test reactions in the refinement of an approach (Atom, 2015).

Phenomenology, on the other hand, is concerned with consciousness and its structures experienced from the point of view of participants. The experience of or about an object centers on structures and its intentionality, directed toward something by virtue of its content or meaning (representing the object), with appropriate enabling conditions (Stanford, 2013). Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). With roots in philosophy, psychology and education, phenomenology attempts to extract the most pure, untainted data. In some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove himself or herself from the process. One method of bracketing is memoing (Maxwell, 2013).

In this study, the qualitative research with Edmund Husserl's phenomenological approach was used as the paper primarily explored the lived experiences that influence the development of outcomes-based professional education courses in the pre-service teachers' program. Phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences within the world (Witkop et al., 2019).

Van Manen (1990) explained the term methodology when used in research to refer to "the philosophical framework that underpins the fundamental assumptions and



characteristics of a human science perspective” (p. 27). In addition, Ayala (2019) mentioned Van Manen’s (1990) claims that the key to quality research depends on the methodology applied.

Levering (2018) believed that phenomenology is the most appropriate methodology to use when we are reporting on other people’s experiences. He states that when people narrate their stories, they also interpret their experiences in their own minds while speaking. Husserl maintains that a phenomenological approach only requires the researcher to describe the participants’ experiences.

The researcher identified the challenges in developing such courses and the solutions to overcome the challenges by using this research design, which is parallel to what Neubauer (2019) statement that phenomenology is a powerful research strategy well suited for exploring challenging problems.

Research Site

This study was conducted in four Teacher Education Institutions (TEIs) in the National Capital Region (NCR) of the Philippines. The first institution is located in the western side of Mendiola Street in Manila, the heart of Manila's "University Belt." The campus is 3.8 hectares composed of 14 buildings that house around 25,000 students a year. The second institution is a public research university established during the early days of American colonial rule, which is located at Taft Avenue, Manila. The university was designated as Center of Excellence in Teacher Education .The third institution is a private, catholic research



university in Manila, Philippines. The University sits on an almost perfect square of 21.5 hectares bounded by España Boulevard, P. Noval St., A.H. Lacson Ave. and Dapitan St. in Sampaloc, Manila. and then the fourth is a private, Catholic coeducational research higher education institution run by the Institute of the Brothers of the Christian Schools in Taft Avenue, Malate, Manila, Philippines.

All these institutions are recognized Centers of Excellence (COE) by CHED. Year 2016 when these four institutions were recognized as COE but still up to this present time, they receive the extended recognitions for such award. To describe, COE refers to a department within a higher education institution, which continuously demonstrates excellent performance in the areas of instruction, research and publication, extension and linkages and institutional qualifications. The Center of Excellence program is provided for under Section 8(f) of RA 7722, otherwise known as the “Higher Education Act of 1994”, which states that CHED shall “identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship, nation building and national development.” It aims to sustain/develop excellence of higher education institutions (HEIs) by enhancing their teaching, research and service programs to further nation building and national development.

Participants of the Study

The participants of the study were chosen by the researcher through a multi-level sampling design. The first level of sampling was the identification of institutions that offer



teacher education programs. After identifying the institutions, the second level of sampling is done, purposive sampling.

The researcher purposively selected four COEs in Teacher Education in NCR. From the official website of CHED, there are 338 State Universities and Colleges (SUCs), public and private sector types, in National Capital Region (NCR). These institutions are believed to have: a) highly educated professionally qualified and experienced faculty, b) well-selected students, c) adequate facilities, d) competent staff, e) well-planned and relevant instructional programs, and f) high percentage of graduates who become teachers.

Educational leaders and teacher educators were chosen in COEs. These are categorized as teacher of the Professional Education Courses. As part of ethical consideration, the four selected participants are coded.

Inclusion and Exclusion of the Study

The researcher specified inclusion and exclusion criteria in order to guide her in the conduct of this research. As to the selection of participants the researcher purposively

selected four educational leaders and four teacher educators of the identified school participant. The selection was done intentionally in order to get a representation of the different profiles. i. e . professors who handle/d professional education courses and internally or externally hired in the institution. One or more of the following conditions were considered aside from the ones previously mentioned: (1) with at least three years'



experience in teaching professional education courses, (2) handling any of the three major areas of professional education courses, and (3) dean of the college of education.

The consent form (Appendix E) was accomplished positively yet participants opted not to audio-video record the interview.

Instrumentation

The researcher developed an interview guide and conducted a syllabus and document analysis guide validated by experts from both research and professional education courses for the purpose of collecting the qualitative data from the participants (See Appendix – for the copy of the interview guide).

To ensure ethical conduct in data gathering, the consent of the participants to participate in the study was sought prior to their actual interview and the recording of their answers (See Appendix – for the consent form). The participants are coded as follows: Administrators (COEA1, COEA2, COEA3, COEA4) and Teacher educators (TE1, TE2, TE3, TE4). The participants gave their consent to be interviewed but not for their answers to be recorded. They opted to share their OBE practices by telling their experiences and showing evidences.

Data Gathering Procedure

There were three stages in this research process, namely: pre-data collection; during data collection; and post data collection



Stage 1: Pre-data Collection

This is the stage where the researcher *identified the phenomenon* and the preparations in describing the phenomenon. The phenomenon is the process in developing an outcomes-based professional education courses based on the lived experiences of the education leaders and teacher educators in selected TEIs in NCR. Then the researcher communicated to the head of the selected TEIs to seek permission to conduct an interview to their heads/deans of their College of Education and to collect the needed documents to describe their processes or practices in the development of the outcomes-based professional education courses. Letters of request to conduct the study and the consent form were sent to all target COEs. The researcher visited the university to inform the participants formally. Upon receipt of the approval to proceed from the University's Ethics Committee, the researcher sought the confirmation of the educational leaders' schedule through another school visit, e-mail, and phone calls. The researcher obtained the approval of the heads of the selected TEIs for the conduct of the study. The participants' consent to be involved in the study was also obtained. However, the participants did not approve being videoed or recorded during the interview.

The purposive sampling was used to identify the participants of the study, since it involved the teacher educators and teacher leaders from four centers of excellence in NCR.

For selected teacher educators, they must have been handling professional education courses within the school for at least three years. Having been from the school for at least three years indicates that they have considerable knowledge and experience of the school system,



processes, so with curriculum planning. Based on the criteria, she asked the assistance of the deans to identify the participants from their respective schools.

Stage 2: During Data Collection

This stage includes the interview of the participants in the Institutionalized OBE system. To make the interview systematic, the researcher followed the principles by Gillham (2000) who favored the strength of face-to-face and one-to-one interview because of their rich communication details due to the interaction between the interviewer and a participant. The general plan of researcher's inquiry was set, but not a specific set of questions in particular words and in particular order to be strictly observed (Baxter & Babbie, 2004). In qualitative research, the participants talk most of the time. Hence, in this study, the participants were allowed to talk on their experiences in developing outcome-based professional education courses. The one-hour interview was conducted in a place free from background noise and interruptions. The educational leaders had their interview in their office, while the teacher-educators were interviewed in their consultation area and vacant classroom. However, there were also teacher educators and education leaders who preferred to accomplish an interview form before they talked and they did not permit the researcher to record the course of the interview. The researcher relied then on her notes of the answers of the participants to the

interview questions and to their accomplished interview form. The researcher also observed and learned from the *lived experiences of the participants*, which were inferred from the documents they shared to illustrate the hands-on experiences shared during the interview.



Since the researcher is also a teacher educator herself, she also inevitably integrated her background experiences in handling professional education courses. After all the interviews, the researcher *transcribed the responses* of the participants to the interview questions. Transcription is concerned not only with the selection and application of notation symbols mechanically accomplished. It is also about the researcher making choices (Kvale, 1996). Thus, some actions done in certain ways were considered. The choices made were related to theoretical positions in integrative manner, making researchers locate themselves and others in the research process (Jaffe, 2007).

Stage 3: Post Data Collection

This stage covers the analysis of data. Data in a phenomenological study were collected employing ways that can allow the respondent to describe already lived phenomena. Normally, it is important to make sure the sample size is not too big to be able to create a very wide scope of data. A researcher can use interviews to know the experiences of the respondent in particular (Resuli & Shehu, 2017). In this study, the data were coded and organized based on the themes that have emerged from the interviews. According to Cresswell (2014), coding is the process of organizing the data by bracketing chunks and writing a word representing a category in the margins. The use of coding process generates description of the phenomena,

as well as categories or themes for analysis. The researcher elaborated the findings from essential meanings discovered and descriptions of these by using free imaginative variation. The raw data and descriptions were revisited for the rationalization of both the essential



meanings and the general structure interpretations. When data have been analyzed fully, the researcher then critically analyzed the work within the research study to verify that the study did the following for rigor and reliability: a) descriptions obtained from the participants are complete and detailed; b) phenomenological reduction is done throughout the analysis; c) discovery of essential meanings is given attention; d) articulation of structure is shown; and e) verification of results is done based on raw data.

Data Analysis

In analyzing the data gathered from the interview and document analysis, the researcher followed the phenomenological method of analysis described by Kleiman (2004). From the result, the researcher found out how the participants theorized and understood the development of outcomes-based professional education courses, identified contextual and systemic challenges encountered in trying to develop such courses, and cited ways on how these challenges were overcome. The researcher elaborated the findings - descriptions of the essential meanings discovered through the process of free imaginative variation and revisited the raw data descriptions in order to justify the interpretations of both the essential meanings and the general structure.

When data analysis was completed, the researcher followed the critical analysis of work within the research study. This critical analysis included verification that: (a) concrete, detailed descriptions have been obtained from the participants, (b) the phenomenological reduction has been maintained throughout the analysis, (c) essential meanings have been discovered, (d) a structure has been articulated, and (e) the raw data has verified the results.



In this light, the data analysis consisted of examining the surveys for correctness and completeness, coding, and performing an analysis on responses according to frequency distribution and descriptive statistics. The researcher ensured that essential meanings from respondents were obtained and discovered. Frequency tables and descriptive presentations were constructed to display results.

Ethical Considerations

The following potential ethical issues of the study have been identified and addressed by implementing the following measures: In consideration that the research may show weaknesses of centers of excellence in the implementation of outcomes-based curriculum, the researcher assured them that the confidentiality is upheld in the conduct of the study and the results of the study is presented to them. Then, in order not to disrupt classes during the conduct of the interview, the researcher requested the participants for a specific time that they wanted the researcher to come to their offices or set venue. The researcher assured also that their participation was voluntarily. Their consent was sought prior to the conduct of the interview. The content of ‘Informed Consent Form’ was discussed and participants agreed to be interviewed but not to take video during the interview process. It was made clear to the participants that the study was for the development of an evaluation framework. It did not highlight the issues and weaknesses of the schools.

Furthermore, no private and personal questions were asked. There is was no conflict



of interest in the pursuit of this study because it aimed to enhance TEIs offered outcomes-based education professional education courses. Moreover, the researcher financed personally this study and not under scholarship in any institutions, particularly where the study was conducted. After this study has been conducted and finalized, the results are to be discussed and shared to the four centers of excellence. Copies of this research study are to be provided to all participants.



Chapter 3

RESULTS AND DISCUSSION

This chapter presents the findings, analysis and interpretation of the data collected on the lived experiences of educational leaders and teacher-educators from four centers of excellence. The discussion that follows is presented based on the research problems.

1. Teacher educators' understanding on the development of outcome-based professional education courses

In the analyzed research data, teacher educators expressed their understanding of outcome-based professional education courses based on what they have practiced. They described this understanding in three dimensions: (1) Knowledge, (2) Skills, and (3) Practice. Thus, the following narratives present the data obtained from the respondents in this study classified according to the dimensions mentioned.

A. Knowledge

Knowledge is defined as awareness of something. This could be an information, understanding, or a skill that one may get from experiences of education. Teachers cannot create personalized instruction or motivational environments without knowing their learners. Respondents have shown their syllabi to clearly share that practice teachers must acquire knowledge needed for them to become a quality teacher.



Respondents' comments seem to suggest that the teacher educators have a deeper pedagogical knowledge gained through critical reflection on their practice, showing that there is congruence between their expressed beliefs and the practice they described.

Table 1 shows a synthesis of the respondents' views and content of COEs' syllabi on acquisition of knowledge as an important dimension in an outcome-based professional education course.

