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(Master's Thesis, Philippine Normal University)

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Philippine Normal University
National Center for Teacher Education

DESIGNING A 21ST CENTURY SKILLS-BASED TEXTBOOK FRAMEWORK FOR ARALING PANLIPUNAN

A Thesis

Presented to the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

with Specialization in Social Science Teaching

LEMARK BERNAL VILORIA

February 2019



APPROVAL SHEET

This thesis entitled “**DESIGNING 21ST CENTURY SKILLS BASED TEXTBOOK FRAMEWORK FOR ARALING PANLIPUNAN**” prepared and submitted by **LEMARK BERNAL VILORIA** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Social Science Teaching**, is hereby recommended for approval and acceptance.

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ABSTRACT

Researcher : Lemark Bernal Vilorio

Title : Designing A 21st Century Skills-Based Textbook Framework For
Araling Panlipunan

Key Concepts : 21st Century Skills, Araling Panlipunan, Textbook Framework
Development, K-to-12 Curriculum

Degree : Master of Arts in Education

Specialization : Social Science Teaching

Adviser : Prof. Florisa B. Simeon

This study is an effort to design a framework integrating 21st century skills in *Araling Panlipunan* textbooks. Development of this study's framework is based on two theories: Activity Theory (Rezai, 2003) and Theory of Textbooks (Plut & Pesic, 2006). The use of these theories determined the dimensions that this study was based on: curricular demands, developmental demands, communicative demands, and pedagogical demands. Mixed method research was used as a methodology of this study. Findings suggested textbooks that aim to develop 21st century skills should fulfill the textbook demands using a design framework that incorporated different dimensions that a textbook should have. However, various framework designs offered different levels of quantity and quality of the 21st Century Skills, which can hinder the holistic development of the learners. Indicators from the 21st Century Skills were analyzed and viewed through the lenses of the Conceptual Framework of this study. These process indicators resulted into 4 dimensions that corresponded into the operational definition of the framework, namely (1) *Araling Panlipunan* Curriculum, (2) 21st Century Skills for Social Studies, (3) Structural Elements of the Textbooks,



and (4) Pedagogy. Gaps in the design of the textbook frameworks were analyzed, especially how skills were integrated in the different components of the textbooks, as some are too common to function or too specific to comprehend. In such cases, textbook designs usually rested on what was deemed important by the authors and developers. To cure these gaps, framework designs should be broad enough to cover all skills in one development point but not too limited that can restrict the cross-development of skills. Thus, a holistic approach was used rather than selectively picking the skills one at a time. Major recommendations focus on improving textbooks' level of integrating 21st century skills more explicitly and deliberately, shifting from content-based to skills-based activities, and to make the textbooks an "object of learning" by infusing innovative elements and components.



For Milagros (+)

for Jose (+)

for Presentacion (+)

for Country

and for God.



ACKNOWLEDGEMENT

The researcher would like to thank those who have helped and encouraged him in writing this study. Special thanks go to the following:

Alvi S. Santos, a very dear friend, who never failed to give positivity and encouragement – his presence and friendship always brings joy and love;

Jerick Verano, Mark Siguenza, Justin Dela Cruz, Angelo Sta. Ana, and David Napoles, the encoding and graphics team, for always giving support;

Ms. Mercelita Bautista, Mrs. Susan Subang (+), Prof. Ma. Teresita Ingles, Prof. Robina Miranda, Ms. Alaine Eclarinal, and Ms. Rosario Guinmapang, for the unwavering support and encouragement, and for shaping him to become the teacher that he is;

Dr. Ma. Teresa Fernandez, Mr. Arnol Meridor, and Mr. Marvin Calub, for training him to become a better writer, researcher, and speaker;

Prof. Florisa B. Simeon, the researcher's thesis adviser, who guided him from his undergraduate study to graduate level; for the unwavering support, patience, and guidance in his academic life especially in writing and developing this thesis;

Rafael Lucas V. Sy and Franceska Emilla B. Cruz, the researcher's nephew and niece, for giving him and his family so much joy; this study is for them – to have better quality textbooks when they start to study;

Balmes-Bernal and the Bernardo-Viloria, his families, who have cared and loved him unconditionally;

Janelyn, Cilene, John Joseph, and Mark Joseph, researcher's siblings, for always taking care of his family whenever he is not around;

Finally, Cecille and Joseph, the researcher's parents, so much love and gratitude for the gift of life.

L.B.V.



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CHAPTER 1

THE PROBLEM AND ITS SETTING

1.1 Introduction

The fast changing world requires learners whose skills understand the interconnectedness of today's world. However, the society today faces a problem because the skills taught in schools are not enough to survive the daily grind of the 21st century world. The successes considered by today's world present a far cry from earlier days of past society. Therefore, the need for a different educational setting is further emphasized as learners are being equipped for today's world.

Competent and skilled learners must be aware of the world around them. The changes of today's world must have an impact to understand the importance of responsible decision making, critical thinking, communication, and productivity. These skills are effective in terms of educating for global competency which can be examined on the substantive learning and instructional materials associated with the course content. However, these affective change and growth must be brought on by reflection on one's personal and community experience (Bashir, 2013).

The needs of these learners must be supported and developed further by the instructional materials being used inside the classroom. Thus, all components of learning must be substantive and objective. The need to develop competent and skilled learners must be the focus of all components of instruction especially the development of 21st century skills.

Good educators know that the real-world is ever more interconnected and interdependent. Yet, in spite of growing awareness of the importance of development of these skills to the learners, only a few around the world have the opportunity to become skilled and competent (Reimers, 2009).



This study is an effort to design a framework that would develop and integrate 21st century skills in *Araling Panlipunan* textbooks. The intention of this study is to contribute toward the development of 21st century skills further in the textbooks. To do this objective, a quantitative content analysis was conducted on selected textbooks, as well as qualitative descriptive analysis of other stakeholders' responses in the field such as experts in social studies, textbook development, and learners as end-users of these textbooks. The researcher finds it necessary to design a framework in to further develop these skills to help learners cope with the demands of the 21st century world.

These skills must help learners to successfully negotiate the world in the 21st century, as the world is driven by information, innovation, and interconnectedness. Most researchers would define these skills as a bridge to higher academic achievement (Suto, 2013). These skills are intended to provide a common understanding of what should be learned inside and outside of the classroom. However, there is a lack of clarity of what these "21st century skills" are. As reflected in many frameworks that describe these skills as well as the numerous theories produced on this topic, the clear definition and delineation of these skills are still vague (Dede, 2009). Many would argue that these skills should only focus on information and communication technologies, while some argued that life skills and personal responsibility are the focus of these skills. However, some skills like creativity and innovation have already existed before the conceptualization of these 21st century skills.

Suto (2013) argued that because of the critical impact of these skills, different frameworks were developed to provide sufficient descriptions. Nevertheless, all frameworks showed that these skills are more difficult to assess than factual and content retention of their studies. The Rand Corporation (2013) made a study that although there are numerous 21st Century Skills frameworks



available but there has been little study on the comparison of these skills. They also agreed that integrating 21st century skills in the curriculum enhances the design framework to develop as many skills to the learners. These skills are expected to be learned and mastered by the learners in order to live in the 21st century.

In 2013, the administration of President Benigno S. Aquino III enhanced the Philippine basic education system by enacting Republic Act 10533 or the Enhanced Basic Education Act of 2013. This law significantly changed the education sector by restructuring the basic education sector. This curriculum introduced many changes and upgrades from the previous curriculum. Significant changes were introduced to many subject content areas, assessment and evaluation, and school programs and policies.

One of the salient features of the K-12 curriculum is the focus on the development of the 21st Century Skills of the learners. The progression of the skill development from Kinder to Grade 12 is implemented through various efforts such as the alignment of the curriculum and development of textbooks and instructional materials. Its aim is to develop a seamless and unified learning that will develop the learner's preparedness (DepEd, 2013). As such, learners will be equipped with different skills that will bridge them to the world driven by information, innovation, and interconnectedness. Because of these, the curriculum becomes relevant to the learners of today.

However, relevant correlational studies about Philippine K-12 Curriculum and the 21st Century Skills are limited, if not scarce or unavailable. Academicians, curriculum developers, and other sectors of the academe are scrambling to develop relevant study with regard to the new curriculum. Included in this challenge is to develop relevant studies about different instructional materials. Despite the leaps of educational reforms, the curriculum content stays rigid and the



same, though several generations of learners have passed. This is the gap in which the development of 21st century skills to the learners is much needed.

In the study of Clark & Lampert (1986), they explained that understanding the complexities of the world and the kinds of knowledge teachers possess can greatly affect the development of these skills. For Social Studies, teaching content with “21st century skills” is a deliberate decision on the part of the teachers. This teacher decision making process as curricular-instructional gate is a crucial process that teachers must make to adapt the content and methods they bring to their learners. There is little in the way of research that explores this decision-making process of the social studies teacher as they choose to teach skills-oriented curriculum, and the influence this has on their teaching social studies (Miliziano, 2009).

Another crucial area that must be filled is the integration of these skills to the textbooks. Although textbook publishing industry remains adamant in its crusade for better textbooks (Morales, 2012), each new series or generation is more highly structured and reliant in developing contents to the learners. The problem is that most textbooks are trying to incorporate the 21st century skills, however, with little success.

Crucial to the development of textbooks are the political ideology, philosophical thinking, and dominant lobbying groups that may affect the writing of textbooks (Wager, 2014). Many publishing companies try to avoid these biases, and be as neutral as possible. Ravitch (2003) argued that while publishers are trying to avoid taboos such as regional, racial, gender, religious and ethnic bias, to be able to be successful, textbook publishers must be aware and responsive to the emerging educational trends of the time.

With the transition in Philippine educational setting in mind, publishers are scrambling to produce textbooks that are usable and relevant to these changes in the curriculum. There is a need



to publish quality textbooks that are up-to-date and error-free both in content and in form. The textbook publishing industry must continually update and appraise their books, especially in new trends, methodologies, philosophies and ideologies currently in the market. Slow responses to these trends may hinder the publishing industry to cultivate and develop such textbooks that respond to these needs.

Given the dominance of textbook use in the classroom and its big business industry thinking, there is ample reason to parse its contents. This study is an effort to design a framework that would develop and integrate 21st century skills in *Araling Panlipunan* textbooks. The intention of this study is to contribute toward the further development of 21st century skills in the textbooks. To do this objective, a quantitative content analysis was conducted on selected textbooks, as well as qualitative descriptive analysis of other stakeholders in the field such as experts in social studies and learners as end-users of these textbooks. The researcher finds it necessary to design a framework that would further develop skills that help the learners cope with the demands of the 21st century world.

1.2 Conceptual Framework

The framework of this study consists of concept that reflects the assumptions of this study, the process this study undertakes, and the product of the study. This framework summarizes the researcher's conceptual readings on the topic, building on the assumption that the researcher started upon.

The conventions guiding the research proposed here is that the textbooks for *Araling Panlipunan* was developed and was anchored on the 21st century skills framework of the K-12 Basic Education Curriculum. The competencies and skills, as reflected in the learning and



performance standards of the guide, are developed and reflected in the contents of the textbooks. However, outside factors may also affect the development of 21st century skills; as such it is also important that these be considered when developing a framework.

The conceptual framework of this study is based on two theories: Activity Theory by Vygotsky (1930) and Engestrom (1993), as found in the works of Grigoryan and Babayan (2017), Mishra (2013), Shabani, Khatib and Ebadi (2010), Rezat (2006), and the Theory on Textbooks (Plut & Pesic, 2003).

Activity Theory is a cross-disciplinary framework for studying how humans purposely transform natural and social reality including them, as an ongoing culturally and historically situated, materially, and socially-mediated process (Grigoriyan & Babayan, 2017). This theory places culturally supportive tools (in this case are the textbooks) as mediating artefacts that help the development of culture and certain aspects of culture to human activities (Rezat, 2006), in this case, the development of 21st Century Skills to the learners.

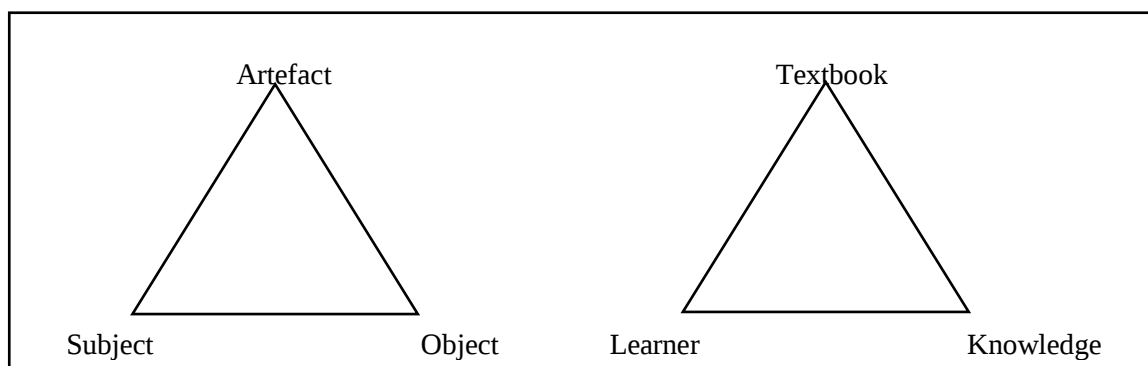


Figure 1. Triangle System Model of Textbook Use. (Adapted from Rezat, 2006)

Originally, Activity Theory emphasized a triad whose nucleus is the focus of the activity. This theory developed a triangle system in which Vygotsky presented the idea of a subject-artefact-



object interaction, where an individual action occurs within the system. However, the activity is limited to the subject implementing an activity through an artefact, which cannot directly act on the object. This is illustrated in Figure 1.

Grigoryan and Babayan (2017) stated that Activity Theory has been used in several studies, especially in the field of education and development studies. Meanwhile, Plut and Pesic (2003) used this theory to develop Theory on Textbooks that is also the basis of this study's framework. Further studies by Rezat (2006) also used this theory in developing a model for textbook use. O'Keeffe (2016) meanwhile used a framework by Valverde et. al. (2002) on textbook analysis to mitigate gaps in her studies.

However, Rezat (2006) concluded that a triangle system of learner-textbook-knowledge model is an insufficient substitute for subject-artefact-object model as there is another user of the textbook (artefact) which is the teacher. As he pointed out, teachers are also users of textbooks as mediator of the artefact, thus an important factor in the triangle system, as shown in Figure 2. It is an adaption of a system where the modification is accompanied by certain changes in the nucleus of the triangle system.

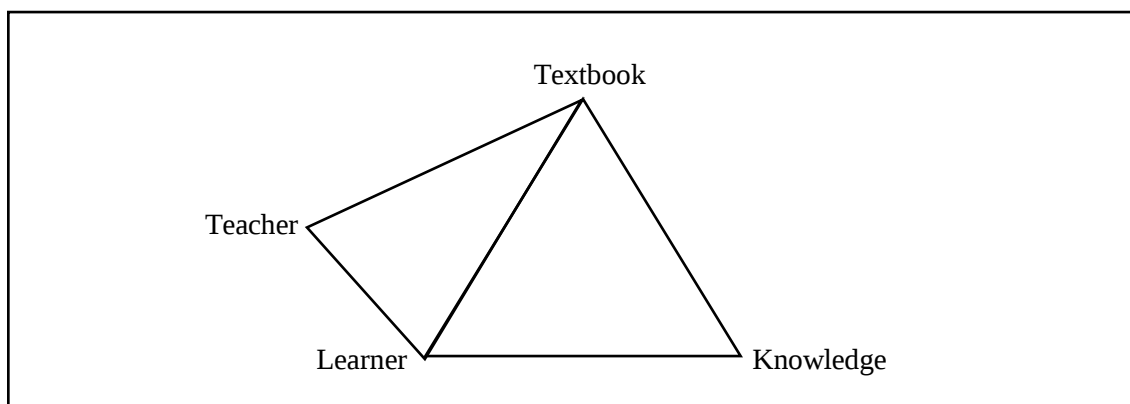


Figure 2. Tetrahedron System Model of Textbook Use. (Adapted from Rezat, 2006)



This led to modification of the triangle system to a tetrahedron system wherein there are two subjects (learner and teacher), thus designing a new model (learner-teacher-textbook-knowledge model). Further modification is made to this tetrahedron model as additional factor was needed to enhance the framework. Extending this triangle system can be implemented on the concepts presented in this study which is presented in the following pages of this chapter.

Meanwhile, Plut and Pesic (2003) developed Theory of Textbooks based on the Vygotskian principles which was the first one to introduce the simplified model of mediated action, emphasizing the artefact as a mediating factor between the subject and object. The theory can be represented by principles that would enhance the conceptual framework of this study, considering textbooks as instructional tools that would stand as artefacts.

Rezat (2006) whose work focused on developing a model on “textbook use” emphasized the use of textbooks as artefacts to determine the whole activity of “textbook use”. He determined that there are culturally supportive artefacts or tools that help perform cognitive functions to develop learners, in this case, textbooks. In his study, he used the Activity Theory to analyze textbooks that can stand as exemplified cultural artefact, and that textbooks are part of the daily activity of learners, being both collective and culturally mediated.

O’Keeffe (2016) further explained that textbooks are artefacts as they are a physical tool in enhancing teaching and learning in order to translate abstractions of curriculum policies. She further emphasized that textbooks are part of the intended curriculum, thus mediating in between curriculum and teachers, whose subjects are the learners.

This shifted the view of textbooks as objects of learning, rather than as an instrument for learning. In this view, Rezat (2006) pointed the idea that textbooks are used to reproduce the text in the textbooks, thus transforming it to an object used in learning rather than instruments used for



learning. This idea was first supported by Plut and Pesic (2003), arguing that textbooks are exclusive source of information used by both learners and teachers, providing relevant knowledge and experience as a base to anchor new knowledge and experience.

Three dimensions were identified by Rezat (2003) in their study based on the development of a Theory of Textbooks, making these dimensions as defining principles of textbook development design into a functional approach. This is illustrated in Figure 3.

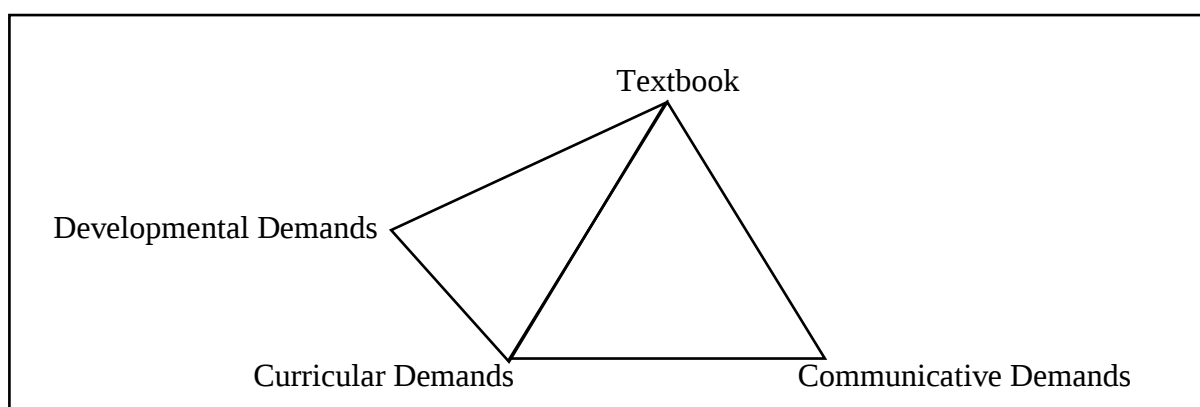


Figure 3. Adaption of Tetrahedron System Model of Textbook Use. (Adapted from Rezat, 2006)

Curricular Demands. This refers to the cognitive dimension as relations among information, concepts, principles, and theories reflected in textbooks, as they need to have clear educational purpose to design a workable adoption to support the curriculum for teaching and learning process (Plut & Pesic, 2003). For this study, curricular demands refer to the DepEd K-to-12 *Araling Panlipunan* curriculum (May 2016 version). The curriculum is anchored on the learning standards (both content and performance standards), as well as the competencies and skills of each subject content under it. Thus, the demands of this dimension can be described by how the content of the *Araling Panlipunan* curriculum is perceived to develop 21st Century Skills in the textbook.



Developmental Demands. This refers to the developmental possibilities, needs and potentials of the textbook users. Plut and Pesic (2003) pointed out the need to account not only cognitive learning dimension, but also psychomotor and affective learning dimensions of the learners. The development of these learning dimensions must be addressed by the textbook in order to establish their developmental achievements. It is necessary to elaborate what are the needs by postulating the aims and final achievements of development are. In addition, developmental needs do not limit on certain learning dimension but rather should be seen as a holistic development of the learners, which must be rounded, universal, and all-inclusive that can be highlighted by developing 21st Century Skills to the learners. These skills are believed to be critically important as it encompass body of knowledge and aptitudes that are developed over time that can be adopted into developing core learning standards and competencies of a certain subject matter – in this case, *Araling Panlipunan* subject. The demands of *Araling Panlipunan* as a subject matter is to develop a holistic Filipino citizen, who is critical thinker, responsible, productive, nationalistic, and humane (DepEd, 2016). This holistic development must be reflected and delivered in the textbooks and manifested through 21st Century Skills.

Communicative Demands. This refers to the textbook as a medium of written discourse. The textbook itself, whose structural elements must enhance the transference of knowledge from the verbatim content of the textbook, must not be non-meaningful or restrictive of the positive connotation of this function. As O’Keeffe (2013) stated, verbatim language, symbols and other formal elements of the textbooks must be conducive to learning, and must be absorbed by the learners themselves. Therefore, the demands of this dimension must be aligned to the need that a textbook must adhere and must addressed (Rezat, 2006), to prevent textbook elements which may be too abstract or too general, superficial or structured, contextualized or generalized, and/or



learner-centered or teacher-centered. The elements (whether language use, symbols, images, etc.) of the textbooks must enable the transference of knowledge in this case, the content knowledge of *Araling Panlipunan* as a subject matter. These elements must help complement and supplement the learners in understanding the textual content of the textbooks. The demands of this dimension can be described by how these elements are being used to develop and integrate 21st Century Skills in the textual content of selected *Araling Panlipunan* textbooks.

Plut and Pesic (2003) listed down the structural elements of textbooks to prove that they are culturally mediated tools. Said elements included: (1) list of formal elements such as dictionary, indexes, organizers, paragraphs, pictures, enhancements, and others; and (2) list of content elements such as introduction, models, explanations, classifications, pedagogies, assessments, tasks, and others. These structural elements must be used as a framework on how to develop a textbook.

However, these structural elements do not necessarily mean that they can develop a good quality textbook. As Plut and Pesic (2003) pointed out, there may be dysfunctions in the textbooks themselves. Such dysfunctions may stem from lack of establishing relations between verbatim concepts of texts and broader context of knowledge; developmental achievements not sustainably practiced; partial, superficial, and non-meaningful verbatim texts; meaningless tasks; and decontextualized knowledge and learning. These dysfunctions, therefore, may describe what a “bad” quality textbook is.

Whether there are good quality and bad quality textbooks, Rezat (2006) pointed out that that textbooks are usually described as “a set of dichotomies”. He asked relevant questions on how textbooks are viewed in the context of instrument for learning or object for learning, who benefits the use of textbooks, and the supposedly benefits to the teachers. In his view, textbooks are no



longer an instrument for learning, but rather the object for learning activity itself. This view was supported further by Plut and Pesic (2003) by concluding that textbooks are mediating artefacts and culturally supportive tools. The representation made by Rezat (2006) on the Model of Textbook Use was used as the basis of this study's framework, while the dimensions of Plut and Pesic's (2003) Theory of Textbooks was developed further for the framework.

In identifying which were subject and object of the triangle system in Activity Theory, the dichotomies explained by Rezat (2006) were applied as they played a crucial role in developing a workable framework. It established that textbooks are characterized by "inner contradictions" that addressed the needs of the different demands, putting into question the nature of knowledge represented in the textbooks. These complement and supplement each other by building upon the mediated artefact as one cannot act on the artefact alone (Grigoryan & Babayan, 2017). It is by this perspective that the framework was negotiated with the Activity Theory, thus eliminating the need to identify which was subject and which was object, as one can act as subject and object at the same time. Eliminating the need to identify subject-object dichotomy enables this research to be more flexible in dealing with different interactions within each vertices and the interaction of each vertices within the whole framework.

In addition, further modification on the framework was needed, as leading recent studies suggested the need for proper teaching of contents (Kathirveloo & Puteh, 2014) based upon the principles of Pedagogical Content Knowledge (Shulman, 1986). This expansion was opened when Rezat (2006) attached a new dimension to the Triangle System in creating the Tetrahedron System. Thus, in developing this study's framework, a fourth dimension was added to the design of Rezat's (2006) theory which was the Pedagogical Demands (Shulman, 1986). This modification was adopted by this study, further expanding the original Tetrahedron System of the Activity Theory



into a Pyramid System. Likewise, the nucleus of this expanded pyramid system was from the mediated artefact, which was the textbook.

Pedagogical Demands. This refers to the needs to develop textbooks that cater to pedagogical needs of the learners and teachers, as well as to answer the demand of a certain content. In the framework of PCK (Shulman, 1986), teachers' competence in delivering the conceptual approach, relational understanding and adaptive reasoning of the subject matter is highly regarded. This must also be true to textbook as it has now transformed as "object of learning" rather than a simple instrument for learning (Rezai, 2006). Thus, the goal of such object of learning is to help bridge the learner to master the situation that may happen by making sense of the learning process, differentiating matters by relevance, applying the learning to practical situation, and associating with learned elements of the contents (Peyser, Gerard & Roegiers, 2006). Thus, the demands of this dimension can be described by how various pedagogical approaches can be used to develop 21st Century Skills in the textbook.

Pedagogical Content Knowledge (Shulman, 1986) stresses that teachers need to have proper understanding of the subject they teach, which can also be applied to textbooks. The conceptual and procedural knowledge coming from the textbooks must be extracted in order for the learners to pass through the stages of understanding to master these. Knowledge transmission is the key function of the textbook; however, it must try to reinvent itself to serve other purposes, such as to function as developer of skills.

Pedagogical demands in the textbooks benefit both teachers and learners that they lessen the burden from the teachers to lecture on concepts and provide learners with wider room in individualized learning capability (Peyser, Gerard & Roegiers, 2006). Integrating pedagogical



demands in textbooks also allows the learners to develop skills on their own capacity and own pace, thus lessening the chance to design a teacher-centered classroom.

The modification to the system was made with a dimension added by this researcher. This modification enhanced the known vertices of the system, from three to six sectors, thus forming the conceptual framework of this study. Figure 4 illustrates this framework.

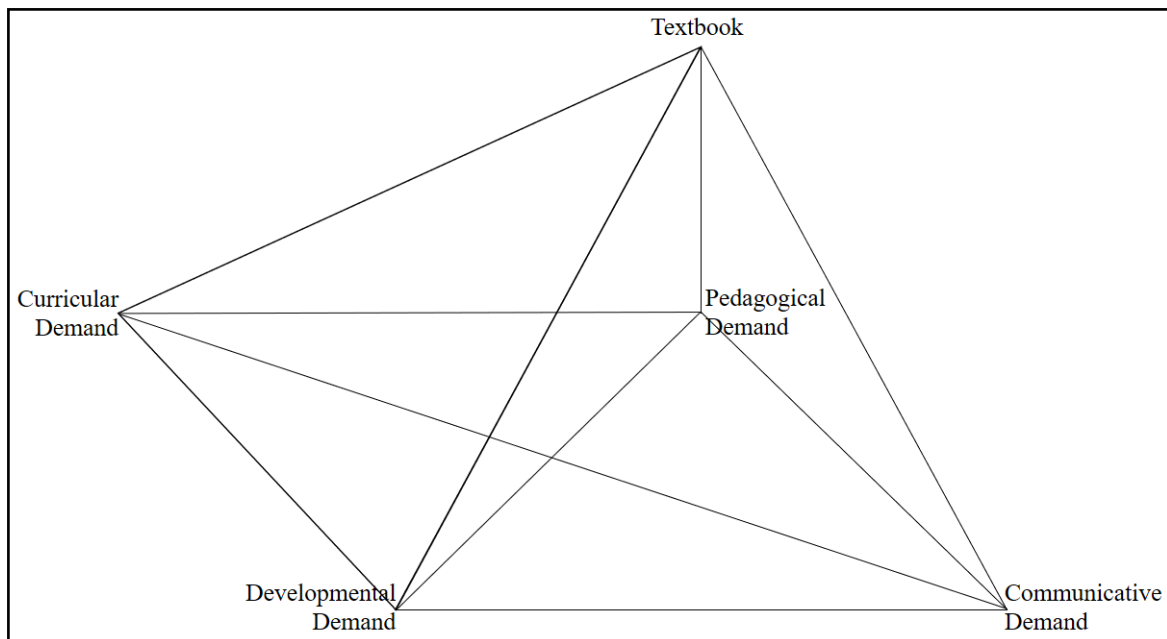


Figure 4. Conceptual Framework of the Study

Vertex 1 - Developmental Demand–Textbooks–Curricular Demand. In this vertex, Developmental Demand act as the subject while Curricular Demand act as the object. The integration of 21st century skills (Developmental Demand) into the content matter is highly sought as the K-to-12 *Araling Panlipunan* Curriculum (Curricular Demand) emphasizes the development of such skills. The textbook act as the medium of how the content mediates the development of such Skills.



Meanwhile, acting the opposite way, the subject matter (Curricular Demand) must be localized and contextualize to allow the theoretical development and integration into an applicable and practicable developmental approach to these skills (Developmental Demand). The textbook mediates to the learners the practicable approach in developing these skills.

Vertex 2 - Developmental Demand–Textbooks–Communicative Demand. This vertex refers to the dichotomy of subject-object as the 21st century skills (Developmental Demand as subject) and how they are translated into the verbatim texts in the textbooks (Communicative Demand as object). It is likely that much of the notion of plain textual presentation of the content which exists in non-meaningful text, plays a crucial demand that is needed to be addressed by this study.

Meanwhile, using verbatim text (Communicative Demand as subject) as basis to determine hints of development is important as it allows the textbooks to be as immersive as possible in developing such needed skills (Developmental Demand as object). In both cases, the textbook is considered as the mediating factor between these two dichotomies are emphasized through the written discourse within the textbook itself.

Vertex 3 - Communicative Demand–Textbooks–Pedagogical Demand. For this vertex, the dichotomy of subject-object refers to the verbatim text and pedagogical approach in the textbooks. The use of appropriate language in the textbook (Communicative Demand as subject) must reflect the pedagogical approach that is being used in the textbook such as certain words, phrases, written cues, graphics, and others that are suitable for the pedagogy (Pedagogical Demand as object). The language use must not restrict the function of the pedagogy.

On the other hand, an appropriate pedagogy (Pedagogical Demand as subject) chosen for the components of the textbook must also be reflected in the use of appropriate language (Communicative Demand as object) as certain words may not be as meaningful to transcend



certain approaches to the level of understanding of the learners. In both instances, textbook act as an arbitrator in delivering pedagogy to the learner.

Vertex 4 - Curricular Demand–Textbooks–Pedagogical Demand. For this vertex, the subject-object dichotomy refers to the K-to-12 *Araling Panlipunan* curriculum (Curricular Demand as subject) and the pedagogical approaches as principle of PCK (Pedagogical Demand as object). For this, the textbooks must use appropriate pedagogies in presenting the content of the curriculum. This may include the different theories, models, approaches that is appropriate in presenting a certain subject content rather than using a unilateral pedagogical approach for the whole book.

Meanwhile, the use of appropriate pedagogy (Pedagogical Demand as subject) should be the key in developing the content appropriately to the level of the learners. As the curriculum makes use of appropriate pedagogy (*Curricular Demand as object*), it allows the content to be more flexible and easier for the learners to understand the demands of the curriculum

Vertex 5 - Curricular Demand–Textbooks–Communicative Demand. This vertex refers to the K-to-12 *Araling Panlipunan* curriculum and the appropriate language use in the textbooks. As the subject matter is content-heavy (Curricular Demand as subject), with traditional emphasis on certain knowledge, it is important that the textbooks must use learner-appropriate language (Communicative Demand as object), taking into account the age, language level, learning style, and other educational paradigms.

Meanwhile, formal structural elements of the textbooks such as dictionary, index, organizers, paragraphs, pictures (Communicative Demand as subject) must be able to help the learners understand the content and the aims of the curriculum (Curricular Demand as object) as



these possess a particular function and purpose in the textbooks. In both cases, textbooks serve as facilitator in using different devices to enable the learners to learn the content.

Vertex 6 - Developmental Demand–Textbooks–Pedagogical Demand. In this combination, development of 21st century skills and pedagogical approaches is given emphasis. The need to cite a certain skill to be developed (Developmental Demand as subject) must be underscored by how content is to be taught (Pedagogical Demand as object). It is helpful for the textbooks to emphasize the need to use appropriate method to enhance the delivery of skills to the learners.

Meanwhile, there is a need for deeper understanding of how to transfer a subject matter appropriately (Pedagogical Demand as subject) in order to develop the needed skills (Developmental Demand as objects). Without appropriate pedagogical approach, it would be difficult to develop what skills are needed and how to develop it appropriately. Therefore, there is the need to understand how skills must be developed appropriately in the textbooks.

Combining these six vertices created the conceptual framework of this study, which is illustrated in Figure 4. The convergence of the different dimensions of four demands and six vertices, as illustrated, supports the assumptions made by this study. In order for the textbooks to successfully integrate 21st century skills, these demands must first be considered by the textbook developers.

With the strains of the K-to-12 *Araling Panlipunan* curriculum, it is assumed by this study that the textbooks are religiously following these demands. Assuming this, it can be said that the textbooks must have embedded and integrated 21st Century Skills which are highly structured, logically written, and seamlessly manifested. The framework above would inform this research as needed demands must be able to fulfill the requirements of a functional and skills-based textbook.



In such a way, Communicative Demand mandate the use of appropriate language and verbatim text codes in the textbook must reflect the needs of the curriculum, skills development, and pedagogies. This use of language demands for the analysis of textbooks through their content and major components. This analysis may show the quantity and quality of the verbatim codes that this research endeavors to attain. The level of quality and quantity of communicative demand may vary, thereby discriminating those with lower quality.

Developmental Demand requires holistic development of the learners by making use of relevant skills that are universally acceptable in all situations – that in this 21st century, everybody is deluged with huge amount of knowledge and information they need to access, manage, integrate, and evaluate to be useful in the 21st century (Autor, Levy & Murane, 2003). This means that 21st Century Skills are integral and must be developed appropriately in the textbooks.

On the Pedagogical Demand, the use of appropriate pedagogical approach must also be considered in writing content matters in the textbooks. This knowledge on pedagogical knowledge helps the textbook to transform, transcend, and transition the knowledge of the content to the learners, even if teachers are not present to teach.

Lastly, Curriculum Demand requires the basis of the textbook content is that of K-to-12 *Araling Panlipunan* curriculum. This content matter must be seamless, spiraling, integrative, and thematic. With this, the *Araling Panlipunan*, as a subject, is no longer a hodgepodge of a little bit of everything in the social sciences. It is now considered as an integrative subject – integrating the social sciences to combine the themes of the subject in a unified angle in order to develop functionally literate Filipinos.

The convergence of these four demands (Curricular Demand, Developmental Demand, Communicative Demand, and Pedagogical Demand) stresses that these are the requirements to



develop a textbook framework that would develop a holistic learner through the use of 21st century skills. This pyramid system of textbook can be interpreted as particular subject-object dichotomy revolving around a particular artefact (textbook), whose interactions produce different vertices. These vertices play the ornate dichotomy that textbooks must follow. The analysis of this framework must start from determining the four demands of the textbook in order to design and develop a workable framework that would integrate and implement 21st century skills.

1.3 Statement of the Purpose

This study is an effort to design a framework integrating 21st century skills in *Araling Panlipunan* textbooks. Specifically, the study aimed to:

1. Determine the extent that selected *Araling Panlipunan* textbooks manifest 21st Century Skills;
2. Describe the stakeholder's perspective on a 21st Century Skills-based textbook; and
3. Design a framework to develop 21st century skills in *Araling Panlipunan* textbooks.

1.4 Significance of the Study

Result of this study is significant in the development process of writing, editing, and publishing textbooks to be consistent with the DepEd curriculum guide, desired learning competencies, and the 21st century skills.