Table 1

Generated Responses about Knowledge as an Outcome of Professional Education Courses

Type of Knowledge	Valued Outcomes in Professional Education Courses
Knowledge of the Learner	The pre-service teachers understand the psychology of the child or adolescents that they would handle when they become teachers. They should know the learners' needs, interests, abilities, and motivations that could make them acquire knowledge and skills they need in life.
Knowledge of the Society	The pre-service teachers understand the learning that occurs outside the classroom confinement. They must first understand their local community, identify its needs, and then address them.
Knowledge of the School	The pre-service teachers understand the vision and mission of the school and how this influences the design of the curriculum that the learners are exposed to.
Knowledge of the Discipline	The pre-service teachers understand the principles and philosophies of their respective discipline.

As shown in Table 1, knowledge of outcomes-based Professional Education courses as viewed from the experiences of the participants refers to the acquired understanding of what it pays to be a good teacher. To the participants, the professional education courses should be a venue to understand how to become a good facilitator of students' learning. In doing so, they need to understand the nature of the learner. Would-be teachers should know what makes the



learners understand and appreciate the value of their lessons in their life. They should know the psychology of the child and the demands of the society to that child to survive in the society they belong. This means that their professional education course helps explain the nature of the child and the society. PPST has emphasized the significance of content knowledge mastery and how it connects within and across the curriculum, along with a sound understanding of principles and theories, and their application to teaching and learning.

B. *Skills*

Skills are defined as the ability to do something that comes from training, experience, or practice. In this study, skills acquired through outcomes-based professional education courses as viewed from the experiences of the participants refer to the competencies to be developed among pre-service teachers appropriate in school, local, and national contexts. Each syllabus presents a clear and complete pre-service program to prepare graduates to become quality teachers equipped with pedagogical practices to meet the increasing demands associated with the teaching profession (Lane et al., 2012).

Table 2 shows a synthesis of the respondents' views and content of COEs syllabi on acquisition of skills as an important dimension in an outcome-based professional education course.



Table 2

Generated Responses about Skills as an Outcome of Professional Education Courses

Type of Skills	Valued Outcomes in Professional Education Courses
Skills for school context	The pre-service teachers must demonstrate mastery of their respective disciplines and facilitate learning through a wide range of appropriate teaching methodologies for their specific learners and environment. They aim to achieve target learning outcomes and develop skills expected of them after each professional course.
Skills for local context	The pre-service teachers must apply skills relevant and sensitive to the local standards of the community where they belong. They engage with the community. They discover and explore opportunities to learn through collaboration and cooperation. They develop curricula, innovative plans, teaching approaches, and utilizing resources from the community.
Skills for national context	The pre-service teachers practice with sensitivity their awareness of national realities, equipped with professional and ethical teaching standards.
Skills for global context	The pre-service teachers must develop high levels of academic thinking, behavioral and technical skills aligned with global needs and international standards.

As shown in Table 2, the professional education courses must serve as a platform to acquire and develop skills in becoming a teacher. In doing so, they need to learn, understand, and practice competencies expected to develop among them. Future teachers must be aware of what competencies they are trying to develop, how and in what situation they apply. This entails the professional education courses to equip the pre-service teachers with appropriate competencies for school, local, and national contexts. PPST requires pre-service teachers to



use knowledge and content of the subject matter for appropriate and meaningful pedagogy, and demonstrate language proficiency to facilitate the process of teaching and learning. As one teacher educator explained:

We need to think that we have the 21st century learners. What I am doing in the past needs to be modified or adjusted to fit to the type of learners I have. I am speaking for my own style, but I believe here in our institution, everyone is flexible. Everybody follows the approved curriculum. The CMO 46 is part of the faculty meeting; then, everyone is aware of this CMO. Since our school is private, in budget, let us say in instruction, for a change like this, our own college does provide the needs for the quality education that we need to deliver to our customers. Our students must be well-equipped for what the whole globe demands.(COEA1)

It has been mentioned earlier how a school environment of safety, security, fairness, supportiveness, and responsiveness is a priority to address diversity and to empower students for their own learning. Varied assessment tools and strategies applied in the monitoring, evaluation, documentation, and reporting of learners' needs, progress, and achievements are needed to inform and enhance teaching and learning processes and programs.

They are expected also to practice collaboration skills for achieving global, national, and local requirements, fusing these in curriculum content by giving relevant learning activities. They are encouraged to apply professional knowledge in planning well-structured and sequenced lessons that are contextually relevant and responsive to the needs of learners as they incorporate a repertoire of teaching and learning resources.



C. Practice

Another important outcome in designing professional education courses is harnessing skills in the art of teaching through practice.

From the shared lived experiences of the respondents, the researcher found out that there are number of avenues for their students to turn their knowledge into practice. Turning knowledge into action means taking what the students have learned in their classes and applying these to a situation, problem, experience, or event.

According to Picasso (2019), without doing a practice, the knowledge received is wasted. The researcher analyzed these three (3) areas of COEs syllabi -- (a) Vision-Mission, (b) Learning Outcomes, and (c) Delivery Methods and Assessment.

In reference to the transcribed data, the researcher found out that all COEs have shifted the teacher-centered curriculum into student-centered curriculum in 2010 implemented in teaching of Professional Education courses.

The researcher conducted a syllabus investigation to check and ensure that all areas in the curriculum followed a constructive alignment. Constructive alignment is the process followed in creating an OBE syllabus. It was found out that the COEs adopted OBE in 2010 and conceptualized their OBE frameworks compliant to that of CMO 46, s. 2012.



Constructive alignment is defined by Biggs (2007) as the process of creating supportive learning environments and activities deemed appropriate towards the achievement of learning outcomes. The word 'constructive' means the learner's construction of meaning achieved through relevant learning activities. The 'alignment' points to the teacher's actions, described in a way that the teaching system components, especially the methods used for teaching and the tasks for assessment align to the learning activities written in the intended outcomes. Investigating constructive alignment considers the Mission-Vision of an institution, desired Learning Outcomes, and (3) Methods of Instruction Delivery and Assessment.

With all of these, one major finding of the study is that the knowledge construction of teacher educators about OBE professional education courses emanates from three dimensions of understanding based on knowledge, skills, and practice. The first two dimensions deal with cognitive level of understanding, while the last one reflects the application of cognitive, mental process through practice or putting into practical use the said knowledge and skills. Relative to knowledge dimensions, teacher educators possess declarative knowledge (knowing what) and procedural knowledge (knowing how) about OBE as a curriculum design. But on a detailed level of conditional knowledge (knowing how, why, and when) as regards the appropriate transfer of knowledge on unifying learning outcomes, learning activities, and assessment, they need assistance how to provide learning environment that reflects OBE's concept on constructive alignment.



Generally, COEs mission-vision statements reflected the commitment to successful learning for all, emphasizing education quality and excellence, creation and application of knowledge, a sharing and service-oriented culture offered to different communities, and growth, efficiency, and accountability.

Developing strong vision and mission statements can help stakeholders reach such a common understanding (Farmer, 2021). The curriculum goals and purposes, well established and clearly stated, have to be embraced by teachers, students, administrators, and parents (Spady, 1987; 2020). True to OBE principles, educators and other stakeholders need to focus on the basic education purpose and goals. The statement of vision expresses hope for future reality; statement of mission declares the practical commitment and actions of institutions to achieve its vision.

One educator has explained the value of the institution's vision and mission in an outcomes-based professional education course. COEA3 explained that *"To succeed, schools must ensure teachers' and administrators' collaboration to develop the school's mission – vision statements so that they have ownership and common understanding in working for the attainment of the same goal"*.

Another educator from the second COE added that, *"Knowing the institution's mission and vision is important because the Program Outcome is developed according to our Vision & Mission. The PO must be aligned with the university's Vision & Mission."*



It is clear from the educators' responses that every organization should develop clear vision and mission statements to serve as directions to follow and achieve institutional destinations.

In addition, it is stipulated in Article IV, Sec. 17 of CMO No. 46 S. 2012 on Outcomes-Based and Typology Based QA that the vision-mission statements of institutions adopt the QA framework of OBE—unique and specific, since these are defined by the institution based on their local and regional situation, needs, possible opportunities, strength, and weaknesses. Thus, vision-mission statement of each HEI and COE plays a major element in adopting and implementing OBE.



Table 3 presents the participants' view on role of different areas of practice in OBE Professional Education Courses.

Table 3

Generated Responses about the role of Practice as an Outcome of Professional Education Courses

Area of Practice	Valued Respondents' View on the Role of Different Areas of Practice in Professional Education Courses
Vision - Mission	<i>All participating HEIs, educational leaders, and teacher-educators believed that their written vision-mission statements reflect their hand-in-hand commitment towards students' success and is a key element in the realization of expected graduate attributes.</i>
Desired Learning Outcomes	<i>From the shared lived experiences of the two respondents they were saying they are not part of the planning. Only the curriculum committee was tasked to make those syllabi in professional education courses.</i> <i>However, similar practices were revealed by all respondents from the construction of learning outcomes up to alignment process. For the participants, learning outcomes describes what both the students have to learn and what the instructor will teach.</i>
Methods of Instruction Delivery and Assessment	<i>From the data analyzed, all respondents revealed that effective design of a certain unit is the planning of learning experiences and teaching methods. In the shared practice of respondents, assessment is provided to students to demonstrate what they have learned and for teachers to direct their efforts to areas that need more attention. All areas of the COEs showed curriculum followed OBE design.</i>



Learning Outcomes

Learning Outcomes are any measurable skills, abilities, knowledge or values that the student demonstrates as a result of completing a given course or class. Effective learning outcomes can be articulated at several levels, including lesson, course, program, degree, etc. It is completely student-oriented and describes what both the students have to learn and what the instructor will teach (Suvin, 2019). From the shared lived experiences of the two respondents, they said that they were not part of the planning. Only the curriculum committee was tasked to make those syllabi in professional education courses. But similar practices were revealed by all respondents from the construction of learning outcomes up to alignment process. For them, learning outcomes describe what both the students have to learn and what the instructor will teach.

Learning outcomes are like navigation tool, such as GPS. Once destination is fed to GPS, the device guides the driver throughout the journey and takes the driver to the destination correctly without fear of losing the way. Even if the driver takes a wrong route, the GPS guides the driver and helps to find the route, which leads to the intended destination. Similarly, learning outcomes are guiding tools for the students to reach the desired results of the planned course. They also show the teachers the path to follow and make the students aware what they need to achieve at the end of the course. Also, they help the teachers and the students know the route to follow (Mahajan & Singh, 2017).



In delivery method of instruction, four teacher educators expressed that they need to ask this question, *'What works best for your situation?'* There is no prescribed methodology to achieve certain learning goals, but definitely, teachers must make their assessment authentic and aligned with the learning tasks.

Some delivery and assessment methods that most of the COEs have used are lecture, brainstorming, rounds, buzz groups, fishbowls, pyramiding, seminars, tutorials, workshops, formative tests, and other back-up delivery methods like field trips, e-portfolios, utilization of digital and non-digital sources, micro-teaching, blog entries, and laboratories. They also developed rubrics to measure these.

Delivery Methods and Assessment

Methods of delivery and assessment must be aligned with the stated learning outcomes. The chosen delivery and assessment methodologies need to align with expectation among the students and what they hope to achieve or need in their chosen profession.

From the data analyzed, all respondents revealed that effective design of a certain unit is the planning of learning experiences and teaching methods. As mentioned by Brown et al. (2014), there are a multitude of ways to deliver learning activities and content. The method



depends on who the learners are, how teachers want them to learn, where they are, and what the course wants to teach (the ILOs).

In the shared practice of respondents, assessment is provided to students to demonstrate what they have learned and for teachers to direct their efforts to areas that need more attention. This is similar to Brigham (2021) statements on timely assessment *and* timely feedback as essential to learning. For assessments to serve their purpose, they must be conscientiously aligned with what students are expected to learn (learning outcomes). If assessments are used merely to assign grades, we are squandering an opportunity for learning for a false sense of accomplishment or failure. To help teachers align the assessments with the learning outcomes, let us consider the domains of learning and how they map onto general forms of assessment. Then, by matching learning outcome to a learning domain, teachers can see what types of assessment would be recommended sources of evidence.

All areas of the COEs showed curriculum following OBE design, which reflected Biggs's (2007) ideas about having own operational instruction framework. These ideas focused on the following: Description of intended learning outcomes (ILOs) for each unit, stated with two verbs at most for each outcome. The ILO sets the context of what content or topics to deal with students. Another is creation of a learning environment supporting alignment of teaching/learning activities (TLAs) that engage students to perform each verb. Doing this activates the ILO nominated at the onset. Use of assessment tasks (ATs) containing the verb, which helps in determining activities using rubrics to judge students' performances in meeting the set criteria is also significant and the transformation of these judgments or



evaluation of performances into final grades.

Furthermore, Spady (2009; 2020) claimed that OBE rationale is to equip learners with the knowledge, skills, and qualities to become successful after graduation. As De Guzman et al. (2017) pointed out, OBE outcomes provide curriculum details in which the quality of graduates can be measured, and help the process of quality assurance. Reiterating OBE features, they emphasized student-centered instructional approach, competitive assessment, teacher-facilitated classroom, and student-priority view rather than knowledge-focused. Also, assessment at all levels requires coordination and alignment with learning outcomes which are stated publicly to provide clear focus for teaching and assessment.

The research found out that all COE participants are implementing properly the OBE. They all claimed that they are practicing all the codes from 3.1 to 3.6. COE participants have common understanding on developing and using OBEdized methods of delivery and assessment appropriate for each professional education courses.

Most of the COEs developed assessment methods that are required in the program outcomes of the course and are authentic in nature. These forms of assessment are set to equip the would-be teachers in implementing the K to 12 programs as prescribed by the PPST.

2. Challenges that encountered by the teacher educators in the development of outcome-based professional education courses



Table 4 shows the responses generated from the participants. Challenges identified from the responses are the those found to have a clear contribution in developing an Evaluation Framework for Outcome -based Professional Education Course.

Table 4

Generated Responses on Identified Challenges in Developing Outcome-based Professional Education Course

Challenges	Valued Responses from the COE Participants
Significant Modification in Delivery Methods and Strategies	• <i>Significant modification in delivery methods and strategies to fit with the 21st century learners and cope with the global demands.</i> • <i>Adherence to changes in methods, instruction, and teaching strategies.</i>
Designing and Formulating ILOs, Performance Tasks, and Learning Activities	• <i>Designing a culminating performance task that could serve as a venue for the acquisition of knowledge and skills that students should acquire to attain the intended outcomes;</i> • <i>Formulation of these outcomes and delivery of instruction to achieve actualization of the program outcomes stipulated in the CMOs through professional education courses.</i> • <i>Formulation of activities and their delivery to provide the student enough time to practice the acquired knowledge and skills into real or simulated setting in all required professional courses.</i>
Minimal to No Faculty Involvement in Curriculum Designing and Planning	• <i>Non-involvement of the faculty in planning and syllabus designing is a major constraint, since we are the ones who manage and plan for classroom learning.</i>
Inadequate teaching and learning resources, facilities and building linkages	• <i>Our teaching and learning resources are inadequate to cope with the needs of OBEdized classroom.</i> • <i>There must be a constant support from the management such as providing teaching materials to the learners and the teachers.</i> • <i>We encountered a lot of challenges in building linkages among neighboring countries and localities as we tried to develop global teachers envisioned by the OBE.</i>

Since the participants are the ones who continuously demonstrate excellent performance in the areas of instruction, research and publication, extension and linkages, and institutional qualifications in the whole nation, minimal issues in the OBE implementation



were found out.

The challenges encountered by the COE participants in developing professional education courses were the following: (1) Significant modification in delivery methods and strategies, (2) Designing and formulation of ILOs, performance tasks, and learning activities, (3) Minimal to no faculty involvement in curriculum designing and planning, and (4) Inadequate teaching and learning resources, facilities, and building linkages.

Despite the promises of standards-aligned curriculum, there are a number of barriers that prevent teaching materials from positively influencing instruction. Polikoff (2018) summarizes the barriers, focusing on three areas: determining which materials are high-quality, getting schools and districts to adopt those high-quality materials, and getting teachers to use those materials effectively.

As commented by COEA1, *“Major changes happened in our existing curriculum. Since we are the premier teaching institution of the country, it is mandated for us to change our curriculum. I feel it is a major change. We actually have our state mandated curriculum, we have for specialized program, and curriculum aligned to OBE.”*

The participant has a clear understanding on the role of curriculum in delivering quality teaching. They have a common understanding on the curriculum change. Good understanding of change and clear conception of curriculum are necessary conditions for improved implementation of new curriculum into practice.



On balance, changing the curriculum has been viewed and used as an effective way to change classroom practice and to influence student learning to meet the needs of the ever-changing world (Cai & Ni, 2011; Wang 2019). Teachers hold the key to the curriculum process. Using a wide variety of techniques, teachers encourage learning by delivering content in creative and impactful ways (Meller, 2018). The researcher found out that it has no contribution to one of the participants, COEA2, as she revealed:

“The problem also in our university is the teaching artifact like the syllabi; the committee prepared all those; they didn’t even invite us teachers of Prof Ed courses in curriculum planning. This is the case: whether we like it or not we need to use it. Teaching strategies and assessment methods are all prescribed, we can’t use our own idea.”

If another party has already developed the curriculum, the teachers have to make effort to know and understand it. Teachers being the implementers are part of the last stage of the curriculum development process (Alsubaie, 2016). This school’s practice is somewhat correct as long as they follow the CHED mandated curriculum.

As TEI 1 stated: *“We have the CHED-mandated curriculum, change happened only in some content.”* The TEI 2 added, *“I lessen the lecture method now; I provide more learning tasks.”*

Similarly, TE3 practice revealed that:

“I need to become techy; I always use the e- technology. We have the committee that



prepares and evaluates the content of the syllabi in professional education courses. We have one department that handles this matter. Alignment became the issue then, but since we asked for national level validation, we feel we have a very good material now; actually, we were able to share this to the whole nation.”

These statements from the respondents clearly explain that flexibility and responsiveness are qualities that teachers must exude every day in the classroom. The roles and responsibilities of college and university faculty members are closely tied to the central functions of higher education.

Apparently, Lederman (2020) agreed with what McPherson admonished not to underestimate the heavy lift that would be ahead for a truly comprehensive effort to try to understand and ultimately improve the quality of learning in undergraduate education.

Similarly, another respondent (COE3) said:

“It’s imperative to comply with OBE curriculum, 100% compliant is expected on teaching and learning activities and assessments. It’s not a big adjustment on teacher’s part because we are delivering quality education since then. Teachers are trained. We will only get evidences on these. We check their syllabi, then we conduct classroom observation to validate if our teachers comply with OBE requirements. Alignment is an issue of the discussion. We of course check their desired learning outcomes, the TLAs, and the assessment.”



The participant expresses a clear understanding of the practice of their institution particularly on embracing the principle of alignment in their present curriculum. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved (Biggs, 2014).

Furthermore, COEA3 said, *“We also provide training, do re-orientation for teaching progress. There is an accrediting agency also that monitors the institution’s performance.”*

This response suggests that organizational accreditation undergoes strict process and product assessment, passing of which implies international recognition in adherence to global standards, which in turn demonstrate their competence, performance, impartiality, and capability. Accreditation is a means of identifying competent persons as evaluators of documents and laboratories, making the inspection or certification body as an informed choice (as explained in ISO 9001 -2015). As explained by COE 3, *“Because of that innovation in the curriculum, I need to change my teaching strategies, assessment and the support that I could give to my students. Here, we need to revisit always our mission- vision. Each step that we do, must be in line with our mission- vision. I need to align all my activities on our core values: competence, compassion, and commitment.”*

Obviously, the response suggests that revisiting the existing curriculum allows teachers not only to review how things are going, but also to make room for new topics that are relevant today. In fact, the World Economic Forum thought curriculum as a key player in helping educators keep up with the speed of changing trends, technology and skills students will need in the future.



Subsequently, curriculum change necessitates a shift in the responsibility of the teacher as stated by Van der Nest (2012) and as explained by Espiritu (2015). Teachers who believe in and support OBE will not find the shift to OBE difficult because they understand the rationale and end-goal that OBE provides.

In a conversation with the participant from COE4, she said,

“We follow the mandated curriculum, the only change that we do is revisiting our current curriculum. The college also had taken steps to integrate OBE in the syllabus, we have the opportunity to integrate OBE right from the design of the curriculum itself. Furthermore, we do adjustments on our teaching style that we need a concrete plan for this, we need to revise some content of the syllabus. So here, there’s a review committee this is at the level of the department. So, the departments regularly, so normally, at the end of the academic year the different members of the department – the faculty members gather together to review the syllabus based on several things--yung inputs from CHED and then feedback from alumni; we also talk with our practicum partners.”

Apparently, COEA4 believes that student success across an entire curriculum is a product of defined curriculum planning undergoing a complex process, involving faculty who target intended outcomes, assessments, and requirements on content and pedagogy.

Curriculum support from centers and support offices must be given to faculties and



departments in facilitating high-quality learning experiences for students.

In most COEs, problem on curriculum change has similar findings. Terhart's (2013) study on teacher resistance against school reform noticed how this case becomes problematic, with teachers saying that such change is too time-consuming against the demands of the existing curriculum. Also, teachers feel that the content interface of new and "old" taught in new ways takes time. This means that even when teachers comply to implement changes, they might not value the change when opportunity for reflection on the innovation is absent. Anderson (2004) offered three reasons for teachers' reluctance to change. First could be because of lacking awareness for the need to change. Second is the lack of procedural knowledge, among others, on how to undergo change. Third is the belief that a change does not make any difference to them or to their students.

Yet, all of the COEs revisit their materials for the standardization of the OBEdized curriculum, necessitating teacher participation as teachers are the key people who deliver curricular reforms in their classrooms. The reforms could use the professional standards to guide the preparation of pre-service teachers for the delivery of OBE curriculum.

To sum up, COEs emphasized that their experience in curriculum change was a chance for reflection on institutional vision and mission, notwithstanding the challenge on dealing with teachers' beliefs about OBE and OBE teaching-learning. Such curriculum changes holistically gave a chance to consider also the beliefs of administrations, learners, and stakeholders.



The second challenge that was uncovered in this research is the gap in the desired features thought to be possessed by the 21st century students and the features demonstrated by the current students. The term "21st-century skills" ascertains core competencies of collaboration, digital literacy, critical thinking, and problem-solving, advocating a paradigm shift of schools into teaching that is focused on helping students succeed and be productive in today's world (Rich, 2010).

According to TE2, *"Some of our learners in the 21st classroom are not creative thinkers and they're saying they are technological learners, but in reality, they just 'Google' the tasks and copy most of the time."* This tells that students do not acquire new information and they cannot connect the new information with the knowledge they already have and apply it to solving the problem at hand. They will not be able to call upon a teacher for answers, so will need to have learned how to learn on their own.

However, despite learning about the skills that students will need to develop to become successful in the 21st century, as well as what beliefs about education may be worth hanging onto or throwing away, schools and teachers are left trying to figure out what their role needs to be in the education of their 21st century students (Nichols, 2019).

In contrary, COEA1 said that, *"Our students who are highly sociable expect a lot in our classroom that they would make us feel they know everything. There was a time that they gave us a low rating in teacher evaluation because to them, the teacher as facilitator also*



means being an entertainer as well. They just want to laugh and be amused inside the classroom.” Such response suggests that teachers must possess the skills necessary in the 21st classroom. They must have the tools and skills to stay modern with the needs of students.

The challenge provides an apology for educator’s approach to student experience. Leading inclusively requires removing the blindfold and seeing student for their authentic selves. Equity requires acknowledging student identities and the different ways they learn best. We have to meet students where they are (Rivera, 2019).

Building rapport gives students the confidence to ask questions, adds value to the class, and encourages everybody to stay focused on their work. Most importantly, it gives students the courage to ‘confront’ teachers and share their opinions. The researcher found out that a teacher being equipped in one’s field does not have any problem in dealing with the 21st century learners. As COEA3 stated that, *“Our school prepared us prior to the implementation of this OBEdized curriculum. We attended a lot of trainings in OBE.”* This means that university should ensure that processes are in place during professional development opportunities for teachers to support their diverse learning and teaching styles. University must guarantee their teachers that they could have support and access to training.

Additionally, this research revealed that 21st century teaching and learning is an important part of instructional planning. Society has changed. Schools cannot adequately prepare students for the society that exists today or will exist tomorrow, if they continue to prepare them for the society that existed yesterday. In order to prepare students to play their



role in the 21st-century society, a few things need to be considered when deciding how education will look in schools and classrooms (Nichols, 2019).