The product of this study – the 21st Century Skills-Based Textbook Framework for *Araling Panlipunan* – can be a basis for future development of *Araling Panlipunan* textbooks that fully integrate 21st century.



Furthermore, this study may be utilized as a reference in conducting other studies in the field of textbook evaluation, researches in the field of development of skills in instructional materials, researches in the field of development of textbooks, and for the pursuit of additional knowledge.

1.5 Scope and Delimitations

This study is limited to the 21st century skills relevant to Social Studies as determined by the Partnership for 21st Century Skills and National Council for Social Sciences (2013).

In terms of the scope of textbooks subjected to content analysis, this study covered all textbooks in the Junior High School department for the subject *Araling Panlipunan*: “*Araling Asyano*”, “*Kasaysayan ng Daigdig*”, and “*Ekonomiks*” written either in English and Filipino, excluding those written in other dialects or languages.

Only books published using the May 2016 version of the *Gabay Pangkurikulum* of the Department of Education were used in this study. Selected textbooks usually come with a workbook, a teacher’s guide or teacher’s manual and other supporting multimodal references (such as CDs, or online guides and references) as part of the textbook package. These ancillaries were excluded in the evaluation process.

Since there is a variety of textbooks available from different publishing houses, the study selected six textbooks, of different publishing companies, and of different levels through convenience sampling to limit the study given the dominance of private publishing companies’ textbooks in the market.



1.6 Definition of Terms

For better understanding of this study, the following terms are defined conceptually and operationally:

21st Century Skill. It refers to a broad set of skills believed to be critically important in contemporary careers and workplace. It is an encompassing body of knowledge and skills that are developed over time in different educational situations that have been adopted into learning standards and competencies. These skills are defined as relevant, useful, in-demand and universally applicable to all situations (Saavedra & Opfer, 2012). For this study, these skills are defined by the Partnership for 21st Century Skills, through the joined efforts of the National Council for Social Studies, in their 21st Century Skills Map for Social Studies. The skills as well as the other indicators for 21st Century Skills are presented in Appendix B in page 196.

Araling Panlipunan (Social Science) Skills. These are skills geared towards the development of learners to apply knowledge proficiently in a variety of contexts of the social science discipline. These skills illustrate the intersection of 21st Century Skills and the core academic subjects and themes of social sciences (Farisi, 2016). For this study, these skills are defined by the National Council for Social Sciences together with the Partnership for 21st Century Skills (2008).

Communicative Demand. This refers to the textbook as a medium of written discourse, which should enhance the transference of knowledge from the verbatim content of the textbook, which must not be non-meaningful or restrictive of the positive connotation of this function (O’Keeffe, 2013). For this study, communicative demand referred to the verbatim language, symbols and other formal elements of the textbooks that are incorporated in the textbooks



that help the transference of learning that should be able to complement and supplement the learners in understanding the textual content of the textbooks.

Curricular Demand. This refers to the cognitive dimension as relations among information, concepts, principles, and theories reflected in textbooks, as they need to have clear educational purpose to design a workable adoption to support the curriculum for teaching and learning process (Plut & Pesic, 2003). For this study, curricular demands refer to the DepEd K-to-12 *Araling Panlipunan* curriculum (May 2016 version), which is anchored on the learning standards (both content and performance standards), as well as the competencies and skills of each subject content under it.

Developmental Demand. This refers to the developmental possibilities, needs and potentials of the textbook users which need to account not only cognitive learning dimension, but also psychomotor and affective learning dimensions of the learners (Plut and Pesic, 2003). For this study, these needs did not limit on certain learning dimension but rather should be seen as a holistic development of the learners, which must be rounded, universal, and all-inclusive that can be highlighted by developing 21st Century Skills to the learners, which must be reflected and delivered in the textbooks and manifested through 21st Century Skills.

Framework. This is a path or structure by which a research is grounded on theoretical construct, with the aim to make research findings more meaningful, acceptable, and generalizable. It helps the researcher to stimulate the study by extending knowledge, providing direction, and defining the purpose of the same (Adom, Hussein, & Agyem, 2018). For this study, the concept of framework deals with the dimensions, variables, factors, and vertices that would enable the researcher to design a framework that is grounded on theories and research, and can explain the generality of the findings.



Pedagogical Demand. This refers to the needs to develop textbooks that cater to pedagogical needs of the learners and teachers, as well as to answer the demand of a certain content, which enabled the textbook to be the “object of learning” rather than a simple instrument for learning (Rezat, 2006). For this study, this demand referred to the use of and integration of various pedagogical approaches used in the manuscripts of the textbooks to be able to integrate and develop the necessary 21st Century Skills.

Textbooks. It is a comprehensive learning material in print or electronic form that is designed to support teaching-learning progress of both learners and teachers. These have to be congruent with learning standards and competencies of the existing curriculum (Ontario Ministry of Education, 2006). For this study, textbooks refer to the evaluated textbooks for *Araling Panlipunan* for Junior High School. Description of these are listed in Chapter 3 of this study (see Selection of Textbooks in page 51).



CHAPTER 2

REVIEW OF RELATED LITERATURE

A literature review is conducted to provide a context for this study, drawing upon theoretical traditions, essays by informed experts, and other research studies to build a logical framework for the study. The literature review helps to gain an understanding of the research paradigm that undergirds the study. It also identifies related research and intellectual traditions to be able to find the gaps in previous research.

2.1 The Nature of Textbooks

Different researches, articles, and studies have agreed that textbooks are vital part and widely accepted feature of any educational system. They act as a supplement to teacher's instructions; and for the learners, they enhance the lesson for the day (Al-Haj, 2005; Ansary & Babeii, 2003; Banks & Banks, 2007; Gabrijelcic, 2016; Hutchinson & Torres, 1994; Lillejord & Ellis, 2014; O'Keeffe, 2013; Plut and Pesic, 2003; Rezat, 2006; Roberts, 2014; Sholichatun, 2011; Tao and Pudlowski, 1998; Thomson, 2000; and Wager, 2014) as a tool fulfilling educational purpose by providing content of the lessons and skills to be developed.

Textbook also provide a framework of how teachers facilitate lessons. They serve as a syllabus for inexperienced teachers, as they may develop lesson suitable for the class. Hence, textbooks may provide security, guidance, and support that one really needs (Ansary & Babeii, 2003). However, it is also important to raise the question if textbooks can serve as a tool that can function other purposes than transmission of content knowledge.

Sorohiti (2005) argued that the design of the textbook must be based on grounded frameworks in order to structure them firmly. Textbooks provide for the format, flow, content, and



treatment of the subject matter. However, it is always the demand of the content of the curriculum that is central in influencing the intentional design of textbooks, therefore giving them a certain sense of a function.

Thomson (2000) provided a description of “functional textbooks” while Sholichatun (2011) further developed the characteristics of these “functional textbooks”, as these serve four functions: first, learners enable their own learning, as they select their own phase and rate of learning using the textbooks, as they see fit or as what they are interested in; second, textbooks provide a structured learning to the learners as they can recall previous lessons, develop new contents, or advance into new topics; third, textbooks play a large role in developing their study habit, reading skill, critical thinking, solving problem, and other skills and competencies as guided or unguided by their teachers; and fourth, textbooks provide a framework for instruction for both inexperienced and experienced teachers.

The design of the textbook must provide for intentional function and purpose of what and how the contents should be presented – especially for Social Studies subject matter. The study of Social Science textbooks opens different philosophies and ideologies in learning Social Science. These come from different socio-political and cultural perspectives that sum up the subject itself. However, textbooks cannot just provide one perspective, but rather a quantity of it (Lillejord & Ellis, 2014).

This raised another dichotomy in the intentional design of social studies textbooks: should it be characterized by ongoing debate between an event-dominated textbook, and the philosophical characterization of history? On one side, the focus of one traditional perspective is by chronicling series of events of the dominant culture which disorients how events happened (Al-Haj, 2005). On the other side, the development of philosophical, ideological, and/or biographical content of the



disenfranchised sector was provided (Banks & Banks, 2007). In doing so, textbooks often change to match with the dominant ideology of their time.

Wager (2014) explained that one of the latent functions of the textbooks is it help to change the way learners' understanding of history and society. As most textbooks present the dominant ideology of the day, the actions and consequences of "what is right" are distorted, as behaviors significantly alter over time. Therefore, the significant editing of sources by a textbook author or publisher can be a cause for bias, and textbooks to be prejudiced as it only presents one historical perspective

As influential as it may be, social science and history textbook may commit grave mistakes by omitting certain parts as part of its selective editing. A review of textbooks was done by Roberts (2014) citing that there is historical editing of minorities' contributions over the dominant group's belief – such as Jews, blacks, immigrants, Hispanics, and Asians. Although in the same study, Roberts (2014) cited several textbooks had tried to insert several paragraphs just to avoid or clear these biases.

For example, Tantengo (2014) pointed out that textbook is one of the factors that influence gender bias in a social studies classroom, as the current Social Studies curriculum in the Philippines does not include gender concepts and principles. This was supported by O'Keeffe (2013) when she stated that textbooks may promote specific types of curricula, beliefs, theories, and vision. It must be organized purposely and structured intentionally in order to impact one's learning process.

However, in the review of O'Keeffe (2013) on textbook use, teachers tend to overuse textbooks especially when they try to teach everything, thus disregarding the suitability and applicability of methodologies in teaching and learning. Discounting the fact that some teachers overuse textbooks, some teachers underuse them. O'Keeffe (2013) argued that teachers not using



the textbooks effectively can be corrected by having better quality textbooks that are “exciting, interesting, enthusiastic, and imaginative” ones. Additionally, she concluded that although textbook content may change overtime, the pedagogical consideration of the artefact would remain focused on enhancing and supporting the teaching and learning process. Therefore, textbooks would still remain important, and the pedagogical quality of textbooks must be considered when developing such.

Plut and Pesic (2003) averred that textbooks are an important tool in influencing, not just the classroom or educational system, but the culture itself. They see textbooks as “cultural supporting tool” that is a source of socio-cultural knowledge, and that they mediate intellectual operations and socially-created techniques to the individual who uses it. With that, it is important to determine how these textbooks can influence an individual which can serve both manifest and latent functions. Aside from the manifest function of the book to transmit content knowledge, textbooks must have developed certain elements that can identify several cultural examples. These elements give meaning to a cultural definition or explanation of a content or idea.

Thus, raising the question on how textbooks can be utilized to serve as cultural supporting tool; one of which is how to determine if textbooks are functioning other purpose than transmission of content knowledge. The nature of these functions operationally represents the knowledge that these contents have greatly promoted the acquisition of said knowledge by target learners.

Another important conclusion that Plut and Pesic (2003) derived from their research is that textbooks have certain dysfunctions, especially how textbooks are used in the classroom in planning and development of lesson, and post-teaching activities. These include providing tasks that are either too simple or too complex for the learners, knowledge that are not contextualized thus becoming partial and superficial, or misplaced and irrelevant information, concept, principle,



or theory. As widely accepted educational tools, textbooks are not infallible. They are prone to present obsolete or inaccurate information. As textbooks are intended to be designed to translate abstractions, dysfunctional textbooks are considered to be unthinkable, as textbooks are generally accepted by the public.

Meanwhile, Tao and Pudlowski (1998) in their study on Hypermedia Assisted Learning Materials, suggested that there are three types of content in the textbooks: declarative (knowing what), procedural (knowing how), and contextual (knowing when and how). In order for a textbook to be functional, these contents must be developed accordingly. They agreed that specific types of content have to be directly linked to instructional pedagogies being used. They argued that an appropriate integration of instructional pedagogies should be used to greatly optimize learner's achievement. Textbooks, in effect, should help construct learner's knowledge by using various methods and approaches, tasks and activities, and learning situations that would enhance learner's achievement.

However, Alamri's (2008) reviews of different articles and literature showed selective editing of the textbook, focused on what is deemed important by the authors themselves. The ideology at the time of the writing of these textbooks offers up only one socio-political and economic belief, which may not be appropriate and carefully developed, thus he concluded that most of the textbooks should be improved and rewritten, even though these were deemed satisfactory in delivery of the contents. He noted that however good the content discussion of the textbooks, these are just plain non-meaningful text.

Alamri (2008) concluded that most textbooks failed to express positive views of ethnic origins, age groups, social groups, and persons-with-disability, thus contributing to the lack of personal, societal, and cultural responsibility among writers, and therefore establishes a profound



lack in developing what are important when it comes to textbook writing, most notably the integration of pedagogy.

Findings in the research of Roberts (2014) revealed that majority of the article topics in American history textbooks focused on themes such as Native Americans, tragic events of Sept 11, 2001, US Presidents, and discussions on Holocaust were given priority, and that none of the articles or textbooks focused on the comparison of specific social studies standards or competencies. This sits well with some criticisms concerning how textbooks are written that do not satisfy the desired “what should be written” and “how it should be written”. Roberts (2014) posited this claim in his review that majority of the social science textbooks he analyzed were limited due to the author’s bias. This is in addition that more than half of the books have factual errors, and skill underdevelopment.

Another question that can be raised in connection with the role of the textbook is that who is it addressing – the teacher or learners. This question was raised by Rezat (2006) in his quest to develop “A Model of Textbook Use”. As both teachers and learners are using the textbooks, they benefit both. Rezat (2006) raised the point of dichotomy of textbooks, where textbooks play dual roles serving both the teachers and the learners.

In his study, Rezat (2006) pointed out that this issue is associated with the nature of the knowledge that textbooks provide. On one hand, teachers use textbooks to develop better organization of the lesson proper, developing the direction of the lesson, guiding the discussion, and facilitating activities. On other hand, learners use textbooks as means of gaining relevant knowledge and experience that can be a basis of new learning. Rezat (2006) also argued that textbooks are influenced by traditional concepts of teaching and learning, implicating that pedagogical approaches may have a role in developing and writing textbooks. Thus, raising a point



that textbooks are developed to serve a pedagogical purpose – that is to transmit knowledge to develop holistic learners. This debunked the previously thought idea that textbooks are not only mere instruments for learning, but rather an object of learning, that can, on its own, develop content knowledge without any mediating factor involved.

However, Grigoryan and Babayan (2017) argued that textbooks must help the teachers into stepping out of their comfort zones in terms of educational practices, and that centering approaches (teacher-centered, learner-centered, technology-centered, and others) is not just centered on a certain subject, but a convergence of “subject-artefact-object”.

This is compounded by the study of Roberts (2014) that pointed out textbook writers are limited and dictated by the learning competencies the national standards have placed upon; although most textbooks he reviewed have failed to do so. He recommended that the review and evaluation of the textbooks be done in tandem. A cross-examination of the learning competencies and textbooks should be done as it offers more insights on how textbooks would be able to deliver the expected outcomes to be able to meet the national standards.

This raises another question, which concerns on how textbooks integrate learning competencies and other skills to its content, especially in the context of social sciences. For Alamri (2008), Plut and Pesic (2003), Rezat (2006), Roberts (2014), and Tao and Pudlowski (1998), that recommended that textbooks also focus on the delivery of activities and evaluative portions of the textbooks as these help the skill development by enhancing learner’s interaction with the textbooks. These components help the learners in developing a deeper understanding of the content and developing the skills needed.

In his study, Kapfidze (2015) pointed out that most social science textbooks have inadequate discussion of syllabus-related contents that lead to inadequate development of 21st



century skills. He concluded that there is an inconsistency in the development of both content and skills to the learners, saying that social studies textbooks should transmit skill development rather than just contents. A task-oriented curriculum and multicultural approach should be adopted by the social science textbook writers to develop objectivity in specific skill development.

Miliziano (2009) raises the point that social studies curriculum can be used as a socialization agent and that she concluded that to be competent learner, social studies curriculum must present and tolerate other cultures learners must be willing to modify their behavior. This led to the expectation that social studies learners to appreciate the complexity of diverse viewpoints, investigate those viewpoints that are different from their own, make cross-cultural comparisons, and yet focus on why individuals may have different perspectives and how culture might affect these perspectives.

Additionally, Miliziano (2009) concluded that there are different dimensions that combined content themes, beliefs, and intellectual skills in Social Science. Each dimension was used to explore a global perspective through certain modes of thought, sensitivities, intellectual skills, and explanatory capacities which might contribute to the formation of a global perspective.

Furthermore, Bashir (2013) concluded that developing both curriculum and skills may help in building communities that share socio-cultural values as these develop learners to be culturally and globally competent. Thus, Bashir (2013) bridged the gap between the theoretical concept of 21st century skills to applicable model and practical application of these skills. He concluded that although the 21st century skills are global and address global concerns, the implementation should always be localized. This is being observed when the influences of local culture are still manifested in the way that people understand 21st century skills.



Manyasi, Barasa and Amuka (2013) supported this claim in their study regarding culture and pedagogy. They claimed that to facilitate learner's development, social studies pedagogy should be based on the culture of the society. In as much, localization of globalized skills is much needed in the classroom. They concluded that the localization of these globalized skills is still very much dependent on the teacher's skills. The post-method pedagogy he espouses assures that the learner-centered curriculum is not just a one-way flow of knowledge.

Sburlan (2009) made recommendations for developing 21st century skills to incorporate content aimed to provide learners with skills for Social Studies, such as understanding the global system; thinking analytically and creatively within the disciplines; tackling problems of interdisciplinary nature; acquiring knowledge of other cultures and traditions; having knowledge and respect for one's own cultural traditions; fostering hybrid or blended identities; fostering tolerance and appreciation across racial, linguistic, national, and cultural boundaries.

Meanwhile, Sten (2006) from the field of international education is among the few scholars who have used actual expert interviews to determine the most important components which constitute intercultural competence. She created pyramid-like model that attempts to base an individual's attitude (respect, openness, and curiosity and discovery), moves to the acknowledgement of one's personal attributes (knowledge and comprehension, and skills), and advances the interactive cultural level of the learners. Each stage is a key to acquire intercultural competence by being aware of the learning process. The pyramid-like process-model of intercultural competence provides for a solid foundation for conceptualizing intercultural competence, which is one of the social science skills. Developing these skills specifically requires those complex learning situations which allow room for making mistakes and thus learning from them. The desired external outcome can be summarized as behaving and communicating



appropriately and effectively in intercultural situations. As Sten (2013) concluded, these competencies and skills can influence one another. His conclusion is that competencies cannot be categorized in many cases, but could be conceptualized as cross-category combining elements from multiple categories. He stressed that understanding how culture affects process design and skills development is vital to the curriculum. These skills are considered vital in intercultural communication across fields wherein learners would evaluate different perspectives of one's worldview.

There have been many studies conducted to learn more about how teachers infuse global perspectives in the classroom. As educators share certain teaching strategies and personal characteristics, they confront stereotypes and resist oversimplification of other cultures and global issues; encourage the examination of multiple perspectives; teach about injustice, discrimination, and power; and provide cross-cultural experiential learning opportunities. The interconnectedness and interdependence of the world is a basis for exposing learners to people and perspectives unlike their own.

2.2 Innovations on Textbook Development

Empirical researches on textbook have continuously debated on how to develop and structure quality textbooks. Many researchers focused on language structure, content structure, or assessment and evaluation of textbooks (Abueg, 2007; Alamri, 2008; Aytug, 2007; Bashir, 2013; Bernardo, 2013; Chaisongkram, 2011; Faustino, 2013; Hummel, 1998; Hutchinson & Torres, 1994; Lawrence, 2011; Lillejord & Ellis, 2014; Mahmood, 2011; Roberts, 2014; Salehi, 2014; Sholichatun, 2011; Sorohiti, 2005; Tantengco, 2014; and Wager, 2014). Although in-depth analysis of textbooks in these areas are important, it is also vital that researches on elements, design



and framework, and innovation must be comprehensively undertaken. As it is, only a handful of researches on textbooks in these area was found (Gabrijelcic, 2016; Lim, et al., 2013; Tao & Pudlowski, 1998; Yuzel & Ozkan, 2015). This bears the task to design a textbook framework that would address this gap. But the question remains on what and how are the design elements included in textbook innovations.

Aytug (2007) argued that textbooks face a “reliability gap” because of their inconsistent features and conflicting ideas during their development process. This is also compounded by the fact that textbooks are in between their educational purpose and commercial roles, as textbooks are either used as instrument for learning and a business product. This was also argued by Rezat (2006) when he analyzed the nature and roles of textbooks.

This is reaffirmed by Andreaou and Kasvikis (2015) when they analyzed history books from Greece. Their study involved development of textbooks after a lively debate on pedagogical elements of Greek secondary history textbooks was scrutinized. Their study revealed that in order for the learners to learn from textbooks, necessary changes were needed to be done in improving their textbooks.

Additionally, Aytug (2007) argued that the development process of textbooks is complicated as developers are conflicted, aside from considering curricular and pedagogical demands, as to what design and elements are to be featured. This means that different frameworks, elements, and design processes must be considered to develop a textbook for its intended audience.

Plut and Pesic (2016) suggested that in order to render a textbook, its structural elements must be classified, and both must act in consonance with each other: first, “formal structural elements” are important latent traits by which textbooks intentionally manifest designs as transmitters of knowledge, such as verbatim codes, use of language, use of certain pedagogies,



visual-graphical means, sense and meaning of the words, standards and criteria, and others; and second, “content structural elements” which are latently designed to be anchor for new learning, such as introductory problems, explanations and elaborations, problem solving, making relations, and others.

As such, textbooks should be treated as a living document as they must respond to the demands of curriculum, pedagogy, developmental needs, and communicative elements (Petrova & Kozarova, 2016; Plut & Pesic, 2003). Furthermore, Petrova and Kozarova (2016) listed down some important elements that textbooks must adhere to: aesthetically pleasing, scientifically correct, linguistically accurate, thematically organized; should use cross-curricular relationships; and provide space for the development of cognitive skills. Textbooks must be developed with emphasis on creative development, cognitive processes, skills integration, and pedagogical knowledge.

Tao and Pudlowski (1998) additionally suggested that textbooks develop a layered-nest sequencing strategy in developing instructional hypermedia-assisted materials. The first layer involves analyzing parts-whole sequence strategy that includes step-by-step development; the second layer deals with specification-to-generalization of conceptual knowledge; and last layer follows a simple-to-complex strategy. Their layered-sequencing approach shows practicability in using learning hierarchy schemes (such as Bloom’s Taxonomy) and bottom-up scheme (such as Differentiated Instructions and Multiple Intelligences Theory).

Lim et al. (2013) suggested on including the element of reflection supporting tools, which includes two tools – reflection on learning process, and reflection on results of learning. As it is, textbooks should provide space for opportunities that encourage learners to reflect on their own



learning, Suggestions on how this should be done include asking the learners to write essays and/or journals, answer reflection questions, create concept maps, respond to a checklist, and others.

Another point raised by Petrova and Kozarova (2016) is that textbooks must allow the learners to independently and individually learn. This was also the sentiment expressed by Gabrijelcic (2016) in her study which argued that textbooks should allow individual development of abilities, skills, and values; and should have the possibility of individualized learning. Additionally, Andreaou and Kasvikis (2015) argued that textbooks often leave the learners to be passive consumers of knowledge. This does not sit well with modern pedagogical approaches of individualized learning. One design element that can be incorporated is forming historical enquiries rather than historical narrative approach.

Andreaou and Kasvikis (2015) argued that learners need to analyze historical evidences rather than re-affirming historical narrative in the textbooks. Historical narrative approach contains problems for learner comprehension as it limits their extent of learning. This can be remedied by constructing questions that can be challenged or examined via historical enquiry approach which must develop multi-dimensional understanding.

This was also argued by Gabrijelcic's study (2016) which focused on analysis of questions and tasks. Her study found that textbooks from Slovenia do not develop enough creativity and higher mental process questions, while English textbooks have more differentiated and higher cognitive process questions and tasks adapted to varying learner abilities.

Despite the fact that textbooks include pictures, Andreaou and Kasvikis (2015) observed that visual imagery is mostly decorative and that it serves little usefulness to teaching and pedagogical approaches of the textbooks. It was also found that these pictures contain little information, thus it only serves as an apparatus for the textbook.



2.3 Development of Design Needs

The literature reviewed in this portion established that developing 21st century skills in the social science curriculum is important in developing a proposed framework, and those about instructional design helped to summarize the components of a proposed framework in order to integrate 21st century skills into developing textbook framework and how to design it properly. This decision was based on the idea presented by Akili (2004) that instructional designers must know instructional theory, how to do the content, task and learner analysis and evaluation. He emphasized that the instructional designs must do with the interplay of theory, research, and application. At the end of this portion, the researcher selected and adapted one proposed design to implement the development of textbook framework as the product of this study.

As the 21st century skills apparently become more vital in the process of learning, the development of these skills is hinge on how the teachers execute the lesson with the use of textbooks (Akili, 2004). Meanwhile, Lawrence (2011) discussed that the development of framework for textbooks is also a pedagogical process – on the perspectives of authors, teachers, and learners. It is an interplay of how the textbooks are integrated in conducting the lesson from the textbooks, and how the learners learned from the textbooks. Although Lawrence focused more on the post-use evaluation process, he advocated the need for a continuous and integrating development process from the authors to the teachers to the learners.

Moreover, the need to have a vibrant discussion and thorough development of these skills on the textbooks is as important as well. However, it is not only from the teacher-facilitated instruction that must be the focus of these outcomes, but also on how the lessons and instructions were designed in the first place. These designs must be multi-faceted, multicultural, and multidisciplinary in nature (Akili, 2004).



Instructional design is a framework in which teachers and textbook writers must carry out the planned teaching strategy and/or planned textbook procedure framework. Booyse (2009) argued that the organization of knowledge and instructional design must be constructivist in nature, as this may enable the learners to acquire more skills. She also argued that these may challenge the learners to interpret, analyze, and apply the knowledge and skills they have acquired. She then recommended a constructivist instructional design that would be a basis for conducive learning process. However, Linh & Suppasetserree (2013) also commented that since the existence of different ID Models, it is impossible for one model to fit the specifics of one subject content.

The problem with most instructional design models is that the developers fail to recognize cultural differences and challenges faced by the learners, such as availability of the materials and lack of technology. Therefore, instructional designers must engage themselves in developing a curriculum that is relevantly multicultural. Grant (2013) suggested that instructional designs must have insights into exploring cultural competencies and skills to develop their designs. This is in consonance with the findings of Manyasi, Barasa, and Amuka (2013). They claimed that to facilitate learner's development, instructional designs should be based on the culture of the society.

Grant (2013) concluded that the instructional design must be provided with additional materials that will promote the understanding and integration of culture. His study revealed that the notion of "one size fits all" to instructional design does not fit especially if the instructional designers do not consider different cultures in developing their materials. However, even with "one size fits all" concept, it is still hard to find a specific instructional design with detailed activity for discussion of skills. Most ID models are either inappropriate to use, broadly content-based, or abstract and general in nature, contrary to the notion that they must allow the learners to develop the skills and expand the same.



Still, the study of Kahveci and Atalay (2015) highlighted the need to create a model that would capitalize on the essentials of learners in Social Studies. They observed that while most learners had a negative perception about Social Studies, as the subject becomes “detailed” and “boring”, there is a need to enhance the skills of the learners about real-world problems such as logical and critical thinking, self-direction, and learning to learn. These skills are part of the 21st Century Skills for Social Studies (P21), as mapped out by the National Council for Social Studies (NCSS).

The findings of Kahveci and Atalay’s study were then supported by the findings of Yucel and Ozkah (2015) on the topic of detailing the contents within real life scenarios. The results of their study showed that the lessons which are based on real-life situations have developed further the skills of the learners. Therefore, enrichment of the current contents must be done through realignment of instructions that would integrate the use of real-world tools to solve real-world problems. These would transcend to further developing and enhancing 21st century skills of the learners in social studies subject.

Another support to this conclusion is done by the study of Umary (2011) about agriculture curriculum in Nigeria, where experience and real-life solutions are deemed important. He however noted that while the instructional design is very important, the simplicity, appropriateness, and relevancy of the instructional materials are also contributor for effective learning of skills.

Linh and Suppasetseree (2013) in their study reviewed several instructional design models that would fit teaching and writing, concluding that the ADDIE Model is the most fundamental and systematic of all instructional designs, as most of ID Models were based on ADDIE Model. Linh and Suppasetseree (2013) concluded that ADDIE model does not have a specific author but



rather a colloquium and evolution of different traditions in teaching and instructions have made it one of the most significant ID models.

Beach (2013) developed a tool as a basis for evaluating Electronic Health Record (EHR) Training Program using ADDIE as a framework for selecting, requesting, and evaluating the training documents and tools. He then created a training program framework using ADDIE, which he adopted from a public domain model. Beach also noted that there is a need for ADDIE-driven focus on all training phases.

This recommendation of Beach's study was implemented in a separate study done by Williams (2012) and reported in a paper published in Japan. Although not in a training program, William's study used ADDIE to investigate the instructional plan in Takamatsu University. Using ADDIE, he found out that majority of Japanese learner's essay composition was nearly poor. However, his results were inconclusive since as of the writing of the paper, official adoption of the University was held off for further reviews.

Azami, Ahmadigol, and Rastegarpour (2015) surveyed the effectiveness of ADDIE in learning key skills in Futsal. The study revealed that by using ADDIE, trainees have higher score mean compared to traditional method of learning of Futsal. It also showed that less time was used when ADDIE was adopted in constructing the instructional method.

The review on instructional design models gave the researcher a broad idea of the instructional design that can be developed as the product of this study. All of the researchers suggest one important factor in development of instructional designs – that the models must be situated in real-life, using real-world tools in order to capitalize on the development of the skills. However, as this study does not fully concern the development of instructional design, the use of



this review is to identify and explain the instructional design that the researcher used in developing the framework for textbook development.

2.4 Synthesis

This literature review established that most social science textbooks have limitedly developed 21st century skills in other countries. It is hinged on Kapdize's (2015) findings that most are inadequate; hence, they should be analyzed on larger and deeper scales. The gaps in this literature review further reinforced that the traditional syllabus-content development is already inadequate to develop a learner who is capable of living in the 21st century.

Several inquiries were also established as to the nature of a textbook. Rezat (2006) revealed in his study that textbooks' nature of dichotomy is vital in analyzing textbooks. This led to the development of a model of textbook use connected to the fundamental dichotomies of textbooks in incorporating the creation of what should be featured in a functional textbook.

In our society today, textbooks are not the only source of information; therefore, they must adapt and be innovative to provide different elements in order to develop key competencies and skills. Social science textbooks that encourage content-based approach only requires learner's accumulation of received information rather than encouraging them to develop skills that would equip them to live in the 21st century.

As such, developing 21st century skills in the social science curriculum is important in both instruction and instructional tools. Curriculum developers should always consider the advantages and limitations of different instructional designs, not just in the actual classroom teaching but also in developing instructional materials such as textbooks.



Meanwhile, the field of social science must provide learners with the tools and experiences that enable them to construct meaning and critically examine their roles in the world as global forces have transformed the world at present. These changes in society need learners who can develop better skills, process more content, and understand the needs of the society more, as the delivering and increasing access to the world knowledge, should reflect this new global “normal”.



CHAPTER 3

RESEARCH METHODS

This chapter describes the methodologies including the research design, analysis framework, data gathering procedure and instruments, sources of data, and validity and treatment of data to answer the research questions raised in the previous chapter.

3.1 Research Method

This study used both quantitative and qualitative method of research. Quantitative research gave priority in analyzing data from verbatim codes from the textbooks. The researcher decided to use this method as it allowed the examination of data (frequency counts) and interpretation of observable traits uncover the underlying meanings and patterns of relationships of one text to the intention of developing a certain skill (Jun & Zhiqiang, 2008). Considering the nature and objective of this study, a quantitative method is the most suitable design.

Meanwhile, qualitative descriptive research allowed the researcher to gain further information from local experts and end users of the textbooks – collectively known as “local knowledge” (Bernales et al., 2008). This knowledge is gained through analysis of codes, indicators, and themes inferred from the interview session. Through the discussion with different stakeholders, the researcher drew knowledge that determined the gaps in developing textbooks, and identify further needs in designing 21st Century Skills.

For both research method, the analysis process, to be further discussed later in this chapter, allowed the researcher to make inferences from the available textual information given in the manuscripts of the evaluated textbooks (Bryman, 2001; Krippendorp, 2004). This method also allowed the researcher to carefully interrogate all verbatim texts by using a systematic analysis.



Thus, it is an unobtrusive observation, as the use of codes and rules of analysis are clear, explicit, transparent, and public. It used systematic, replicable, and observable process to pre-existing categories (“code”), as it relies on the frequency, and importance of certain words and topics.

This method allowed the researcher to evaluate the published manuscripts of the textbooks in its natural and unobtrusive setting and context by delineating the need to interact with other subjects (Sholichatun, 2011). The researcher had an interaction with the natural setting by analyzing contents of the selected textbooks.

Thus, by gathering knowledge, the researcher has drawn abstractions, concepts, and/or themes from the process itself as what the qualitative method intends. Hence, the final product of this study has a detailed framework of the goals, competencies, and outcomes of what should be developed in *Araling Panlipunan* textbooks.

3.1.1 Content Analysis Criteria and Methods

This thesis heavily relied on the work of Philipp Mayring in his work in 2004. According to him, the main purpose of content analysis is not only to analyze the manifest content of the work (which may either be a transcript, published work, printed discourse, and the likes), but to differentiate the aims, themes, and main ideas of the content itself, as a latent content. Therefore, it is a tool to make inferences and conclusions from the sourced texts.

For this study, content analysis was decided upon by the researcher in order to determine the extent by which the *Araling Panlipunan* textbooks manifest 21st Century Skills. This informed the researcher to determine the gaps among the textbooks, and how the 21st Century Skills could be integrated in them. One rationale for content analysis was described by Plut and Pesic (2003) when they were working on their theory titled “Theory on Textbooks”. They determined that



textbooks may have dysfunctions by providing an elaborated discrimination between good and bad textbooks. In order to provide such explanation, content analysis helped the researcher to further the assumption that 21st Century Skills are already embedded in the textbooks, and that integration of these skills is highly structured, logically written, and seamlessly integrated.

Mayring (2004) discussed three levels of discrimination that content analysis may find in a text. In his research, he cited the study of King, Keohane, and Verba (1994) who suggested a unified approach to analyze contents, while he cited the Keystone of Science Project (2003) which formulated several criteria for analysis. With several studies used as basis for analysis, he concluded that the assignment of text and working through textual passage is qualitative in nature. In his study, the qualitative content analysis is developed in order to draw out inferences in the texts.

In Mayring's (2004) version of content analysis, the textual passage can only be understood by analysis of the whole text, and not as a separate passage, together with its context as the background. Thus, it is not just a process of counting the frequencies of the manifested textual elements in a certain passage. Using this coding category, each textual passage was assigned into one coding category on the basis of the guidelines established by the coding analysis itself. The main idea is explicitly known such that the samples of textual passage are determined exactly under what category it could be coded into based on prior formulated theory.

In Table 1, the coding category was adopted and revised from Mayring's work. The coding category in this adopted format relied on the "21st Century Skills Map" as developed by P21 & National Council for Social Studies (2008) in decoding the categories (see Appendix B in page 196). In the work of Dede (2009), he noted that these frameworks, although from different groups, have been building on the same frame of what he called as the "contextual skills". However, there



are still major differences especially in the focus or emphasis of the framework design. Suto (2013) cited 12 major skills that encapsulated the 21st Century Skills, which can be seen in Appendix B in page 196. As it is, it is important to limit the skills set decoded as determined by the researcher.