Defining and delivering 21st century learning is a little messier than that. It is a little more complicated. A little more nuanced. A whole lot harder to assess. When done correctly, it creates environments in which engaged students are actively shaping their learning (Hallerman et al., 2019).

The researcher also found out that in the COEs' implementation of OBEDized professional education courses, they constantly evaluate the skills of the students. But it is also a good thing being pointed by the educational leaders that 21st century educators must likewise know their skills.

Now with nearly 20 years into this new century and a couple years into the Artificial Intelligence (AI) driven innovation economy, it is time for all the youth worldwide to have access to leadership opportunities and community-connected challenges. It is the best chance of enabling them to contribute to a vibrant planet that they can leave for their kids (Ark, 2019).

The third challenge in developing the professional education courses is the gap between the OBEDized curriculum and the availability of OBE-oriented resources for delivering instructions.

Technology for instruction has predominantly permeated classrooms-- tablets instead



of textbooks, smartphones within reach for research and information search, and social media accepted as part of the norm, with technology use completely transforming the way people live their lives. Education technology offers teachers significant benefits too. A study by IT Trade Association revealed that majority of educators (75%) believe on the positive impact of technology in the education process. They recognize also the importance of technological skills development among students, in preparation to their integration to the workforce after graduation.

However, the teachers seemed to have limited access to instructional materials required in the integration of multimodal, authentic classroom discussions, interactions and presentations; and lack of internet access in school as well as available resources that incline them towards traditional teaching approach such as chalkboard/whiteboard and textbooks.

The research revealed that the academic demands and standards of OBEdized professional education courses only have minimal resources to offer. State universities mostly experience this, as allocated budget was limited at the minimum, not substantially covering the operation and implementation cost of the new curriculum. Supporting this research finding, the study observed the same in other universities offering education programs. Lack of funding eventually affects achievement of OBE goals. Classroom teachers are viewed incompetent in delivering the content of the course because of insufficient technology support.

Teacher-Educator participants stated that, *“Everything is accessible in their workplace for instructional use.”* COEA4 said that, *“We have smartboard, laptops, and*



internet in the classroom. All of our students have smart phones as well.”

Despite the adoption of classroom technology, students still do not experience readily available, accessible full menu of technology since many schools are struggling still with budget cuts and teacher shortages. Mata (2015) stated that technology use in school has been given attention across all campuses from K-12 and through higher education, explaining the advantages of classroom technology application such as personalized education experience and student preference, blended learning environment, student engagement, fast innovation and improvement, cost effective creation and access to information, and emerging technology in teacher education.

The challenges encountered by the COE participants in developing professional education courses were those inherent to the nature of OBE itself, specifically in adherence to the concept of constructive alignment. The significant modification in delivery methods and strategies along with designing and formulation of ILOs, performance tasks, and learning activities calls for a new paradigm on content as input and output whose utility has now become an indication of outcomes expected among students, instead of being an end by itself and focused on the teachers. Such paradigm shift from input and output as terminal goals pushes instructional aims, purposes, and delivery centered on the students themselves and on societal expectations in the workplace as they internalize roles they project to perform in the industry. With OBE, curricular content and input enable learners in achieving outcomes as they are honed based on societal expectations in the workplace. These then are not endpoints of academic encounters, but stepping stones leading to outcomes.



Aside from the challenges on constructive alignment and student preparations toward industry-related expected roles, the lack or even the absence of faculty involvement in curriculum design and planning is a systemic reality among the teacher educators involved in the study. They are viewed mostly as instructional designers assigned in curriculum delivery, but seldom as part of curriculum planning. Nevertheless, since OBE thrives in inclusivity of all stakeholders, planning this curriculum design offers an opportune time for teacher educators to take part and show ownership of the intended curriculum, which they themselves are responsible for delivery and implementation.

Likewise, administrative support appears wanting to effect efficient OBE instructional delivery because of inadequate teaching and learning resources, facilities, and building linkages. TE 1 exclaimed, *“Ahh! as I can see it, no problem in implementing this OBE-dized curriculum. Our top management support the needs of the department!”*

As academic institutions capture realities of workplace demands, the learning environment then serves as laboratories for practice, and this in turn requires additional teaching resources, facilities, and laboratories. Unlike the content or input-driven curriculum, OBE highlights workplace immersion for authentic reflection of course learning outcomes. Learning institutions might be struggling still on meeting these, and still adjusting toward internalization of the academe as a reflection of a particular industry, like teacher education and profession.



The researcher outlined the four identified challenges of the COE participants in implementing the Outcomes-based teaching-learning and recommended ways to address them. These challenges are (1) Significant Modification in Delivery Methods and Strategies, (2) Designing and Formulation of ILOs, Performance Tasks, and Learning Activities, (3) Minimal to No Faculty Involvement and (4) Inadequate Teaching and Learning Resources, Facilities and Building Linkages.

There is now a strong call for transition to full integration and blended learning to address key challenges in the educational system, requiring incorporation of digital technology within and across course curriculum to maximize truly the potential of 21st century learning.

On an individual basis, it is a great challenge to change learning methods habitually used for a long time. Yet doing so in a large group of like-minded individuals somehow lessens the burden because of shared goals, plans, and results, aside from a clear understanding that ultimately, students are the end users and beneficiaries of such change.

Suggested two ways to overcome this challenge

Nowadays, schools address the resistance to change. Teacher educators from COE 1 and COE 2 lived experiences both of them suggested two ways to overcome this challenge. First is to provide modified professional development program to reward teachers for their work in helping academic heads and implementing OBE. Second is involving them in curriculum planning.



All educational leaders emphasized in the interview that the management or administration must have a clear vision in that curriculum innovation. Objectives might not be clear to implementers that is why the resistance was present.

This research is saying that change is a science now. All the educational leaders in this interview tried to implement change, but they admitted that it was a complicated process. Also, Hord (2015) revealed that if teachers did not want to teach using the inclusive collaborative model, it could be that they were just heading to a different direction, and not necessarily that they were not good teachers.

A teacher educator from COEA1's lived experience made mention of teacher behavior in following school rules and policies, *"In our institution, some teachers need to review the PPST, particularly Domain 7 so that they can be an effective agent of change. They should model the expected behavior of a professional educator and continue to develop themselves personally and professionally"*. COE 3 explained that both the pre-service and in-service teachers need to be guided by the PPST.

COEA1 added to make teachers' involvement in the curriculum planning be significantly felt. Teachers hold the key to the curriculum process. The role of teachers in the curriculum process is to help students develop an engaged relationship with the content. Active learning increases the focus and retention of the curriculum, resulting in an exciting learning environment (Meller,2018).



Meanwhile, as the world continues to evolve, new discoveries have to be roped into the education curricula. Innovative teaching techniques and strategies (such as active learning or blended learning) are also constantly being devised in order to improve the student learning experience (Stutt, 2021).

As regards students, their lack of maturity and competencies in required subject areas has been observed among high school graduates (Barrot, 2018). This statement coincides with the participant's response. COE 1 stated, *"K-12 classrooms need to revisit the objectives and integrate this 21st century framework in order to help students perform well in the 21st century academic and wok contexts."*

TE4 suggested, *"Mend the problem now, prepare your students for the 21st Century. We now have our personal computers and smartphones so let us share information instantly around the world. However, I would argue the idea that only in English language classroom teachers would build 21st century skills. We can do this in all subject areas. I always mention this to my teachers... develop different strategies in your classroom to encourage 21st century thinking and learning."*

"Some of our students are not creative thinkers," as stated by teacher-educator from COE2. *"Teachers need to be flexible, do innovative strategies in your classroom, incorporate the 4Cs of 21st century skills needed by the students, the critical thinking, communication, collaboration, and creativity."* Sullivan (2012) added humility as one habit of disposition



towards work, world, and production of meaningful life. Students need to accept clear dispositional qualities and personal traits as their outcomes included in the four C's of OBE. Educators need to prepare students for the demands of this global society (Stock, 2018; Roekel, 2018).

Table 5 presents the participants' recommended action to address the identified challenges. These ways are doable and have a potential role to play in curriculum development particularly in crafting outcomes-based professional education courses. This way, the teacher educators can modify their delivery methods and strategies that make their teaching of quality.

Table 5

Recommended Actions to Address the Identified Challenges

Challenge	Recommended Actions
Significant Modification in Delivery Methods and Strategies	• Provide teachers the modified professional development program to reward them for working with the academic heads and demonstrating OBE implementation • Teachers in higher education must revisit the K-12 classrooms and integrate this 21st century framework to help students succeed" • Teachers must develop different strategies in their classroom to encourage 21st century thinking and learning.
Designing and Formulation of ILOs, Performance Tasks, and Learning Activities	• Teachers must be the one to review the PPST and critically examine the domains to create appropriate tasks aligned with the CMOs, and PPST. • Teachers need to be flexible, do innovative strategies in your classroom, and incorporate the 4Cs of 21st century skills needed by the students, the critical thinking, communication, collaboration, and creativity.
Minimal to No Faculty Involvement in Curriculum Designing and Planning	• Maximize teachers' involvement in curriculum planning. • Curriculum development can be challenging, therefore the involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum development and revision • The curriculum development team has to consider the teacher as part of the environment that affects curriculum.



Inadequate Teaching and Learning Resources, Facilities and Building Linkages

- *The school must build linkages or work on finding partners who could help the school provide learning resources like computers, laptops and could have free Internet service provider in issue budget.*
- *Make an advocacy for quality teaching and learning to call the government officials, especially those who are leading the education committee, to continue to support quality education reform, like this OBE*
- *Everything that will come out from the new curriculum need to be supported by the available teaching-learning resource. It is really difficult for teachers to just execute what is in the syllabus without appropriate resources.*

Suggested two ways to overcome this challenge

From the participants' shared lived experiences, this research revealed three ways on solving this problem within the Teacher education institutes:

TE1 stated, *"The school must build linkages or work on finding partners who could help the school provide learning resources like computers, laptops and could have free Internet service provider to address the issue on budget."*

From their shared lived experiences, they feel the importance of having good technology resources in the classroom. Partnership with other companies and universities will help decrease school problem on no technology access in the classroom. The school does not only stand on its own, rather it is accompanied by the community, linkages and other organizations with the goal of improving education and making education accessible to all. It is important to have linkages in education. It can help the teachers give better service to students and to other education stakeholders in the community. They can help us motivate in teaching and provide more information to share with our students. We can also learn more when we cooperate to other organizations related to our field (Ruel, 2018).



TE 2 stated, *“Make an advocacy for quality teaching and learning to call the government officials, especially those who are leading the education committee, to continue to support quality education reform, like this OBE.”* The suggestion is found difficult to happen because “Many schools, particularly in urban areas, have insufficient and poor-quality facilities. Operational funding still falls short.”

From the lived experience of the participant, she believes that the government can resolve technological issues in many classrooms in the country. Locally, it was observed that a basic education curriculum of 10 years remains congested. Also, graduates of this curriculum could not legally enter into employment and entrepreneurship contracts after high school (Calderon, 2014), and their lack of maturity and competencies appear an obstacle toward a productive life.

In a global context, every student needs the ability to navigate through the 24/7 information flow that today connects the global community. For students to thrive in a world enabled by information technology, we must give them the skills to make sense of and use the information that engulfs them. They need to know how to learn new skills as quickly as technology creates new challenges (Chen, 2009).

TE3 stated, *“Everything that will come out from the new curriculum needs to be supported by the available teaching-learning resources. It is really difficult to us teachers to execute what is in the syllabus.”*



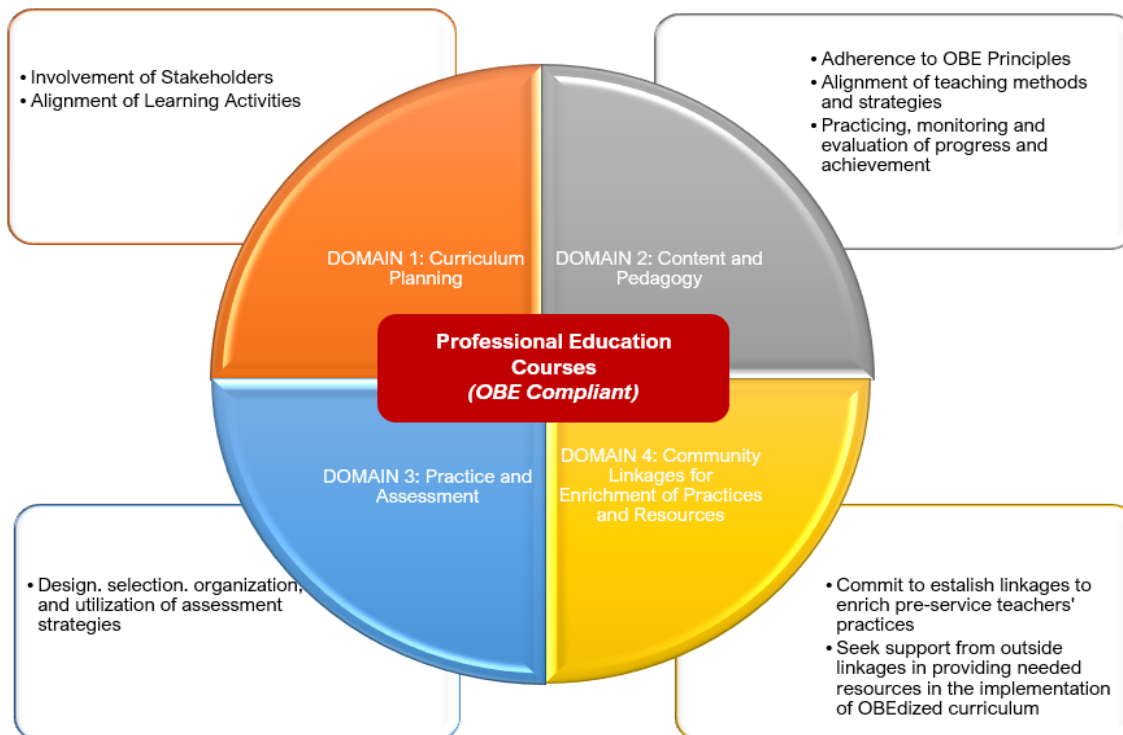
Guyana (2016) stressed the important role of teaching aids to supplement instruction that reinforces a skill or concept mastery. Teaching aids give student more time to practice and help present the information in engaging ways, addressing various learning types in class. Instructional materials make lessons easier and more effective in conveying instructions. They also help mold a good teacher, providing a high degree of learner interest, giving learning continuity, and presenting various learning theories (Hayes, 2018).

3. Proposed framework in evaluating Outcome-based Professional Education Courses

Figure 2 shows the set of standards and criteria drawn from the result of the understanding, practices, and challenges encountered by teacher educators as possible basis in evaluating if professional education courses are outcome-based.

Figure 2

Proposed Evaluation Framework in Evaluating Outcome-based Professional Education Courses



To evaluate if a professional education course is outcome-based, it must adhere to this proposed framework based on the responses of teacher-educator participants. This tool is made up by domains, strands, and performance indicators drawn from the result of the understanding, practices, and challenges encountered by teacher educators as possible basis in evaluating if professional education courses are outcome-based.

Table 6 shows the domains, strands, and indicators valued by the researcher on the proposed evaluation framework of outcome-based professional education courses. Domain refers to areas founded from teaching philosophies and data collection results set as basis in



assessing knowledge of professional learning, useful skills, and competent practice significant in developing outcome-based professional courses.

In this proposed framework, there are four domains for evaluation if a professional education course is outcome-based, namely: content knowledge and pedagogy, practice and assessment, curriculum planning, and community linkages for enrichment of practice and resources. Strands in this framework are the specific dimension that facilitates proposal on practices related to each domain. There are eight strands in the proposed framework. Then the indicators are the signs that show existence of the specific practice.



Table 6

Domains, Strands, and Indicators of the Proposed Evaluation Framework of Outcome-based Professional Education Courses

Domains	Basis	Strands	Basis	Indicators	Basis
Domain 1: Curriculum Planning. <i>This domain emphasizes the role of stakeholders, most importantly the educators, in planning and designing professional education courses. Since the educators have the direct responsibility in planning students' instruction, it is expected that they design responsive and relevant learning activities that address students' needs in a way that adhere to the standards set in PPST. This planning could be done individually or in collaboration with other teacher-educators.</i>	Problem No. 2	Involvement of Stakeholders	Problem No. 2	a) designed by an individual or group of teacher educators who have experienced teaching the course.	Problem No. 2
				b) planned in consideration of the expressed needs of the schools of the quality of teachers needed by the profession	Problem No. 2
	Problem No. 2			c) designed to consider the abilities, interests and needs or expectations of the pre-service teachers to be trained to become professional beginning teachers	Problem No. 2
	Problem No. 2	Alignment of Learning Activities	Problem No. 3	a) designed to ensure the use of research-based knowledge and principles of teaching and learning to prepare the pre-service teachers for the k-12 classroom teacher role	Problem No. 3
	Problem No. 2			b) designed to ensure the positive use of ICT to facilitate the teaching and learning process to make pre-service well-equipped to face the challenges in the 21 st century classroom.	Problem No. 3
	Problem No.2			c) designed to apply the teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills of the preservice teachers for them to have a strong cognitive skill as well as positive mindset characteristics.	Problem No. 3



cont.

Table 6

Domains, Strands, and Indicators of the Proposed Evaluation Framework in Evaluating Outcome-based Professional Education Courses

Domain 2. Content Knowledge and Pedagogy <i>This domain highlights the importance of alignment between content knowledge and pedagogy among teacher-educators. This is to ensure that these professional education courses are appropriate to equip the pre-service teachers with needed knowledge & skills. It also includes the ability of the teachers to define OBEdized Professional education courses and translate it to the pedagogy adhering to the theories and principle of teaching and learning.</i>	Problem No.1			a) The formulated learning outcomes are aligned with the required Preservice learning competencies.	Problem No.1
	Problem No.1			b) course content ensured that the preservice teachers can exhibit proficiency and mastery of the pedagogical content knowledge of the discipline	Problem No.1
		Adherence to OBE Principles			
	Problem 1			c) activities designed helped the preservice teachers demonstrate competence in foundational/ disciplinal knowledge in the area of specialization of the preservice teachers	Problem No.1
	Problem No. 2			The designed instructional strategies helped achieve the learning objectives.	Problem No. 2
	Problem No. 2			The employed various teaching methods and strategies helped enhance the delivery of instruction which give more focus on addressing outcomes and not simply delivering the content.	Problem No.2
		Alignment of teaching methods & strategies	Problem No.2		
	Problem No. 2			Ensured that the method enables the students to achieve what are intended as learning outcomes.	Problem No.2
	Problem No. 2			Assessment process must be aligned with the learning outcomes. T Monitored & evaluated students' progress and achievement based on knowledge, skills, and practice.	Problem No.2
	Problem No.2	Practicing, Monitoring and Evaluation of Progress and Achievement	Problem 2	Monitored and evaluated learner progress and achievement using learner attainment data	Problem No.2



cont.

Table 6

Domains, Strands, and Indicators of the Proposed Evaluation Framework for Outcome-based Professional Education Courses

Domain 3. Practice & Assessment

This domain emphasizes the importance of providing opportunities to practice acquired knowledge and skills from professional education courses. It allows the teacher-educators to design, select, organize and utilize variety of assessment tools to monitor, evaluate, document and report learners' needs, progress and achievement.

Problem No. 1	Design, Selection, Organization and Utilization of Assessment Strategies	Problem No. 1	Ensured that assessment is aligned with the instructional objectives, learning outcomes.	Problem No.1
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Domain 4. Community Linkages for Enrichment of Practice & Resources

This domain focuses on the commitment of both the Teacher Education Institutions (TEIs) and teacher-educators to establish partnership with stakeholders to enrich educative process particularly the pre-service teacher's practice. it expects teacher-educators to identify and eventually seek possible opportunities in both teaching and learning anchored to the designed experiences for pre-service teachers. It highlights the importance of linkages with stakeholders to establish harmonious relationships among stakeholders to provide needed resources and opportunities to a successful implementation of OBEdized curriculum.

Problem No.2	Commit to establish linkages to enrich pre-service teachers' practices	Problem No.2	Linkages or partnerships are built to make education accessible for all pre-service teachers	Problem No.2
Problem No.2	Seek support from outside linkages in providing needed resources in the implementation of OBEdized curriculum.	Problem No.2	Outside linkages has a strong support for the teaching-learning resource.	Problem 2



Table 7 shows the proposed evaluation rubric to be utilized in evaluating outcome-based professional education courses. This rubric is a scoring guide that assesses and articulates components and expectations of an OBE compliant professional education courses.

Table 7

Proposed Evaluation Rubric for Outcome-based Professional Education Courses

Strands	Performance Indicators	Means of Verification	3	2	1	Observations
			OBE-Compliant	Nearly OBE-Compliant	Not-OBE Compliant	
DOMAIN 1: Curriculum Planning						
Involve ment of Stakeholders	a) designed by an individual or group of teacher educators who have experienced teaching the course.	The course syllabus signed by the developer whose years of teaching the course is indicated	If all the 3 performance indicators have clear evidence of compliance.	If only 1 or 2 of the performance indicators have clear evidence of compliance	If none of the performance indicators has clear evidence of compliance	
	b) planned in consideration of the expressed needs of the schools of the quality of teachers needed by the profession	A proof of the consultation done with school heads and teachers in the field to know what kind of teachers should be developed by the course				
	c) designed to consider the abilities, interests and needs or expectations of the pre-service teachers to be trained to become professional beginning teachers	A proof that the pre-service teachers were consulted on their abilities, needs, and expectations from the course to become professional beginning teachers				
Alignment of Learning Activities to PPST teacher competencies	a) designed to ensure the use of research-based knowledge and principles of teaching and learning to prepare the pre-service teachers for the k-12 classroom teacher role	A proof that the Course Syllabus was Checked by the academic head with expertise in teaching Prof ed courses	If all the 3 performance indicators have clear evidence of compliance.	If only 1 or 2 of the performance indicators have clear evidence of compliance	If none of the performance indicators has clear evidence of compliance	
	b) designed to ensure the positive use of ICT to facilitate the teaching and learning process to make pre-service well-equipped to face the challenges in the 21 st century classroom.	A proof that the Course Syllabus was Checked by the academic head with expertise in teaching Prof ed courses				
	c) designed to apply the teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills of the preservice teachers for them to have a strong cognitive skill as well as positive mindset characteristics.	A proof that the Course Syllabus was Checked by the academic head with expertise in teaching Prof ed courses				



cont.

Table 7
Proposed Evaluation Rubric for Outcome-based Professional Education Courses

DOMAIN 2: Content and Pedagogy						
Adherence to OBE Principles	a) The formulated learning outcomes are aligned with the required Preservice learning competencies.	A proof that the Course evaluation was accomplished by pre-service teachers after taking the course.	If all the 3 performance indicators have clear evidence of compliance.	If <u>only 1 or 2</u> of the performance indicators have clear evidence of compliance	If <u>none</u> of the performance indicators has clear evidence of compliance	
	b) course content ensured that the preservice teachers can exhibit proficiency and mastery of the pedagogical content knowledge of the discipline	Syllabus checked by the academic head				
	c) activities designed helped the preservice teachers demonstrate competence in foundational/ disciplinary knowledge in the area of specialization of the preservice teachers	Syllabus checked by the academic head				
Alignment of teaching methods & strategies	a) The designed instructional strategies helped achieve the learning objectives.	Designed to become the instructor's guide to course delivery for a more engaged pre-service teachers	If all the 3 performance indicators have clear evidence of compliance.	If <u>only 1 or 2</u> of the performance indicators have clear evidence of compliance	If <u>none</u> of the performance indicators has clear evidence of compliance	
	b) The Employed various teaching methods and strategies helped enhance the delivery of instruction which give more focus on addressing outcomes and not simply delivering the content.	Syllabus checked by academic head				
	c) Ensured that the method enables the students to achieve what are intended as learning outcomes.	Syllabus checked by academic head Course Evaluation accomplished by the enrolled pre-service teacher				
Practicing, Monitoring and Evaluation of Progress and Achievement	Assessment process must be aligned with the learning outcomes.	A proof that the course syllabus was checked by the academic head.	If all the 3 performance indicators have clear evidence of compliance.	If <u>only 1 or 2</u> of the performance indicators have clear evidence of compliance	If <u>none</u> of the performance indicators has clear evidence of compliance	
	Monitored & evaluated students' progress and achievement based on knowledge, skills, and practice.	Academic consultation signed both by the faculty and students Progress Report copy provided to stakeholder, including parents or guardians.				
	Monitored and evaluated learner progress and achievement using learner attainment data	The feedback is given to preservice teachers during instruction which helped to adjust the ongoing teaching and learning to improve student's achievement of intended outcomes.				



cont.