Table 1

Revised Coding Category

Coding Category	Definition
High Level	Textbook has successfully exhibited 21 st century skills in text and activities, which demonstrate all of the following • All parts may foster development of the required 21st century skills • A positive, hopeful text exhibition of the 21st century skills • Clear and direct reference on the development of 21st century skills
Average Level	Few parts only successfully exhibited 21 st century skills in text and activities, which demonstrate one or two of the following: • Few parts are not able to develop the required 21st century skills • Partly positive and hopeful text exhibition of the 21st century skills • Unclear but direct reference on the development of 21st century skills
Neutral Level	Several parts did not or have badly exhibited 21 st century skills in text and activities, which demonstrate at least one of the following: • Several parts do not foster the development of the required 21st century skills • A negative and pessimistic exhibition of the 21st century skills • Minimal direct reference on the development of 21st century skills
Low Level	No reference or exhibition at all of the 21 st century skills in the text and activities, which demonstrate all of the following • Many parts are not able to develop the required 21st century skills. • No exhibition at all of the 21st century skills • No textual reference of the development of the 21st century skills

Note. Adapted from Mayring, P. I. (2014). *Qualitative Content Analysis: Theoretical Foundation, Basic Procedures and Software Solutions*. Leibniz-Institut für Sozialwissenschaften: Klagenfurt, Austria. Retrieved from http://www.psychopen.eu/fileadmin/user_upload/books/mayring/ssoar-2014-mayring-Qualitative_content_analysis_theoretical_foundation.pdf Accessed May 28, 2016



Furthermore, the results of the content analysis were audited by validators (see Method of Validation in page 61). This was done in order to establish the credibility and validity of the data and whether or not the findings, interpretations and conclusions were supported by the data.

In terms of allotting the data in skills category, the data allotted by the researcher must fit the indicators needed by each skill category. Although some codes could be classified to more than one skill, allotting the same codes that matched with 1 or 2 categories only was considered acceptable. Therefore, a revision was done to those codes that were found to be lacking in order to suit the validation conducted. As some of the codes were replotted to a different skill category, it also needed to be allotted to a different quality level. Therefore, the researcher reassigned these codes twice to suit the validation requirements.

3.1.2 Descriptive Method

The interview method provided the benefit to analyze the responses of this method into a natural setting and context by generating themes through the answers of the participants. Through this method, the researcher had an interaction in natural setting by gathering information in a free-flowing discussion with key expert players and other stakeholders necessary for this study.

The qualitative interview method involves questions (see Appendix G in page 206) from the researcher to describe and interpret answers by defining and analyzing themes in order to flesh out the needed information that would enrich the study. It pursued in-depth knowledge that the participants may possess, and therefore cover factual and meaning level of the interviewers. This study used the semi-structured interview approach as the researcher believed that information and knowledge can be best adapted to the researcher's priority, but still allowed a degree of freedom for the participant to flesh out their answers.



3.2 Selection of Participants

The data used in this study came from participants who were pre-selected based on the characteristics set by this study. Purposive sampling groups participants according to pre-selected criteria relevant to a research question. The participants were selected because of some characteristics (Given, 2008), which Patton (2002, as cited by Sburlan, 2009) suggested to be a selection of information rich in different cases for study to learn about issues of significant importance.

3.2.1 Interview Participants

For the participants in the field of academe and teaching, the following criteria were set: (1) must be a master Social Science teacher or higher, or its equivalent in the private sector for at least 5 years; (2) must have at least 15 units or higher of Master's degree in Social Science; and (3) must continually exceed his/her performance by conducting seminars and other academe-related functions (such as SSG adviser, LET reviewer, author, and other related functions). With these criteria, the researcher decided to invite 3 teacher-participants of the study.

For participants in textbook industry, the following criteria were set: (1) must be a part of a credible academic publishing company for at least 5 years; (2) must handle Social Science textbooks as part of his/her regular editing / consultancy / expertise; and (3) must have experience in publishing at least 5 *Araling Panlipunan* textbooks. With these criteria, the researcher decided to invite 3 participants of the study.



3.2.2 Validators and Auditors

Validators and Auditors were selected based on their expertise in different fields such as teaching, social science, and textbook development. The criteria set by this study for validators include (1) must have a Master's degree or higher in his/her field, (2) must be part of a credible institution for at least 5 years, and (3) must continually exceed his/her performance in academic-related functions. With these criteria, 5 validators and 2 auditors were invited to be part of this study.

3.3 Research Instruments

Two research methods were used as key instruments for this study – content analysis instruments, and a semi-structured interview questionnaire.

3.3.1 Content Analysis Instruments

There are three instruments used for content analysis: Rubric for Textbook Analysis (RTA), Verbatim Coding Analysis (VCA), and Coding Frequency (CF). Content analysis can be useful in evaluating textbook contents by carefully following the process known as “coding” (Crowley & Delfico, 2006).

The first instrument is Rubric for Textbook Analysis (see Appendix C in page 198). The rubric developed in the study is based on Mayring's (2004) coding categories following the traditional 4-point criteria format. This rubric as an instrument traditionally follows the format of having a criterion, level of performance, and scoring option. The level of performance is based on Mayring's (2004) revised coding agenda as presented in Table 1 in page 46 of this study. This instrument measures the quality of each verbatim code, as scored in the different quality level.



The second instrument called Verbatim Coding Analysis (see Appendix D in page 199) cites specific texts or codes found in the textbook that exhibited 21st century skills. This instrument is used to record, analyze, and code the features of the text that were able to exhibit a specific skill. This also allows the researcher to generate patterns, as defining traits can be examined through this instrument.

The third instrument titled Coding Frequency (see Appendix E in page 200) used Suto's (2013) framework as he analyzed 12 major skills that also encapsulate the 21st Century Skills. These skills are cited for frequency of the observation; thus this skill measures the quantity of these skills. The categories used were based on 21st Century Skills framework as reflected in P21-NCSS Skills Map.

For instruments that were used by the validators during the auditing process, the same instruments described in this section were used (see Appendix U in page 268). The instruments went through the same validation process as the instruments used by the researcher.

3.3.2 Interview Instrument

A semi-structured questionnaire (see Appendix G in page 206) was used for the qualitative descriptive analysis. It is a combination of a pre-determined guide questions with a free-flowing discussion that would explore different themes or ideas generated from the participant. This type of interview was selected to generate important ideas to explore depth discussion of the knowledge held by the participants. As it was conducted in an open and frank conversation with a guided framework, the session was flexible, but at the same time constrained within such grounds of the topic. The questionnaire was developed during the post-colloquium stage of writing, and was run through with key experts in the field.



3.3.3 Validation of Instruments

All instruments were subjected to external and internal validity examinations to validate the contents of the form, and establish its reliability to provide specific information needed in this research. External validity generalized the instruments for all other research setting so that it can hold true to other subject content. Meanwhile, internal validity was done by examining the appropriateness of the instrument to answer the research problem.

For instrument validation, experts on the field of education and textbook publication were invited and sought to review. Five experts from different fields conducted the validation of the instruments to ensure that these are up to the standards of using the adapted validation tool. Qualifications for validators were based on criteria set by this study on page 49 of this study.

A validating tool (Appendix F in page 201) was adopted from the works of Simon and White (2011) as an open source document for validation of content analysis. It is a rubric that contains 32 criteria with 4 scoring levels.

3.3.4 Selection of Textbooks

The data used in this study came from textbooks available in the market for School Year 2017-2018 which used the May 2016 *Araling Panlipunan Curriculum*. For ethics purposes, information regarding these textbooks were withheld (see Research Ethics in page 66).

Convenience sampling was done as this enabled the researcher to select textbooks that were available and accessible. As chosen textbook could not represent the population of respondents, they cannot generalize the situation for the wider population (Cohen, Manion & Morrison, 2007). Convenience sampling was chosen for this study as only a handful of available resource textbooks could be identified during the time of this research.



3.4 Data Gathering Procedure

The researcher proceeded with several steps in order to gather the needed data and to develop a workable framework.

3.4.1 Content Analysis Procedure

The steps as listed below were done to analyze the data using content analysis. This process was a revised process from multiple sources (Crowley & Delfico, 1996; Cohen & Crabtree, 2006; Cohen, Manion, & Morrison, 2007; Roberts, 2014) which can be seen in Figure 5. This involved a 9-step process of coding and analyzing textbooks.

The categories used were based on 21st Century Skills from the original work of the Partnership for 21st Century Skills and the National Center for Social Studies (2008). These categories are the skills that was determined by the framework set by P21 and NCSS such as Creativity and Innovation, Critical Thinking and Problem Solving, and Communication Skills. For the complete list of the skills please see Appendix B in page 196. These skills and their subset indicators helped to construct a recording unit of categories in order for the researcher and interrater to analyze the contents of the textbooks.

In order to analyze these manuscript, a rubric (Rubric for Textual Analysis, see Appendix C in page 198) was developed in order to assign the skills and competencies to proceed with the content analysis itself.



Construction of categories for recording units.	•The categories were based on 21 st Century Skills from the work of the P21 and NCSS (2008) as shown in Appendix B in page 196
Developing a rubric to guide the process of analysis.	•To assign the learning competencies to the 21 st century skill, a rubric (RTA) was developed as shown in Appendix C in Page 198
Defining the type and choice of sample textual information.	•Type of sample were analyzed using the VCA as shown in Appendix D in Page 199
Conducting the textual content analysis	•This was done by recording the textual content verbatim, accomplished by copying verbatim the keywords or phrases analyzed from the published materials using VCA.
Subjecting the codes into rubrics	•This process determined the quality level of the codes, using iCF instrument in Appendix E in Page 200.
Allotting the data to the categories.	•The collected data were assigned to a category by tallying the frequency, counting the appearance of units shown as raw data in Appendix I in page 210.
Determining the manifested pattern	•The patterns was determined through defining the outlined indicators of each skill as shown in Appendix O in page 219.
Computing the intensity of manifested pattern.	•The data from VCA were then computed based on the weighted score of each level as shown in Appendix P in Page 234
Summarizing and concluding the data.	•Using the allotted units, the words of convergence was determined in the analysis of the sample textual data as shown in Appendices K and M in page 215 and 217 respectively

Figure 5. Procedure for Content Analysis

The type of sample that were analyzed such as words, phrases, sentences, or paragraph (words such as “*nasusuri*”, “*nakagagawa*”, and “*natatalakay*”) from published manuscripts of the textbooks were assigned to the appropriate categories of instrument. This was done by tallying the frequency, counting the appearance of units, noting the intensity of units, etc. to classify the frequency and intensity of the units. These were recorded in the Coding Frequency instrument (see Appendix E in page 200)



Finally, using the allotted units in the categories, the researcher determined the words of convergence in the analysis of the sample textual data (Verbatim Content Analysis, see Appendix D in page 199). This allowed the researcher to summarize the data, and give conclusion to the same after the analysis. The summary was reported in Chapter 4, while the conclusion was described in Chapter 5 of this study.

3.4.2 Interview Procedure

The participants were asked through a semi-structured interview to explore the themes being investigated on, while giving the researcher and participant enough space to allow new ideas to be brought up during the interview based on what the participant said. The guide questions that formed the semi-structured interview instrument were validated by experts in the field.

For facilitation of the interview, the researcher conducted a 4-step revised facilitation step, as defined by Nagle & Williams (n.d.) in their briefing hand-out, as illustrated in Figure 6.

Pre-Facilitation	•To facilitate the selection of participants,, the researcher distributed an informed consent form prior the day of the interview to solicit consent as shown in Appendix G
Pre-Session	•The engagement of the participants was critical, so they needed to feel comfortable and at ease to speak as this was crucial to the study
Facilitation	•A frank and honest conversation was facilitated, which allowed the participants to convey what they wanted to say, as all information, both verbal and non-verbal, may be interpreted.
Post-Session	•The researcher transcribed, and mapped the ideas and concepts helpful to flesh out the themes or ideas generated from the interview as shown in Appendix Q

Figure 6. Procedure for Interview Sessions



For the interview with participants, the researcher sent out notices to the selected participants as described in the “Selection of Participants”. A date for interview was agreed upon and the manner of interview was explained thoroughly to ensure that they had full knowledge and consent of the process. The duration of interview or extent of participation was expected to be less than 60 minutes. After the interview, the researcher sent back to all the participants the transcribed version of the interviews to verify its contents.

To facilitate the selection of participants, the researcher distributed an informed consent form prior the day of the interview and/or focus group discussion to solicit consent from the selected participants.

For the next step, the logistics and pre-interview were readied. The researcher prepared the list of selected participants as well as the interview questionnaire to use. The engagement of the participants was critical, so they needed to feel comfortable and at ease to speak with the same frank and honest conversation as this was crucial to the study.

In the conduct of the session, a conversation must be conducted. The researcher facilitated it and allowed the participants to convey what they wanted to say, as all information, both verbal and non-verbal, may be interpreted. The researcher asked the participants if it was okay to record, and it had been granted to do so.

When the conversation was ended, the researcher transcribed, and mapped the ideas and concepts helpful to flesh out the themes or ideas generated from the interview. The transcript was also shared with the participants for validation. This process was gain deeper understanding of the ideas gathered



3.5 Analysis and Treatment of Data

Two analysis procedure was used by the research to exact the data needed for: first, a quantitative analysis for the data coming from the textbooks (Trochim, 2002); second, a qualitative coding analysis based from the procedure of Evans (n.d.)

3.5.1 Quantitative Data Analysis

A quantitative analysis was used for the frequencies gathered in the content analysis procedure using a combination of pattern matching and frequency mapping. These process were conducted to analyze the verbatim text gathered by allotting the frequencies of quantitative data that revealed the quantity and quality levels of the verbatim codes. To do this, the researcher followed a stringent 7-step analysis using combination of steps proposed by different experts (Clarke & Parsons, 2013; Cohen & Crabtree, 2006; Mayring, 2004; Trochim, 2002;), as exemplified in the Figure 7.

The first step involved the determination of the quantity level of the skills. The quantity level is defined as the number of times or frequency of occurrence the skills are cited in the textbooks. Therefore, the frequencies were computed using a simple percentage computation. This generated a 100% return value for each skill. The second step in the process involved the means to determine the quality level. Quality is defined how sufficient or insufficient these skills are being developed in the textbooks. For quality level, the divisor was determined by the total number of frequency per skill in all confidence levels, thus 100% return value for each skill. Both steps involved using the Coding Frequency instrument (see Appendix E in page 200) that summarized the data. The results were presented in Appendix I and J (see page 210 and 211 respectively).



Determining the Quantity Level.	•Frequencies were computed using a simple percentage computation. This generated a 100% return value for each skill.
Determining the Quality Level.	•The divisor was determined by the total number of frequency per skill in all levels, thus 100% return value for each skill.
Coding and Scoring the Frequencies.	•The frequencies was coded using the Rubric for Textual Analysis to score the data using general weighted score.
Generating the Patterns.	•A cross examination of skills and their indicators against the verbatim contents generated from Mayring's analysis agenda.
Allotting the Data.	•Determined the words of convergence in a summarized chart using the Verbatim Coding Analysis.
Computing the Total Score of Pattern.	•After allotting the data, each pattern analysis was given a weighted score based on the RTA.
Summation of the Total Score of Pattern.	•Simple summation was used to determine the combined TSP for each pattern.

Figure 7. Quantitative Data Analysis

These frequencies were then coded using the Rubric for Textual Analysis instrument (see Appendix C in page 198) to score the data using general weighted score to determine the quality. Scoring the data involved the computation of how each code was able to manifest the skill on a certain perspective level (High, Average, Neutral, or Low – see descriptions in Table 1 in page 46). Results of the computation can be seen in Appendix K in page 215 for the quantity and Appendix M in page 217 for the quality levels.

A cross examination of skills and their indicators were done against the verbatim contents generated from Mayring's content analysis agenda to generate the themes and patterns of these skills. This was done by determining the words of convergence using a summarized chart in the analysis of the sample textual data using the Verbatim Coding Analysis instrument.



In order to determine these patterns, pattern matching (Trochim, 2002) was used by the researcher. This refers to the prediction of results that forms distinctive patterns and then determining the degree to which actual results fit the predicted pattern. It involves an attempt to link concepts to each other, as theoretical and operational concepts are deduced from the distinguished patterns. These might be ideas or hunches of the investigator that arose from combination of these patterns or fingerprints. Pattern matching was used in order to provide a richer context by matching the quality level points, as reflected by Mayring's (2004) content analysis. This meant that, to deduce the patterns, it must be collected or organized by relevant operationalization of the skills analysis such as the pattern for development of the skills. Results of this can be seen in Appendix O for per skill results in page 219 and Appendix P for the summary in page 234.

After allotting the data, each pattern analysis was given a weighted score based on the rubric. General weighted average was used to determine the TSP. Each code was analyzed to determine which pattern they would be allotted. Simple summation was used to determine the combined TSP for each pattern.

3.5.2 Qualitative Data Analysis

For the data generated from the interview sessions, the researcher analyzed the verbatim text to generate codes, indicators, and themes. This allowed the researcher to derive data from participants targeting a certain theme based on the Conceptual Framework of this study (see page 14). All relevant data for the theme was gathered in order to present and analyze the data more efficiently, based on the assumptions of this study (Cohen, Manion, & Morrison, 2006). However, in this case, data was deductively analyzed so as the wholeness of the experience of the individual was not lost, and the true meaning of their knowledge revealed.



To do this, the researcher followed a stringent 6-phase analysis procedure from Evans (n.d.) as exemplified in Figure 8.

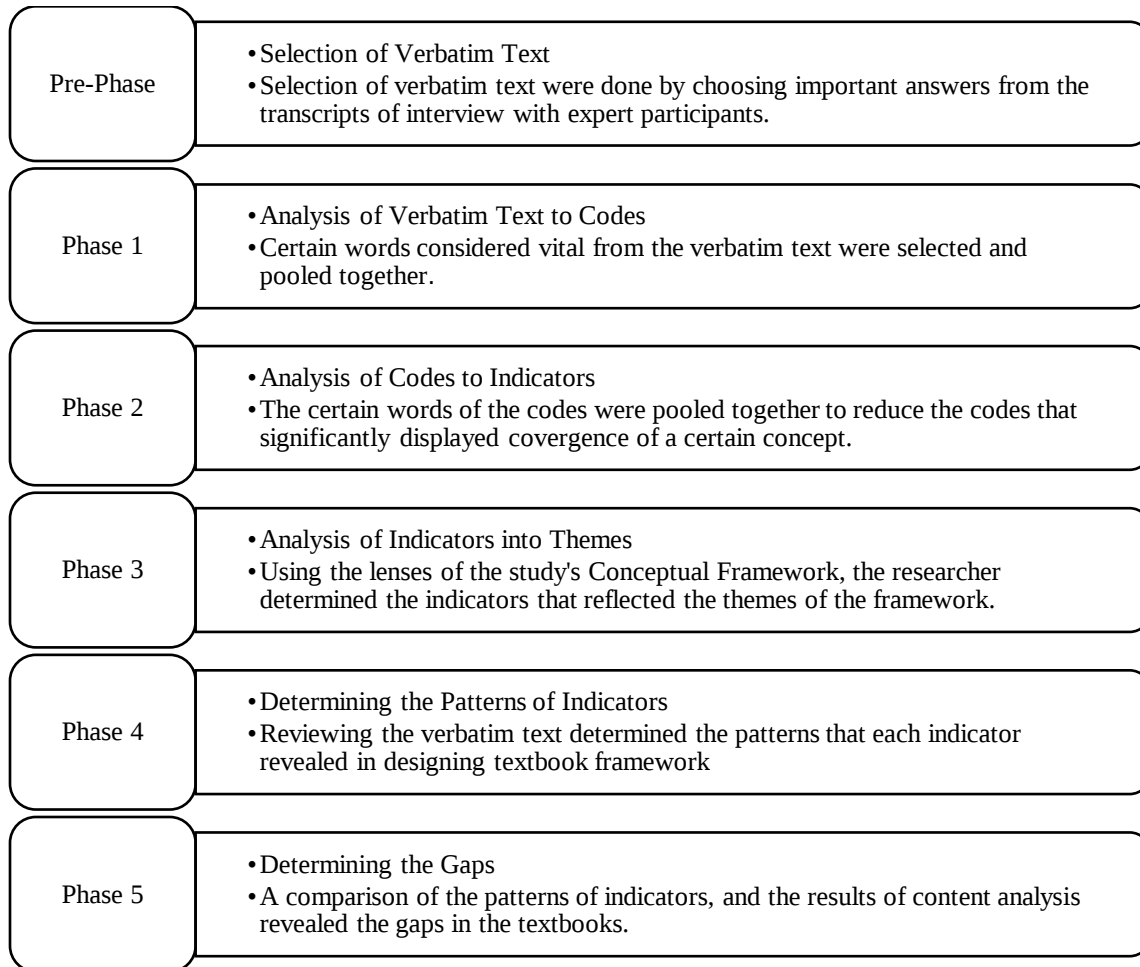


Figure 8. Qualitative Data Analysis

Deductive thematic analysis was used to transform the verbatim data to a transcription that was manipulated into fragments in search of underlying meanings and patterns. Due to the vastness of the data, these needed to be reduced in order to draw conclusions and verify the same. Thus, selection of verbatim text was done by choosing important answers from the transcripts of



interview with expert participants. Only certain sections of the interview transcripts were considered as verbatim text to delineate from paralinguistic and word of convenience.

The first phase of coding the participants' answers from the interview and FGD sessions generated significant codes. These verbatim texts precipitated these codes based on the different stakeholder's knowledge of the practices. Forty-four (44) codes were generated from the sessions conducted. These codes reflected what were included in the textbooks that were vital as a component of the design framework. Certain words considered vital from the verbatim text (such as *nakapagninilay* or *nakagagawa*) were selected and pooled together. This pooled words (and sentences) contextualized to determine the words of convergence that indicated the true meaning of the participant.

The second phase scrutinized the generated codes into necessary indicators, as seminal demands that must be integrated to form functional textbooks. These indicators, culled from the verbatim texts from the interview sessions, were indicative of what a textbook framework should be designed. The certain words of the codes were pooled together to reduce the vast verbatim codes to indicators that significantly displayed convergence of a certain concept. This convergence were collective indicators of participant's knowledge contextualized to reveal their true meaning. Twelve (12) indicators were deduced from the 44 codes described in the previous section.

The generated indicators were summarized through the lenses of the Conceptual Framework of this study in the third phase. Of the 12 indicators generated from the coding phases, the researcher was able to relate the analysis back to the four demands that are considered as dimensions of the textbook. Using the lenses of the study's Conceptual Framework, the researcher determined the indicators that reflected the themes of the framework. These themes parallel the demands of the textbook design and was determined fitted to the indicators generated. In doing so,



the review of verbatim texts determined certain patterns that were significant in the design of a textbook framework.

Using the generated indicators and themes, the fourth phase was able to pinpoint what should a 21st century skills-based textbook framework design would be as well as how it can be manifested in the textbook itself. The results indicated what an author or editor of the textbook should have considered in writing textbooks. It also informed subsequent interlinking processes done to the verbatim transcriptions, thus summarizing participants true meaning. Therefore, the patterns summarized the participants' original intent during the interview sessions.

Meanwhile, the last phase found the gaps between the theoretical concept and applicable model in designing 21st century skills in the textbooks. The codes, indicators, and themes generated from the verbatim text of the interview sessions was able to deliver what should be in the textbooks. A review of patterns of indicators and the results of content analysis revealed the gaps present in selected textbooks described in the previous section of this chapter (see Analysis and Treatment of Data in page 56).

3.6 Method of Validation

In order to establish the credibility and validity of the results of content analysis, the researcher decided to conduct qualitative auditing. Qualitative auditing involves all field notes regarding a qualitative research (Carcay, 2009), in this case, the verbatim coding analysis done by the researcher was subjected to this audit process to avoid potential research bias and judgement; so as to establish trustworthiness of this study, a research audit was decidedly conducted. This provided an opportunity to assess the validity of data, and feedback that led to additional data gathering.



This researcher decided to audit the results of content analysis, in order to validate the same. However, with the sheer number of textual codes analyzed to sample scientifically valid codes that may represent and generalize the whole population; thus, it was decided that randomly selected codes could be prepared for auditing.

To start the process of validation, the raw data was prepared by the researcher by randomly selecting codes for each criterion and level, thus preparing 48 codes each. The tool described in page 51 was also used in validation and auditing process. Two validators were selected to conduct an audit of the results based on criteria set by this study (see Validators and Auditors in page 49). The 6-step auditing process is presented below.

Preparing the Data	•The raw data analyzed by the researcher is prepared for the auditor before the analysis can begin.
Developing Categories and a Coding Scheme	•Coding and category schemes were developed using the same categories of the coding agenda.
Testing the Coding Scheme	•A testing process on selected texts was done that ensured the auditing process to audit the rest of the materials.
Coding the Text	•Once the test audit procedure was done, the auditor reviewed the rest of the codes.
Assessing the Coding Consistency	•After the code auditing was done, the auditor assessed the consistency and validity of the audited materials.
Drawing the Conclusion	•The assessed materials were reported and interpreted to be considered valid.

Figure 9. Qualitative Auditing. (Adapted from Zhang & Wildemuth, 2006).

The raw data analyzed by the researcher is prepared for the auditor before the analysis can begin. The data comes from the verbatim codes analyzed by this researcher, however due to the



sheer total number of raw verbatim codes (50,999) processed, it was decided that randomly selected codes could be prepared for auditing.

In order to develop coding and category schemes for this process., the same categories and themes was based on the 21st Century Skills (P21-NCSS, 2008) and Mayring's (2014) coding agenda, that was also used during the data gathering process. Once the researcher and auditor were satisfied in the processed developed, a testing process on selected texts was done. This ensures the auditing process to be sufficient and confidently audit the rest of the materials.

Once the test audit procedure was done on selected codes and that the results show confidence in the quality of the results, the auditor reviewed the rest of the codes. This led to revision and recoding of codes, if necessary.

Table 2

Result of Auditing Process

	Rubric Score	Accuracy	Interpretation
Validator 1	3.8125	95.3125	High Level
Validator 2	3.7083	92.7083	High Level
Average	3.7604	94.0104	High Level

After the code auditing was done, the researcher and inter-coder assessed the consistency and validity of the audited materials. Revision and recoding of codes, if necessary, shall be decided by the researcher and auditors. This step involves making sense of the themes and audited results found. This led to a confidently assessed materials, thus reporting and interpretation of the same



can be considered valid. Results of the auditing process is presented in Table 2 above, while the raw data was presented in Appendix W in Page 272.

3.7 Validation of Framework

With the data presented in Chapter 4 of this study, the researcher was able to create a framework that can respond with the needs of the learners for a textbook that can develop 21st century skills further. The Framework that was designed by this study allowed adequate space for the authors and editors to design their own framework in terms of selection of the content from the curriculum, skills to be developed, pedagogical approaches, and structural elements.

In order to develop the Framework, the researcher asked experts from different fields and stakeholder sectors to validate the manuscript of the study. Such findings from their validation was used to enhance the quality of the manuscript. and to fully inform the gaps that are still found in the first manuscript. The comments and suggestions of 5 experts constituted an average of 3.492 with verbal interpretation of High Quality (see Table 3 below), thus the Framework is considered validated. However, the comments and suggestions of these experts were considered in order to revise the Framework.

Table 3

Validation of Framework

	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Average
Expert Validation	4.00	4.00	3.64	2.11	3.71	3.492



Additional revision in the Framework was made with comments coming from expert validators. Such revisions from the validation were used to enhance the quality of the manuscript and to fully inform the gaps still found in the first manuscript.

Validator 1 commented that the framework is not clear if the required competencies are covered by the Framework. The Validator also commented that some targeted skills for some patterns have no clear knowledge product alignment. For this matter, the researcher revisited these patterns to review and revise such patterns.

The Validator also commented on the wordiness of the Framework, which was addressed through revisions of the researcher and his language expert. There is also a suggestion that the knowledge product and the relationship of the targeted skills to the competencies are based on the preference of the researcher. However, to address this issue, the researcher used coding mechanism (see Content Analysis Procedure in page 52) in order to regress the bias of the researcher. This allowed the researcher to balance out the skills by using patterns that allowed to cross-reference each skill's pattern development in the textbooks. With minor revisions from the Development Editor, he validated the draft Framework.

Validator 2 asked and suggested if the researcher had compared the draft Framework with other competencies such as PSG and those from other countries; however, as defined in the Scope and Delimitations (in page 20) the coverage is only limited to the Learning Competencies as defined by the Philippine Department of Education, as the textbooks analyzed by this study only cover those of DepEd's competencies.

The Research Professor asked to include the use of gender-sensitive, culturally responsive, and politically correct language in the Framework. This was addressed during the language-editing process that the Framework underwent. She also suggested that major findings of this Study must



be included in the Framework explanation in order to further strengthen the assertion of the Framework. This was also done during the revisions of the Framework. However, Validator 2 suggested that the role of *Araling Panlipunan* as a discipline must be further emphasized and elaborated to give it a distinctive role as contrasted from other subjects.

3.8 Research Ethics and Post Research Mechanism

Some ethical considerations were raised during the course of this study, and they were addressed by implementing ethical research practices as follow.

As regards the use of textbook, permission was sought from authors and publishers, but to no avail. In order to address this problem, the researcher decided to withhold all information regarding the books, thus anonymizing to maintain privacy and confidentiality. However, an off-shoot problem was raised when the presentation of verbatim text codes gave away a clue to the identity of the books.

During the selection of participants for both interview and FGD, the researcher distributed an Informed Consent Form (see Appendix H in page 208) to potential participants prior to the facilitation of the data gathering sessions. The nature and background of the study were discussed in the form, providing them necessary information before they decided to participate. No incentive, compensation, or reimbursement to the participants was paid by the researcher for agreeing to participate in this study.

A consideration was also raised during the course of content analysis of the textbook. The process required the researcher to dedicate huge amount of time to analyze the verbatim codes. This process may be vulnerable to outside influences such as noise, distractions, and the likes. Also, Crowley and Delfico (1996) explained that errors may arise when huge amounts of text are



being coded. These are (1) deficiencies in documents, (2) ambiguity in the judgement process, coder bias, and (4) coder error. This was addressed through the recommendation of O'Keeffe (2013) when she conducted her textbook content analysis. She recommended to use interventions to avoid these outside influences using white noise, signal noise, and the likes.

The aim of this post-research mechanism was to share the result of study to the participants and to the community where this research was conducted. Copies of research product are planned to be distributed to the experts and publishing houses to further validate the results of this study. The researcher intends to conduct several conferences, seminars, and workshops that may lead to further development of textbooks that are 21st century skills-based.



CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents data analyzed the results from the two instruments used by the researcher: (1) content analysis of selected textbooks and (2) interview of experts. The data in this chapter was used to design a framework that would serve as guide on how to integrate and develop textbooks with 21st century skills.

4.1 Extent of 21st Century Skills in the Textbooks

This section attempted to answer the first purpose of this study, which was to determine the extent that selected *Araling Panlipunan* textbooks manifest 21st Century Skills. It also attempted to describe how textbooks were able to respond to the demands of the textbooks, namely curricular demand, developmental demand, communicative demand, and pedagogical demand, as to how the textbooks were able to manifest these skills in the manuscript. To answer these, a content analysis was used to gather data from the selected textbooks.

The 21st Century Skills for Social Studies identified 12 major skills with a total of 37 indicators (see Appendix B in page 196) which were used as basis for data interpretation. The presentation and discussion of the results in this section was guided by Mayring's (2014) Content Analysis procedure explained in the previous chapter.

The results of this analysis were presented by the dimensions presented in the Conceptual Framework of this study: Curricular Demand, Developmental Demand, Communicative Demand, and Pedagogical Demand. Each subsection used data that were relevant to the discourse of the necessary section.



4.1.1 Curricular Demand

The contents of the textbooks were based from the curricular demand of the *Araling Panlipunan* Curriculum as of May 2016. Tao and Pudlowski (1998) suggested three types of content that can be found in the textbooks: declarative (knowing what), procedural (knowing how), and contextual (knowing when and how). They argued that these contents must be developed accordingly, and that an appropriate integration of instructional pedagogies greatly optimize learner's achievement. Thus, this section analyzed how much of the contents of each subject matter under *Araling Panlipunan* were used to develop the necessary skills to the learners, thus this section used data on the Quantity Level perspective. An analysis of whether High, Average, Neutral, or Low levels were used as described in page 46 of this study, Table 4 have presented the results of this analysis.

Table 4

Quantity of Content Discussion per Subject

	High Level	Average Level	Neutral Level	Low Level	GWA	Intrepretation
<i>Araling Asyano</i>	19.96	4.89	3.06	72.08	17.27	Low Level
<i>Kasaysayan ng Daigdig</i>	15.05	7.35	2.81	74.79	16.27	Low Level
<i>Ekonomiks</i>	15.35	5.95	2.96	75.73	16.09	Low Level

In answering the demands of the curriculum, the textbooks were able to manifest, at minimum, the required content mandated by the Department of Education. Ultimately, in terms of



the skill development of these contents, the table above revealed that the quantity of skills per subject area (*Araling Asyano*, *Kasaysayan ng Daigdig*, and *Ekonomiks*) were rated as Low Level, achieving a GWA percentage of 17.27%, 16.27%, and 16.09% respectively.

Based on the data, it can be said that the textbooks have covered the scope and sequence of the curriculum, however these textbooks have developed the necessary skills at low quantity levels. For *Araling Asyano*, a general weighted average of 17.27% revealed that only 19.96% of the content were rated as High Level of skills development. Meanwhile, majority of the contents were rated as Low Level with 72.08% of these content have developed the skills.

For *Kasaysayan ng Daigdig*, a general weighted average of 16.27%, also rated Low Level generally revealed that the development of skills at this subject are much lower than the previous level. Only 15.05% were rated as High Level in terms of the discussion of its content, while majority of the skills development were rated at 74.79% as Low Level of skills discussion.

For the subject *Ekonomiks*, a general weighted average of 16.09% were recorded, and thus rated Low Level. For the skills development of this subject content, only 15.35% were rated as High Level, while 75.73% were rated Low Level. This generated the subject as the lowest of the three subject contents of *Araling Panlipunan*.

As it is, the minimum requirement of the *Araling Panlipunan* curriculum was covered by the selected textbooks. However, comparing the content coverage of these textbooks was not enough to dissect the necessary skills development needed by the learners. The practical application and development of the skills in the textbooks were not fully integrated and thus, not fully developing the skills needed by the learners. As Sorohiti (2005) argued, textbooks must provide for firm development of content of the subject matter. With the fact that most of the verbatim texts were considered to be grossly non-meaningful, as most of these showed just plain



content textual descriptions of the curriculum, the results of this analysis does not sit well with how Sorohiti (2005) argued how textbooks should be rendered. As a result, in terms of the quantity of skills presented in the textbooks, most of the verbatim texts were cohorts of the content and curricular dimension of the book, and thus did not fully develop the skills needed by the textbooks. Additionally, Al-Haj (2005) argued that textbooks be able to answer how contents should be presented - should it be characterized by ongoing debate between an event-dominated textbook, and the philosophical characterization of history – thus textbooks should often change to match with the dominant ideology of the time and how these should be addressed by the textbooks themselves.

4.1.2 Developmental Demands

A clear and holistic development of skills in the textbooks were reflective of development in the cognitive, affective, and psychomotor domains of learning. It is necessary to elaborate what are the needs by postulating the aims and final achievements of development are. In addition, developmental needs do not limit on certain learning dimension but rather should be seen as a holistic development of the learners, which must be rounded, universal, and all-inclusive that can be highlighted by developing 21st Century Skills to the learners. Additionally, Bashir (2013) bridged the gap between the theoretical concept of 21st century skills to applicable model and practical application of these skills. Thus, the need for these skills to be developed must not only be focused on one certain domain but should be taken holistically.

Table 5 (in the next page) presented the level of how skills were developed in the textbooks. In terms of the quantity, skills that scored higher than 8.33% namely Critical Thinking and Problem Solving Skill (21.33), Information Literacy Skill (17.40), Initiative and Self-Direction Skill (9.97),



Social and Cross-Cultural Skill (16.86), and Productivity and Accountability Skill (8.66) have been developed more frequently than the other skills. This may have meant that these skills were easier to produce or that these may have been the favorite of the authors and developers. However, in both cases, the data have revealed that there was an unequal development of all skills in the textbooks. This unequal development may lead to the uneven development of the skills to the learners.

Table 5

Level of Development of Skills in Textbooks (in Quantity and Quality GWA)

Skills	Quantity GWA	Interpretation	Quality GWA	Interpretation
Creativity and Innovation	1.74	Low Level	24.79	Low Level
Critical Thinking and Problem Solving	21.33	Low Level	19.72	Low Level
Communication	3.08	Low Level	19.73	Low Level
Collaboration and Teamwork	1.79	Low Level	17.74	Low Level
Information Literacy	17.40	Low Level	15.84	Low Level
Media Literacy	5.06	Low Level	19.04	Low Level
ICT Literacy	0.95	Low Level	19.01	Low Level
Flexibility and Adaptability	6.89	Low Level	15.42	Low Level
Initiative and Self-Direction	9.97	Low Level	17.23	Low Level
Social and Cross-Cultural	16.86	Low Level	14.72	Low Level
Productivity and Accountability	8.66	Low Level	15.31	Low Level
Leadership and Responsibility	6.27	Low Level	13.79	Low Level



Meanwhile, in terms of the quality, it is a surprising observation that all skills were interpreted as “Low Level”. This situation was brought forth by the overwhelming raw data that showed “No Quality” on the rubrics scaled by the researchers and auditor. This may have meant that the skills development in the textbooks were insignificant to the development of the learners and that all learning domains may have been unaffected.