Table 7

Proposed Evaluation Rubric for Outcome-based Professional Education Courses

DOMAIN 3: Practice and Assessment						
Design, Selection, Organization and Utilization of Assessment Strategies	Ensured that assessment is aligned with the instructional objectives, learning outcomes.	Course Embedded Assessment	If all the 2 performance indicators have clear evidence of compliance .	If <u>only 1</u> of the performance indicators have clear evidence of compliance	If <u>none</u> of the performance indicators has clear evidence of compliance	
	Assessment that is alterable or flexible is designed to achieve the end learning goals	Assessment method must be reflected in the course syllabus that is checked by academic head				
DOMAIN 4: Community Linkages for Practice Enrichment & Resources						
Commit to establish linkages to enrich pre-service teachers' practices	Linkages or partnerships are built to make education accessible for all pre-service teachers	Student Course Satisfaction Exit Survey duly accomplished by the preservice teachers.	If all the 2 performance indicators have clear evidence of compliance .	If <u>only 1</u> of the performance indicators have clear evidence of compliance	If <u>none</u> of the performance indicators has clear evidence of compliance	
Seek support from outside linkages in providing needed resources in the implementation of OBEdized curriculum .	Outside linkages has a strong support for the teaching-learning resource.	Student Course Satisfaction Exit Survey duly accomplished by the preservice teachers.				

Teacher educators can use this for own assessment of their own work. It develops consistency in how academic heads evaluate faculty professional education course syllabi.

Getting 3 in each component signifies that the professional education course is OBE compliant; 2 signifies that the professional education course is nearly compliant and indicates that there is a need for improvement on specific expectation; and 1 signifies that the



professional education course is not compliant; thus, the syllabus maker needs to improve his/her syllabus on that particular component or expectation.

According to Churches (2015), a rubric is a form of assessment instrument that includes expected performance in each criterion to be evaluated as form of indicators. Thus, it is considered as a systematic methodology to collect data for assessment and evaluation.

Furthermore, Nkhoma et al. (2020) found out that aside from being a useful assessment tool for high-stakes examination, rubric is also considered an educational instrument to assess and select appropriate approaches to learning beneficial for learners, lead teachers to design teaching strategies both effective and efficient, and come up with valid and reliable assessments.



Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents an encapsulated view of the entire paper. It summarizes pertinent findings from which conclusions are drawn, which in turn, are the bases for recommendations forwarded.

Summary of the Study

This study intends to determine how the four education leaders and four teacher educators in four COEs in teacher education in NCR understand skills, knowledge, and practice in developing outcome-based professional education courses. It also intends to document the challenges they encountered and the recommendations they offer in developing and evaluating if professional education courses are designed as outcome-based.

A phenomenological approach in research was done to describe the lived experiences of the teacher educators and education leaders. The interviews done to these educators and leaders including the curriculum and assessment documents gathered from them were the main sources of data in this study. The qualitative data gathered were thematized and themes were used to categorize some data gathered to have a more holistic picture of the process in developing outcome-based professional education courses.



Summary of Results

The following are the main results of the study

1. Understanding the development of outcomes-based professional education courses

Based on the results of data shared by the participants through their lived experiences on outcomes-based practices, the teacher educators' understanding of outcome-based professional education courses could be described in terms of three dimensions such as *knowledge, skills, and practice*. According to the teacher-educator participants, the different types of knowledge to be acquired by pre-service teachers in an outcomes-based education are *knowledge of the learner, society, school, and the discipline*. To the participants, the professional education courses should be a venue for them to understand how to become a good facilitator of students' learning. On the other hand, the *skills* and competencies to be developed among pre-service teachers must be appropriate in school, local, national, and global contexts. To the participants, the professional education courses must serve as a platform to acquire and develop skills in becoming of a global teacher.

Practice was analyzed in three (3) areas of all COE participants: their vision-mission statements, learning outcomes, and delivery methods and assessment. Generally, the COEs' mission-vision statements reflected the commitment to successful learning for all. Their common emphasized areas were the following: Quality Education and Excellence; Knowledge Creation and Application; A Culture of Sharing and Service to the church, nation and the global community; and Growth, Efficiency and Accountability. Participants revealed that they were using prescribed syllabus and the learning outcomes written in their syllabi



support the programs. Moreover, COE participants have common understanding on developing and using OBEdized methods of delivery and assessment appropriate for each of the professional education courses. Some of the listed delivery and assessment methods that most of the COEs were using are: lecture, brainstorming, rounds, buzz groups, fishbowls, pyramiding, seminars, tutorials, workshops, formative tests, and other back-up delivery methods like field trips, e-portfolios, utilization of digital and non-digital sources, micro-teaching, blog entries and laboratories. Most of the COEs developed assessment methods required by the course and authentic in nature.

2. Challenges encountered by the teacher educators in developing outcomes-based professional education courses

Through the participants' shared lived experiences, the challenges that they encountered in developing professional education courses are the following: (1) Significant modification in delivery methods and strategies, (2) Designing and formulation of ILOs, performance tasks, and learning activities, (3) Minimal to no faculty involvement in curriculum designing and planning, and (4) Inadequate teaching and learning resources, facilities and building linkages.

The recommended actions to address the four identified challenges in developing professional education courses are the following: a) For the challenge in the needed modification in delivery methods and strategies, the teacher educators should be allowed to develop different strategies in their classroom that will encourage 21st century thinking and learning. b) For the challenge in designing and formulation of ILOs, Performance Tasks, and



Learning Activities, the teacher educators should be trained to be flexible in crafting innovative strategies in the classroom, to critically examine and review the PPST to know the desired learning outcomes, and to create appropriate tasks aligned with the program outcomes defined in the CMOs, PPST and the 4Cs of 21st century skills such as critical thinking, communication, collaboration and creativity. c) For the challenge on the minimal if not lack of faculty involvement in curriculum designing and planning, the teacher educators should be involved in crafting their own course syllabi since they are directly involved in student instruction and part of the environment that affects curriculum development and revision. d) For the challenge on inadequate teaching and learning resources, facilities, government officials especially those who are leading the education committee must continue to support quality education reform such as outcome -based education. It must be supported with adequate teaching and learning resources like computers, laptops, free internet service provider and other resources. 5) For the challenge on lack of professional linkages and network, the TEI must build linkages or networks by finding partners in developing, implementing, and evaluating global pre-service teachers' learning experience.

3. Proposed framework to evaluate outcome-based professional education courses

The themes and codes that emerged from the responses of each COEA and TE participant proposed a framework in evaluating professional education courses as outcome-based from the result of the understanding, practices, and challenges encountered by teacher educators. To evaluate whether a professional education course is outcome-based, it must adhere to the following set of criteria based on the responses of teacher-educator participants.



This set of criteria is clustered into content knowledge and pedagogy; practice and assessment, curriculum planning; and community linkages for practice enrichment and resources.

Scope and Limitations of the Study

The main goal of this study is to utilize the gathered information through phenomenological interviews on TEIs' lived experiences on the implementation of OBE. The researcher described what all the lived experiences had in common, which is considered the essence of the experiences of the interviewees. This description provides "what they have experienced" and "how they experienced it" (Creswell, 2007).

The study has its limitations. First is on selection of respondents, as only university, college and institute, in public and private sectors that offer teacher education program are selected, since the study is focused on professional education courses offered in teacher education. Second is on identifying problems encountered in implementing outcomes-based education listed as micro, meso, and macro contexts in the framework. These could be changed depending on what is being described or identified by the teacher educator interviewee. Third, only shared phenomena in making OBEdized professional education are considered in developing a theory for an OBE professional education courses.

Edmund Husserl's 'life world' theory was used to craft a descriptive narrative for each research participant. Phenomenological approaches have been used in many areas in the educational field (Coleman, 2001; Vespi & Yewchuk, 1992). It is a method that can provide the investigator with insight to "understand the phenomena of education by



maintaining a view of pedagogy as an expression of the whole, and a view of the experiential situation as the common theme of real pedagogic acting” (Va Manen,1990, p. 7).

Conclusions

Based on the findings mentioned, it can be concluded that:

1. The teacher educators understand the development of outcomes-based professional education courses as a process that requires deep understanding on how the pre-service teachers will be equipped with the knowledge, skills, practices, and other competencies that will make them prepared to assume the roles and functions of a K to12 teacher and become the graduates envisioned by their teacher education program. These professional education courses usually set as target outcomes the attainment of the competency-based standards defined for beginning teachers in the Philippine Professional Standards for Teachers. Then the content of the outcome-based professional education courses is designed such that it indicates the knowledge, skills, and practices that will lead to the attainment of the set outcomes by the course. Their methods of instruction and assessment are the ones appropriate and aligned with the nature of their set outcomes. Therefore, the researcher gathered a clear data that contributed on her proposed evaluation framework.
2. There are clearly identified challenges in developing OBE professional education



courses revealed from the analyzed data and these include (1) Designing and formulation of ILOs, performance tasks, and learning activities; (2) Significant modification in delivery methods and strategies; (3) Minimal to no faculty involvement in curriculum designing and planning; and (4) Inadequate teaching and learning resources, facilities and network. All the contextual challenges encountered by the participants convey the requisite of a critical analysis on learners' progress and achievement based on the knowledge, skills, and practice. The shared lived experiences by the respondents on how they overcome those challenges look into the reality on developing outcomes- based professional education courses. Solutions were provided by the participants on addressing modification in delivery methods and strategies, designing and formulation of ILOs based on PPST that should be aligned with the performance tasks and learning activities, greater involvement of faculty in curriculum designing, planning and implementing outcomes-based professional education courses, and strengthened linkages and network between and among TEIs to increase teaching and learning resources, facilities, and experiences of the pre-service teachers. Therefore, the researcher believed that the insights of people with lived experience can be extremely valuable in educational planning contributing to improve the current situation.

3. From the analyzed data, the researcher therefore developed a new framework for an extended effort or new initiative. To the researcher, Outcomes-based Professional education courses could be evaluated based on this framework with the following criteria: a) content knowledge and pedagogy, b) practice and assessment, c) curriculum, and d) community linkages for practice and resources enrichment.



Recommendations

From the conclusions drawn, the following recommendations are forwarded:

1. As the teacher educators understand that the development of OBE professional education courses is geared towards the attainment of the competencies defined for beginning teachers in the PPST, then TEIs should ensure that their course syllabi for their professional education courses are designed to reflect the same. TEIs may do a curriculum mapping to ensure alignment of the methods of instruction and assessment to the competency-based standards for beginning teachers defined in the PPST. Professional education courses should be evaluated to ensure constructive alignment between outcomes and methods of instruction including assessment.
2. The identified challenges experienced by teacher educators in developing outcome-based professional education courses must be addressed properly by their respective teacher education institutions through training and continuous program evaluation. There is a need to conduct curriculum quality audit through professional circles, peer evaluation, and small group hands-on activities among teacher educators to allow themselves several practice exercises in developing truly outcome-based professional education courses that follow the principles of constructive alignment.

It is a call for TEIs to rethink and reimagine the knowledge and skills that students



should acquire to achieve the learning outcomes stipulated in the CMOs through professional education courses. Conduct a new phenomenological study on teacher preparation and development alongside today's educational context, determining knowledge, skills, and dispositions school administrators consider paramount among teacher candidates. It is highly recommended to present this study in National Educators' Conference where TEIs would hear the challenges encountered by the COE participants in developing their professional education courses. This would be an opportunity for them to think deeply on the utilization of the proposed model of evaluating their own professional education courses. The support of the Commission on Higher Education (CHED) is better sought since this study is partly a response to their Memorandum Order No. 46, Series of 2012 "Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA."

3. Teacher Education Institutions may use this evaluation framework if their professional education courses are truly designed to be outcome-based. Further study is needed to involve more practitioners in designing outcome-based courses in teacher education to generate a more robust set of criteria in evaluating not only the professional education courses but all other courses in teacher education program.



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APPENDIX A

LETTER TO THE SCHOOL PRESIDENT

Philippine Normal University
Taft Avenue, Manila

February 16, 2016

Dear _____:

Greetings!

I am a PhD in Educational Management student and currently working on my dissertation entitled “An exploration of the contextual factors which impact on the development of outcomes-based professional education courses”. The said study is anchored on the rationale stated below:

To produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies that are aligned with national academic and industry standards and needs and international standards (Article 1, Section 2 .no 2 CMO 46 Series 2012).