Comparing these two data, there is a discrepancy between several skills in their quantity level and quality level scores, namely Creativity and Innovation Skill (1.74 quantity level vs 24.79 quality level); Communication Skill (3.08 quantity level vs 19.73 quality level); Collaboration and Teamwork Skill (1.79 quantity level vs 17.74 quality level); and ICT Literacy Skill (0.95 quantity level vs 19.01 quality level). generally, it was observed that quality level scores were higher than their quantity level scores, though still classified as “No Quality”.

Contrary to the general observation just stated, those with comparatively high quantity level scores got lower quality level scores, namely Critical Thinking and Problem Solving Skill (21.33 quantity level vs 19.72 quality level); Information Literacy Skill (17.40 quantity level vs 15.48 quality level); and Social and Cross-Cultural Skill (16.86 quantity level vs 14.72 quality level). although with discrepancies, these skills were still classified as “Low Level”. This is reflective of how the skills were developed in Performance Task, when the skills were scored significantly higher in the quality of development of skill as most of the instances reflective of this has showed holistic development of all skills in High Level performance.

It was also observed that the skills in both Quantity and Quality Levels presented an opposing levels of development. Those skills which had higher quantity adequacy level showed tendency to a lower quality level; while those with higher quality level had lower quantity level. This meant that some skills were favored by the authors. Those skills were given enough emphasis



on development, thus may tend to have either higher quantity or higher quality level. Meanwhile, those with either lower quality or lower quantity level may have been forgotten and/or overlooked by the authors and editors. This tendency of some *Araling Panlipunan* textbook authors and editors would lead to prejudicial development against these skills, as compared to other skills which were favored.

The results of this section sees how Plut and Pesic (2003) argued that textbooks are more than an object of transference of knowledge but also an important tool in influencing the learners themselves, in regards to how learners can develop themselves and their society. Thus, raising the question on what is the purpose of and function of textbooks other purpose than transmission of content knowledge. Additionally, Thomson (2000) and Sholichatun (2011), who both argued that textbooks should be functional, argued that learners should enable their own learning, which should be the focus of how textbooks must have enabled their own development of the necessary skills. The results have shown that current textbooks, developing other than content, serve at a low levels of skills. Thus, this must be averred as textbooks may serve other purposes.

Of this, Plut and Pesic (2003) argued that textbooks should not include tasks that are either too simple or too complex for the learners, thus learner's developmental needs should be considered on how knowledge that are not contextualized became partial, superficial, misplaced, and/or irrelevant information. Thus, instead of focusing on the transmission of content knowledge, Plut and Pesic (2003) both argued that textbooks should focus less on the transmission of content knowledge, but rather on the developmental processes that influences the learning itself.



4.1.3 Communicative Demand

The use of words, imagery, tables, and other structural elements were used sparingly, as most were just plain text offering low quality levels in its wake. The use of different communicative elements of the textbooks can be found in the components that were analyzed such as Content Discussion, Art of Questioning, Evaluation and Assessment (Activities), and Post-Assessment (Performance Tasks). These components were found to be in similar to all analyzed textbooks. These were also described by Alamri (2008) and Lawrence (2011) in their studies, and was therefore used as a basis for the division of the components.

This section analyzed how much of these elements were used to developed the necessary skills to the learners, thus this section used data of quantitative nature. The elements of the textbooks that were considered (Content Discussion, Art of Questioning, Activities, and Performance Tasks) for the content analysis were rated with High, Average, Neutral, and Low levels (rates were determined as shown in Table 1 in page 46), and computed to get the General Weighted Average (GWA) per element. Table 6 in the next page presented the results of the content analysis per components of the textbook.

To determine the quantity, a basic frequency count was used to determine the number of how many elements were presented in the textbooks. These frequencies were also determined per type of skill as identified by the P21-NCSS (2008) in Appendix B (see page 196). Thus, a cross-sectioning of the type of element and skill were shown in Table 6 below, totaling 100% of all presented codes across all textbooks that were analyzed.



Table 6

Quantity of Skills Development per Component

SKILL	Content Discussion	Art of Questioning	Activities	Performance Tasks	Total
Creativity and Innovation	0.11	0.10	0.73	1.13	2.07
Critical Thinking and Problem Solving	3.36	9.90	5.03	4.31	22.60
Communication	0.52	0.40	1.54	2.09	4.55
Collaboration and Teamwork	0.32	0.32	0.67	1.24	2.55
Information Literacy	4.34	2.71	7.68	3.86	18.59
Media Literacy	0.85	1.68	1.58	0.93	5.03
ICT Literacy	0.20	0.02	0.45	0.36	1.03
Flexibility and Adaptability	2.68	0.80	0.83	1.12	5.43
Initiative and Self-Direction	2.26	3.29	2.86	4.67	13.07
Social and Cross-Cultural	5.42	3.78	1.68	2.11	12.99
Productivity and Accountability	2.68	0.95	1.41	2.03	7.07
Leadership and Responsibility	2.25	1.06	0.56	1.17	5.04

The results show that Critical Thinking and Problem Solving skill generated the highest quantity of skills development in all components with 22.60% of all codes. This was followed by Information Literacy skill (18.59%), and Initiative and Self-Direction skill (13.07%). The lowest among these skills were ICT Literacy skill with 1.03%, followed by Creativity and Innovation (2.07%) and Collaboration and Teamwork (2.55%). It can be analyzed that these skills were generated by the authors and developers unequally by giving focus on certain skills only, as they see these skills as more vital for the learners.



The data also showed that there were certain skills that were given more focus in certain component of the textbooks than the others. Example of such were Critical Thinking and Problem Solving skill were more present and developed in Art of Questioning with 9.90% of the codes were recorded. In the Content Discussion, it was seen that Social and Cross-Cultural skill were more prominent with 5.42%. The skill Information Literacy were recorded with 7.68% in the Activities component. While Initiative and Self-Direction and Critical Thinking and Problem Solving with 4.67% and 4.31% were noticeably similar in Performance Tasks.

These may mean that these skills were seen as vital to the development of the learner, and that placing these skills in certain components would have greater impact than in other components. This may have meant that there are skills that are suitable to certain components. However, it can also be interpreted that these skills were given special attention by the authors and developers because of some factors, such as it is easier to write or developed, or that the authors may have difficulty with developing other skills. Meanwhile, the rest of the skill may have been an off-shoot of the development of other skills, as theorized in the next sections of this Chapter.

As there was somewhat a flicker of development, most verbatim codes generated are just plain, content-based, and non-meaningful text. These texts did not develop nor integrate the necessary skills demanded by the textbooks. It was not surprising that most of these codes were of plain content texts. Thus, most of these content-based texts were recorded as “Low Level”. This can be interpreted that a lower quantity score was not correlated with lower quality score, and vice versa.

The results of this section was furthered by the study of Lim et al. (2013) who suggested on including the element of reflection on learning process, and reflection on results of learning. As it is, textbooks should provide space for opportunities that encourage learners to reflect on their



own learning. Another suggestion is that textbooks must allow the learners to independently and individually learn (Petrova and Kozarova, 2016), while there should be opportunities for the possibility of individualized learning (Gabrijelcic, 2016). These different elements must be incorporated, however not seen in the analysis of the textbooks.

4.1.3 Pedagogical Demand

This demand referred to the development of textbooks that have catered to pedagogical needs of the learners in a certain content. The goal of this demand is to help bridge the learner to master the situation that may happen by making sense of the learning process, differentiating matters by relevance, applying the learning to practical situation, and associating with learned elements of the contents (Peyser, Gerard & Roegiers, 2006). This demand was reflected on the different components using pedagogical approaches that have reflected skills development at some point.

Furthermore, these pedagogical approaches were reflected through the different components of the textbooks (Content Discussion, Art of Questioning, Activities, and Performance Tasks) for the content analysis were rated with High, Average, Neutral, and Low levels, and averaged to get the general weight per element. These components were described by Alamri (2008) and Lawrence (2011) in their studies, and was therefore used as a basis for the division of the components.

To determine the quantity, a rubric (see Appendix C in page 198) was used to determine the quality of the codes from the textbooks. This rubric rated these codes as High, Average, Neutral, and Low levels (as shown in Table 1 in page 46) depending on how effective these verbatim codes are and how these have impacted the skills development through the use of various



pedagogies. The frequencies were then sorted out per type of skill as identified by the P21-NCSS (2008) in Appendix B (see page 196). Results of the content analysis for this section is presented in Table 7 below.

Table 7

Quality of Skills Development per Component

SKILL	Content Discussion	Art of Questioning	Activities	Performance Tasks
Creativity and Innovation	14.93	25.74	20.68	36.23
Critical Thinking and Problem Solving	13.16	27.10	16.68	27.25
Communication	13.26	18.51	20.77	31.92
Collaboration and Teamwork	12.44	14.04	20.39	31.96
Information Literacy	13.19	23.97	15.19	28.86
Media Literacy	12.84	27.98	19.17	35.04
ICT Literacy	12.48	25.00	19.07	38.26
Flexibility and Adaptability	12.78	28.22	18.56	36.76
Initiative and Self-Direction	12.58	18.65	18.55	33.35
Social and Cross-Cultural	12.44	21.77	18.48	34.23
Productivity and Accountability	12.61	19.78	19.87	34.79
Leadership and Responsibility	12.23	18.94	18.36	32.29
Average	12.91	22.48	18.81	33.41
Interpretation	Low Level	Low Level	Low Level	Neutral Level



In the development of the component “Content Discussion”, adequate levels of all skills were developed with an average rate of 12.91% which was rated as Low Level. This meant that the pedagogical approaches in viewpoint of skills development was inadequate. It was also noted that the skills were almost at par with each other, this meant that the skill development in this component were developing at the same pace, however at low levels.

In the component of the “Art of Questioning”, an average of 22.48% were recorded with an interpretation of Low Level. However, there were 4 skills namely Critical Thinking and Problem Solving Skills, Media Literacy Skills, Flexibility and Adaptability and ICT, that were rated as “Neutral Level”. This meant that these 4 skills were developed significantly than the other skills in this component.

Meanwhile, in developing of “Activities” component, an average of 18.81% were recorded with an interpretation of Low Level. It was found that albeit there are different pedagogical approaches that were used in this component, most of these were recorded as Low Level, thus the overall rating was procured. It was found out that Creativity and Innovation, Communication, and Collaboration and Teamwork skills were favorably higher in this component, while the rest are developing at the same pace.

Lastly, the component of “Performance Tasks” average 33.41% with an interpretation of Neutral Level. Although this component has significantly developed all skills, the direct correlation between the pedagogical approaches and skills development must still be examined further. Significant skills were ICT Literacy, Flexibility and Adaptability, Media Literacy, and Creativity and Innovation was observed in this component with rating of more than 35%.

The results of the data presented in Table 5 have revealed low levels of effectiveness of the different approaches used in the components of the textbooks. It was interpreted that not all



components of the textbook developed all skills at the same time; yet certain components specialized in the development of certain skills only. Additionally, certain components have given the focus on certain skills only, thus other skills may be left behind with this approach.

The influence of traditional concepts of teaching and learning, implicating that pedagogical approaches should have a role in developing and writing textbooks (Rezat, 2006). Thus, raising a point that textbooks are developed to serve a pedagogical purpose – that is to transmit knowledge to develop holistic learners. This debunks the previously thought idea that textbooks are not only mere instruments for learning, but rather an object of learning, that can, on its own, develop content knowledge without any mediating factor involved.

Furthermore, the conceptual and procedural knowledge coming from the textbooks must be extracted in order for the learners to pass through the stages of understanding to master these. Knowledge transmission is the key function of the textbook; however, it must try to reinvent itself to serve other purposes, such as to function as developer of skills. Textbook content may change overtime, the pedagogical consideration of the artefact would remain focused on enhancing and supporting the teaching and learning process (O’Keeffe, 2013), however the pedagogical quality of textbooks must be considered when developing such. Thus, integrating pedagogical demands in textbooks also allows the learners to develop skills on their own capacity and own pace, thus lessening the chance to design a teacher-centered classroom.

4.1.5 Patterns of the Skills

Miliziano (2009) argued that there are different dimensions that combined content themes, beliefs, and intellectual skills in Social Science. Each dimension was used to explore a perspective through certain modes of thought, sensitivities, intellectual skills, and explanatory capacities which



might contribute to the formation of a global perspective. Additionally, Bashir (2013) believed that several learning skills are developed among learners when they are engaged. McCray (2007) also argued that establishing connections to these skills are vital as it allowed the learners to be more comfortable and more reliant on developing their own skills rather than selectively picking one skill at a time. These unbridled connections may reinforce learners to stimulate and engage the learners even more, and thus developing them comprehensively.

As such, while the skills were listed and adjudged separately, there is a need to make connections that can unify the themes and make the learners more engaged. The indicators for each skill provided for this connections – named Patterns of Skills. These connections are manifestly present in all skills, however with different pace and connections. These connections were seen as patterns, which can be developed further to enhance several skills at once. These patterns may develop each skill at a different pace, as each pattern may contain a certain number of skills and each skill may have different heat that can develop it. These patterns were predicted from the indicators of 21st Century Skills for Social Studies (see Appendix B in page 196).

The frequency map in Appendix P (in page 234) show that the resulting matching (Trochim, 2002) of the patterns may be connected from one skill to multitudes of skills and how much “heat” it generated. In total, there are 10 patterns generated from the skills and its indicators. The following tables below discussed how each pattern was manifested from the skills (see Appendix B in page 196)



Table 8

Pattern 1: Developing and Presenting Ideas through Various Platforms

Patterns of Skills	21 st Century Skill
Develop, create, and present personal opinion, ideas, roles, and/or information in order to produce products and/or projects using various media, digital technology, and platforms about a specific topic or idea;	• Creativity and Innovation Skill • Critical Thinking & Problem Solving Skill • Communications Skill • Collaboration and Teamwork Skill • Information Literacy Skill • ICT Literacy Skill • Media Literacy Skill • Leadership and Responsibility Skill

The first Pattern of Skills manifested by the skills refer to developing and presenting personal opinion and ideas through various media, technologies, and platforms. This was generated from 8 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. Bashir (2013) argued that being able to discriminate between facts and opinions is an important skill that learners must have. Additionally, expressing one's ideas and/or opinion is significant in developing skills that caters to creativity and communication.

Examples of how this pattern can be manifested in the textbooks include conversing about various topic of interest to develop an idea about that specific topic; creating a research title and question, and conduct a research about a topic; portraying a role or character that would present one's roles and responsibilities; using basic skills such as reading and writing productively; creating a new, novel, innovative, and creative idea; and using modern media and technology productively to develop and create personal opinions or ideas



Table 9

Pattern 2: Creating Visual Information

Patterns of Skills	21 st Century Skill
Create visual information, organize information, and interpret messages to lessen the difficulty in projects, lessons, or activities;	• Communications Skill • Information Literacy Skill • ICT Literacy Skill • Creativity and Innovation Skill • Collaboration and Teamwork Skill • Leadership and Responsibility Skill

The second Pattern of Skills manifested by the skills refer to creating visual information and how this information may lessen the difficulty in projects, lessons, or activities. This was generated from 6 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. Bashir (2013) found that advanced technologies are used to access, analyze, and generate new information in addition to developing learning skills such as critical thinking and problem solving.

Examples of how this pattern can be manifested in the textbooks include making a poster, magazine or brochures that interpret existing message or information; making sketches, emblems, slogans, and other designs; creating an organizer, concept map, timeline, or infographics; make a comic strip, editorial cartoon, or a drawing that symbolizes a message or information; creating visual interpretations that presents information or messages; and using a variety of media and technology tools to add value to their products.

The third Pattern of Skills manifested by the skills refer to recognizing and respecting differences between people and society, and recognizing their contribution in their own society.



This was generated from 5 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern.

Table 10

Pattern 3: Recognizing Between Peoples, Cultures and Societies

Patterns of Skills	21 st Century Skill
Recognize and respect the difference between peoples, cultures and societies, as well as the contribution of other people in the society;	• Social and Cross-Cultural Skill • Leadership and Responsibility Skill • Creativity and Innovation Skill • Collaboration and Teamwork Skill • Flexibility and Adaptability Skill

The third Pattern of Skills manifested by the skills refer to recognizing and respecting different people, culture, and society. This was generated from 5 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. In this sense, Bales (2005, in Bashir 2013) believed that the role of global education was to improve the values of mutual understanding and collaboration among different cultures and to motivate students to learn beyond their own geographical and political borders. He also advocated for developing global awareness skills in the classroom among students.

This Pattern of Skill can be manifested in the textbooks by identifying a contribution of a specific person or group of person to their own or to various societies; researching on the credential and information; categorizing the achievements of other peoples and societies; expressing argument in protecting the rights of others; identifying, and detecting bias in a certain topic, culture, or society; familiarizing self with norms of other cultures; communicating, interacting, and working with individuals from other cultural groups.



Table 11

Pattern 4: Analyzing Useful Information

Patterns of Skills	21 st Century Skill
Research, acquire, infer, and analyze useful information to identify a specific problem or event in order to provide solution from various media and digital technology and platforms;	• Critical Thinking & Problem Solving Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Leadership and Responsibility Skill • Media Literacy Skill • ICT Literacy Skill • Social and Cross-Cultural Skill • Communication Skill

The fourth Pattern of Skills manifested by the skills refer to researching and acquiring useful information from various sources, and using this information to identify problem and provide solutions. This was generated from 9 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. Bashir (213) believed that the learners had to make decisions about which information to include and about how to most effectively format that information to convey their message

This Pattern of Skill can be manifested through the textbooks by visiting and acquiring information from credible websites; reading texts or documents about a topic, idea, concept, or information; using the internet or various digital technology to acquire basic information on a topic, idea, concept, or information; using a variety of strategy of research to acquire new and useful information; differentiating various information from credible sources; and determining credible sources to satisfy the information needed.



Table 12

Pattern 5: Engaging with Local Communities

Patterns of Skills	21 st Century Skill
Create, coordinate, communicate, and engage with a group or local community to conduct civic engagement activities, projects, products, or solving a problem of the community using various means or platforms such as the use of technology and social media	• Communications Skill • Collaboration and Teamwork Skill • Media Literacy Skill • Flexibility and Adaptability Skill • Social and Cross-Cultural Skill • Leadership and Responsibility Skill • Creativity and Innovation Skill • ICT Literacy Skill

The fifth Pattern of Skills manifested by the skills refer to collaborating and coordinating various local or civic group to create activities, projects, and other means to solve problems of the community. This was generated from 8 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. Bashir (2013) found that the students, who were engaged in collaboration with other students, had an academic advantage over the students who were not involved in such collaborative activity. This pattern allowed the students to collaborate, not only with each other, but with the local community, thus allowing localization and contextualization further.

Examples of how this pattern can be manifested in the textbooks include interacting with local politicians and other members of the locality; conducting interviews and surveys with the local community as participants; engaging programs that will benefit the local community; actively participating in discourse such as debate, symposium, panel discussion, negotiations and so on with the local community; brainstorming with a group to develop a civic work or activity; creating



a means to encourage others to participate in civic activity and projects; and evaluating procedures in making decisions in terms of civic-purposed activities and projects.

Table 13

Pattern 6: Evaluating Information

Patterns of Skills	21 st Century Skill
Evaluate the quality of information to analyze and develop connections in and between different/conflicting information and arguments;	• Social and Cross-Cultural Skill • Critical Thinking & Problem Solving Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • ICT Literacy Skill

The sixth Pattern of Skills manifested by the skills refer to evaluation of useful information, and developing patterns or connections between the information. This was generated from 6 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. McCray (2007) found out that evaluating information encourages the learners to think critically about the reliability, validity, accuracy, authority, timeliness, point of view or bias of information sources.

This Pattern of Skill can be manifested in the textbooks through locating information from different sources such as books, documents, websites, and others; making and/or modifying a plan or strategy to find information ; determining and making a selection of who can be sources of information and where to find them; using proper citation styles and differentiate the elements of different citation styles; identifying the situation where in one can be cited for plagiarism;



determining if an information has a privacy or copyright issue; determining how information is created and who owns the information.

Table 14

Pattern 7: Involving One's Self

Patterns of Skills	21 st Century Skill
Involve one's self or lead a group to create, develop, execute, or implement an assigned task or project;	• Collaboration and Teamwork Skill • Leadership and Responsibility Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Flexibility and Adaptability Skill

The seventh Pattern of Skills manifested by the skills refer to the involvement of one's self to lead or join a group to develop and implement an assigned task. This was generated from 6 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. It was found out that one's involvement in practical and effective project management can measure project success in terms of benefits it delivers. In most cases, learners with unclear project requirement results in project failure (McCray, 2007).

Manifestation of this Pattern of Skill in the textbooks may include participating in accomplishing the with the team; making a plan of action that anticipates group schedule and obstacles; making a decision that will be beneficial to finish the task; taking on different responsibility to accomplish the task assigned; making a monitoring sheet to update progress in accomplishing the task assigned to the group; composing a reflection of the learnings and



accomplishment done by the group; designing and redesigning plans accordingly to manage problems, provide solutions and accomplish tasks ahead of time.

Table 15

Pattern 8: Matching One's Own Capacity

Patterns of Skills	21 st Century Skill
Match one's own capacity and leverage other people's strength and weakness, ideas, and concepts to create a project or finish a task;	• Collaboration and Teamwork Skill • Leadership and Responsibility Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill

The eight Pattern of Skills manifested by the skills refer to determining one's own capacity and leveraging other people to create a project or task. This was generated from 5 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. Johannson (2003) stated that matching one's capability is an ability to innovate or to respond to changing needs thus enabling one's technical know-how to turn into results, thus a vital skill that learners must learn to use and leverage.

Examples of how this pattern can be manifested in the textbooks include developing a timeline to finish a task or high quality project; developing a personal criteria and/or standard to match other's criteria and/or standard; constantly benchmarking to determine the quality of activities and products; developing a project, program, or plan within a timeframe; making a plan, schedule, and targets to determine and recognize potential problems and solutions while accomplishing a task; and creating an alternative solution to problems that cannot be addressed immediately.



Table 16

Pattern 9: Connecting Theory and Practical Application

Patterns of Skills	21 st Century Skill
Connect theory and practical application to make a decision, provide alternative solutions to real world problems, and use real-world tools to create product that could help change society;	• Collaboration and Teamwork Skill • Social and Cross-Cultural Skill • Creativity and Innovation Skill • Critical Thinking & Problem Solving Skill • Flexibility and Adaptability Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Leadership and Responsibility Skill

The ninth Pattern of Skills manifested by the skills refer to the connection of theory and its practical application in real life setting by creating a product that could help change society. This was generated from 8 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. Bashir (2013) stated that teaching learners to connect theory and practice requires helping them to break through theoretical and personal boundaries, cultivating natural curiosity and spontaneity. Thus, the student defines problems interactionally rather than individually, and minimizes learning risks that can become less known, less developed, less structured and less certain over time.

Examples of how this pattern can be manifested in the textbooks include conducting research on how to connect theory and practical use of theory; practicing decision making in identifying and analysis of information; identifying and compensating for the lack of information; strategically using different media in producing projects and products; creating and using organizers, techniques, and strategies to assess the ideologies, and principles in decision making;



using and integrating technology to create real world products; and researching and making a list of real world products appropriate for a specific field.

Table 17

Pattern 10: Possessing Ethics and Self-Direction

Patterns of Skills	21 st Century Skill
Possess ethics and fundamental understanding in acquiring and using information from various credible sources and using information to determine one's own learning, or complete a task with minimal or no direct supervision;	• Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Flexibility and Adaptability Skill • Social and Cross-Cultural Skill • Critical Thinking & Problem Solving Skill

The tenth Pattern of Skills manifested by the skills refer to how one person possess ethics and fundamental understanding of how information can be used. This was generated from 6 skills whose indicators (see Appendix B in page 196) showed variance of manifestation of this Pattern. McCray (2007) stated that one component of the critical thinking process is an identification and weighing of harms and benefits of the potential action, thus fundamental understanding of ethics of information is vital in using information and understanding one's own learning. It is also vital that learners may finish a task with minimal or no supervision at all, thus accomplishing one's learning process and self-direction processes.

Examples of how this pattern can be manifested in the textbooks include developing a framework to determine how one can accomplish a tasks; using technology to gather and acquire information from credible sources; evaluating sources for their credibility and validity of information they possess; selecting keywords, key phrases, and gist of information in various



source; discovering and selecting appropriate sources for their research topic or subject; developing a timeline to manage one's pace to accomplish a task; and pre-assessing one's self to determine the pace or capacity to accomplish a task.

These patterns target specific skills that can be developed by the learners when these patterns are included in the textbooks. The integration of one pattern in the textbook develop as many skills as possible, rather than developing only a specific skill at a time. Therefore, these patterns provide a uniform and maximized development of skills rather than just one skill being developed. However, these patterns may develop each skill at a different pace, as each pattern may contain a certain number of skills and each skill may have different heat that can develop it. Targeting these patterns are essential as the development of these skills can be measured in various levels of quality.

In summary, the textbooks have manifested low levels of skills in terms of both quality and quantity perspectives in the manifested codes derived from the textbooks themselves. The results of this content analysis clearly established the gap in development of the skills in the textbooks. However, the resulting analysis of these skills revealed a deeper interconnectedness of the data known as "Manifested Patterns". These patterns are observable connections that may cause the development of one or more skills to the learners. Targeting these patterns may be essential as the development of these skills can be measured in various levels of quality.

4.2 Stakeholder's Local Knowledge

This section answered the second purpose of this study, which was to describe stakeholder's perspective on 21st Century Skills-based textbooks. These data came from different stakeholders such as teachers, authors, and textbook developers was transcribed (see Appendix Q



in page 236), coded and analyzed (see Appendix R in page 249) using a deductive process and was presented based on the generated indicators and themes from the coding of the data. Thus, an investigation on how textbooks should be treated as a living document as they should respond to the demands of curriculum, pedagogy, developmental needs, and communicative elements (Petrova & Kozarova, 2016; Plut & Pesic, 2003).

4.2.1 Curricular Demand (*Araling Panlipunan* Curriculum)

The first dimension addressed was the curricular demand of the textbooks. Curricular demand refers to the cognitive dimension of the textbooks in terms of how they addressed the subject matter, information, concepts, principles, and theories within their content (Plut & Pesic, 2003). For this study, the DepEd K-to-12 *Araling Panlipunan* curriculum (May 2016 version) was the basis of the curriculum content that textbooks must address.

As the textbooks' educational purpose is to support the curriculum for effective teaching and learning process, they must be inquired as to how they would be helpful in addressing this demand. All textbook developer participants clearly answered that textbooks mostly follow the *Gabay Pangkurikulum* mandated by the DepEd K-to-12 *Araling Panlipunan* curriculum. The basis requirement for all authors, as the Senior Editor and the Author-Consultant have stated, was that all content and learning competencies must be addressed. It is, however, the prerogative of the authors on selecting what topic to be enhanced and how enhancement would be given to those selected topics, as the design of the learning competencies in the curriculum guides of different *Araling Panlipunan* subjects, as the Consultant said, is “*very general*”. Additionally, textbook writers were limited and dictated by the learning competencies the national standards contained.



Table 18

Demands of Araling Panlipunan Curriculum

Dimension	Operational Theme	Indicator	Curricular Demands
Curricular Demand	<i>Araling Panlipunan Curriculum</i>	Depth and Coverage	• Gaps in Coverage • Extensiveness of Coverage • Alignment to the Curriculum • Depth of Coverage • Achievement of Learning Goals
		Type of Content	• Declarative Content • Procedural Content • Contextual Content
		Assessment and Evaluation	• Application of Content Knowledge • Extracting Prior Knowledge • Differentiated Activities • Authentic Assessment

As the *Araling Panlipunan* curriculum has just been changed and it is integrated with issues and different theories, textbooks must reflect the changes in the new curriculum such as the transferring of Philippine History to the Grades 5 and 6 in the elementary school, and introduction of Contemporary Issues in Grade 10. These changes must all be reflected in how textbooks were designed and developed.

The implementation of how the content would be developed caused the problems of designing a textbook integrated with 21st century skills. There was a need to pinpoint or be specific of the skills that these competencies were targeting to develop. These learning competencies, as everything in the educational setting in the Philippines, were followed from the educational leaders



to teachers, from textbooks to periodical exams. However, there must be space to develop contextualization and localization of topics and contents which becomes the problem in the field, as these were usually not done.

As the content is already mandated by the curriculum, there is a need to implement these in the textbooks; however, these content must be conceptualized into the development of 21st century skills. The problem now lies to the authors and editors on how to transform and conceptualize these contents into the necessary 21st century skills. The delivery method of teachers of *Araling Panlipunan* to the learners heavily relied on historical facts rather than historical thinking, the former being addressed by textbooks by pouring out content-based textbooks. This may be the cause why current *Araling Panlipunan* textbooks were text-heavy, and content-based. These problems, as the Teacher-Author narrated, should have been addressed to correct the way the learners view *Araling Panlipunan* as a subject, as well as how it changed their disposition in learning the skills of the subject.

Additionally, there was a need for the teachers to expand the coverage of the content as the textbook covers very minimum only on certain topics. Textbooks should be further enhanced, as by reading the content of the modules alone did not develop the necessary skills as some used content-heavy designs. In developing the textbooks, publishing houses have had their own frameworks and processes, which could have been the cause of the problem of not delivering enough content and development of skills. In some cases, one publishing house may have better framework than the others, which have caused gaps in both content and skills delivery to the learners. It was also pointed out that it was the job and prerogative of the authors on selecting what content to focus on and what have been given emphasis in the textbooks.



This may very well explain how authors targeted the development of the skills. It was noted that targeting what skill and what content for each manuscript was done beforehand. This allowed the authors to fully engaged themselves in targeting specific skills and developing them as much as they can. The understanding of the concept might have led to development of activities, if the activities themselves were properly designed and executed, targeting specific skills. However, there was still lack of activities that incorporated skills-based tasks, as most of what have been found were still content-based, informational in nature.

It should also be pointed out that current learners were not readers, especially if the textbook was content-heavy like the *Araling Panlipunan* textbooks. There was still need to understand the basic content knowledge before going on to the higher level of learning. The problem was that some textbooks were too content-heavy. However, the subject *Araling Panlipunan* could not just do away with the content-based design; a balanced design of content and skills was ideal for this subject matter.

There were some textbooks that were too generic to function or too specific to comprehend. An ideal *Araling Panlipunan* textbook was a contextualized one, which could easily relate situations in the local context of a community. Therefore, in addressing these problems, textbooks must be able to identify the big idea, main idea, or essential understanding of the curriculum as it could become the basis for designing and delivery of the activity leading to the development of the skills. These big ideas were essential, pointing the direction of how the content would be discussed, and what tasks could be given in the textbooks.

Prevalent issue in some *Araling Panlipunan* textbooks were persistent especially when they contained wrong, missing, or outdated information as well as historical bias. This fact made the book questionable or inefficient to be used by the learners. To address this, other sources of



information such as other textbooks or credible websites for correct or additional information are essential. As mandated, it must be noted that all content, learning standards, and competencies set by the curriculum must be included in the textbooks. However, the selection of which topics to be enhanced or given emphasis falls into the hands of the authors.

As the authors were given limited reign on their manuscripts, they tended to follow how teachers would eventually teach the learners – delivering the needs of the teachers, rather than of the curriculum. Therefore, textbooks did not develop enough skills to the learners, as most of the content was just simple, plain, and non-meaningful text. This was reflective of the results of the content analysis, wherein most verbatim codes were found to be plain, simple, and non-meaningful text in terms of how skills were developed.

With these, three indicators were generated from the data. These indicators must work hand-in-hand to answer the demands of the curriculum. These were (1) depth and coverage; (2) type of content; and (3) assessment and evaluation.

4.2.1.1 Depth and Coverage

This indicator refers to how the authors and editors understand the content that they have and how they interpret it in the manuscripts of the textbooks. Since the textbooks were mandated to cover the standards and competencies in the *Gabay Pangkurikulum* minimally, it is up to the authors and editors on how to interpret these. The depth refers to the expert coverage of a broad range of subjects around a given focus topic, while coverage refers to how extensive can a specific topic be discussed in the textbooks. Thus, knowing how deep and how extensive the coverage of a certain topic is essential in designing a textbook framework and must be addressed as such.



Under this indicator, there are five codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) gaps in coverage, (2) extensiveness of coverage, (3) alignment to the curriculum, (4) depth of coverage, and (5) achievement of learning goals.

Gaps in Coverage - Textbooks were found that certain contents and competencies were not found in the textbooks. There were contents that were discussed sparingly, while some were in depth, as well as contents that were considered as enhancements to the topics. There were also errors in some topics, in terms of grammatical, content, and typographical errors. These gaps should be addressed in order to make the textbooks as accurate as possible.

Extensiveness of Coverage - It is in the sole discretion of the authors and editors as to how they see the extent of the coverage of a certain topic in the textbooks. The extensiveness should not refer to how many facts and information can an author write in the manuscript, but how would the information be localized or contextualized to the learners. The weakness of a textbook may be in the form of extent of facts and information cramped in a textbook thereby producing thicker versions of the product.

Alignment to the Curriculum - The mandated curriculum of *Araling Panlipunan* were based on the new curriculum of Department of Education's K-to-12 Curriculum (May 2016 version). Textbooks that cover this curriculum should be able to cover the minimally required standards and competencies.

Depth of Coverage - Interpretations of how the learning competencies were translated in the textbooks as contents were determined by the authors and editors of the same. How depth these learning competencies were written in the textbooks were determined by the bias of the developers



themselves. The delivery of big ideas or essential understanding should first be considered when these learning competencies were translated from the curriculum guide to textbooks.

Achievement of Learning Goals - Achieving learner's goals were set by the textbooks in terms of how these objectives and the flow of these objectives were met. As such, each textbook were able achieve their goals in terms of transference of content knowledge and competencies which were developed.

4.2.1.2 Type of Content

The second indicator refers to the type of content to cover. Tao and Pudlowski (1998) suggested that there are three types of content in the textbooks: declarative (knowing what), procedural (knowing how), and contextual (knowing when and how). In the textbooks, it is usually seen that certain topics can be discussed in declarative manner, while some can be procedural or contextual. Knowing how a content must be addressed is the job of the authors and editors, thus it must be essential that this must be included in a framework design.

Under this indicator, there are three codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) declarative content, (2) procedural content, and (3) contextual content.

Declarative Content - Textbook developers (authors and editors) should be able to determine what content they should cover – giving importance to contents that are of significant in nature. Knowing what selection of content was vital in generating a functional manuscript, as it allowed the textbook to convey facts and information vital to the learning process



Procedural Content - Textbooks should be able to develop these content using appropriate pedagogical approaches. Knowing how these content can be transferred to the learners were vital, as it the learners would have learned in the pedagogical approach appropriate in their learning style.

Contextual Content - The placement of the discussion a certain content was vital in generating manuscripts as it allowed the learners to learn in a seamless flow of content. Knowing when and how the contents were discussed in the textbooks optimized learner's achievement process.

4.2.1.3 Assessment and Evaluation

This indicator must be addressed as well in a textbook framework whose goal is to incorporate in its design the 21st century skills. Addressing how textbooks assess the learners in in the traditional sense would negate the gains made by skills-based learning, therefore a skills-based assessment must be incorporated in the design of the framework.

Under this indicator, there are four codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) application of content knowledge, (2) extracting prior knowledge, (3) differentiated activities, and (4) authentic assessment.

Application of Content Knowledge - Learners were able to apply content knowledge not only in objective-based assessment but more importantly how the knowledge was applied. The applicable activities were generated from the learning competencies and standards of the curriculum. These activities were relatable from the learner's perspectives so that these skills must have been integrated.



Extracting Prior Knowledge - Textbook were able to extract prior knowledge by providing different activities such as KWL and other diagnostic assessment tools. This were done to determine what learners already know of the content, and how the knowledge would have helped to the teachers.

Differentiated Activities - The need for textbooks to provide differentiated activities reflected the fact that textbooks recognize different learning styles of the learners. It was also recommended that textbooks also give reflective learning processes so that learners would have reflected on their own learning.

Authentic Assessment - One of the most repeated codes generated from the verbatim texts was related to the authentic assessment. For the participants, authentic assessment was reflected through performance task. These assessments were directly culled from the performance standards of the competencies; therefore, it was planned from the start.

4.2.1.4 Patterns of Indicators for Curricular Demand

Bashir (2013) contented that learners are more engaged when several learning skills are developed at the same time, rather than one at a time. This was further by McCray (2007) when he established connections to these skills are vital and reliant on developing their own skills. Thus, patterns were needed to be established to stimulate and engage the learners even more, and thus developing them comprehensively.

For the demand that called for coverage of the *Araling Panlipunan* curriculum, textbooks have sufficiently covered the standards (both content and performance standards) and learning competencies. However, the textbooks should have analyzed and deepen the discussion that covered broad range of subjects around a given topic. These were vital requirements so that these



textbooks must not only cover superficial facts such as dates, persons, places, and events, but rather the significance of these historical events in the formation of the civilization, and how our society functioned the way it was.

Table 19

Patterns of Indicators for Curricular Demand

Theme	Pattern of Indicators (<i>The Author should consider...</i>)
Araling Panlipunan Curriculum	• Cover the minimum standards (content and performance standards), and learning competencies from the <i>Gabay Pangkurikulum</i> of K-to-12 <i>Araling Panlipunan</i> curriculum; • Analyze depth of content in broad range of subjects around a given focus topic; • Demonstrate what content to cover in a specific topic or subject matter in the textbook; • Discuss a specific content or subject matter in the textbook; • Know where and how to systematically arrange a discussion of a specific content or subject matter in the textbook; and • Furnish a wide range of skills-based assessment activities.

It was also important that textbook developers must have considered what information were important, how they have discussed the content, and what skills should have been incorporated. The type of content that textbooks have used affected the what the learners learn. The more declarative content in the textbooks would mean learners learn more superficial facts, rather than how learners could have processed and analyzed deeper.

Textbooks also provided assessment and evaluation tools that have measured not only content-based knowledge, but more so how the skills could have evaluated. Skills evaluation were important component of the textbooks as it linked the content to how the content can be applied in



real life setting. The usage of realistic assessment and evaluation tools have consequences in the way how learners were able to learn.

4.2.1.5 Gaps of the Curricular Demand

The first gap that the textbook should respond to is the needed curricular demands of the textbooks. As the textbook cover the curriculum of the Department of Education for *Araling Panlipunan*, the content provided by the textbooks should not only cover the minimum requirement but should go beyond and deeper. Analyzing the depth and demonstrating these in the textbook should be considered firmly, as the use of content must be developed as a springboard for skills development. Plut and Pesic (2003) determined that textbooks may have dysfunctions by providing an elaborated discrimination between good and bad textbooks, thus establishing design gaps in design frameworks for textbooks.

Table 20

Gaps of the Curricular Demand

Theme	Gaps
Curricular Demand Gaps	• Contents should not only cover minimum requirements of the curriculum • Contents should be used as springboard for developing skills • Conceptual, contextual, and factual errors • Use of plain, simple, and non-meaningful words • Non-inclusion of diagnostic and formative assessments • Content-based assessments



In terms of the content, the design of the textbook must take note of the conceptual, contextual, and factual errors by undergoing several reviews before publishing the manuscripts. The huge numbers of “inadequate” and “no quality” perspective levels represented in the verbatim text as simple, plain, and non-meaningful words used in the textbooks is of concern to the researcher, as most of the texts in the textbooks could be classified as mere content only.

Content should be used to include diagnostics and formative assessments to determine what the learners already know about the topic. However, the needs of the curriculum should not stop on the content-based assessment but should move beyond to skills-based assessment.

Aside from the inaccurate or missing facts, textbooks must focus in allowing the learners to think critically which can be addressed by research and relating events in the localized and contextualized manner. Thus, it was a challenge in the field of *Araling Panlipunan*, even among the authors, on how to make the learners understand different perspectives when talking and analyzing the society. This revealed the gap between what should be and what was in the textbooks.

4.2.2 Developmental Demands (21st Century Skills)

The second dimension of the textbook design was the developmental demand, which refer to the developmental possibilities, needs and potentials of the textbook users. It can be pointed out the need to account not only cognitive learning domain, but also psychomotor and affective learning domains of the learners. However, these learning domains must not be seen as a separate and part of the parcel, but as a whole, integrative, and holistic need to be developed by the learners. Therefore, this demand did not unpack the domains separately, but taken as a whole to develop the necessary skills. To do so, the development of these learning dimensions must be addressed by the textbook in order to establish developmental achievements of the learners. For this study, the



development demand is hinged on 21st Century Skills framework which was the core target of the development design of this study.

Table 21

Demands of 21st Century Skills for Social Studies

Dimension	Operational Theme	Indicator	Developmental Demands
Developmental Demands	21 st Century Skills for Social Studies	Integration of Skills	• Equal Treatment of Skills • Authentic Skills
		Realistic Application	• Contextual Application • Experience of Learning • Real Life Application • Performance Tasks
		Infrastructure of Learning	• Teacher Capability • Implementation and Support System • Technological Support • Innovative Classroom Structure

All the participants agreed that all the 21st Century Skills were important to be developed by the learners and should be the focus of *Araling Panlipunan* as a subject. They believed that these skills could not be rated and ranked accordingly, as these skills may directly or indirectly affect the others significantly.

When asked if the textbooks sufficiently developed these skills, most said that there was a further need to enhance the textbooks in order to fully develop the skills. Still, there was a need to



maximize the use of the textbooks as textbooks were usually capable of delivering these to the learners.

Generally, the participants agreed that textbooks had a gap in developing the skills needed by the learners. Most of what was included in the textbooks were still information- and content-based, meaning these textbooks addressed historical facts of “what, where, when, and who” questions. There was a lack of focus on how and why of an event (in history) and the important skills that the learners needed to develop.

On the perception of development of skills, the participants were apprehensive if the textbooks may actually develop the necessary skills given the current pedagogy and framework of the textbooks they presently use. The question whether it can develop these skills by reading alone arose when it was asked to the participants.

There were some textbooks which could integrate such skills, but still it may not be enough by reading them alone as the ability of the learners themselves may be a factor of the necessary development. Another factor is the teachers must have the skill to reinforce the contents in the textbooks, as it will just be plain text if there was no reinforcement from the teachers. Even though the textbooks were very well developed in terms of the content discussion and that the learners have read all the pages of the textbooks, the fact that the learners may not develop these skills at the desirable level. As, by definition, textbooks were just a mere teaching tool or instructional material that cannot convey skills by themselves.

However, even though the textbook was skills-based, it cannot do much if the teacher did not use what was provided for. As there was a need for the teachers to implement these skills, it can be said that the development of skills was still dependent on how the teachers allowed their learners to use their textbooks.



This leads to another problem: the availability of the infrastructures that can support learning was still lacking. The applicable model of the 21st Century Skills required infrastructure in the classroom, proper guidance from the teachers, and support system by the school such as internet connection as well as the opportunity to access different media to develop ICT and Media Literacy Skills. This was especially true for the public schools, because the reality of this gap between the applicable model and the reality of the application of the theory was undeniable.

On the question of how to address the gaps between the textbooks and skills, textbooks should pinpoint what skills they tried to develop on certain area or lesson because, upon reading of the *Gabay Pangkurikulum* of *Araling Panlipunan*, there were no specific skill set per competency or topic.

The need for the actual execution and implementation of the pre-packed activities was also essential for the development of the necessary skills. The implementation of these activities let the learners do something with the information that they acquired from the textbooks. The knowledge must transform into experience, so that the learners learn as they do and execute this information. It now transforms into experiential learning, which culminates into developing the skills.

This learning experience may stem from the results of content analysis done which are manifested patterns from the skills themselves. These patterns developed not just one skill, but multitudes of skills that can be found in just one activity pattern generated by the content analysis. The manifested patterns were connected to different skills that could be a basis of the various learning experiences that the learners can do.

Additionally, the Senior Editor said that in order for textbooks to be fully engaged in 21st Century Skills, DepEd should be the lead agency in promoting and giving seminars and trainings, with private publishing houses following the lead. This gap in training caused both teachers and



authors the tendency to treat the development of skills as compliance only – because DepEd required them so. It seems that authors and developers did not see the importance of the skills, as they themselves did not know what these were.

With these data, it seemed that although the development of 21st century skills was necessary in the textbooks, the problem was how these could be actually developed and integrated in the content and elements of the books themselves. Existing textbook frameworks that each publishing house used might not be sufficient in design to integrate and develop these necessary skills. Therefore, there were still gaps in the development and integration of these skills.

There were hints how these skills could be developed in the textbooks; and these could be maximized to reach the full potential of how these skills can be designed naturally. The development of the what skill, how much the skill would be integrated, what quality the skill can be developed, and how the skills would be presented in the textbooks rested on what was deemed important by the authors. Conversely with a superficial understanding of these skills, it was impossible for authors to fully develop and integrated them in the textbooks; while teachers were seemingly lost on how the textbooks had been designed. There must be a clear understanding how these skills were envisioned by the education sector – both on theoretical approach and the applicable approach plan to develop the same within the content of the textbooks.

Another significant finding was found in teachers' essential role in developing these skills. The teachers' part in the execution and implementation of the different activities and task, as well as how they teach the content were part of the learning experiences of the learners as these may potentially develop the skills. Teachers needed to execute part of the learning experiences of learners, rather than offer textbooks as read-only text; the textbooks demanded implementation of



pre-packed activities. Nevertheless, teachers and authors' capability to develop these to learners remained a question, due to lack of seminars, workshops, and/or training on these.

With these, three indicators were generated from the data. These indicators must work hand-in-hand to answer the demands of the development of skills. These were (1) integration of skills; (2) realistic application; and (3) infrastructure of learning.

4.2.2.1 Integration of Skills

This indicator demanded the integration of the skills to the all facets of learning (cognitive, affective, and psychomotor), which were assimilated in the textbooks as one facet cannot simply develop the learner holistically. Integration of skills also referred to the fact that these skills are cross-developing within each other, so as to say that these skills must be consumed at the same time, rather than selectively picking one at a time. It is therefore necessary that textbooks must provide ways and means on how the learners can develop these at the same time – underlying the fact that these textbooks must provide for uniform development of the targeted skill.

Under this indicator, there are two codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) equal treatment of skills and (2) authenticity of skills.

Equal Treatment of Skills - All skills were equally important to develop. Prioritizing one skill over the other causes undue harm to the learners as it may overdevelop one skill and then forget the others. Therefore, these skills must have developed holistically by the learners.

Authenticity of Skills - Skills needed to be developed in the textbooks must be authentic to the learners, as they must have developed these naturally. Such skills authentic to the learners



satisfy the need of lifelong learning skills. Students were able to develop skills on how to design their own learning, thereby, learning on their own pace.

4.2.2.2 Realistic Application

Since textbooks are textual in nature, mere reading of the verbatim text cannot induce the development of skills, therefore there is a need to realistically act on the skills. The realistic application of these skills is essential as the learners will be able to use real-world tools in dealing with real-world problems and to create real-world solution (P21-NCSS, 2008). This may bridge the theoretical and conceptual nature of the content in the textbook and the practical application of the content of the textbook. If these expectations are not met, the learners may be demotivated and struggle to their academic and developmental goals. Therefore, the need to design the textbook that allows opportunities to the learners to realistically apply their learning is imperative to the development of these skills.

Under this indicator, there are four codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) contextual application, (2) experience of learning, (3) real life application, and (4) performance tasks.

Contextual Application - The need to contextualize, localize, and indigenize content were mostly not incorporated in the textbooks, as textbooks still discussed the general concepts of the content. The application of assessment tools must be in the context of developing skills, not just parroting the factual information of the content. Therefore, in contextualized application of content in assessment, these must be done in realistic application of the local context of the learners themselves.



Experience of Learning - The bridge between the theories in content and the realistic application of these content lies in the experience of the learners in learning. What the learners have learned must be applied in the context of what they perceived the goal of learning was. Therefore, the learners must experience their own learning in a real-world structure rather than theoretical concept of the content.

Real Life Application - The real life application of content using real-world tools must have been given emphasis in the development of textbooks. In dealing with real world problems to create real world solutions, learners were able to apply what they have learned from the textbooks, as saw the need for learning the content. It was an important goal of learning and developing 21st century skills.

Performance Tasks - Performance tasks gave opportunities to the learners to implement the knowledge they have acquired. These performance tasks were anchored from the performance standards of the curriculum guide of the *Araling Panlipunan* subject. These performance tasks are authentic assessments that textbooks have already given and demands that these tasks were actually implemented.

4.2.2.3 Infrastructure of Learning

This indicator refers to the support system that induces learning of 21st century skills to the learners. These support system includes the learning environment, capability of the teachers, school structural support, ICT integration support, and other factors that may give opportunities to learners in developing the necessary skills. These infrastructures of learning may be external factors from the textbook, but are necessary to the development of skills using the textbooks. As the textbook calls for physical action that must be acted upon to develop these skills, these



infrastructures of learning functions as supports that can enable learning to be realistic. Therefore, it is vital that infrastructure of learning must be integrated in the textbook, as the availability or unavailability of these infrastructures must be taken into account by the authors and editors in crafting the manuscript of the textbook.

Under this indicator, there are four codes that were underpinned, these are (1) teacher capability, (2) implementation and support system, (3) technological support, and (4) innovative classroom structure.

Teacher Capability - As established by Rezat (2006), textbooks were artefacts meant to mediate the knowledge to the learners through the teachers. This was supported by the participants' view that teachers' capability to execute the contents of the textbooks plays an important role in learning. Thus, this code may refer to the infrastructure of how capable teachers are in executing and implementing the use of textbooks.

Implementation and Support System - The implementation of a skills-based learning was based on how the school or its community would support the approach, from the policy making body (DepEd) to the school policies. It was important that the infrastructure of support system allowed the learners to learn and teachers to implement. The restriction placed upon the learners can only do so much – they limit what they can learn, as well as how good a textbook can be written.

Technological Support - Another limitation that restricted development of 21st century skills are the lack of ICT and hardware supports. This referred to the use of technology in learning and teaching process. As it is, every school has a different policy on technology and gadgets. The restriction placed upon the use of these may also limit what the learners can do.



Innovative Classroom Structure - As traditional classroom structure of lecturing still continues; this structure limits the use of textbooks as an instructional material to support learning. The implementation of an innovative structure which allowed the learners to freely roam around and learn for themselves should be encouraged.

4.2.2.4 Patterns of Indicators for Developmental Demands

Skills development in textbooks was able to integrate all facets of learning domains. This development had targeted development of the necessary skills that could have cross-developed to each other, rather than selectively picking one at a time. Therefore, it is important for this demand that learning domains must be developed holistically rather than selecting part of the parcel only.

Table 22

Patterns of Indicators for Developmental Demand

Theme	Pattern of Indicators (<i>The Author should consider...</i>)
21 st Century Skills for Social Studies	• Integrate of skills development in all facets of learning domains (cognitive, affective, and psychomotor); • Target cross-development of these skills within each other, rather than selectively picking one at a time; • Provide a realistic opportunity to practice or act on the activities to induce development of skills; • Use real-world tools to deal with real-world problems to create real-world solutions; • Bridge theoretical and conceptual nature of content to a practical application of the skills; • Offer alternative opportunities to students who cannot; • Provide ways and means of developing the skills through opportunities available; and



Developmental needs do not limit on certain learning dimension but rather should be seen as a holistic development of the learners, which must be rounded, universal, and all-inclusive that can be highlighted by developing 21st Century Skills to the learners (DepEd, 2013). To do this, McCray (2007) argued that there is a need to establish connections which allowed the learners to be more comfortable and more reliant on developing their own skills rather than selectively picking one skill at a time, while Bashir (2013) believed that several learning skills are developed among learners when they are engaged. This engagement must be developed in the textbooks; however, they must be easily consumed by the learners to enable them to be active learners than passive players in the learning process.

Using real-world tools to deal with real-world problems to create real-world solutions bridged the theoretical and conceptual nature of content to a practical application of the skills. This was done by providing a realistic opportunity for the learners to apply what they have learned from the textbooks. Thus, textbooks have provided various ways and means of developing the skills through opportunities presented and written in the textbooks.

Moreover, textbooks have also provided opportunities for learners who cannot act on the requirements of a realistic application. Limitations on certain conditions brought about by the restrictions in the infrastructures of learning. These infrastructures of learning are external factors that have been considered by the textbooks, especially in providing activities and performance tasks for the learners.

4.2.2.5 Gaps of the Developmental Demand

Plut and Pesic (2003) determined that textbooks may have dysfunctions by providing an elaborated discrimination between good and bad textbooks, thus establishing design gaps in design



frameworks for textbooks. These gaps become a driving factor for the development of this framework. The fact that textbooks did not respond well to the rapidly changing environment along with continuous technological development of the world.

Table 23

Gaps of the Developmental Demand

Theme	Gaps
Developmental Demand Gaps	• Textbooks continued to be pre-package of contents • Does not accommodate most of the 21st century skills • Identification of core skills • Lack of understanding how to develop 21st century skills • Lack of opportunities available under infrastructure of learning

As learners have greater access to information, the need for the textbooks as a pre-packaged learning tool may not be enough to contain rapidly increasing and changing information as fast as it can. Therefore, with the advancement in the access of information, textbooks must be able to accommodate such and hone skills for most of the 21st century skills. There is a need to identify what core skills textbooks are currently lacking.

Textbooks should be able to pinpoint what skills were needed to be developed on certain component by providing real world experiences to the learners. Realistic opportunities and experiential learning of the content were essential part of how textbooks would develop their skills. These gap should be given emphasis as it moves between the model and theory of the skills and the application of skills in the textbooks.



Another gap that should be addressed is the lack of opportunities for these skills to be realistically applied, referring to the infrastructure of skills. This may also include the lack of training and understanding on how to develop 21st Century Skills by the authors and teachers. This gap between the teachers and the skills development must be addressed as one of the major factors in textbook development, as it affects how the learners would experience learning in a realistic application of the content and skills.

4.2.3 Communicative Demand (Elements of the Textbooks)

The third dimension that textbooks must consider in designing and developing a 21st century skills textbook was the communicative demand. Communicative demand refers to the textbook as a media of written discourse composed of different elements and components that helped the transference of knowledge to the learners themselves.

Plut and Pesic (2003) listed down the structural elements of textbooks to prove that they are culturally mediated tools. Said elements included: (1) list of formal elements such as dictionary, indexes, organizers, paragraphs, pictures, enhancements, and others; and (2) list of content elements such as introduction, models, explanations, classifications, pedagogies, assessments, tasks, and others. These structural elements must be used as a framework on how to develop a textbook. For this study, the composition of how the textbooks were designed using the formal and content elements was basis of communicative demand dimension of the textbooks.



Table 24

Demands of the Elements of the Textbooks

Dimension	Operational Theme	Indicator	Communicative Demand
Communicative Demand	Elements of the Textbooks	Formal Elements	• Structure of the Manuscript • Components of the Textbooks • Complementary Roles of the Textbooks • Supplementary Roles of the Textbooks
		Physical Elements	• Thickness of the Physical Textbooks • Textbooks in Digital Age • Corporeal Aspects
		Content Elements	• Art of Questioning • ICT Integration • Discussing Content Material • Substantiating Content • Use of Learning Tools • Errors in Content

The participants were looking for textbooks that provided different elements such as activities, quizzes, pictures, performance tasks, and other tools that can be useful in their teaching process. This also includes teacher's guide that were really helpful for the teachers. Accordingly, because the textbooks in the market right now is more colorful, in terms of the physical component as well as on the content, the industry are competitively producing better quality textbooks.

In terms of how these textbook elements help the development of skills to the learners, the content analysis done to the textbooks reveal that most of the skills development may be found in



activities, art of questioning, and performance tasks components of the textbooks. Some of the elements (visual imagery, pop-ups, enhancements, vocabulary) may help in developing the skills, as these may serve as springboards for skills development. However, as analyzed previously, content discussion has little to no contribution at all, unless it can be considered as another springboard element. As such, the skills development were focused on the three other components of the book. It can be said that more than ever, developing a quality textbook is more than the physical elements (such as colored printing, use of quality paper, binding materials, etc.) but more so, it has to deal with how the contents were being used.

Meanwhile, the learner's perception in learning can be affected by how the textbooks structure their elements. More students prefer a module-based book rather than the usual textbook. The difference of a usual textbook and a module-based book was on the structure of its elements, wherein textbooks were content-heavy while modules were activity-laden. Content-heavy textbooks allowed the learners to dig deep into the facts and analysis, while modules allowed the learners to do activities and measure what they have learned after a short discussion. However, both must be able to provide contents palatable to readers who do not like to read very long passages or be considerable to the learners who can only do so much.

Additionally, the shift to a skills-based framework were precipitated by the design, structure and elements that publishing houses were requiring them to do. As authors were contractually obliged to the company, they were still answerable to the framework developed by the publication, as the publication house has the last say in developing the textbook.

It must also be noted that in order to be effective, the content elements must be as accurate as possible. Developers must take note of the conceptual, factual, and grammar errors. It is



important for the teachers to have correct information as they depend their lessons on the textbooks.

It must be noted that there was significant difference in textbooks now and in the previous generations. There was more demand on authentic assessment, pertaining to activities and tasks that use information rather than testing on the content. Physically, one difference was that textbooks were thicker back as the textbooks provided all information. The reason for this situation was that internet was not existent or very limited, while these days it is easier to find content on the web. As it is, allowing the learners to maximize the use of these media and internet to find and process information should be maximized by the textbook developers. Additionally, performance tasks component could really develop the necessary skills as they are authentic, which makes the learners engaged; and that the engagement would inject 21st Century Skills already. This performance tasks, as well as other activities, provided essential development of the skills.

Aside from these, graphic organizers, summaries, and other tools have helped the learners to make their own summary of the lesson or helped learners to understand the lesson more by allowing visual representation of the lesson content. Additionally, pop-ups, vocabularies, and other content elements in the textbooks would be better in helping the learners understand the lesson. The choice of what content element very much affected how learners develop the skills by using the content as springboard.

These elements were important in delivery of content and skills development. The choice of what elements or components included in the textbooks, and how to develop the necessary skills were the prerogative of the authors themselves. However, publishing houses have their own set of frameworks with specific demands on how they could develop the design and what components or elements should be included.



In terms of the physical elements of the textbooks, it can be said that these did not affect much of the skills development. Physicality of the textbooks may help the learners, as such colored printing of the text or pictures may help the learners pinpoint key concepts or see the visual image clearly.

Overall, there was a suggestion that activities and performance tasks move away from being objective and content-based activities to skills-based activities. This move may give the learners much more leeway in terms of development of the necessary skills. However, it must be reiterated that textbooks still provided content-based, and objective-informational activities (such as identification, true or false, multiple choice, and unconventional test types like puzzles, crosswords, find-a-word, etc.), which must be reinforced to make sense in developing the skills.

Another key finding here was that textbooks must be reader friendly, and that they must provide a lot of opportunities for research on certain content, as these are the authentic learning that the learners should be able to apply, for such kind of learning cannot be captured in a text-heavy book, as most only parrot the information already in the content. However, it must be kept in mind that there was still a need to understand the basic concept of knowledge and skills before going on to the higher level of skills-based learning.

Therefore, it must be stressed that for the subject *Araling Panlipunan*, one cannot just do away with the content-based activities; but the textbooks should be more on analysis and evaluation of what students learned. This pinpointed the need to shift how textbooks were developed and what framework the publishers were using in developing the textbooks.

With these, three indicators were generated from the data. These indicators must work hand-in-hand to answer the demands of the structural elements. These were (1) formal elements; (2) physical elements; and (3) content elements.



4.2.3.1 Formal Elements

Formal elements refer to the different sections of the textbook that significantly divides the content of the textbook, which may indicate a start or end of the lesson, jumping point or introduction to the lesson, conclusion part, the type of activity, and others. As O’Keeffe (2013) stated, verbatim language, symbols and other formal elements of the textbooks must be conducive to learning, and must be absorbed by the learners themselves. Therefore, the demands of this dimension must be aligned to the need that a textbook must adhere and must address. Examples of these formal elements are the unit, chapter, or lesson number; sections of glossary, definition of terms, preface, table of contents, index, and bibliography; preliminary pages such as copyright, acknowledgement, introduction, and/or blurb; components such as content discussion section; activities (both content and skills-based); art of questioning; and others.

Under this indicator, there are four codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) structure of the manuscript, (2) components of the textbooks, (3) complimentary roles of the textbooks, and (4) supplementary roles of the textbooks.

Structure of the Manuscript - Placing the emphasis of how textbooks were structured, there is a need for better presentation of the different components of the textbooks. Components (such as introduction, content discussion, art of questioning, and assessment of evaluation) must have followed a logical pattern that culminated on how the textbooks were of help to the learners. There was also a need that assumed the variance of learning, so opportunities for learners to learn more than the content was given.

Components of the Textbooks - On the topic of components of the textbooks, there was a need to identify how textbook were divided and what were the components that comprised it.



Textbooks analyzed have been divided into Units, Chapters, and Lessons, as well each lesson was composed of an introduction, content discussion, art of questioning, and assessment of evaluation.

Complementary Roles of the Textbooks - Formal elements as complementary to the textbooks played a significant role to how the learners learn. Such formal elements like pictures or visual images, graphs and charts, vocabulary or definition of terms, add-ons or pop-ups, and other tools that were found in the textbooks help complement the contents in the main manuscript of the textbooks. These helped the learners to understand the context of the content itself.

Supplementary Roles of the Textbooks - Formal elements may also function as supplementary to the contents of the textbooks. These elements may act as auxiliary to the learning process as they have added information not necessarily important but may add context to the learning process. Thus, have deepened and expanded the content base of the manuscript.

4.2.3.2 Physical Elements

Physical elements of the textbooks refer to the physicality or corporeal elements of the textbook, which may include the type of paper used, type of cover (soft or hard bound), color of the printed text and images, emphasizing a key component, and other corporeal aspects. These elements may help the learners to understand the lesson easier by helping them to locate key words or concepts. O'Keeffe (2016) described physical elements such as grammar, spelling, and physical layout of the textbooks also help in deepening the Content Knowledge of the learners while using the textbooks, therefore errors must be limited to very minimal or to none as possible.

Under this indicator, there are three codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be



achieved in the textbooks. These are (1) thickness of the physical textbooks, (2) textbooks in the digital age, and (3) corporeal aspects.

Thickness of the Physical Textbooks - A reader friendly and easy to use textbook was an ideal *Araling Panlipunan* textbook. However, most textbooks in the market were either too-textual which comprised of too many pages, or too-skeletal which may lack the important factual information. The physicality of the textbook may have affected how learners have used them; if the textbooks were too thick, learners would not want it.

Textbooks in Digital Age - In the era of digital learning, this code reflects on the use and continued importance of textbooks as part of the learning process of the learners. It reflects on the practicality of the physical aspects of the textbooks as a potential burden to the learners

Corporeal Aspects - The physicality of the textbooks, although secondary in nature to the content, should be given importance as well as these may affect how students engage themselves in the textbooks. The usual black and white printing may no longer motivate the learners, rather it may cause boredom. The physicality of the book must motivate learners to open it and to start reading.

4.2.3.3 Content Elements

More than the formal and physical elements, the most important consideration in selecting what textbook to use is its content elements. Content elements refer to the elements that textbook provide that can add substance to the main manuscripts as an additional source of information which may be complementary or supplementary in nature. Alamri's (2008) review of textbooks which revealed that content elements must be appropriately and carefully developed even though



these were deemed satisfactory in delivery of the contents as most were verbatim texts are just plain non-meaningful text.

Examples of these content elements are pictures or visual images, graphs and charts, vocabulary or definition of terms, add-ons or pop-ups, and other tools that can be found in the textbook.

Under this indicator, there are six codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) art of questioning, (2) ICT integration, (3) discussing content materials, (4) substantiating content, (5) use of learning tools, and (6) errors in content.

Art of Questioning - Art of questioning as a component of the textbook was vital in structuring and presenting contents. It served as a jump point for discussion, reinforcement to the information, or concreting knowledge to the learners. It also served in integrating Critical Thinking skill, as well as other skills that can be developed over time.

ICT Integration - As the nature of textbooks, information was stagnant and cannot be updated as often as it should be, introducing ICT integration remains a challenge. As information changed overtime, textbooks cannot update its content as fast as information were uploaded in the internet.

Discussing Content Material - Another component that functioned as a content element is the content discussion itself. In the matter of presentation, these content must be updated as much as possible, with substantive explanation of the facts and information leading the learners to answer the activities or act on tasks given to them. Therefore, the manner how contents were discussed in the textbooks does not only answer the content demands, but must serve further than providing information.



Substantiating Content - Aside from providing enough information through content discussion, these component served as substantive material that was used by the textbooks as springboard for deeper development of the skill. No matter how deep the textbooks were able to discuss information, if it has not been able to substantiate its content, then these would be considered as plain and simple text only.

Use of Learning Tools - The use of different learning tools (such as graphic organizers, tables, maps, charts, visual images, and others) should be incorporated as much as possible with maximum potential of content aligning to the objectives of the lesson. These learning tools may help the learners to understand the content efficiently, especially in localizing and contextualizing the information.

Errors in Content - Several ways a textbook made errors were mentioned, such as typographical errors, grammar errors, printing errors, factual errors, conceptual errors, and the likes. These errors should be screened so that these may not be the cause of distractions to the learners.

4.2.3.4 Patterns of Indicators for Communicative Demand

Bashir (2013) believed that several learning skills are developed among learners when they are engaged, while McCray (2007) argued that establishing connections to these skills are vital as it allowed the learners to be more comfortable and more reliant on developing their own skills rather than selectively picking one skill at a time. Thus, patterns were needed to be established to stimulate and engage the learners even more, and thus developing them comprehensively.



Table 25

Patterns of Indicators for Communicative Demand

Theme	Pattern of Indicators <i>(The Author should consider...)</i>
Structural Elements of the Textbooks	• Organize information to clearly indicate a division of the manuscript of the textbook (Unit, Chapter, and/or Lesson number); • Provide a jumping point or introduction to the lesson; • Plan for different sections or components of the textbook that can help induce learning; • Use appropriate but affordable process to integrate ICT and media technology • Emphasize key components in the textbooks by providing pop-ups or add-ons that can complement or supplement the content; and • Provide visual graphics such as pictures, charts, graphs, or tables.

In order to render a textbook, incorporating structural elements have been considered by the developers. Meanwhile, for the teachers and participants, the first consideration was how formal and content elements were included. Teachers also considered how manuscripts were divided, and how these elements could have helped their learners to learn more. However, physical elements, such as the thickness and printing, were of the least concern for the participants as well as for the authors.

Emphasizing key components and elements in the textbooks have helped the learners to understand the content by complementing or supplementing the limited information in the main manuscripts. It has also helped learners by contextualizing contents by using maps, graphs, visual imagery, and other learning tools such as pop-ups or add-ons. Providing appropriate formal and content elements could have helped the learners if these elements were to reinforce learning.



Meanwhile, the practicality of a physical textbooks has been raised. This also reflected on how textbooks have considered the use and integration of ICT and different media to update their contents in real time. The role textbooks should assume in the age of digital technology remained a question that the industry should have answered. The lack of technological and infrastructural support remained a challenge for the textbooks.

4.2.3.5 Gaps of the Communicative Demand

Rezat (2006) raised the point of dichotomy of textbooks, where textbooks play dual roles serving both the teachers and the learners. For the textbook to be functional and effectively transmit the content to the learners, there is a need to use a variety of structural elements were seen as a boost for the learner. Clearly indicating what skill were being targeted was essential in deepening learner's disposition to learn. As such, indication on how the textbooks were able to divide the content manuscript were essential. This leads to the need to provide a jump point or introduction, planning for different sections or components that can induce learning process to the learners.

Table 26

Gaps of the Communicative Demand

Theme	Gaps
Communicative Demand Gaps	• Using a variety of structural elements (formal, physical, and content elements) • Proper selection, use, and integration of elements as a key in the transference of learning • Textbooks are too text-heavy and content-based



The use of graphic organizers, images, appropriate language, activity designs, media and technology integration, and other structural elements (formal, content, and physical elements) are seen to be able to assist the learners in their own understanding of the lesson. Emphasizing key concepts, summarizing, or even visually appealing content may also help learners. Therefore, proper selection, use, and seamless integration of these elements may help learners make their own understanding of the lesson.

Textbooks limiting the use of these elements may tend to overcompensate or over deliver, thereby creating a textbook that would be too content-based and text-heavy. Effective selection of content and formal elements may help ease this problem. Therefore, use of effective structural elements therefore were necessary in development of the 21st century skills in the textbooks.

4.2.4 Pedagogical Demand (Pedagogy)

The fourth dimension needed to be satisfied was on pedagogical Demand of the textbooks. This refers to the pedagogical approaches that textbooks need to have to develop the necessary skills to the learners. This demand is based on the framework of PCK (Shulman, 1986), wherein the textbooks must be able to deliver the concept in relation to how the learners would be able to understand and make sense of their learning. This demand made true of Rezat's (2006) theory that textbooks were an "object of learning" rather than a simple instrument for learning. Thus, the goal of each textbook was to bridge the learner to master the content, make sense of their learning process, and apply the learning to practical approach to develop 21st Century Skills.



Table 27

Demands of Pedagogy in the Textbooks

Dimension	Operational Theme	Indicator	Pedagogical Demand
Pedagogical Demand	Pedagogy in the Textbook	Skills-based Learning	• Targeting of Skills • Development of Skills
		Learning Approaches	• Current Trends • Learning Styles • Redundancy of Approaches
		Incorporating Learner's Perspective	• Appreciation of Content • Engagement of Learners • Awareness in Learner's Stages of Development • Learner's Self-Assessment

One significant change in the textbooks was the approach of how each lesson was presented. Textbooks now considered the learners as part of the narrative, instead of just presenting straight and factual content. This change in perspective allowed the textbooks to engage the learners, as learners felt that they were included in the narrative. This approach was part of how the learners were experiencing the content and how they were experiencing their learning, which might affect the disposition of the learners to learn more. This led to the shift of perspective by including the learners in the narrative. This might lead to the changing perspective of the learners which may affect their disposition to learn more by engaging them.

It was also important that the learners must understand different perspectives when analyzing the content of the textbooks. Additionally, the changing approach might lead to further



development of the skills as it might invite and engage the learners more to learn, without sacrificing the content and information that the textbooks had. These changes in simple textbook narrative might also affect how learners identified and accepted new content and how they understood the content.

The change in mindset may refer to the change in learning disposition of the learners. How the learners accept information and content leads to understanding the need for something to be learned. Changes in learning disposition may very well be the essence of this study: no matter a textbook full of skills and contents developed, the less it will be used in real life situation if the learning disposition is not addressed. It should be acknowledged that the manner learners accept information and content influences the way they see the need for something to be learned.

Gaps between what should be and what was in the textbooks were precipitated by what would the learners be able to retain and what they have learned by simple application of the values that the content imparted to them. This problem reflected how the learners would be able to accept the new learnings provided in the textbooks and the way they could apply the same. The realistic application was a challenge because of some needs that remained unaddressed.

One pedagogical approach that the textbooks must enhance was the use of skills-based learning approach, as it emphasized not only objective and content based activities, but rather opportunities for the learners to develop their own skills by integrating the knowledge they have just learned from the content of the textbooks.

Overall, there was a general consensus that activities and performance tasks must move away from being objective and content-based activities to skills-based activities. This move may give the learners much more leeway in terms of development of the necessary skills. In these terms, the participants suggested the activities that involve how the learners use their knowledge to create



activities and tasks that allow them to develop specific skills. These activities were skills-based or popularly known as outcome-based activities.

It must be clear that there was a difference between limiting the content activities and scaling back the content. Most participants did not agree that the textbooks must be skeletal in nature; instead, they agreed on limiting the content activities in the textbooks.