It is in this view that traditional system in teaching and learning can be ejected by the outcomes –based system. Recognizing the fact that graduates of today’s educational system cannot adequately prepare students for life and work in the 21st century, it is an imperative to all institutions, both private and public the paradigm shift to learning.

However, since there is a mandate on enhancing quality assurance, the researcher hopes that the result of this study would provide essential contribution towards possible development /enhancement of OBE Professional Education Courses Framework.

In this regard, I would like to ask your permission to interview your teacher educators particularly those who handle/d the professional education courses for pre-service teachers.



The interview will take about an hour at the most. With your approval, may I also ask for the names of the contact persons who can help me arrange the interviews at the teachers' most convenient schedule?

Thank you in advance for your support!

Sincerely yours,

EVELYN O. CERILLA

Researcher



APPENDIX B

LETTER TO THE ACADEMIC HEAD AND PROFESSOR PARTICIPANT

Philippine Normal University

Taft Avenue, Manila

February 16, 2016

Dear _____:

Greetings!

I am a Phd in Educational Management student of Philippine Normal University Manila and currently working on my dissertation entitled “An Exploration of the Contextual Factors which Impact on the Development of Outcomes-Based Professional Education Courses”.

For this, I humbly request for your expertise to serve as my respondents for the above-mentioned study.

Also, kindly accomplish the attached consent form and if you have for comments, suggestions and point of clarification in the content please feel free to raise it or contact me at cellphone number 09164812552.

Thank you very much for your unfaltering support.

Sincerely yours,

EVELYN O. CERILLA

Researcher



APPENDIX C
LETTER TO THE PARTICIPANTS

Philippine Normal University

Taft Avenue, Manila

February 16, 2016

Dear Respondents:

The undersigned is currently conducting a study entitled: “An Exploration of the Contextual factors which Impact on the Development of Outcomes-based Professional Education Courses “. The result of this shall be used as basis in developing an Outcomes-based Professional Education Courses for Pre-Service Teachers.

This research endeavor cannot be attained nor completed without your full cooperation and support. Rest assured that your answers will be treated confidentially.

Part 1. Demographic Profile

1. Please identify your category:

☐ Administrator

☐ Professor of Professional Education Courses

____ Theory and Concept Courses

____ Methods and Strategies Courses

____ Field Study Courses



2.Length of Stay in TEI

___Public ___Private

Typologies (Pls. check)

___ University

___ College

___ Institute

() 1-5 years

() 15-20 years

() 31 years and above

() 6-10 years

() 21-25 years

() 11-15 years

() 26- 30 years



APPENDIX D

INTERVIEW GUIDE

CMO 46,s 2012 is issued to enhance the quality assurance systems of Philippine higher education through learning competency-based standards and outcomes-based system.

1. Have your school/institution adopted the Outcomes- Based Education?
2. When did you start implementing OBE?
5. Do you have your own OBE framework? _____ * Would you like to show it?
6. In your education program, do you see the good result of OBE in your professional education courses? _____
7. How did you apply OBE in your professional education courses?
8. Do you consistently / religiously follow the CMO46, S2012 on constructive alignment?
_____ * How?

9. What are challenges you encountered in the implementation of OBE?

Institutional context:

National context:

Global Context:

10. In what ways can all these challenges be overcome?



APPENDIX E

CONSENT FORM



Philippine Normal University

Taft Avenue, Manila

CONSENT FORM

Consent to Participate in Research

Title of Study: IMPACT OF THE CONTEXTUAL FACTORS
ON THE DEVELOPMENT OF AN OUTCOMES –BASED
PROFESSIONAL EDUCATION COURSES

Introduction and Purpose

I am MS. EVELYN O. CERILLA , faculty of Colegio de San Juan de Letran Calamba and currently enrolled in a PhD program -major in Educational Management at Philippine Normal University Manila. I would like to invite you to take part in my research study, which concerns on the development of Outcomes-based Professional Education Courses.

Procedures

If you agree to participate in my research, I will conduct an interview with you at a time and location of your choice. The interview will involve questions about your experience in adopting the OBE and making your Professional Education Courses obedized. It should



last about 10-15 minutes. With your permission, I will audiotape and take notes during the interview. The recording is to accurately record the information you provide, and will be used for transcription purposes only]. If you choose not to be audiotaped, I will take notes instead. If you agree to being audiotaped but feel uncomfortable at any time during the interview, I can turn off the recorder at your request. Or if you don't wish to continue, you can stop the interview at any time.

Benefits

It is hoped that the research will benefit the TEIs in improving the quality of higher education programs in the Philippines which is the main concern of most HEIs today .I believe that this study will strongly support the advocacy of shifting from a teaching - centered paradigm in higher education to one that is learner-centered, within a lifelong learning framework. The school participants will be given a copy of the results if requested.

Risks/Discomforts

If you feel that you are not comfortable with the research questions. You are free to decline to answer any questions you don't wish to, or to stop the interview at any time.

Confidentiality

Your study data will be handled as confidentially. If results of this study are published or



presented, individual names and other personally identifiable information will not be used.

When the research is completed, I will not retain these records.

Compensation

To thank you for participating in this study, you will receive a token of gratitude after you complete the interview.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether or not you choose to answer a question or continue participating in the project, there will be no penalty to you.

Questions

If you have any questions about this research, please feel free to contact me. I can be reached at my cellphone number: 0916-4812552 or at my email address: lyn.cerilla@gmail.com



CONSENT

You will be given a copy of this consent form to keep for your own records.

If you wish to participate in this study, please sign and date below.

Participant's Name (please print)

Participant's Signature

Date



APPENDIX F

THE ACTUAL DATA OBTAINED IN SEGMENTS

How did you apply OBE in your professional education courses?	There is a committee who worked on your prof. ed courses syllabi and I am one of the committees. We follow our curriculum mapping. We identify learning outcomes, the learning content. We design instructional delivery and assessment methods. We usually sit for months to finish the syllabi and make these ready for the faculty prior to class opening. We complete the syllabi and share copies to universities and colleges in the Philippines. (COEA 1) K-12 classrooms need to revisit the objectives and integrate this 21st century framework in order to help students perform well in the 21st century academic and work contexts. (COEA 1) we have available syllabi for all faculty who are teaching prof ed courses. I believe we shared this to many universities in our country. We follow our curriculum mapping. We identify learning outcomes, the learning content. We design instructional delivery and assessment methods. This is our sample curriculum mapping. In my office, we keep this so that we could easily check if each education program is in a right track when we open the enrollment. (TE1) Mostly the learning task must be student-centered. Teacher is only a facilitator of learning. In the syllabus, it is reflected what to study, what to expect and how do we measure the students' learning. It's like the performance-task based instruction. Our students need to think outside the box, they need to connect learning in the world. They need to learn not only in the 4 corners of the classroom. In many practices of faculty here, we expose our students on tasks where they can be excellent in communication, in use of technology to become a global teacher. (TE1) Our students who are highly sociable expect a lot in our classroom that they would make us feel they know everything. There was a time that they gave us a low rating in teacher evaluation because to them, the teacher as facilitator also means being an entertainer as well. They just want to laugh and be amused inside the classroom. (TE1) My students organize or attend seminars/ conferences. Then, they will report it in class or make their portfolio. They are guided by the learning path. In our institution, some teachers need to review the PPST, particularly Domain 7 so that they can be an effective agent of change. They should model the expected behavior of a professional educator and continue to develop themselves personally and professionally (TE1) It's imperative to comply with OBE curriculum, 100% compliant is expected on teaching and learning activities and assessments. It's not a big adjustment on teacher's part because we are delivering quality education since then. Teachers are trained. We will only get evidences on these. We check their syllabi, then we conduct classroom observation to validate if our teachers comply with OBE requirements. Alignment is an issue of the discussion. We of course check their desired learning outcomes, the TLAs, and the assessment." (TE2)
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	We have the course learning outcomes then the delivery instruction is reflected on these plus the assessment method. The assessment method must also align on those details. If let say this is my topic. I give inputs few minutes. then I let them use all the hours, do research, discover ...test the learnt theory or concept outside the classroom, then bring those back inside the classroom, that's the time again for class discussion. It's one strategy only. The students use the technology this time. They read researches, they analyze, they share to the class. Sometime during discussion, we just connect on a particular topic, wi-fi is available in the university, we have now our point of discussion. we evaluate, everyone must be part of the discussion hour, then assessment happen, sometimes quiz, performance-task or through portfolio. (COEA 3) We also provide training, do re-orientation for teaching progress. There is an accrediting agency also that monitors the institution's performance." (COEA 3) We follow the mandated curriculum, the only change that we do is revisiting our current curriculum. The college also had taken steps to integrate OBE in the syllabus, we have the opportunity to integrate OBE right from the design of the curriculum itself. (TE 3) I provide lecture, then after my lecture different tasks will be provided on them. Small group discussion, case analysis, project-based learning. Sometimes video – viewing, if we can't do it in the classroom. They will view it in the house as homework, then we'll discuss this on the next meeting but I provide viewing guide questions. I do give on-line homework. Students have portals, they have access on all given tasks. Reaction Paper, Research, Recitation, quizzes, seat works and major exams are part of the assessment. (TE 3) So, there's a review committee this is at the level of the department. So, the departments regularly, so normally at the end of the academic year the different members of the department –the faculty members gather together to review the syllabus based on several things yung inputs from CHED and then feedback from alumni we also talk with our practicum partners. (COEA 4) .they have all the resources. At least they have their overhead projector, yung iba nga multimedia projector na or meron ng T.V, may laptop na. But in certain schools that they could be deployed, this might not be the materials that they have. If their training is, they can only teach well, if they can do the powerpoint. What if in that particular school you don't have the powerpoint diba? So, which is why—I think is always important for a teacher to keep on telling the student that you are the audio-visual material in class. (COEA 4) Everything is accessible in their workplace for instructional use “We have smartboard, laptops, and internet in the classroom. All of our students have smart phones as well.” (COEA 4)
Do you consistently / religiously follow the CMO46, S2012 on constructive alignment? How?	Yes, because its mandatory. But I believe the TIP model of OBE is like the ours. Try to see this. (COEA1) Ahh, from this Learning outcomes, up to this assessment methods you can see that its aligned. (COEA1) We have the CHED mandated curriculum, change happened only in some content” (TE1) Clear din po sa amin yan. Alignment before the implementation of OBE, a lot of trainings and orientations po ang inattendan ng faculty. We do po in our classroom, the good thing there po e, even you are young in the area, you are guided. (TE1)



	From this program outcomes, course learning outcomes, instructional delivery, up to this assessment methods you can see that everything is aligned. But we can add more to touch other important topics, what instructional delivery method is better to apply on this... yun nga po...hindi po kami inask man lang ditto. I lessen the lecture method now, I provide more learning tasks (TE2) Because of that innovation in the curriculum, I need to change my teaching strategies, assessment and the support that I could give to my students. Here, we need to revisit always our mission- vision. Each step that we do, must be in line with our mission- vision. I need to align all my activities on our core values: competence, compassion, and commitment (TE 3)
What are challenges you encountered in the implementation of OBE?	We need to think that we have the 21st century learners. What I am doing in the past is need to be modified or adjust to fit on what type of learners I have. I am speaking for my own style, but I believe here in our institution, everyone is flexible. Everybody follows what the approved curriculum. The CMO 46 is part of the faculty meeting then, everyone is aware of this CMO. Since we are private, in budget, let say in instruction, in change like this, our own college do provide the needs for the quality education that we need to deliver to our customers. Our students must be well-equipped for what the whole globe demands. (COEA 1) Mahirap po para sa min, eexecute n lng ang gusto nila dito. Also, hopefully, the use of technology in the classroom would be improved. WE cannot just ask our students to do task with the use of technology because in their own houses very limited po ang use of technology, they don't have wifi, internet or even computer. The university mission- vision is excellent and our students would be benefited of it but we teachers need support from management to help us provide materials for instruction. Like technology in each classroom. Students today are more on e-technology, access in university wi-fi must be enjoyed by everybody especially for instruction purposes. Everything that will come out from the new curriculum needs to be supported by the available teaching-learning resources. It is really difficult to us teachers to execute what is in the syllabus. Some of our learners in the 21st classroom are not creative thinkers and they're saying they are technological learners, but in reality, they just 'Google' the tasks and copy most of the time (TE2) In instruction, the delivery & assessment method must be OBEdized , religiously mafollow . In my classroom, I have no problem with is OBE curriculum. I feel it's the same what I have enjoyed in this university years ago. Now, I am a teacher here, I just act as a facilitator of learning. Our students are 21st century learners and classrooms in our university are all 21st century classrooms. Ad I know, we screened well our student applicants. They can only enroll here if they would pass the test and interview. (COEA 3) Regarding the institution support for this OBE, I have no comment on the department support, the priest admin support...Okay po lahat. We receive good salary naman po. Yey! (COEA 3) We have academic consultation. Every faculty, they have their own sched for those who need academic support. Each student has his / own portal. She/He can monitor his grades, missed quizzes, incomplete submittals, kahit san man po sya nandun. We teach them to become responsible for his own learning. Basta open din po communication. They can email the teacher, they can express their concerns to our office po to help them to have good result, para bago makatapos nag students solve n apo ang kung anong problema meron sila sa academics. (COEA 3)