Whatever it is, learners should be able to know the basics of the content knowledge. If the textbook did not contain content, it would be hard for the learners to know what content to gather, as *Araling Panlipunan* was a vast subject. But the question of how to use the content knowledge was essential for *Araling Panlipunan*. Applying the concepts in real life that can satisfy the domains of learning and how they should know how to put it in context is the most important aspect of learning the subject. The use of real-life context in applying the content so that the learners can contextualize their learning is the point of the curriculum, and how to address it in the textbooks is important pedagogical approach that the authors and developers should be able to address. Skills-based textbooks allow the learners to use their learnings from the content rather than testing on the content itself.

In developing the textbooks, various pedagogical approaches must be included when developing activities, and that students must not parrot the information already in the content. This assertion that using various pedagogical approaches to develop the skills was also enhanced by the teacher's capability to use the textbooks. As the textbooks alone cannot be used separately in the teaching process, the teachers must also use their pedagogical skills to develop both content and skills.

This was the same finding in other three dimensions on teacher's role in all facets of learning especially in using the textbooks. Teacher's role was essential in the transference of the



content and pedagogy from textbooks to learners, in order for these skills to be developed and acquired. However, it should be noted that the teacher's role in using the textbooks was also hindered by his or her limitation in pedagogical content knowledge.

Another factor that must be taken in consideration was the learner's learning style as part of the selection of pedagogical approaches in the textbooks. As learners were digital learners, textbooks must be able to integrate digital technology as part of their narrative. In as much, the learning styles of the learners in the past compared to the kind of learners right now was very much different to which the textbooks should be able to cater.

In order to address this, textbooks must provide for different intelligences of the learners as these must be able accommodate these different learning styles by adapting and changing the context of the textbooks itself, and how to make a textbook. Thus, the question looms if there is a need to shift how textbooks are developed and what framework the publishers are using in developing the textbooks.

Based on the data in this dimension, it was clear that the participants did not clearly state what pedagogical approach the textbook must follow. It can be said that since each author or developer followed their own framework in designing and developing the textbooks, they have the free choice of what approach to use. The development of the skills was hinged on the capability of the textbooks to provide for pedagogy that were applicable and realistic based on the needs of the learners.

However, several gaps were inferred from the data, especially that the present day framework of the textbooks cannot cater to the different needs of the learners, mostly in terms of the integration of media literacy and ICT. There existed a gap between these models and the realistic application, as the publishing houses must support infrastructure for this kind of learners.



Therefore, there was a need to reinvent the textbook in order for a new framework to be used, so that the necessary skills would be integrated and developed into them.

It was also clear that the participants saw the need to shift from content-based activities (such as multiple choice, true or false, identification, etc.) to a skills-based tasks (such as performance-tasks) as a way to enhance the pedagogy and skills development among the learners. This was to ensure that the information did not become stagnant nor mere remembering.

With these, three indicators were generated from the data. These indicators must work hand-in-hand to answer the demands of the pedagogy. These were (1) skills-based learning; (2) learning approaches; and (3) incorporating learner's perspectives.

4.2.4.1 Skills-Based Learning

This indicator calls for “Skills-based Learning” be integrated in the textbooks, whereas the goal of each textbook was to bridge the learner to master the content to be able to make sense of their learning process, apply the learning to practical approach in order to develop 21st Century Skills by using their textbooks. In this sense, a content-based textbook cannot deliver these goals, as mere contents as the participants saw the need to shift from content-based activities (such as multiple choice, true or false, identification, etc.) to skills-based tasks (such as performance-tasks) as a way to enhance the pedagogy and skills development among the learners. This was to ensure that the information does not become stagnant nor mere remembering, as most learners perceive their textbooks as too textual and too content-heavy, in conjunction with the quality of content and information.



Under this indicator, there are two codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) targeting of skills, and (2) development of skills.

Targeting of Skills - Twelve skills were used to analyzed textbooks based on the framework of P21-NCSS (see Appendix B in page 196), therefore textbooks have targeted what skill was developed by a certain component or element that was used. Ideal textbooks must have developed all 12 skills; however, realistic integration can only accommodate 3 to 5 skills per element or component.

Development of Skills - The transfer of knowledge was not limited to merely conveying the information about a subject, but also aimed at developing an understanding of the subject. Various pedagogies and content information have been incorporated but the aim of developing skills at a level of competency have not been met.

4.2.4.2 Learning Approaches

Selecting appropriate learning approaches to be used in the textbooks affect how textbooks are able to deliver the content to the learners. This is significant as textbooks must be able to provide for different intelligences of the learners as these must be able accommodate these different learning styles by adapting and changing the context of the content. Selecting appropriate learning approach may give the learners much more leeway in terms of development of the necessary skills. Additionally, as the textbooks alone cannot be used separately in the teaching process, the teachers must also use their pedagogical skills to develop both content and skills, as the learning process must be experiential since doing a tasks is enhancing than just plain reading.



Under this indicator, there are three codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) current trends, (2) learning styles, and (3) redundancy of approaches.

Current Trends - Current trends in pedagogy have been included in making textbooks. Pedagogical approaches like localization, indigenization, and contextualization have provided learning opportunities in the textbooks that helped learners understand the lesson deeply. Other approaches like project-based, research-based, game-based, gamification, and other trends have also been integrated, allowing both teachers and learners a variety of pedagogical approaches to use.

Learning Styles - Different learning styles should have been considered and accommodated in the textbooks. Accommodating these learning styles, learners would appreciate the content and development of skills better than using a general approach for the textbooks. Particularly, these learning styles could have been incorporated in the activities and performance tasks that were developed in the textbooks.

Redundancy of Approaches - Selecting only one learning approach or pedagogy in the textbook were evident in textbooks. However, due to the different learning styles, it is prudent to use different pedagogical approaches. Participants were in agreement that textbooks became boring to read for the learners when there were no variety in approaches.

4.2.4.3 Incorporating Learner's Perspectives

Lastly, incorporating learner's perspective in the textbooks is essential element as it allows the textbook to consider the needs of the learners, in terms of their developmental goals. This



allows the textbook to remove the wall between the content and the learners themselves, as it considered the learners as part of the narrative, instead of just presenting straight and factual content. This might lead to the changing perspective of the learners which may affect their disposition to learn more by engaging them. Thereby, the shift of perspective is a significant change in the textbook framework as how each lesson can be presented in the textbook.

Under this indicator, there are four codes that were underpinned. These codes are operational definitions of the indicators that were used to determine how these indicators can be achieved in the textbooks. These are (1) appreciation of content, (2) engagement of learners, (3) awareness of learner's stages of development, and (4) learner's self-assessment.

Appreciation of Content - Appreciating the textbook was necessary to the learners as to how they were able to understand the content and their own learning process. Textbooks were able to allow learners to create their own learning process, for example to analyze contents, ideas or concepts, and conclusions. In this process, they were able to set their mindset that the learning they had were essential.

Engagement of Learners - Textbooks were able to engage learners through application of different approaches. For example, the use of language that engages the learners like the words “*natin*”, where textbooks seem to talk to the learners themselves. Thus, it became a positive process where their learning was designed cohesively.

Awareness in Learner's Stages of Development - As a rule, textbook must have accommodated the developmental stage of the learners by adapting appropriate language level, content requirements, and applicable design processes. Suitable pedagogical approach must also be considered to the stages of learner's development.



Learner's Self-Assessment - Learners must be allowed to assess their own learning process by the textbooks that have self-assessment tools. These self-assessment tools were able to track what they have learned and how they were learning before and after the discussion.

Table 28

Patterns of Indicators for Pedagogical Demand

Theme	Pattern of Indicators (<i>The Author should consider...</i>)
Pedagogy	• Apply practical approach in discussing the content; • Apply pedagogical content knowledge (PCK) in content discussion; • Shift from pure content-based and text-heavy content discussion to a mixed pedagogical approach to lighten content; • Provide opportunities for learners with different or multiple learning styles; • Change or adapt the context of the content to adapt to the learner's learning and development goals; and • Incorporate learner's perspective in writing the manuscripts (such as the use of appropriate language that include learners like "tayo...", "natin...", and the likes).

4.2.4.4 Patterns of Indicators for Pedagogical Demand

Applying practical approaches in discussing the content and using pedagogical content knowledge (PCK) in the textbooks were an essential aspect of how textbooks should have been written. Textbooks delivered the concepts and contents in relation to how the learners would be able to understand and make sense of their learning. Different pedagogical approaches provided for opportunities for different or multiple learning styles for the learners. Thus, it was important



that these were considered by the textbooks. In doing so, textbooks have changed or adapted the context of the content to adapt to the learner's learning and development goals.

Another consideration reflected in how textbooks were written was the incorporation of the learner's perspective. Such use of appropriate language that included learners, like "*tayo...*", "*natin...*", and the likes, were significant as it shifted the textbooks to reflect learners' demand. Textbooks have also considered the shift to the use of skills-based learning approach, as it had emphasized the development of the learner's skills by integrating the knowledge they have just learned from the content of the textbooks.

Table 29

Gaps of the Pedagogical Demand

Theme	Gaps
Pedagogical Demand Gaps	• Resistance to learner's perspective • Use of a single pedagogical approach in the development of textbook manuscripts • Struggling to shift from content-based to skills-based approach

4.2.4.5 Gaps of the Pedagogical Demand

Alamri (2008) expressed a concern wherein pedagogical approach in the textbooks failed to express positive view of minority groups, thus establishing a profound lack in developing what are important when it comes to textbook writing, most notably the integration of pedagogy. This was supported by Manyasi, Barasa and Amuka (2013) when their claim in their study regarding



culture and pedagogy, failed to ensure that the textbook pedagogy should be based on the culture of the society where the learners belong to. Thus, gaps were seen in this demand.

For the textbooks to incorporate pedagogical requirements, it must be able to incorporate learner's perspective in the manuscripts by providing practical approach in discussion of content, and content knowledge. This change in perspective allowed the textbooks to engage the learners, as learners felt that they were included in the narrative. This approach was part of how the learners were experiencing the content and how they were experiencing their learning, which might affect the disposition of the learners to learn.

Textbooks must provide for different intelligences of the learners by accommodating different learning styles, to be able to adapt and change the context when preparing textbooks. This can be done by creating activities and tasks that can measure how learners learn. The pedagogical needs must be able to address this concern, so as to adapt the textbooks to different learners. These pedagogical needs refer to the appropriate learning approaches that textbooks must be able to provide.

Lastly, textbooks which is usually text-heavy and content based must be able to shift to skills-based learning. These can be seen in the verbatim texts that was analyzed may contain skill development by integrating pedagogy and pedagogical content knowledge (PCK) in the textbooks. by delivering good art of questioning, effective activities and performance tasks, and integrating skills in the content discussion.



4.3 Development of Framework

The framework developed for the 21st Century Skills in *Araling Panlipunan* was created after having the data presented and analyzed in the previous section of this Chapter. With these, the researcher was able to create a framework that could respond to the needs of the learners for a textbook developing 21st century skills further.

4.3.1 Development of Patterns

Using the data presented in the previous sections of this Chapter, the researcher was able to generate the needed patterns that could be integrated in textbooks seamlessly that develops 21st century skills to the learners. These Patterns of Skills (see Appendix S in page 265) are composed of 10 patterns that was generated from the skills themselves, and was manifested thru the examined textbooks. These were further enhance by cross-examining data based from the results generated from the stakeholders, as well as how these could be manifested through the textbooks. These were further informed by the necessary demands / dimensions of the textbooks as a requirement of the framework designed by Plut & Pesic (2003) and Shulman (1986). The result of this cross-examination was shown in Appendix S (see page 265), as it presented how the patterns of indicators from the textbook demands were able to manifest in the Patterns of Skills.

The connection between how the Pattern of Skills and the patterns of demand indicators should be generated in the manuscripts and manifested in the textbooks. The patterns of demand indicators shown in the data (see Appendix S in page 265) operationalized specific demands that must be met by the authors and developers. Therefore, it was important for the authors and textbook developers to use the Patterns of Skills in order to develop the necessary skills to the learners by the use of their textbooks. This should enable the textbooks to fully integrate the skills



in the form of their Pattern of Skills. Ideally, these Patterns of Skills must be exhibited once per topic.

With these data, the researcher was able to develop the 21st Century Skills-Based Textbook Framework for Araling Panlipunan.

4.3.2 The 21st Century Skills-Based Textbook Framework for Araling Panlipunan

The researcher developed a framework that deliberately and systematically integrated and developed the skills to help learners cope with the demands of the 21st century world. The 21st Century Skills-Based Textbook Framework (see Appendix A in page 163) grows out of the belief that there is an urgent reform needed in writing *Araling Panlipunan* textbooks in the Philippines to contribute further to the development of 21st Century Skills.

Behind this Framework are two theories that enabled the researcher to base his work from their conceptual undertakings: (1) Activity Theory by Rezat (2006) and (2) Theory of Textbooks by Plut and Pesic (2008). First, the Activity Theory is a cross-disciplinary framework for studying how humans purposely transform natural and social reality including themselves, as an ongoing culturally and historically situated, materially, and socially-mediated process. This theory developed a triangle system wherein it presented the idea of a subject-artefact-object interaction, which an individual action occurs within the system.

Second, Theory of Textbooks (Plut & Pesic, 2003) emphasized the textbook as an artefact is a mediating factor between the subject and object. Three dimensions was identified as defining principles of textbook development design namely, curricular demand, developmental demand, and communicative demand. In addition, a fourth dimension was added to the development design of this framework, namely pedagogical demand (Shulman, 1986).



Using these two theories, the Framework used a pyramid system to illustrate the dimensions of the framework and how each dimension helped to develop 21st century skills in the textbooks. This can be illustrated in the Figure 10 below.

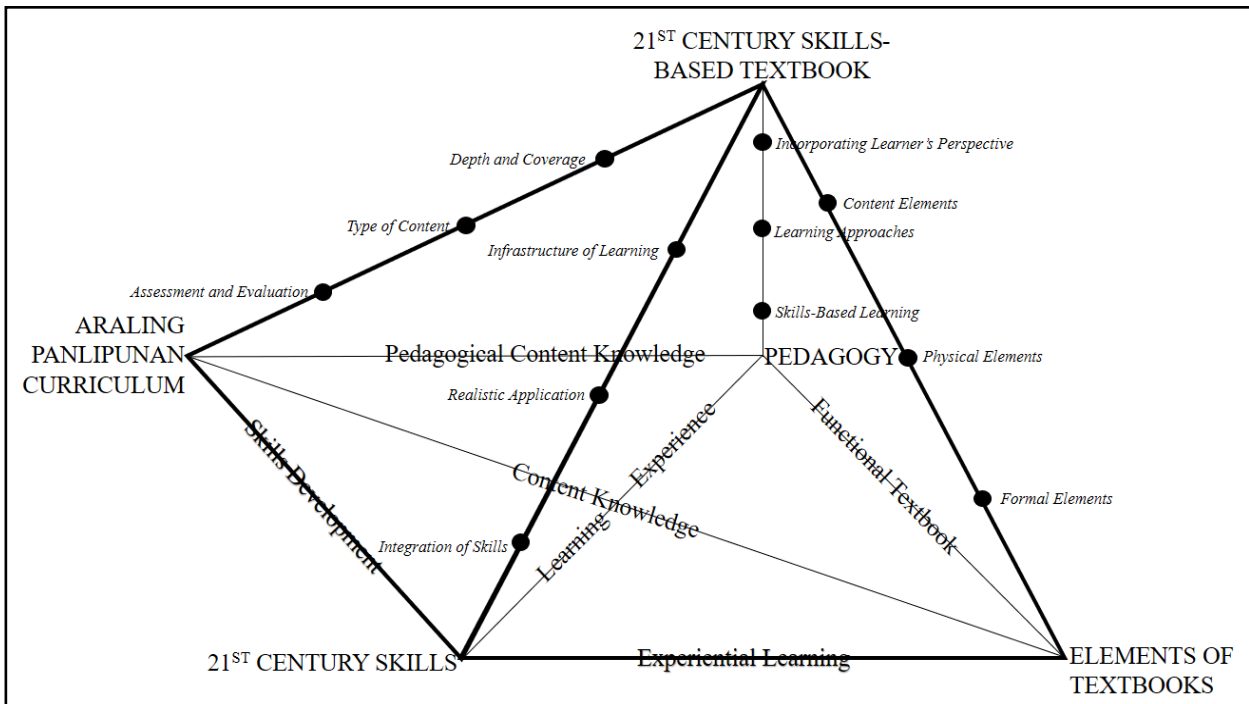


Figure 10. The 21st Century Skills-Based Textbook Framework

The Figure can be described as a pyramid wherein the four dimensions of textbook development design (Plut & Pesic, 2003) formed the base of the pyramid. These are the foundational requirements that the authors and textbook developers should integrate in the manuscripts of their textbooks. Each dimension corresponds to a general demand that must be incorporated such as curricular demand whose operational definition refer to Araling Panlipunan Curriculum (see page 168), the developmental demand whose operational definition refer to 21st Century Skills for Social Studies (see page 170), communicative demand whose operational



definition refer to Elements of Textbooks (see page 172), and Pedagogical demand whose operational definition refer to pedagogy (see page 174).

To define Araling Panlipunan Curriculum, it must be operationalized by its indicators such as depth and coverage, type of content, and assessment and evaluation (see page 168). To define 21st Century Skills for Social Studies, its indicators include integration of skills, realistic application of skills, and infrastructure of learning (see page 170). To define Elements of the Textbooks, the demand should be met through its formal elements, physical elements, and content elements (see page 172). To define Pedagogy, it must be operationalized by its indicators such as skills-based learning, learning approaches, and incorporating learner's perspective (see page 174).

As each base converge at the top, they form intersection that triangulates with each other. Each triangulation forms vertices that play an ornate subject-object dichotomy, which are the expected outcome that is the central feature of the two dimensions converged (see page 175). The interaction at the center of the triangle is the central theme of these two general demands, and should be the focus of the textbook when targeting to develop 21st century skills in the textbook, thus becoming a “demand” of the Framework.

The convergence on the top of the pyramid (see page 187) was expected to develop a 21st Century Skills-based textbook that may cater to the needs of a textbook that was responsive to the needs of the learners of today. The apex of this Framework consists of 10 Patterns of Skills that should be integrated in the textbooks. Each pattern reflects a certain targeted skill that can be developed by experiencing these patterns. However, these patterns may develop each skill at a different pace, as each pattern may contain a certain number of skills and each skill may have different heat that can develop it. Targeting these patterns may be essential as the development of these skills can be measured in various levels of quality.



How these patterns may develop or be connected to the 21st century skills are presented through a Framework Checklist (see page 191). The framework checklist is the suggested structure in developing the 21st century skills in the textbooks. The suggested structure features 4 dimensions which are essential in developing 21st century skill. It features (1) Pattern of Skill, (2) targeted 21st Century Skills that manifested the pattern, (3) Pattern of Indicator per focus demand of the textbook, and (4) examples of Knowledge Products. The Checklist provided a summary of how these skills should be integrated in the textbooks, as well as the development goals of the learners and how these would enable the learners to develop 21st century skills.

To read the whole Framework, see Appendix A in page 163.

4.3.3 Implications to Social Science Teaching

This study has shown the significant implications of how textbook framework could be used in teaching Social Sciences. Textbooks, for much better part of it, are essential to the teaching and learning process. It served as a syllabus and guidance for teachers, as they may develop lesson suitable for the class. Hence, textbooks may provide security, guidance, and support that teachers needed (Ansary & Babeii, 2003). However, it is also important to raise the question if textbooks can serve as a tool that can function other purposes than transmission of content knowledge.

Additionally, Sorohiti (2005) argued that the design of the textbook must be based on grounded frameworks in order to structure them firmly. Textbooks provide for the format, flow, content, and treatment of the subject matter. However, it is always the demand of the content of the curriculum that is central in influencing the intentional design of textbooks, therefore giving them a certain sense of a function.



With the use of the Framework that this study had designed, it should provide teachers with a basis for assessing learner's development of 21st Century Skills. The inclusion of knowledge products included in the Framework itself should allow the authors, textbook developers, and teachers in integrating how 21st Century Skills should be properly developed in the textbooks. In cases of teacher's benefits of this Framework, it should be able to provide teachers with structures to facilitate lessons that target the development of this skills. Therefore, the Framework should provide consistency of the development program across a given level, if all teachers used the textbook with the designed Framework.

Primarily, it is the authors and textbook developers that benefit with the Framework. The use of the Framework still hinged on how authors and textbook developers accept this new framework design. As Aytug (2007) argued, the development process and design framework of textbooks ultimately hinged on the bias of the authors and textbook developers. This was further complicated as they are conflicted as to how they should be able to consider curricular and pedagogical demands and as to what design elements are to be featured in the manuscripts. Even if the fact that the textbooks were designed properly, some teachers tend to overuse or underuse textbooks by disregarding the suitability and applicability of methodologies in teaching and learning process (O'Keeffe, 2013). This manifested the fact that textbooks are still "objects of learning" (Rezat, 2006), which needed to be opened and used by both learners and teachers. Thus, with regards to the teaching process, the use of textbooks is still dependent to its end-users.

Therefore, the implication of this study to Social Science teaching focuses on how *Araling Panlipunan* textbooks should be designed by authors and textbook developers. Implications to the actual teaching process are hinged on how effective textbooks are designed and how textbooks are used by the teachers themselves.



CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the final summary, conclusions and recommendations of the study based on the data that have been summarized in the previous chapter. The conclusions and recommendations are based on how the researcher interpreted and understood the significant data obtained from content analysis, interviews, and focus group discussion conducted.

5.1 Summary of the Study

The study was conducted to design the “21st Century Skills-based Textbook Framework for *Araling Panlipunan*” by determining the extent by which *Araling Panlipunan* textbooks develop the necessary skills, as well as describing the stakeholder’s perspective on the design of a 21st Century Skills-based textbook. Development of this study’s framework is based on two theories: Activity Theory (Rezai, 2003) and Theory of Textbooks (Plut & Pesic, 2006). The use of these theories determined the dimensions that this study worked upon: curricular demands, developmental demands, communicative demands, and pedagogical demands. Mixed method research was used as a methodology of this study.

The study revealed how *Araling Panlipunan* textbooks may be able to integrate and develop 21st Century Skills in its manuscripts by using a design framework that allowed these skills to be manifestly present. In doing so, the study has revealed that the indicators from the 21st Century Skills can be lumped into Patterns of Skills that cross-developed each skills holistically. This allowed the Framework to be broad enough to cover all skills in one development point but not too limited that can restrict the cross-development of skills.



5.2 Summary of Results

Data generated from the content analysis of the textbooks and stakeholders' perspective are summarized in this section. These data determined the extent by which *Araling Panlipunan* textbooks develop the necessary skills, as well as describing the stakeholder's perspective on the design of a 21st Century Skills-based textbook.

5.2.1. Extent of 21st Century Skills in the Textbooks

Using content analysis, the researcher was able to summarize the data presented in Chapter 4 by which the extent of the manifestation of 21st Century Skills were manifested in the textbooks.

In terms of Curricular Demand, the contents of the curriculum were able to manifest the required content and skills, albeit at minimum at low levels of quantity and quality. In terms of the Communicative Demand, the data revealed that the different elements and components of the textbooks had significant effects in development of the skills. However, both of these demands show that there have been low quantity levels.

Meanwhile, in terms of the Developmental Demand, the development of these skills were reflective of the domains of learning. Lastly, for the Pedagogical Demand, it can be said that developing a skill requires that the learners must be able to perform a task prompted by the textbooks, rather than reading the contents of a textbook.

Comparing the skills' quantity and quality levels, it was observed that those skills with higher quantity tended to develop lower quality, and vice versa; additionally, it manifested a propensity to sacrifice the quality of the skills development. The data also revealed the Patterns of Skills, by weaving through themes, skills, contents, and elements, based on the indicators of the



skills themselves. These patterns were precise indicators of how skills can be developed in the textbooks, which develop each skill at a different pace.

5.2.2 Stakeholders' Local Knowledge

The interview with various stakeholders revealed that in order design a framework that would integrate and enhance 21st Century Skills, textbooks should ensure that the various patterns, and indicators should be incorporated.

The first indicator, “*Araling Panlipunan Curriculum*”, referred to the cognitive dimensions of relations among information, concepts, principles, and theories, as they need to have clear educational purpose to design a workable adoption to support the curriculum for teaching and learning process. The second indicator, “21st Century Skills for Social Studies”, called for the holistic development of the learner and that the development should be holistically, therefore it should have been rounded, universal, and all-inclusive that can be highlighted by developing 21st Century Skills to the learners.

The third indicator, “Structural Elements of the Textbooks”, reflects on how textbooks should be designed in a way that is not too abstract or too general, superficial or structured, too contextualized or too generalized, and/or learner-centered or teacher-centered. Lastly, the fourth indicator, “Pedagogy”, called for the need to incorporate pedagogical approaches in the textbooks to cater for different learning styles and developmental goals of the learners.

These indicators, represented by the stakeholder’s ideas of what should a “functional textbook” look like, should be considered and integrated in the textbooks.



5.2.3 Development of Framework

The framework developed for the 21st Century Skills in *Araling Panlipunan* was created after the data were analyzed and formed the Patterns of Skills. These patterns operationalized specific demands that should be incorporated in the textbooks to generate holistic development of the skills. These patterns allowed the development of the textbook framework that deliberately and systematically integrated and developed the skills.

The Framework is a pyramid-shaped design that whose base were formed by the four dimensions of the textbook. Each dimension corresponds to a demand that must be operationally defined and incorporated in the textbook itself. As each base converge at the top, they form intersection that should be the focus of the textbook when targeting to develop 21st century skills.

5.2 Conclusion

Based on the data gathered, the researcher concludes the following:

1. *There were four dimensions that a textbook framework should have been based, which became the demands of the textbook itself.* These dimensions (curricular, developmental, communicative, and pedagogical demands) should be reflected in the textbooks for Araling Panlipunan.
2. *Araling Panlipunan textbooks for Junior High School should be improved and enhanced through the development of 21st century skills.* It was found out that there are gaps in the design of the textbook frameworks, especially in terms of how skills were supposed to be integrated in the components of the textbooks. The improvements should be able to fill the gaps between the theory and practical application of these skills in the textbooks.



3. *Textbooks should allow broad enough framework that cover all skills development.* The development design rested on what was deemed important by the authors, editors, and developers. Therefore, the framework design for skills development should be broad enough to cover the necessary skills in one target development point but not too limited that can restrict the cross-development of skills to each other, rather than selectively picking one at a time.
4. *Development of manuscripts for Araling Panlipunan textbooks should be based on the 21st Century Skills-Based Textbook Framework.* The Framework integrated and enhanced 21st century skills in the textbooks. By incorporating the various demands and dimensions, this allowed the textbooks to be more functional and practical for student use. The improvements made by the Framework, not only selectively picking a certain skill but rather cross-development of skills within the context of the content of the curriculum, should make it possible for textbooks to be engaging for the learners to use.

Recommendations

The following are the recommendations made by this study:

1. *Textbooks should cover the mandated Araling Panlipunan curriculum.* The content must also be enhanced providing new information, using selected readings from primary sources, contextualizing and localizing these contents, vertically and horizontally connect the learnings to the experience, and using innovative content elements to present the mandated topics.
2. *Textbooks should integrate and develop 21st century skills, that can be realistically applied through the use of infrastructures of learning.* Thereby, it is recommended that publishing



houses to establish an infrastructure support to provide for media and ICT integration. With these, infrastructures must be able to complement and supplement learnings when engaging with the use and development of skills.

3. *Textbooks should clearly indicate what specific skill they are trying to develop.* This should allow the learner to determine what skill he/she should be able to develop in a given certain component, activity, or tasks. It is also recommended that that textbooks should use a variety of structural elements as to provide a learner-friendly textbook to help them understand the contents easier.
4. *Textbooks should do away with content-based activities to develop skills-based activities or tasks.* This should allow the learners to use the information they have acquired and transform them into knowledge products that can be useful in the real-world. Furthermore, when developing and designing the textbook framework, it is recommended that developers consider pedagogical content knowledge (PCK) approach for developing manuscripts of the textbooks.
5. *For the future researchers, this study recommends to conduct a research on the development of an evaluation tool and authentic assessment for the development of 21st Century Skills.* It is also essential for these skills to have a clear manifestation as to how these can be developed and as to how these can be evaluated.



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APPENDICES



APPENDIX A

THE 21ST CENTURY SKILLS-BASED TEXTBOOK FRAMEWORK FOR *ARALING PANLIPUNAN*

1. Introduction

The fast changing world requires learners whose skills understand the interconnectedness of today's world. However, the society today faces a problem because the skills taught in schools are not enough to survive the daily grind of the 21st century world. The successes considered by today's world present a far cry from earlier days of past society. Therefore, the need for a different educational setting is further emphasized as learners are being equipped for yesterday's world, not today's world.

In order to create a learner whose skills can match the problems of current society, it is important to develop a competent and skilled learner equipped with the know-how of solving these problems through all the components of instruction, especially the development of 21st century skills (Bashir, 2013). These are set of skills learners must develop to successfully negotiate the world in the 21st century, as the world is driven by information, innovation, and interconnectedness.

In response, learners must be able to develop the needed skills to navigate this changing era. The needs of these learners must be supported and developed further by the instructional materials used inside the classroom. One alternative solution to gaps in the knowledge and skill creation is the preparation of instructional materials, specifically textbooks that develop these needed skills.

Such development process may vary from the structure of textbooks, the design framework, and the theory used as basis for design and development. These vary from publisher



to publisher; therefore, the selection of which textbooks to use may be a difficult one. The industry is rushing to respond to the changes happening within the academic sector. This challenge demands flexibility, openness and ability to respond to new changes in the education sector. However, developing textbooks for a new curriculum content doubles the challenge for this sector.

The competencies and skills, as reflected in the learning and performance standards of the guide, are developed and reflected in the contents of the textbooks. Along with the benefits afforded by textbooks are limitations on how these are used in the classroom, especially on the manner, process, and purpose intended for each subject area for teachers using these materials.

With this, the researcher developed a framework deliberately and systematically integrating and developing these skills to help learners cope with the demands of the 21st century world.

The 21st Century Skills-Based Textbook Framework grows out of the belief that there is an urgent reform needed in writing *Araling Panlipunan* textbooks in the Philippines to contribute further to the development of 21st Century Skills. Although considered as instructional materials, textbooks are seen as a vital part of learner learning process, allowing a pre-packaged learning tool that may help the learners. Any textbook is described as a pre-packaged learning tool as it has a specific framework that may have its own developed structure, framework, strategy, and design from one publisher to another.

The need for the textbooks to undergo a massive reform is due to the fact that most of the textbooks available are still information-based and content-based framework to fulfill or finish the curriculum guide, yet seldom or negligibly providing space for actually developing needed skills.

Another driving factor for the development of this framework is the fact that textbooks do not appropriately respond to the rapidly changing environment along with continuous



technological development worldwide. As learners have greater access to information, the need for the textbooks as a pre-packaged learning tool may not be enough to address rapidly increasing and changing need for communication and information. Therefore, with the advancement in the access of information, textbooks must be able to respond to the sense and skills of ambiguity and future-handling. There is a need to identify what core skills textbooks are currently lacking.

The nature of *Araling Panlipunan* is anchored on experiential learning that engages learners in civic life requiring knowledge and experience (being experiential is therefore practicing the arts and habits of a social person). This enables the learners to grasp different concepts in order to develop their capacities to know and explain them, explain and apply the changes, as well as apply and structure the disposition of these changes.

2. Theoretical and Conceptual Basis of the Framework

This framework is based from the data gathered from the thesis “*Designing a 21st century Skills-based Textbook Framework for Araling Panlipunan*”. In the study, it was found out that there are different demands that each textbooks must be able to fulfill in order to develop and integrate 21st Century Skills in the textbooks that cover the content of the subject matter of *Araling Panlipunan*. Behind this framework are two theories that enabled the researcher to based his work from their conceptual undertakings.

First, the Activity Theory is a cross-disciplinary framework for studying how humans purposely transform natural and social reality including themselves, as an ongoing culturally and historically situated, materially, and socially-mediated process (Grigoriyan & Babayan, 2017). This theory places culturally supportive tools (in this case are the textbooks) as mediating artefacts that helps the development of culture and certain aspects of culture to human activities (Rezat,



2006). This theory developed a triangle system wherein it presented the idea of a subject-artefact-object interaction, which an individual action occurs within the system. However, the activity is limited to the subject implementing an activity through an artefact, which cannot directly act on the object. Therefore, there is need to the modification of the triangle system to a tetrahedron system wherein there are two subjects (learners and teachers), thus designing a new model (learner-teacher-textbook-knowledge model)

Second, Theory of Textbooks (Plut & Pesic, 2003) emphasized the artefact is a mediating factor between the subject and object. The theory can be represented by principles that would enhance this conceptual framework of this study, emphasizing textbooks as instructional tools that would stand as artefacts.

Three dimensions was identified by Plut & Pesic (2003) in their study based on the development of a Theory of Textbooks. Their study identified these dimensions as defining principles of textbook development design as functional approach, namely: curricular demand, developmental demand, and communicative demand.

This shifted the view of textbooks as objects of learning, rather than an instrument for learning. In this view, Rezat (2006) pointed the idea that textbooks are used to reproduce the text in the textbooks, thus transforming it to an object used in learning rather than instruments used for learning. This idea was first supported by Plut & Pesic (2003) that textbooks are exclusive source of information used by both learners and teachers that provide relevant knowledge and experience as a base to anchor new knowledge and experience.

These complements and supplements each other by building upon the mediated artefact as one cannot act on the artefact alone (Grigoryan & Babayan, 2017). It is by this perspective that the framework was negotiated with the Activity Theory, thus eliminating the need to identify which



is subject and which is object. In addition, a fourth dimension was added to the development design of this framework, namely Pedagogical Demands (Shulman, 1986).

3. Features of the Framework

This framework used a pyramid system to illustrate the dimensions of the framework and how each dimension helped to develop 21st century skills in the textbooks. The Framework can be discussed into 3 levels: (1) general demands of the textbooks, (2) the vertex formed in triangulating each demand, and (3) the apex at the top of the framework. The convergence on the top of the pyramid was expected to develop a 21st Century Skills-based textbook that may cater to the needs of a textbook that was responsive to the needs of the learners of today. The figures in the following pages presented a dissected Framework.

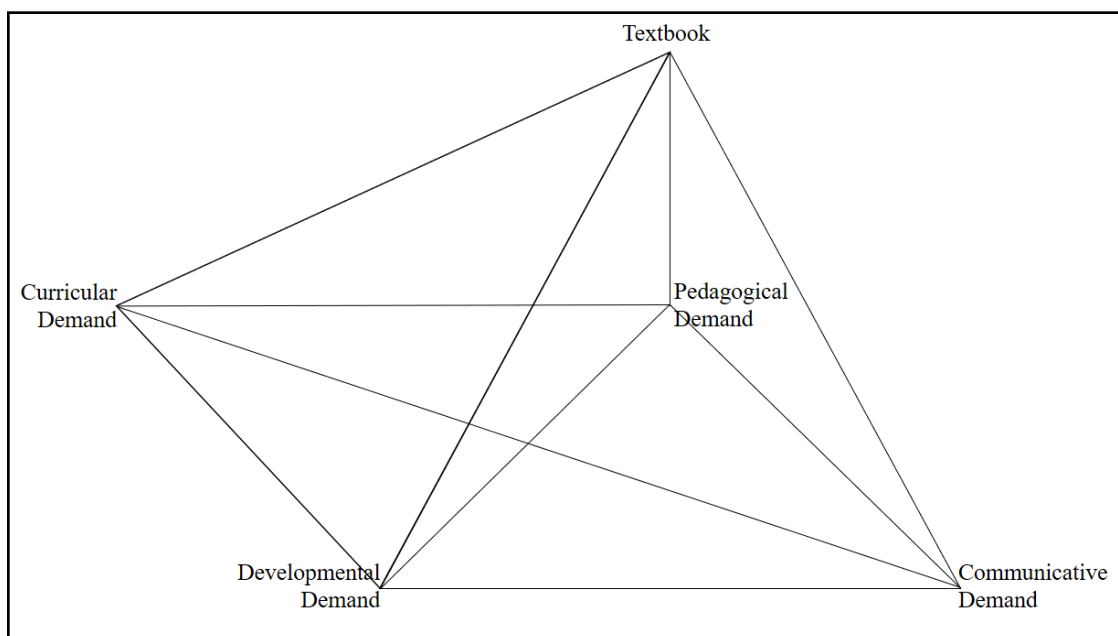


Figure 1. General Demands of the Textbooks



3.1 General Demands

For the first level, four dimensions were identified that reflected the demands identified by the Theory of Textbooks (Plut & Pesic, 2003). These were the general demands that textbooks fulfilled as it forms part of the required demands of how textbooks should be written, thus these were prerequisite in a textbook. These dimensions were either mandated, logical, and/or essential as part of the textbook, such as the (1) curriculum of DepEd K-to-12 *Araling Panlipunan*, (2) pedagogical requirements of the content, (3) the targeted 21st century skills, and (4) structural elements of the textbooks.