	I need to become techy; I always use the e- technology. We have the committee that prepares and evaluates the content of the syllabi in professional education courses. We have one department that handles this matter. Alignment became the issue then, but since we asked for national level validation, we feel we have a very good material now; actually, we were able to share this to the whole nation (TE 3) Furthermore, we do adjustments on our teaching style that we need a concrete plan for this, we need to revise some content of the syllabus. So here, there's a review committee this is at the level of the department. So, the departments regularly, so normally, at the end of the academic year the different members of the department –the faculty members gather together to review the syllabus based on several things-- yung inputs from CHED and then feedback from alumni; we also talk with our practicum partners (TE 3)
In what ways can all these challenges be overcome?	Teachers who are handling the prof ed course must attend trainings, conferences, be a member of affiliated professional organization so that they would be updated on the trends of education. Ahh ! as I can see it , no problem in implementing this OBEdized curriculum. Our top management support the needs of the department . (COEA 1) the needs of the department since we would like to develop global teacher, its hard sometimes to design activities for my students, for educ students here like participating in international conferences, like building linkages in international school. I want to have linkage in some international school. (TE1) Ahh! as I can see it, no problem in implementing this OBEdized curriculum. Our top management support the needs of the department.!(TE1) Teachers who are handling the prof ed course must attend continue to study, finish PHD, attend trainings, conferences, and be involved in many professional organizations. (TE1) The school must build linkages or work on finding partners who could help the school provide learning resources like computers, laptops and could have free Internet service provider to address the issue on budget (TE1) Make an advocacy for quality teaching and learning to call the government officials, especially those who are leading the education committee, to continue to support quality education reform, like this OBE (TE2) Mend the problem now, prepare your students for the 21st Century. We now have our personal computers and smartphones so let us share information instantly around the world. However, I would argue the idea that only in English language classroom teachers would build 21st century skills. We can do this in all subject areas. I always mention this to my teachers... develop different strategies in your classroom to encourage 21st century thinking and learning." (COEA 4) We also provide training, do re-orientation for teaching progress. There is an accrediting agency also that monitors the institution's performance." (COEA 4)



APPENDIX G

INTERVIEW TRANSCRIPTION

Transcriptions on Understanding the Development of Outcomes-Based Professional Education Courses and Challenges they encountered in developing such courses.

Oral Testimonies	Proposed Elements of Evaluation Framework for Outcomes-based Education Courses
“Major changes happened in our existing curriculum. Since we are the premier teaching institution of the country, it is mandated for us to change our curriculum. I feel it is a major change. We actually have our state mandated curriculum, we have for specialized program, and curriculum aligned to OBE.” (COEA1) “The problem also in our university is the teaching artifact like the syllabi; the committee prepared all those; they didn’t even invite us teachers of Prof Ed courses in curriculum planning. This is the case: whether we like it or not we need to use it. Teaching strategies and assessment methods are all prescribed, we can’t use our own idea.” (COEA2) “Our school prepared us prior to the implementation of this OBE-dized curriculum. We attended a lot of trainings in OBE.”.(COEA3) “To succeed, schools must ensure teachers’ and administrators’ collaboration to develop the school’s mission –vision statements so that they have ownership and common understanding in working for the attainment of the same goal.” (COEA3) “We follow the mandated curriculum, the only change that we do is revisiting our current curriculum. The college also had taken steps to integrate OBE in the syllabus, we have the opportunity to integrate OBE right from the design of the curriculum itself. (COEA4) “Everything that will come out from the new curriculum needs to be supported by the available teaching-learning resources. It is really difficult to us teachers to execute what is in the syllabus”. TE3	DOMAIN 1 Curriculum Planning Involvement of Stakeholders Alignment of Learning Activities to PPST teacher competencies



"It's imperative to comply with OBE curriculum, 100% compliant is expected on teaching and learning activities and assessments. It's not a big adjustment on teacher's part because we are delivering quality education since then. Teachers are trained. We will only get evidences on these. We check their syllabi, then we conduct classroom observation to validate if our teachers comply with OBE requirements. Alignment is an issue of the discussion. We of course check their desired learning outcomes, the TLAs, and the assessment." COE3 "Because of that innovation in the curriculum, I need to change my teaching strategies, assessment and the support that I could give to my students. Here, we need to revisit always our mission-vision. Each step that we do, must be in line with our mission-vision. I need to align all my activities on our core values: competence, compassion, and commitment." COE3 "Some of our learners in the 21st classroom are not creative thinkers and they're saying they are technological learners, but in reality, they just 'Google' the tasks and copy most of the time." TE2 "Our students who are highly sociable expect a lot in our classroom that they would make us feel they know everything. There was a time that they gave us a low rating in teacher evaluation because to them, the teacher as facilitator also means being an entertainer as well. They just want to laugh and be amused inside the classroom. In our institution, some teachers need to review the PPST, particularly Domain 7 so that they can be an effective agent of change. They should model the expected behavior of a professional educator and continue to develop themselves personally and professionally" COE1 "K-12 classrooms need to revisit the objectives and integrate this 21st century framework in order to help students perform well in the 21st century academic and wok contexts." COE 1 Furthermore, we do adjustments on our teaching style that we need a concrete plan for this, we need to revise some content of the syllabus. So here, there's a review committee this is at the level of the department. So, the departments regularly, so normally, at the end of the academic year the different members of the department –the faculty members gather together to review the syllabus based on several things-- yung inputs from CHED and then feedback from alumni; we also talk with our practicum partners" COE4	DOMAIN 2 Content Knowledge & Pedagogy Adherence to OBE Principles Alignment of teaching methods & strategies
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"We also provide training, do re-orientation for teaching progress. There is an accrediting agency also that monitors the institution's performance." COEA 3 "Mend the problem now, prepare your students for the 21st Century. We now have our personal computers and smartphones so let us share information instantly around the world. However, I would argue the idea that only in English language classroom teachers would build 21st century skills. We can do this in all subject areas. I always mention this to my teachers... develop different strategies in your classroom to encourage 21st century thinking and learning." TE4 "We have the CHED mandated curriculum, change happened only in some content" TE1 1 "I lessen the lecture method now, I provide more learning tasks." TE12 "I need to become techy; I always use the e- technology. We have the committee that prepares and evaluates the content of the syllabi in professional education courses. We have one department that handles this matter. Alignment became the issue then, but since we asked for national level validation, we feel we have a very good material now; actually, we were able to share this to the whole nation." TE13 "Some of our students are not creative thinkers. Teachers need to be flexible, do innovative strategies in your classroom, incorporate the 4Cs Of 21st century skills needed by the students, the critical thinking, communication, collaboration, and creativity".COE2	DOMAIN 3 Practice & Assessment Practicing, Monitoring & Evaluation of Progress & Achievement Design, Select, organize, & utilize assessment strategies based on the expected competencies to be developed among pre-service teachers
"Everything is accessible in their workplace for instructional use." "We have smartboard, laptops, and internet in the classroom. All of our students have smart phones as well." COEA4 "Ahh ! as I can see it , no problem in implementing this OBE-dized curriculum. Our top management support the needs of the department!" TE11 The faculty members gather together to review the syllabus based on several things-- yung inputs from CHED and then feedback from alumni; we also talk with our practicum partners"(COEA4) "The school must build linkages or work on finding partners who could help the school provide learning resources like computers, laptops and could have free Internet service provider to address the issue on budget." TE 1 "Make an advocacy for quality teaching and learning to call the government officials, especially those who are leading the education committee, to continue to support quality education reform, like this OBE." TE 2	DOMAIN 4 Community Linkages for Practice Enrichment & Resources Commit to establish linkages to enrich pre-service teachers' practices Seek support from outside linkages in providing needed resources in the implementation of OBE-dized curriculum.



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Narrative Curriculum Vitae

Ms. Cerilla is a Lead Teacher at San Carlos Unified School District Arizona. She is also the Science Research coordinator of the Elementary Department. She is a native of Manila Philippines, born in 1972. She obtained her Bachelor's degree in Elementary Education with specialization in Reading Education at Philippine Normal University Manila last 1992. She pursued her Master of Arts in Teaching English Language Arts in the year 2009 in the same institution. In 2021, she obtained her Doctor of Philosophy major in Educational Management.

In March 1992, Ms. Cerilla became a faculty member of Don Bosco School–Manila. Through the Salesian spirit, she became an active in community service. In 1995, she was one of the youth volunteers during the Pope John Paul II -Papal Visit. In year 1997, she became a faculty member of Colegio de San Juan de Letran Calamba. She rendered her 20 years of service in this institution. She was the Reading Coordinator in the Grade School Department until she became the Academic Chair of Communications and Christian Living Education in the year 2008. Ms. Cerilla continued to become a community servant. She led the activities of community extension services (CES) of the department. In 2011, the Order of preachers transferred her to School of Education, Arts, and Sciences (SEAS) and led the Education department. In 2016, the School Rector & President appointed her to become the Chair of International Practice Teaching - Commission on Higher Education Department



(CHED) Approved Program. Her field observation in some public schools in Vietnam made her become more interested in diversity in learning. Ms. Cerilla conducted the following researches: Suggested Activities that Enhance Comprehension Skills of Intermediate Students, The Joy of Reading and The Performance of Letran Calamba in Licensure Examination for Teachers (LET). Ms. Cerilla was able to write a book entitled: Outcomes-Based Education Approach in Teaching Communication Arts¹ which was published by Suatengco Publishing House in 2016. In her 20 years of service in this institution, she was awarded the “Christian Andersen Award” for having her contributions in writing.

Despite of Ms. Cerilla’s busy schedule she still had the time rendering her community extension service. She became a volunteer of the Tuloy Aral program of Angelicum College Quezon City. She made herself available as volunteer teacher during Fridays for the public school children of Tiani Elementary School Calamba for reading remediation. To sustain the goals of this intervention program Ms. Cerilla extended more of her time for the teachers of Tiani Elem School. She conducted a training on Strategies in Teaching Reading in Summer 2015 for the In-Service Training (INSET) program of this public school in Calamba Laguna. In 2016, she became member of Brotherhood of Christian Professionals & Businessmen (BCBP) Calamba Chapter which has its international flock in Long beach and Los Angeles California and Las Vegas Nevada in USA. In this organization Ms. Cerilla and her husband led the Family Ministry in 2016-2017. She did volunteer works like planning & organizing big events, emceeing, and spiritual retreat servant.



In mid of 2017, she decided to leave the Philippines. She wanted to promote more her literacy advocacy in other part of the world. She entered San Carlos Unified School District Arizona, USA. Leadership has been part again of Ms. Cerilla's life, she became the leader of Public Relations Committee and a lead teacher in the primary level. The school appointed her to be the Science Research Coordinator. This is her 4th year of leading the school to conduct Students 'Science Investigatory Projects. Ms. Cerilla shows her passion in teaching. The literacy advocacy in her heart pushed her to become a grantee of literacy materials for making books of Scholastic Company New York USA. "Dream Big" This Day I love "are the two titles of her published books. She wanted to put the books in the hand and heart of her students. Her long membership in Reading Association of the Philippines affiliated by International Literacy Association (ILA) makes her "servant –heart "grow bigger and bigger. Having her servant-heart means she's willing to help; to touch one's life; to make a difference. Also, Ms. Cerilla was elected as Vice President of UNIFFIED-Arizona Chapter. Outside academics, Ms. Cerilla has the time to teach Religious Education every Sunday at Holy Angels Parish Globe, AZ.



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