3.1.1 *Araling Panlipunan* Curriculum

The first general demand refers to the curriculum of the *Araling Panlipunan* curriculum based from the May 2016 version of the *Gabay Pangkurikulum* in reference to the curricular demands by Plut and Pesic's (2003) study.

3.1.1.1 Depth and Coverage

This curriculum mandated by the Department of Education was anchored with the requirement of enhancing 21st Century Skills, as stated:

Naging batayan ng K-12 Araling Panlipunan Kurikulum ang mithiin ng "Edukasyon para sa Lahat 2015" (Education for All 2015) at ang K-12 Philippine Basic Education Curriculum Framework. Layon ng mga ito na magkaroon ng mga kakayahang kinakailangang sa siglo 21 upang makalinang ng "functionally literate and developed Filipino." (emphasis given)

Therefore, it was necessary that the textbooks were anchored on the learning standards (both content and performance standards) of the curriculum, as well as the competencies and skills



of each subject content under the *Araling Panlipunan* curriculum. As each area content was being developed, the basis of developing these on the textbook was anchored on the learning standards and competencies. However, authors must decide as to how the textbook could've discussed the depth and coverage of the content.

While these standards and competencies was described to be in spiraling, each subject content area was connected to and strengthen each other (DepEd, 2016). Thus, it aimed to develop the skills in developmental phasing according to the demands of each content area on the process of scaffolding to further develop the complex skills each subject has, thus affecting the depth and coverage of the curriculum itself.

3.1.1.2 Type of Content

While textbooks were still content-heavy tool for both learners and teachers, it must respond to the needs of the learners to develop holistically. Thus, it was vital that the type of content must be selected before the generation of the manuscripts. Tao and Pudlowski (1998) explained three types of content: declarative (knowing what), procedural (knowing how), and contextual (knowing when and how). In order for a textbook to be functional, these contents must have developed accordingly.

3.1.1.3 Assessment and Evaluation

Textbook must have provided assessment and evaluation tool that was already skills-based (knowledge products) rather than the traditional content-based (such as multiple choice, identification, etc.). These skills-based activities and performance tasks were essential as they



allow the learners to use the information they have acquired and transform them into knowledge products that have been useful in the real-world.

Selecting appropriate content to be included in the textbook manuscript was the job of the authors, editors and developers, as they may enhance or add beyond the mandated curriculum. This Framework does not limit what content have been enhanced and/or added. However, it was imperative that textbook developers must have followed the mandated curriculum of the Department of Education based from the K-to-12 *Araling Panlipunan* curriculum.

3.1.2 The 21st Century Skills

The second general demand refers to the 21st Century Skills which was reflected as the developmental demands of a textbook. These skills were enlisted from the document prepared by the Partnership for 21st Century Skills (P21) Organization and the National Center for Social Studies (NCSS). Their framework consists of 12 skills with specific indicators for each skill, namely:

- Creativity and Innovation Skills;
- Critical Thinking and Problem Solving Skills;
- Communication Skills;
- Collaboration and Teamwork Skills;
- Information Literacy Skills;
- Media Literacy Skills;
- ICT Literacy Skills;
- Flexibility and Accountability Skills;
- Initiative and Self-Direction Skills;
- Social and Cross-Cultural Skills;
- Productivity and Accountability Skills;
- Leadership and Responsibility Skills.

3.1.2.1 Integration of Skills

Second, integration of the skills to all facets of learning must have assimilated in all aspects as sparingly integration has limited effects to the development of the skills. As these skills were discovered to be cross-developing to each other, each of these contributed to the development of



other skills. As skills ranges significantly in every textbook, an uneven manner of development was observed. Therefore, these skills should have been consumed at the same time, rather than one by one. It was necessary that textbooks must have provided ways and means on how the learners can develop these at the same time.

3.1.2.2 Realistic Application of Skills

The realistic application of this skill, referred to as using real-world tools in dealing with real world problems and to create real world solutions (P21-NCSS, 2008), was an important goal of learning and developing 21st century skills. As textbooks were textual in nature, mere reading of the verbatim text cannot induce the development of skills, therefore there was a need to realistically act on the skills. This bridged the theoretical and conceptual nature of the content in the textbook and the practical application of the content of the textbook Therefore, how the textbooks have decided to use 21st century skills in its manuscript, there should always be the underlying fact that it must be centered on its real world application.

3.1.2.3 Infrastructure of Learning

Another important factor that textbook must have address is the availability of the infrastructures of learning, which was the learning environment, support system to education, capability of the teachers, school structural support, ICT support, and other factors that have led to development of the skills. These infrastructures have given opportunities to the learners in developing the necessary skills, and not limit them on what and how to develop.

As a demand of the textbook, it is understood that developmental demands may affect all other components, especially if the author or editor is consciously developing these skills.



Therefore, this Framework does not suggest a specific skill be developed by the textbook, authors, and editors, but rather an equal opportunity to develop all skills must always be opportune.

3.1.3 Elements of the Textbooks

The third general demand refers to the structural elements of the textbooks, which were reflected to the communicative demands of the textbooks. Determining these, as prescribed by Plut and Pesic (2003) who suggested that in order to render a textbook, its structural elements must be classified, and must act in consonance with each other.

3.1.3.1 Formal Elements

Formal elements of the textbooks were latent traits of the textbooks by which when textbooks were designed to be transmitters of knowledge, it latently helped the learners to understand and acquire information faster. Such examples of formal elements were the use of appropriate language level (grammar, spelling, use of words, and how words are operationally defined), inclusion of dictionary, glossary, and reference materials, use of introductory section (comic strips, visuals-graphical means, posters, etc.). These elements have given the sense of importance to certain section of the textbook.

3.1.3.2 Physical Elements

Participants argued that physical elements have affected how the learners used the textbooks to motivate themselves in reading. It included the physicality of the textbook itself, such as the type of paper used, ink pressed, colored printing, and the cover of the textbook. It was discovered that the physical elements of the textbook have affected the motivation of the learners



in learning such as a colored printing of an image may affect the learners' ability to understand a certain topic.

3.1.3.2 Content Elements

Content elements which were manifestly designed to be anchor for new learning, such as introductory problems, explanations and elaborations, problem solving, making relations, and others. These were elements added to the textbooks that have given additional or supporting information to the learners, such as graphs, images, charts, biographies, and others. These elements were used to provide for information that the main manuscript cannot accommodate because of various reasons, such as streamlining the information.

In developing these elements – words and phrasing, imagery and visual-graphics, standards and criteria, and the likes – the choices made by the authors and editors were critical in delivery of the skills. This was revealed by Alamri's (2008) review of textbooks which revealed that textbook elements must be appropriately and carefully developed even though these were deemed satisfactory in delivery of the contents as most were verbatim texts are just plain non-meaningful text.

The textbook itself, whose structural elements must have enhanced the transference of knowledge from the verbatim language, symbols and other elements of the textbooks must be conducive to learning, and absorbed by the learners themselves, therefore it must not be non-meaningful or restrictive of the positive connotation of this function. Additionally, this Framework does not prescribe what element should have been incorporated in the textbook, as authors, editors, and developers have selected or required from their own framework what textbook structural elements should be incorporated.



3.1.4 Pedagogy

The last general demand was the inclusion of pedagogy in the textbooks, which was reflective of the pedagogical demands. The need to develop textbooks that cater to pedagogical needs of the learners and teachers was essential so that these textbook might develop certain content through a pedagogical approach appropriate. Different pedagogical approaches might have enhanced the development of learning of the learners, as textbooks may deliver appropriate conceptual approach, relational understanding, and adaptive reasoning of the subject matter.

3.1.4.1 Skills-Based Learning

First, textbooks that encourage content-based (event-centered and/or person-centered perspective) approach only required learner's accumulation of information rather than encouraging them to develop skills that would equip them to live in the 21st century. Thus, textbooks must have transformed into a skills-based – one that had provided for skills to be developed rather than simply the content.

3.1.4.2 Learning Approaches

As textbooks were now regarded as object of learning rather than a simple instrument for learning (Rezat, 2006), textbooks must have provided opportunities to the learners to bridge them from spoon-feeding the content to applying the content to practical situation by making sense of the learning process, differentiating matters by relevance, and associating with learned elements of the contents.

Pedagogy in textbooks included different tools that organized the content by ideology or phenomenon, use of appropriate questioning level, and instructional materials such as organizers



and charts, imagery, and visual cues, links to different websites, and others. However, in some cases, the format of the textbook must have affected or altered the usefulness of a certain pedagogical approach. As most of the pedagogical approaches have been executed by the teacher, a printed version of such pedagogy must have been not as successful as it was intended. Therefore, it was vital that the selection of learning approach must enhanced the delivery of content and skills. Rather than being bogged with only one pedagogy in the textbook, it was recommended that the use of multiple pedagogies must have been selected.

3.1.4.3 Incorporating Learner's Perspective

Another vital theme that emerged was the need to incorporate learner's perspective in the development of the manuscript. Lawrence (2011) suggested that in developing of a textbook framework, one of the vital perspective that should have been considered is of the learners. This can be done in using learner-appropriate language level, such as using the learner's colloquial language in bringing down key concepts in the textbooks. Textbooks should have been able to take into account the age, language level, and learning styles of the learners.

Selecting what appropriate pedagogical approach was the job of the authors and editors, as well as the publishing house, by which provided their own framework to work on. This Framework does not prescribe a certain pedagogy, as it could have limit the developers in using appropriate approaches they see fit.

3.2 Triangulated Vertices of the Demands

Each demand-dimension play an ornate subject-object dichotomy that can form 6 vertices, each with its own interaction that is essential in developing the Framework. These interaction,



which can be seen at the center of the triangle, is the expected outcome that is the central feature of the two general demands converged. Therefore, the interaction at the center of the triangle is the central theme of these two general demands, and should be the focus of the textbook when targeting to develop 21st century skills in the textbook, thus becoming a “demand” of the Framework. The following pages discusses the vertices and its interaction, as well as how each vertex can be incorporated into one framework.

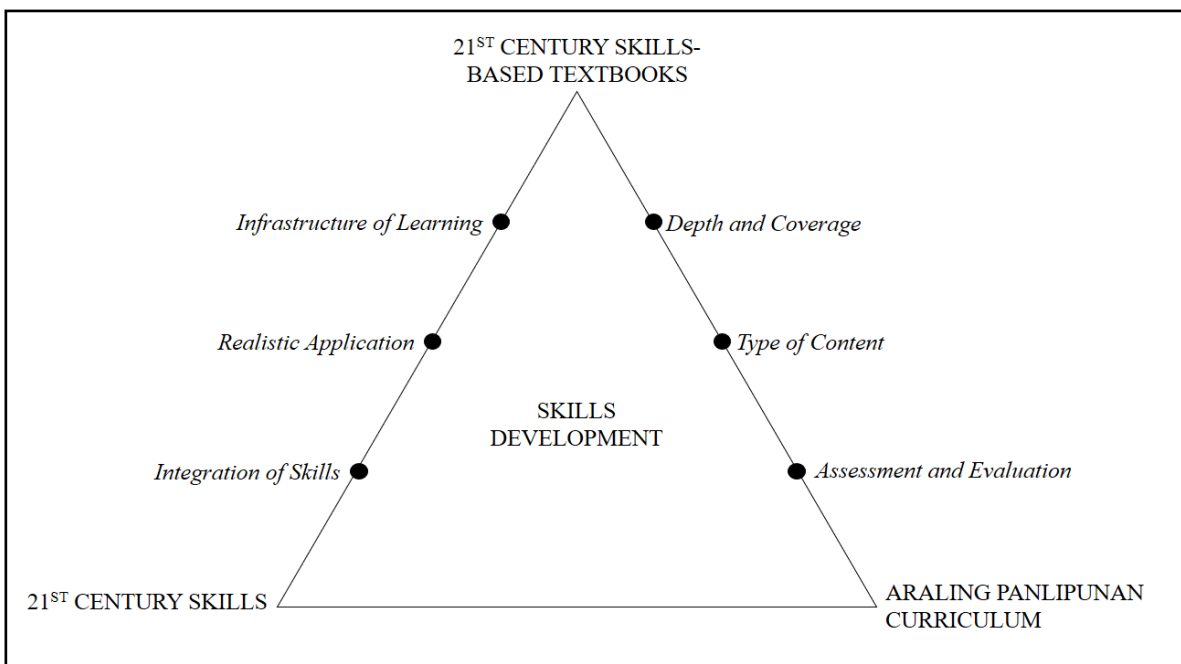


Figure 2. Vertex of “Skills Development Demand”

Vertex 1: Skills and Curriculum Vertex (Skills Development)

The first vertex features the 21st Century Skills and the *Araling Panlipunan* Curriculum. This vertex presents the demand called “Skills Development”, wherein the opportunities from learning both the content and skills can be developed in the textbooks and reflect how the learners learn and how the learners accept learnings. The old age learning in which learners accept facts of



“who, what, when, and where” as the only core concepts of *Araling Panlipunan* has led to the development of learners into a mere fact-knowing machine, much like the use of Google and other search engines. As much, Tikuman (2009) pointed out that learners are keen to the idea that social studies are a hotpot of different subjects.

Skills development is an important component of the that may later be developed or predict how the learners learn. This must be intrinsically-developed which is animated by personal interest and enjoyment in learning, rather than extrinsic which may be motivated by rewards or punishment. This, in turn, involves one’s personal belief, perception, values, interests, and actions.

The need for the skills development was exemplified by Miliziano (2009) in her study of Hanvey’s works (1976) that there is a need to combine content themes, beliefs, and intellectual skills to the learners of *Araling Panlipunan*. This development must explore through different perspective through certain modes of thought, sensitivities, intellectual skills and explanatory capacities which might be measurable, and may contribute to the formation of the learners that may be acquired in the course of their education, or through finishing the coursework of their textbooks. As it is, all changes have countless application to all components of everyday life and not just their acquisition of learning.

Therefore, learners must accept that in order to develop these skills to them, they must have the capability and commitment to repeat certain process, such as developing the habits of the mind and tools of the discipline that develop these. These must present an assessable set of ideas through which the learners can demonstrate changes, such as consistently committed to the way, habit, and state of thinking and action. However, one learner cannot sustain these changes in his/her disposition alone, as learners do not work independently anymore but rather among with partners, small groups, and/or big groups (C3 Framework, 2013). Such as these situations, learners may



regress back to their previous disposition, or be influenced by others. It is essential therefore that the changes must be worked for the whole group or class, and therefore, maximum engagement must be determined.

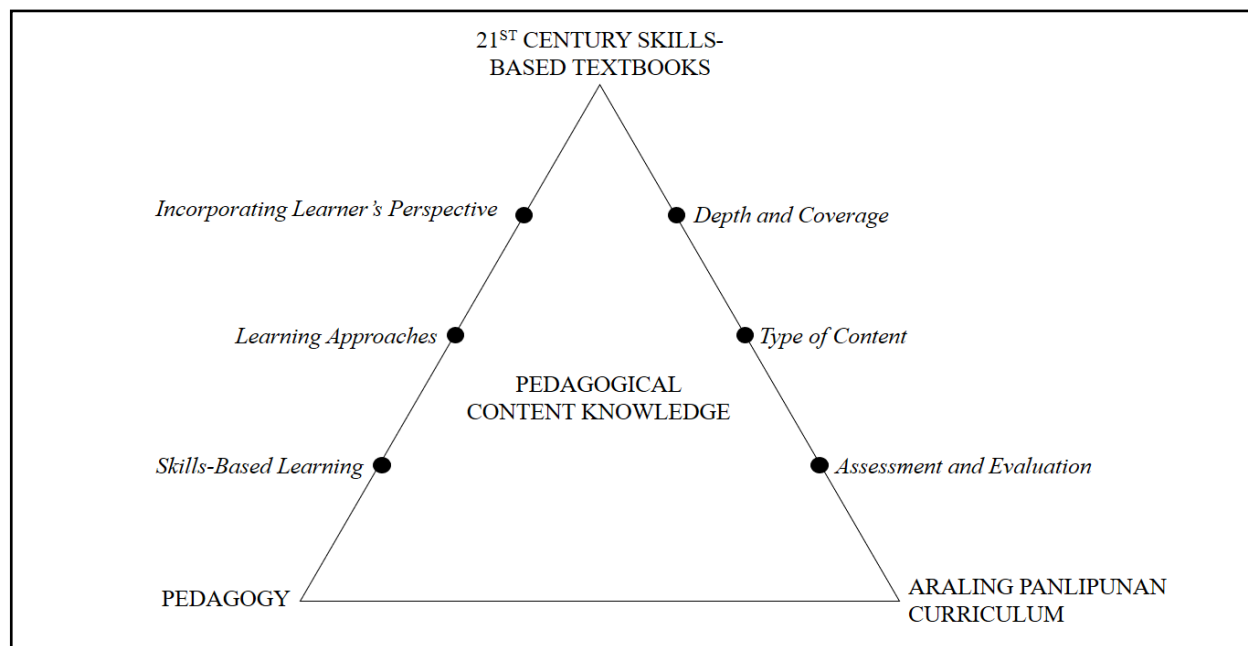


Figure 3. Vertex of “PCK Demand”

Vertex 2: Pedagogy and Curriculum Vertex (Pedagogical Content Knowledge)

The second vertex features the use of Pedagogy and the curriculum of *Araling Panlipunan*. Integrating these two general demands stresses the need to integrate Pedagogical Content Knowledge (Shulman, 1986) in the textbooks, thus becoming the demand of the vertex. PCK stresses the need of proper understanding of the subject and what pedagogical approach to use in teaching a particular content.

Textbooks main goal is to provide content knowledge to its users (both learners and teachers), while the pedagogy is sometimes forgotten in development phase of the textbooks. Thus,



integrating PCK allows the textbook's content to shape it to make it broadly accessible to the learners. The conceptual and procedural knowledge coming from the textbooks must be extracted in order for the learners to pass through the stages of understanding to master these. Knowledge transmission is the key function of the textbook; however, it must try to reinvent itself to serve other purposes, such as to function as developer of skills. This feature allows the textbooks to transform and function as an object for learning, rather than just an instrument of learning, which was supported by Rezat (2003) and Plut & Pesic (2006), wherein they stated that textbooks, on its own, can develop knowledge without any mediating factor involved – such as teachers.

Integrating PCK in the textbooks allow the learners to experience learning on their own terms, as it becomes a bridge between the content knowledge usually provided by textbooks and the pedagogical approaches used by the teachers. This is also supported by the study of Tao and Pudlowski (1998) when they discussed that there are three types of content: declarative, procedural, and contextual contents. Their study (Tao & Pudlowski, 1998) suggested that that specific types of content have to be directly linked to instructional pedagogies being used. They argued that an appropriate integration of instructional pedagogies should be used to greatly optimize learner's achievement. Textbooks, in effect, should help construct learner's knowledge by using various methods and approaches, tasks and activities, and learning situations that would enhance learner's achievement.

By integrating PCK, this allow the textbooks to become more interactive for the learners – allowing for a platform wherein learners can develop the necessary 21st century skills within the context of the *Araling Panlipunan* curriculum. Thus, the use of PCK in textbooks is a vital component that must be considered in generating manuscripts by the authors and editors.

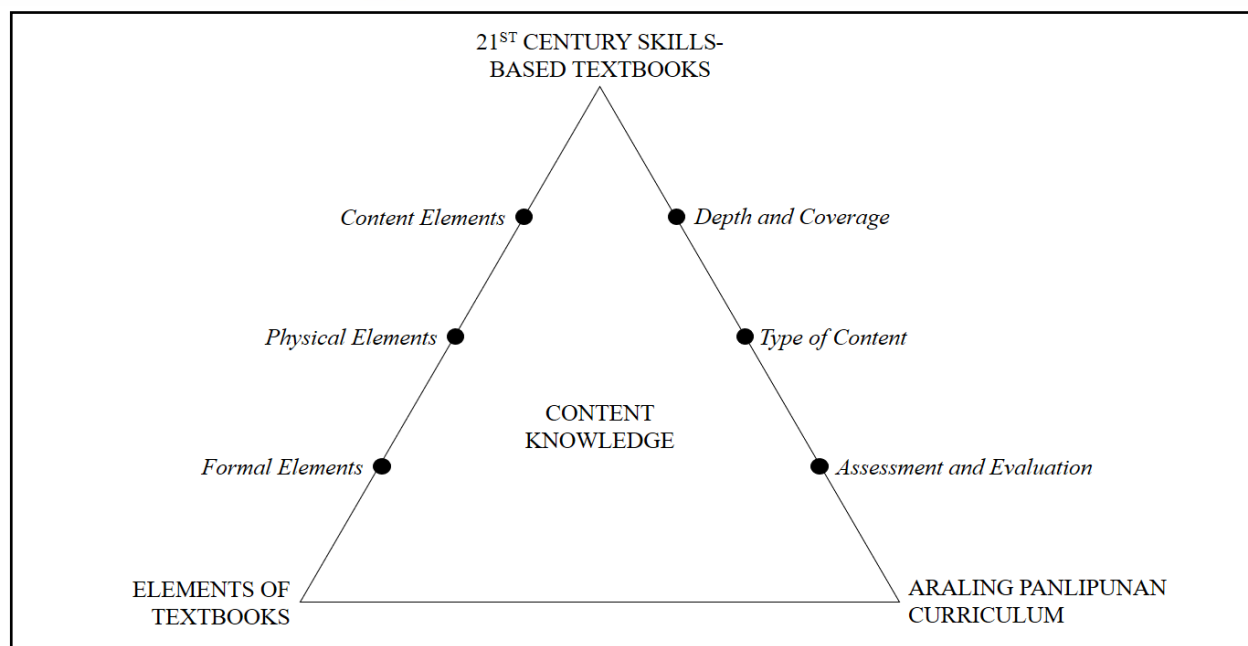


Figure 4. Vertex of “Content Knowledge Demand”

Vertex 3: Elements and Curriculum Vertex (Content Knowledge)

The third vertex features the Structural Elements of the Textbooks and the *Araling Panlipunan* Curriculum, which is reflective of the communicative demands and curricular demands of the textbooks. The interaction of these two general demands produces “Content Knowledge” demand of the textbook.

Content Knowledge refers to the facts, concepts, theories, and principles that are taught in a certain subject area. The content knowledge in textbooks must reflect not only on the text of the manuscripts, but also in the structural elements of the textbooks. The composition of how the textbooks were designed using structural elements must reflect on how different elements of the textbook such as assessment and evaluation tools (activities, quizzes, performance tasks, etc.), content tools (visual images, graphs and charts, etc.), pop-up elements and other element tools that can be helpful to deepen the understanding of the content. However, structural elements



(specifically content elements) must be selected as the same way as the textual discussion of the content is and is as accurate as possible.

Structural elements must therefore correspond to the needs of the content itself, so as to develop a comprehensive Content Knowledge to the learners. These elements enhance the contents by providing new information, using selected readings from primary sources, contextualizing and localizing these contents, vertically and horizontally connect the learnings to the experience, and using innovative content elements to present the mandated topics. Additional content may also be used which is not part of the *Gabay Pangkurikulum*; however, this should be limited so as not to shift the focus based on what is mandated by the curriculum.

Physical elements such as grammar, spelling, and physical layout of the textbooks also help in deepening the Content Knowledge of the learners while using the textbooks, therefore errors must be limited to very minimal or to none as possible. As a result, physical elements such as highlighting the important words with color, or defining it separately is easier to pinpoint words that are important or must not be taken lightly. This would effectively enhance student's skills, as they could easily identify what information or content should be given emphasis.

Considering the interaction of content and the structural elements is a key in understanding how the learners of today learn. Student's perception of their textbooks is important, as most of them find it too boring or too textual, thus hindering their capability to develop Content Knowledge which translates to limitation of the development of skills.

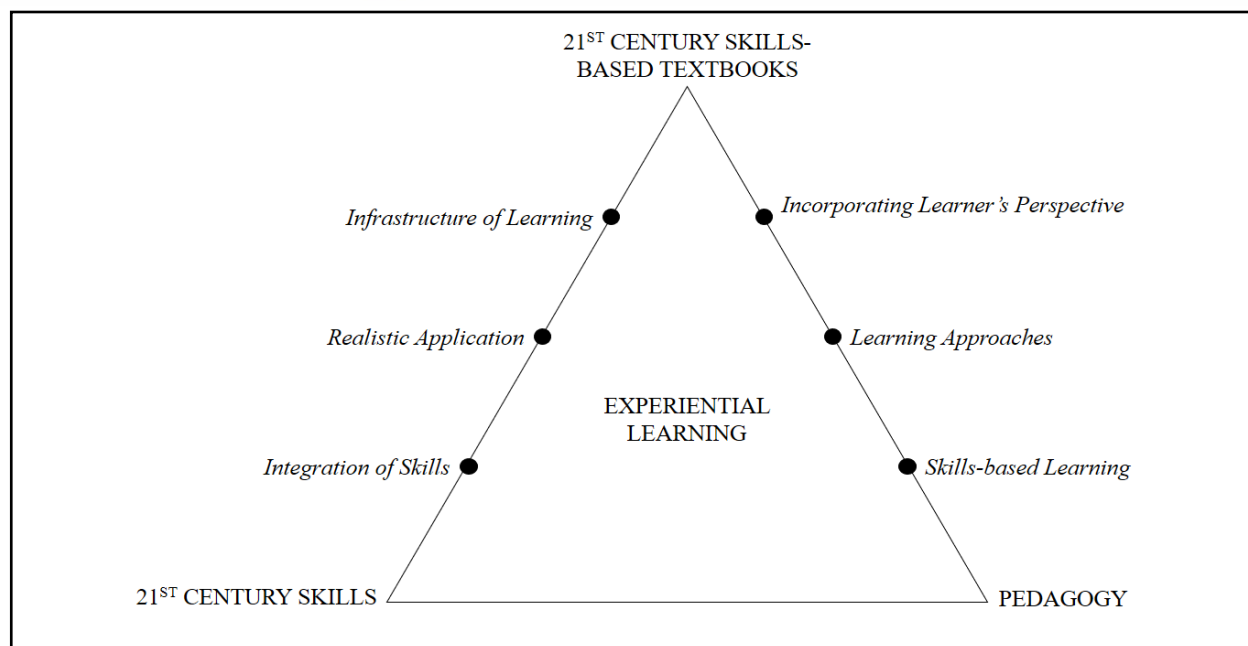


Figure 5. Vertex of “Experiential Learning Demand”

Vertex 4: Skills and Pedagogy Vertex (Experiential Learning)

The fourth vertex feature the 21st Century Skills and the use of Pedagogy. The interaction of these two general demands produces the demand for Experiential Learning. Experiential learning is a pedagogical approach that involves learning from one’s experiences which involves a holistic approach that includes cognition, conative, environmental factors, and emotions. Key process of experiential learning focuses on the transformation of content into experience while knowledge results from the combination of grasping the content and experiencing learning first hand. Such learning is the result of integration of skills and using the skills in their experiential learning process.

The learnings from the textbooks should be experiential rather than the traditional sit-down and read format. As the changes of today’s world must have an impact in one’s own way to understand the importance of the content itself, textbooks must provide for substantive learning



rather than superficial learning. One must be able to answer and handle the complexities and ambiguities of the “today” and the future.

Gone are the days when *Araling Panlipunan* are conceptual – where it is important for the learners to answer the basics of who, what, and where. These conceptual learnings do not correspond to the needs of today’ world. The shift of *Araling Panlipunan* to experience-based and evidence-based learning subject area, learners must start to construct their own learning in order to fill the gaps, as provided by localization and contextualization of their own learning.

As it is, they must provide evidences of their knowledge by realistically applying the knowledge of content into something more fruitful and substantive, such as learning how to identify credible sources, ethically work on their ideas and concepts, as well as develop claims and/or counter-claims to the facts. Textbooks must therefore provide the learners the opportunities that learners can experience such learning demands, as well as enable themselves to produce evidences that can able their own learning. Thus, learners must be actively learning from the textbooks, and not just an object that learners read silently. These experiences must enable the learners to develop their skills and using these skills in realistic application intended by the textbooks, thus processing their own learning perspective

However, it is also vital that experiential learning must be supported by the infrastructure of learning (such as school policies) that enables the learners to consistently experience their own learning.

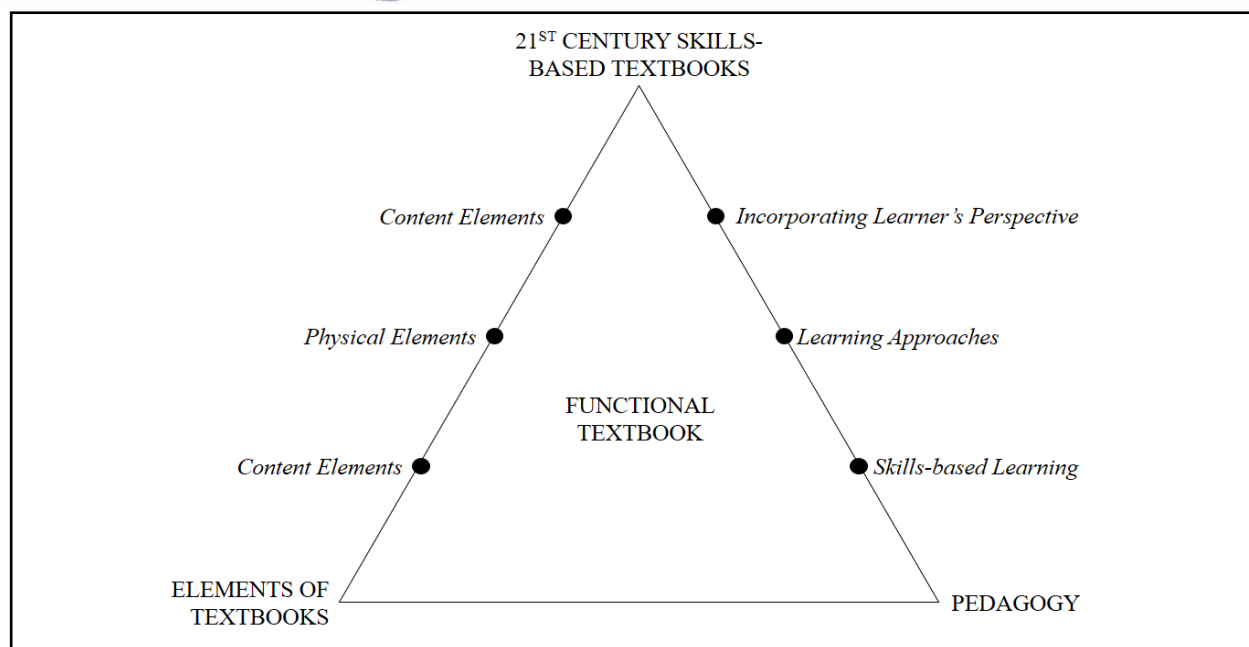


Figure 6. Vertex of “Functional Textbook Demand”

Vertex 5: Elements and Pedagogy Vertex (Functional Textbook)

The fifth vertex features the Structural Elements and the use of Pedagogy, thus developing the “Functional Textbook” demand of a 21st century textbook. This demand must feature the use of different elements while using the appropriate pedagogical approach.

Thomson (2000) and Sholichatun (2011) stated that functional textbooks enable learners to empower their own learning, as they select their own phase and rate of learning using the textbooks, as they see fit or as what they are interested in, as it provides a structured learning to the learners as they can recall previous lessons, develop new contents, or advance into new topics. Thus, the design of the textbook must provide for intentional function and purpose of what and how the contents should be presented.

In this case, it can be translated into enabling the learners to develop and experience their learning through knowledge products, which are evidence-based, outcomes-based, and/or an



instrument of a certain skill process that the learners must be able to perform or practice. These product serves as evidences or instruments to which learners may claim that they have acquired or develop certain skill based on the requirements of learnings that they have accomplished.

Developing the functionality of textbook is essential as it serves the main purpose of the textbooks – representing the shift from the traditional content-based framework to a skill-based framework. Thus, the functionality of the textbook to serve and develop knowledge products are considered as evidential to the learning and development of skills to be acquired by the learners.

These becomes the essential knowledge products which may provide understanding as to “what is important to learn” and “why it is important to learn” questions that can be raised over the progression of the course. As with the other features, these products do not equate to a one-off activity done by the learners. These skills are due to be developed over time and with essential follow ups to the learners.

However, an additional caveat of this feature is that there is a need to actually conduct or make these knowledge products. Learners would not be able to acquire these skills if these knowledge products are left in the textbooks alone. Therefore, it is essential that teachers allow the learners to conduct the activities recommended by the textbooks that uses this framework.

Vertex 6: Elements and Skills Vertex (Learning Experience)

The sixth vertex features the Structural Elements of the Textbook and the 21st Century Skills for Social Studies, thus incorporating the “Learning Experience” demand of a 21st century textbook.

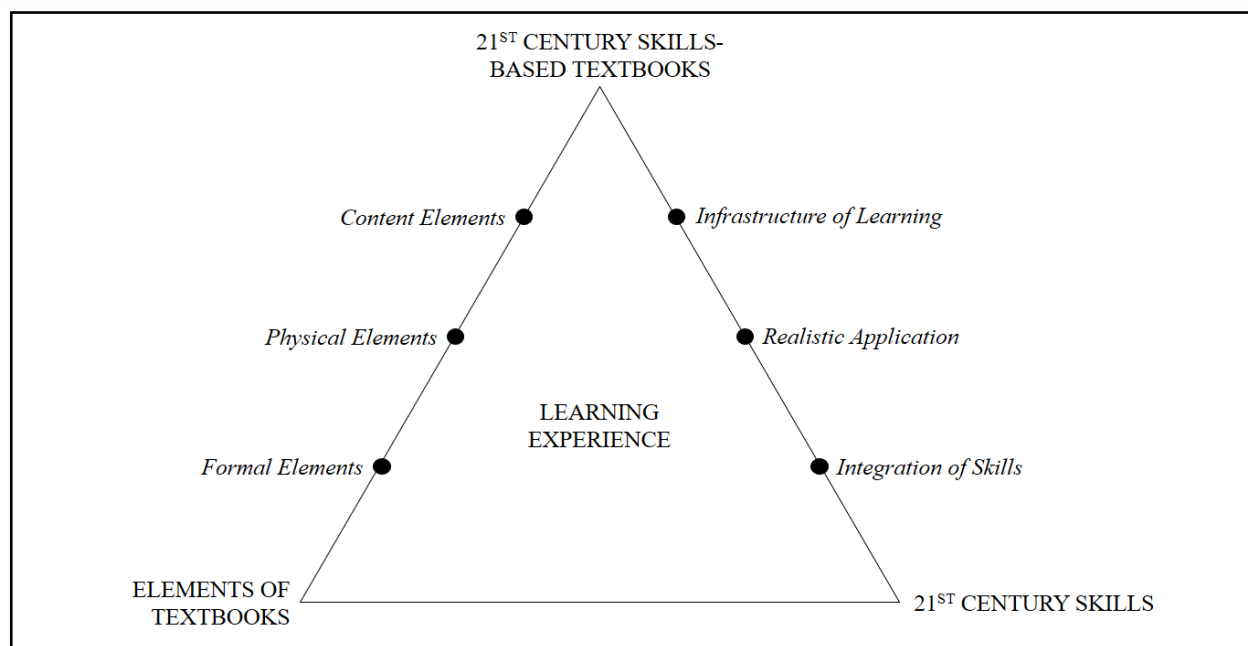


Figure 7. Vertex of “Learning Experience Demand”

Learning experience refers to any interaction in which learning takes place whether in traditional or non-traditional setting. In other words, it is the overall reflection of how a learner learns inside or outside the traditional classroom set-up. In this study, this refers to how the learners interact with their own textbook. Learning experience is a shift in pedagogical approach in which the learners may set their own learning goals and pace, in this case developing 21st century skills, within the given constraints of the textbook as a printed material, thus interacting with the structural elements of the textbooks. In order to determine how the learners are able to experience their own learning, they must be given opportunities to act on their own, whereas they set their own pace in developing these experiences.

These learning experiences can be exhibited through the Patterns of Skills which are directly generated from the 21st Century Skills. These Patterns are expected to develop the



necessary skills which can be performed by the learners through exemplified knowledge product as evidences of their learning experiences.

3.3 Apex of the Framework

Combining all the vertices presented in the previous pages, this Framework was able to reflect how each dimension was incorporated into a single framework – the 21st Century Skills-Based Textbook Framework. Figure 8 (in the next page) showed the full representation of the 21st Century Skills-based Textbook Framework, that is the result of all features (dimensions, indicators, vertices and triangulation) explained in this primer.

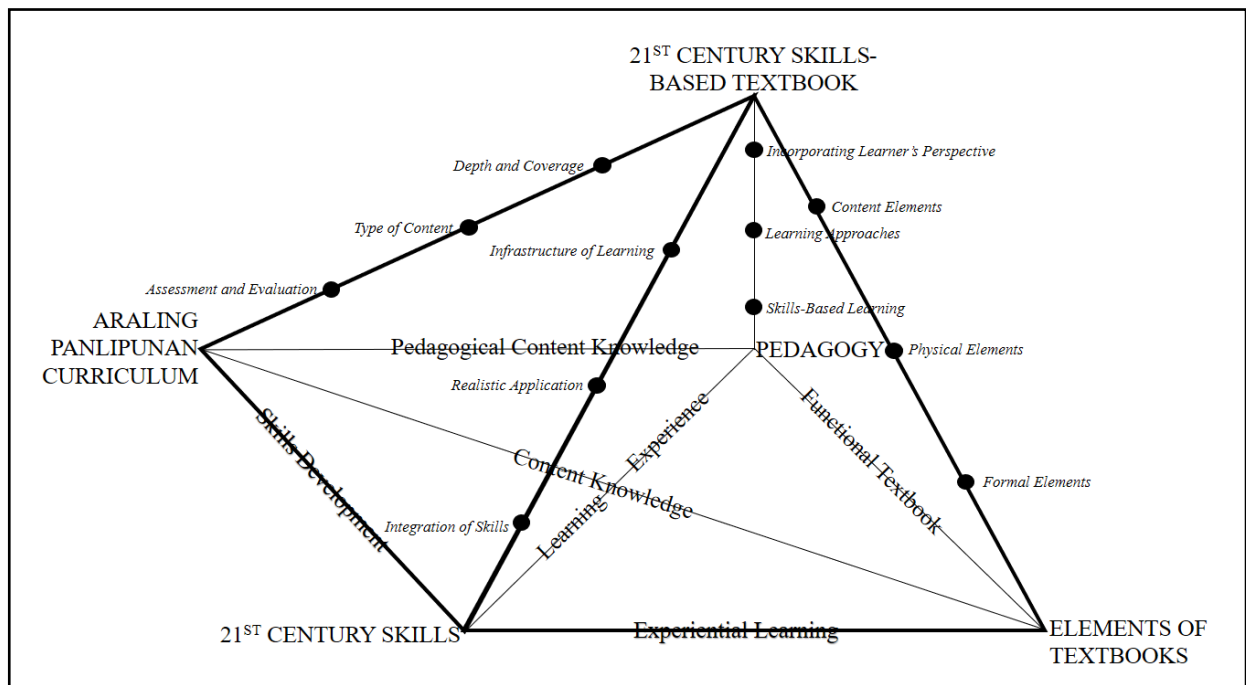


Figure 8. The 21st Century Skills-based Textbook Framework for *Araling Panlipunan*

As the objective of this study, the need to design how these skills are to be developed and integrated in the textbooks is as important to the holistic development of the learner. It is essential



that all components of one's learning must be substantive and objective, rather than plain, simple, and non-meaningful. The need to develop a competent and skilled learner must be the focus of all components of the textbook, thus the development of one demand is as essential to the development of the whole.

At the apex of this Framework is the "21st Century Skills in the Textbooks". This apex is supported by the four general demands, and based by the interaction that these general demands produced. At reams of each demands are the themes that is contained within, so as to further sustain the gains that the apex has.

The incorporation of 21st century skills in a textbook framework is not as novel as it is nor developing a textbook framework, but most studies that involves textbook is usually focused on language structure, content structure, or assessment and evaluation, while researches on elements, design and framework, and innovation must be comprehensively undertaken. This Framework integrated 21st century skills as a key component in addition to the above-mentioned dimensions, such it is featured on one side of the pyramid.

However, Suto (2013) argued that because of the critical impact of these skills, there must have a definitive characterization of what these skills are, and to provide sufficient descriptions as to what these comprises. It is also essential that these skills have a clear manifestation as to how these can be developed and as to how these can be evidenced by the learners themselves. It is therefore important that there is a clear indicator that showcase these skills to be manifested as compared to the factual and content retention of their studies.

Thus, the Framework must enable the textbook to fully integrate and incorporate this demand in the manuscript of the textbook. In this regard, the Framework must be able to function, as the learner's experience using the textbooks are observable, thus can be evidenced by the



knowledge products the learners can produce. Therefore, the apex of this Framework consists of 10 Patterns of Skills, generated from the 21st century skills, that integrate the said skills in the textbooks. These are:

1. Develop, create, and present personal opinion, ideas, roles, and/or information in order to produce products and/or projects using various media, digital technology, and platforms about a specific topic or idea;
2. Create visual information, organize information, and interpret messages to lessen the difficulty in projects, lessons, or activities;
3. Recognize and respect the difference between peoples, cultures and societies, as well as the contribution of other people in the society;
4. Research, acquire, infer, and analyze useful information to identify a specific problem or event in order to provide solution from various media and digital technology and platforms;
5. Create, coordinate, communicate, and engage with a group or local community to conduct civic engagement activities, projects, products, or solving a problem of the community using various means or platforms such as the use of technology and social media;
6. Evaluate the quality of information to analyze and develop connections in and between different/conflicting information and arguments;
7. Involve one's self or lead a group to create, develop, execute, or implement an assigned task or project;
8. Match one's own capacity and leverage other people's strength and weakness, ideas, and concepts to create a project or finish a task;
9. Connect theory and practical application to make a decision, provide alternative solutions to real world problems, and use real-world tools to create product that could help change society;
10. Possess ethics and fundamental understanding in acquiring and using information from various credible sources and using information to determine one's own learning, or complete a task with minimal or no direct supervision;

Each pattern reflects a certain targeted skill that can be developed by experiencing these patterns. However, these patterns may develop each skill at a different pace, as each pattern may



contain a certain number of skills and each skill may have different heat that can develop it. Targeting these patterns may be essential as the development of these skills can be measured in various levels of quality. Authors and textbook developers should use all of the manifested patterns in developing their textbooks, so that optimal development of learner's experiences in 21st century skills will be ideal.

How these patterns may develop or be connected to the 21st century skills are presented through a Framework Checklist in the following pages. The framework checklist is the suggested structure in developing the 21st century skills in the textbooks. the suggested structure features 4 dimensions which are essential in developing 21st century skill. It features (1) Pattern of Skill, (2) targeted 21st Century Skills that manifested the pattern, (3) Pattern of Indicator per focus demand of the textbook, and (4) examples of Knowledge Products that can be used in the manuscripts of the textbooks. The framework checklist may be used to determine how skills may be designed in the textbooks. This may provide a grounded structure so that the development and integration of the essential skills may be premeditated intently.

The Framework Checklist can be seen in Table 1 in the next page.



FRAMEWORK CHECKLIST

PATTERN OF SKILLS	21ST CENTURY SKILLS	PATTERN OF INDICATOR	EXAMPLE
1. Develop, create, and present personal opinion, ideas, roles, and/or information in order to produce products and/or projects using various media, digital technology, and platforms about a specific topic or idea;	• Creativity and Innovation Skill • Critical Thinking & Problem Solving Skill • Communications Skill • Collaboration and Teamwork Skill • Information Literacy Skill • ICT Literacy Skill • Flexibility and Adaptability Skill • Productivity and Accountability Skill • Media Literacy Skill • Leadership and Responsibility Skill	(Curricular Demand) • Demonstrate a content to cover in a specific topic or subject matter in the textbook; (Developmental Demand) • Provide ways and means of developing the skills through opportunities available (Communicative Demand) • Provide a jumping point or introduction to the lesson (Pedagogical Demand) • Provide opportunities for learners with different or multiple learning styles	• Converse about various topic of interest to develop an idea about that specific topic • Create a research title and question, and conduct a research about a topic • Portray a role or character that would present one's roles and responsibilities • Use basic skills such as reading and writing productively • Create a new, novel, innovative, and creative idea • Use modern media and technology productively to develop and create personal opinions or ideas
2. Create visual information, organize information, and interpret messages to lessen the difficulty in projects, lessons, or activities;	• Communications Skill • Information Literacy Skill • ICT Literacy Skill • Creativity and Innovation Skill • Collaboration and Teamwork Skill • Leadership and Responsibility Skill	(Curricular Demand) • Analyze depth of content in broad range of subjects around a given focus topic; (Developmental Demand) • Provide ways and means of developing the skills through opportunities available (Communicative Demand) • Provide a jumping point or introduction to the lesson (Pedagogical Demand) • Provide opportunities for learners with different or multiple learning styles	• Make a poster, magazine or brochures that interpret existing message or information • Make sketches, emblems, slogans, and other designs • Create an organizer, concept map, timeline, or infographics • Make a comic strip, editorial cartoon, or a drawing that symbolizes a message or information • Create visual interpretations that presents information or messages • Use a variety of media and technology tools to add value to their products.



MANIFESTED PATTERN	21ST CENTURY SKILL	PATTERN OF INDICATOR	EXAMPLE
3. Recognize and respect the difference between peoples, cultures and societies, as well as the contribution of other people in the society;	• Social and Cross-Cultural Skill • Leadership and Responsibility Skill • Creativity and Innovation Skill • Collaboration and Teamwork Skill • Flexibility and Adaptability Skill	(Curricular Demand) • Know where and how to systematically arrange a discussion of a specific content or subject matter in the textbook (Developmental Demand) • Bridge theoretical and conceptual nature of content to a practical application of the skills (Communicative Demand) • Plan for different sections or components of the textbook that can help induce learning (Pedagogical Demand) • Apply pedagogical content knowledge (PCK) in content discussion	• Identify a contribution of a specific person or group of person to their own or to various societies • Research on the credential and information • Categorize the achievements of other people and other societies • Express one's argument in protecting the rights of other • Identify, define, and detect bias in a certain topic, culture, or society • Familiarize one's self with the norms of other cultures • Communicate, interact, and work with individuals from other cultural groups
4. Research, acquire, infer, and analyze useful information to identify a specific problem or event in order to provide solution from various media and digital technology and platforms;	• Critical Thinking & Problem Solving Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Leadership and Responsibility Skill • Media Literacy Skill • ICT Literacy Skill • Social and Cross-Cultural Skill • Communication Skill	(Curricular Demand) • Analyze depth of content in broad range of subjects around a given focus topic (Developmental Demand) • Target cross-development of these skills within each other, rather than selectively picking one at a time (Communicative Demand) • Provide visual graphics such as pictures, charts, graphs, or tables. (Pedagogical Demand) • Incorporate learner's perspective in writing the manuscripts	• Visit and acquire information from credible websites • Read texts or documents about a topic, idea, concept, or information • Use the internet or various digital technology to acquire basic information on a topic, idea, concept, or information • Use a variety of strategy of research to acquire new and useful information • Differentiate various information from credible sources • Determine credible sources to satisfy the information needed



MANIFESTED PATTERN	21ST CENTURY SKILL	PATTERN OF INDICATOR	EXAMPLE
5. Create, coordinate, communicate, and engage with a group or local community to conduct civic engagement activities, projects, products, or solving a problem of the community using various means or platforms such as the use of technology and social media;	• Communications Skill • Collaboration and Teamwork Skill • Media Literacy Skill • Flexibility and Adaptability Skill • Social and Cross-Cultural Skill • Leadership and Responsibility Skill • Creativity and Innovation Skill • ICT Literacy Skill	<i>(Curricular Demand)</i> • Demonstrate a content to cover in a specific topic or subject matter in the textbook; <i>(Developmental Demand)</i> • Use real-world tools to deal with real-world problems to create real-world solutions <i>(Communicative Demand)</i> • Use appropriate but affordable process to integrate ICT and media technology <i>(Pedagogical Demand)</i> • Change or adapt the context of the content to adapt to the learner's learning and development goals	• Conduct interviews and surveys with the local community as participants • Engage programs that will benefit the local community • Actively participate in discourse such as debate, symposium, panel discussion, negotiations and so on with the community • Brainstorm with a group to develop a civic work or activity • Create a means to encourage others to participate in civic activity and projects • Evaluate procedures in making decisions in terms of civic-purposed activities and projects
6. Evaluate the quality of information to analyze and develop connections in and between different/conflicting information and arguments;	• Social and Cross-Cultural Skill • Critical Thinking & Problem Solving Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Flexibility and Adaptability Skill • ICT Literacy Skill	<i>(Curricular Demand)</i> • Analyze depth of content in broad range of subjects around a focus topic; <i>(Developmental Demand)</i> • Target cross-development of skills within each other, <i>(Communicative Demand)</i> • Emphasize key components in the textbooks that can complement or supplement the content; <i>(Pedagogical Demand)</i> • Shift from pure content-based to a mixed pedagogical approach to lighten content	• Locate information from different sources such as books, documents, websites, and others • Make and/or modify a plan or strategy to find information • Determine and make a selection of who can be sources of information and where to find them • Use proper citation styles and differentiate the elements of different citation styles • Identify the situation where in one can be cited for plagiarism • Determine if an information has a privacy or copyright issue • Determine how information is created and who owns the information



MANIFESTED PATTERN	21ST CENTURY SKILL	PATTERN OF INDICATOR	EXAMPLE
7. Involve one's self or lead a group to create, develop, execute, or implement an assigned task or project;	• Collaboration and Teamwork Skill • Leadership and Responsibility Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Flexibility and Adaptability Skill	(Curricular Demand) • Discuss a specific content or subject matter in the textbook; (Developmental Demand) • Target cross-development of these skills within each other, rather than selectively picking one at a time (Communicative Demand) • Plan for different sections or components of the textbook that can help induce learning; (Pedagogical Demand) • Incorporate learner's perspective in writing the manuscripts	• Participate in accomplishing the with the team • Make a plan of action that anticipates group schedule and obstacles • Make a decision that will be beneficial to finish the task • Take on different responsibility to accomplish the task assigned • Make a monitoring sheet to update progress in accomplishing the task assigned to the group • Compose a reflection of the learnings and accomplishment • Design plans accordingly to manage problems, provide solutions and accomplish tasks
8. Match one's own capacity and leverage other people's strength and weakness, ideas, and concepts to create a project or finish a task;	• Collaboration and Teamwork Skill • Leadership and Responsibility Skill • Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill	(Curricular Demand) • Analyze depth of content in broad range of subjects around a given focus topic; (Developmental Demand) • Bridge theoretical and conceptual nature of content to a practical application of the skills (Communicative Demand) • Provide a jumping point or introduction to the lesson; (Pedagogical Demand) • Apply practical approach in discussing the content	• Develop a timeline to finish a task or high quality project • Develop a personal criteria and/or standard to match other's criteria and/or standard • Constantly benchmark to determine the quality of activities and products • Develop a project, program, or plan within a timeframe • Make a plan, schedule, and targets to determine potential problems and solutions while accomplishing a task. • Create an alternative solution to problems that cannot be addressed immediately



MANIFESTED PATTERN	21ST CENTURY SKILL	PATTERN OF INDICATOR	EXAMPLE
9. Connect theory and practical application to make a decision, provide alternative solutions to real world problems, and use real-world tools to create product that could help change society;	• Collaboration and Teamwork Skill • Social and Cross-Cultural Skill • Creativity and Innovation Skill • Critical Thinking & Problem Solving Skill • Flexibility and Adaptability Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Leadership and Responsibility Skill	(Curricular Demand) • Furnish a wide range of skills-based assessment activities. (Developmental Demand) • Meet certain conditions in the infrastructure of learning (Communicative Demand) • Emphasize key components in the textbooks by providing pop-ups or add-ons that can complement or supplement the content; (Pedagogical Demand) • Change or adapt the context of the content to adapt to the learner's learning and development goals	• Conduct research on how to connect theory & practical application • Practice decision making in identifying and analysis of information • Compensate for the lack of information • Strategically use different media in producing projects and products • Create and use organizers, techniques, and strategies to assess different ideologies and principles • Use and integrate technology to create real world products • Research and make a list of real world products appropriate for a specific field
10. Possess ethics and fundamental understanding in acquiring and using information from various credible sources and using information to determine one's own learning, or complete a task with minimal or no direct supervision;	• Information Literacy Skill • Initiative and Self-Direction Skill • Productivity and Accountability Skill • Flexibility and Adaptability Skill • Social and Cross-Cultural Skill • Critical Thinking & Problem Solving Skill	(Curricular Demand) • Know how to systematically arrange a discussion of a content r in the textbook (Developmental Demand) • Integrate of skills development in all facets of learning domains (Communicative Demand) • Plan for different components of the textbook that can help induce learning (Pedagogical Demand) • Shift from pure content-based to a mixed pedagogical approach to lighten content	• Develop a framework to determine how one can accomplish a tasks • Use technology to gather and acquire information from credible sources • Evaluate sources for credibility and validity of information • Select keywords, phrases, and gist of information from various source • Discover and select appropriate sources for a content • Develop a timeline to manage one's pace to accomplish a task • Pre-assess one's self to determine the pace or capacity to accomplish a task



APPENDIX B

21ST CENTURY SKILL MAP FOR SOCIAL STUDIES

Based on 21st Century Skills Map for Social Studies by the
Partnership for 21st Century Skills and the
National Center for Social Sciences

Textbooks are able to develop in the learners to...

MAIN INDICATOR	SPECIFIC INDICATORS
A. Creativity and Innovation	A.1 Demonstrating originality and inventiveness in work A.2 Developing, implementing and communicating new ideas to others A.3 Being open and responsive to new and diverse perspectives A.4 Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs
B. Critical Thinking and Problem Solving	B.1 Exercising sound reasoning in understanding B.2 Making complex choices and decisions B.3 Understanding the interconnections among systems B.4 Identifying and asking significant questions that clarify various points of view and lead to better solutions B.5 Framing, analyzing, and synthesizing information in order to solve problems and answer questions
C. Communication	C.1 Articulate thoughts and ideas clearly and effectively through speaking and writing
D. Collaboration and Teamwork	D.1 Demonstrating ability to work effectively with diverse teams D.2 Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal D.3 Assuming shared responsibility for collaborative work
E. Information Literacy	E.1 Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand E.2 Possessing a fundamental understanding of the ethical / legal Issues surrounding the access and use of information
F. Media Literacy	F.1 Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions F.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. F.3 Possess a fundamental understanding of the ethical / legal issues surrounding the access and use of information.



MAIN INDICATOR	SPECIFIC INDICATORS
G. ICT Literacy	G.1 Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy G.2 Using technology as a tool to research, organize, evaluate and communicate information and the possession of a fundamental understanding of the ethical / legal issues surrounding the access and use of information
H. Flexibility and Adaptability	H.1 Adapting to varied roles and responsibilities H.2 Working effectively in a climate of ambiguity and changing priorities
I. Initiative and Self-Direction	I.1 Monitoring one's own understanding and learning needs I.2 Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise I.3 Utilizing time efficiently and managing workload I.4 Defining, prioritizing, and completing tasks without direct oversight I.5 Demonstrating initiative to advance skill levels towards a professional level I.6 Demonstrating commitment to learning as a lifelong process
J. Social and Cross Cultural Skills	J.1 Working appropriately and productively with others J.2 Leveraging the collective intelligence of groups when appropriate J.3 Bridging cultural differences and using differing perspective to increase innovation and quality of work
K. Productivity and Accountability	K.1 Setting and meeting high standards and goals for delivering quality work on time K.2 Demonstrating diligence and a positive work ethic (ex. being punctual and reliable)
L. Leadership and Responsibility	L.1 Using interpersonal and problem solving skills to influence and guide others toward a goal L.2 Leveraging strengths of others to accomplish a common goal L.3 Demonstrating integrity and ethical behavior L.4 Acting responsibly with the interest of the larger community in mind

Note: *21st Century Skills Map for Social Studies (2008)*. Adapted from Partnership for 21st Century Organization and National Council for Social Studies. Retrieved from http://www.p21.org/storage/documents/ss_map_11_12_08.pdf Accessed February 16, 2016



APPENDIX C

RUBRIC FOR TEXTBOOK ANALYSIS

RUBRIC FOR TEXTBOOK ANALYSIS - Instrument Form 1

Direction: Please analyze the textbooks using this rubric form. Evaluate the textbooks for each 21st Century Skill indicator as targeted by this instrument. These skills can be found in the discussion of the manuscript, activities, or evaluation parts of the textbooks.

TARGET SKILL: _____
INDICATOR OF SKILL: _____
TEXTBOOK TITLE: _____
AUTHOR and/or EDITOR: _____

CATEGORY	HIGH LEVEL 4 pts.	AVERAGE LEVEL 3 pts.	NEUTRAL LEVEL 2 pts.	LOW LEVEL 1 pt.	SCORE
1. CONTENT	Textbook have successfully exhibited 21 st century skills in text and activities	Few parts only successfully exhibited 21 st century skills in text and activities	Several parts did not or have badly exhibited 21 st century skills in text and activities	No reference or exhibition at all of the 21 st century skills in the text and activities	
2. DEVELOPMENT OF SKILLS	All parts may foster development of the required 21 st century skills	Few parts were not able to develop the required 21 st century skills	Several parts do not foster the developing of the required 21 st century skills	Many parts were not able to develop the required 21 st century skills	
3. QUALITY OF STATEMENT	A positive, hopeful text exhibition of the 21 st century skills	Partly positive and hopeful text exhibition of the 21 st century skills	A negative and pessimistic exhibition of the 21 st century skills	No exhibition at all of the 21 st century skills	
4. REFERENCE	Clear and direct reference on the development of 21 st century skills	Unclear but direct reference on the development of 21 st century skills	Minimal direct reference on the development of 21 st century skills	No textual reference of the development of the 21 st century skills	
AVERAGE	4.00 – 3.01	3.00 – 2.01	2.00 – 1.01	1.00 – 0.01	
	To get average, divide the points of 4 values Example: (Value 1 + Value 2 + Value 3 + Value 4) / 4				
TOTAL	100% - 75.25%	75.00%-50.25%	50.00%-25.25%	25.00%-0.25%	
	To get equivalent, use the formula: (average point / 4) x 100 Example: (3.54 / 4) x 100 = 88.5%				\
INTERPRETATION OF QUALITY LEVEL	Based on the computed average and percentage, what is the Quality level of the targeted skill and indicator for this passage 0.01 – 1.00 = Low Level 1.01 – 2.00 = Neutral Level 2.01 – 3.00 = Average Level 3.01 – 4.00 = High Level				

Adapted from: Mayring, Philipp (2000). Qualitative Content Analysis. *Forum: Qualitative Social Research* (Sozialforschung). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1089/2385> Accessed May 1, 2016



APPENDIX D VERBATIM CODING ANALYSIS

VERBATIM CODING ANALYSIS - Instrument Form 2

Direction: Please analyze the textbooks using this content analysis form. Cite the specific texts that you find in the textbook that exhibits 21st century skills. These skills can be found in the discussion of the manuscript, activities, or evaluation parts of the textbooks.

TARGET SKILL: _____
INDICATOR OF SKILL: _____
TEXTBOOK TITLE: _____
AUTHOR and/or EDITOR: _____
PUBLISHING HOUSE: _____

Coding Category (refer to the analysis guide)	Texts that Exhibit 21st Century Skills (please write down verbatim)	Textbook Reference (write down the page and par. number)	Rubric Score (refer to the rubric for textbook analysis)
High Level			
Average Level			
Neutral Level			
Low Level			



APPENDIX E CODING FREQUENCY

CODING FREQUENCY

Direction: Using the Content Analysis Form 1, please record or tally the instances that the evaluated textbook has exhibited. The frequency marks must be identified as to High Quality ("High"), Middle Quality ("Middle"), Low Quality ("Low") or Low Level ("No"). Tally using a mark (I) the instances that the textbooks exhibit the indicated 21st century skills.

CATEGORIES OF MAJOR 21ST CENTURY SKILLS

QUALITY LEVEL	Creativity and Innovation	Critical Thinking and Problem Solving	Communication	Collaboration and Teamwork	Information Literacy	Media Literacy	ICT Literacy	Flexibility and Adaptability	Initiative and Self-Direction	Social and Cross Cultural Skills	Productivity and Accountability	Leadership and Responsibility
HIGH												
MIDDLE												
LOW												
NO												

Adapted from: Mayring, Philipp (2000). Qualitative Content Analysis. *Forum: Qualitative Social Research (Sozialforschung)*. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1089/2385> Accessed May 1, 2016



APPENDIX F INSTRUMENT VALIDATION TOOL

PART 1 - PROFILE

NAME OF VALIDATOR: _____

Educational Profile

Highest Educational Attainment: _____

College / University: _____

Are you a LET / PBET Passer _____ Yes _____ No

Job Profile

Current Position: _____

Institution / Company: _____

Years Handled the Position: _____

Do you have any experience in teaching *Araling Panlipunan*? _____ Yes _____ No

If Yes, how many years _____

Have you taught in (you may check as many as possible)?

_____ public high school

_____ private high school

_____ state college / university

_____ private college / university

_____ international school

_____ home school / online

PART 2 – VALIDATION FOR RUBRIC FOR TEXTBOOK ANALYSIS

Direction: Please read and put a check mark on the score after reading the operational definition of each criteria as to what may apply upon checking and validating the instruments.

CRITERIA	OPERATIONAL DEFINITION	SCORE				COMMENTS
		4 = No modification needed	3 = Minor changes needed	2 = some modifications needed	1 = major modifications are needed	
1. APPLICATION OF MAYRING'S CODING GUIDE	Philipp Mayring's content analysis guide was applied to the RTA					
2. ALIGNMENT USING MAYRING'S CODING GUIDE	The rubric, verbatim analysis and coding frequency are properly aligned using Mayring's guide					
3. POSITIVITY	The rubric exhibited the need for a positive statement on the development of the skills.					
4. WORDINESS	The instruments are concise, and that there no unnecessary words.					



CRITERIA	OPERATIONAL DEFINITION	SCORE				COMMENTS
		4 = No modification needed	3 = Minor changes needed	2 = some modifications needed	1 = major modifications are needed	
		4	3	2	1	
5. APPROPRIATE-NESS OF MEASURE	The rubric for textbook analysis (RTA) can measure the appropriate level of the development of the 21 st century skills in the textbooks					
6. EQUALITY OF TREATMENT	The rubric allows for equal treatment of rating for the skills (by using a 4-point scale, with 1-point adjustment)					
7. EXHIBITION	The rubric have successfully exhibited the needs of the content in the manuscripts.					
8. BALANCE	The coding is unbiased and do not lead the participants to a response.					
9. APPROXIMITY OF RESPONSES	The instrument allows the participants to respond appropriately which can be applied to all situations or offer a way for those to respond with unique situations					
10. USE OF TECHNICAL LANGUAGE	The use of technical language is minimal and appropriate. Acronyms are well defined					
11. RELATIONSHIP TO THE PROBLEM	The rubric for textbook analysis (RTA) is related and appropriate to answer the problem					
12. DEVELOPMENT	All instruments may answer or lead to an answer to problem or purpose of the study					
13. COMPUTATION	A simple computation for averaging was presented or direction on how to compute was presented					
AVERAGE	To get average, divide the sum total of all points by 13					
INTERPRETATION OF QUALITY LEVEL	Based on the computed average and percentage, what is the Quality level of the targeted skill and indicator for this passage? 0.01 – 1.00 = No Quality 1.01 – 2.00 = Low Quality 2.01 – 3.00 = Middle Quality 3.01 – 4.00 = High Quality					



PART 3 – VALIDATION FOR VERBATIM CONTENT ANALYSIS

Direction: Please read and put a check mark on the score after reading the operational definition of each criteria as to what may apply upon checking and validating the instruments.

CRITERIA	OPERATIONAL DEFINITION	SCORE				COMMENTS
		4 = No modification needed	3 = Minor changes needed	2 = some modifications needed	1 = major modifications are needed	
		4	3	2	1	
1. MEASURE OF CONSTRUCT	The VCA can measure and present the appropriate textual examples of certain 21 st century skills or lack thereof in the textbooks					
2. MEASURE OF CONSTRUCT	The instrument allows the respondent to give appropriate response					
3. MEASURE OF CONSTRUCT	The instrument allows the respondent to be specific on the textual analysis by asking for page number of the text that was analyzed.					
4. APPLICATION OF MAYRING'S CODING GUIDE	Philipp Mayring's content analysis guide was applied to the verbatim content analysis					
5. APPROXIMITY OF RESPONSES	The instrument allows the participants to respond appropriately which can be applied to all situations or offer a way for those to respond with unique situations.					
6. OVERLAPPING RESPONSE	No response covers more than one choice of answer. All possibilities are considered, and that there are no ambiguous questions					
7. WORDINESS	The instruments are concise, and that there no unnecessary words. Instructions are direct and specific					
8. BALANCE	The coding is unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.					
9. DEVELOPMENT	All instruments may answer or lead to an answer to problem or purpose					
10. USE OF TECHNICAL LANGUAGE	The use of technical language is minimal and appropriate.					
11. RELATIONSHIP TO THE PROBLEM	The VCA is related and appropriate to answer the problem					
AVERAGE	To get average, divide the sum total of all points by 11					
INTERPRETATION OF QUALITY LEVEL	Based on the computed average and percentage, what is the Quality level of the targeted skill and indicator for this passage?					



PART 4 – VALIDATION FOR CODING FREQUENCY

Direction: Please read and put a check mark on the score after reading the operational definition of each criteria as to what may apply upon checking and validating the instruments.

CRITERIA	OPERATIONAL DEFINITION	SCORE				COMMENTS
		4 = No modification needed	3 = Minor changes needed	2 = some modifications needed	1 = major modifications are needed	
		4	3	2	1	
1. APPLICATION OF MAYRING'S CODING GUIDE	Philipp Mayring's content analysis guide was applied to the coding frequency					
2. MEASURE OF CONTENT	The instrument allows it to count frequent observations in different 21 st century skills frameworks					
3. RELATIONSHIP TO THE PROBLEM	The coding frequency (CF) related and appropriate to answer the problem					
4. MEASURE OF CONSTRUCT	The coding frequency (CF) can measure how much 21 st century skills are developed in the textbooks					
5. PURPOSE	The instrument answers its purpose which is to count the overall number of instances that the selected textbooks have developed the 21 st century skills.					
6. BALANCE	The coding is unbiased and do not lead the participants to a response.					
7. APPROXIMITY OF RESPONSES	The instrument allows the participants to respond appropriately which can be applied to all situations or offer a way for those to respond with unique situations.					
AVERAGE	To get average, divide the sum total of all points by 7					
INTERPRETATION OF QUALITY LEVEL	Based on the computed average and percentage, what is the Quality level of the targeted skill and indicator for this passage? 0.01 –1.00=No Quality 1.01–2.00=Low Quality 2.01–3.00=Middle Quality 3.01–4.00=High Quality					



PART 5 – SUMMARY

Direction: Please summarize the scores given from Part 2 to Part 4 using the following form

	Average	Interpretation
Part 2	_____	_____
Part 3	_____	_____
Part 4	_____	_____
Average	_____	_____

Based on the computed average and percentage, what is the Quality level of the targeted skill and indicator for this passage?

- 0.01 – 1.00 = No Quality
- 1.01 – 2.00 = Low Quality
- 2.01 – 3.00 = Middle Quality
- 3.01 – 4.00 = High Quality

Based on your validation, would you recommend the following instrument to be executed by the researcher on his study?

Rubric for Textual Analysis	___ Yes	___ Yes with Reservation	___ No
Verbatim Coding Analysis	___ Yes	___ Yes with Reservation	___ No
Coding Frequency	___ Yes	___ Yes with Reservation	___ No
All instruments combined	___ Yes	___ Yes with Reservation	___ No

Comments:

Validated by:

Signature over printed name

Date: _____

Note: Adapted from Simon, M. and White, J. (2011). Survey/Interview/Content Analysis Validation Rubric for Expert Panel – VREP © Retrieved from <http://dissertationrecipes.com/wp-content/uploads/2011/04/Expert-ValidationXYZz.doc>



APPENDIX G

INTERVIEW QUESTION TOOL

21st Century Skills in Social Studies

1. Given the list of 21st century skills, what do you think should be the focus of Social Science as a subject matter in Junior High School?
2. What are the necessary skills needed by the learners that must be developed by the subject?
3. How does the curriculum guide of Department of Education reinforces the development of the 21st century skills in the learners?

Textbooks and Social Studies

1. What do you think of the current textbooks prepared for:
 - a. Public Schools textbooks?
 - b. Private Schools textbooks?
2. Do you think that textbooks alone can develop the necessary skills?
3. Do you believe that there are gaps between the “applicable model” of the 21st century skills and its “practical application” in terms of:
 - a. Content discussion?
 - b. Art of questioning?
 - c. Activities?
 - d. Performance Task?
4. In what way, if there is any present in the textbooks, does it address the:
 - a. Globalization and global concerns?
 - b. Localization and local concerns?
5. What current trends and theories in Social Studies are necessary to be included in the textbooks?
 - a. Integration of issues
 - b. Trends and theories in teaching and learning
 - c. Use of technology and digital learning platforms

Textbooks and 21st Century Skills

1. In your perception, do the textbooks integrate 21st century skills? Why?
2. Do you think that the current textbooks develop these skills? Why?
 - a. In what parts of the textbooks do these skills development present?
 - b. Can you cite examples?
3. How can you identify parts of the books that can develop the 21st century skills?
 - a. Keywords and statement that promotes 21st century skills
 - b. Activities and art of questioning in the textbooks
 - c. Integration of issues
 - d. Trends and theories in teaching and learning
 - e. Use of technology and digital learning platforms
4. In what part of the textbooks (Panimula, Pagtalakay, Pagninilay) should the following skills be developed:
 - a. Creativity and Innovation?
 - b. Critical Thinking?
 - c. Communication?
 - d. Collaboration and Teamwork?
 - e. Information Literacy?



- f. Media Literacy?
 - g. ICT Literacy?
 - h. Flexibility and Adaptability?
 - i. Initiative and Self-Direction?
 - j. Social and Cross Cultural Skills?
 - k. Productivity and Accountability?
 - l. Leadership and Responsibility?
5. As a teacher, can you say that textbooks are actually developing 21st century skills to the learners? Why?
 6. In a scale of 1 to 10 (weakest to strongest), how adequate can you say that these skills are being developed in the textbooks you are currently using? Why did you rate this?
 - a. What are the strengths of the current textbooks you are using?
 - b. What are the weaknesses of the current textbooks you are using?
 7. Are the textbook you are currently using efficient in developing the skills in the following areas:
 - a. Integration of the skills in its content discussion
 - b. Integration of the skills in its activities and art of questioning
 - c. development of the skills in its content discussion
 - d. development of the skills in its activities and art of questioning

Addressing Difficulties in Development of the Skills

1. Would you say there are still gaps in the development of the skills?
2. Can you identify the gaps in the development of the 21st century skills in the textbook, in terms of:
 - a. Pedagogical approaches
 - b. Theories and basis of teaching
 - c. Trends and strategies in teaching and learning
 - d. Use of technology and digital learning platforms
3. What factors should be considered when textbooks are being developed in order to integrate and sufficiently develop these skills?
4. How do you suggest to develop the 21st century skills in the following parts of the textbook?
 - a. Introduction of the lesson (Panimula)
 - b. Textual discussion (Pagtalakay)
 - c. Assessment (Pagninilay)
5. How should the textbooks develop the skills in the following areas:
 - a. Content Discussion
 - b. Activities
 - c. Art of questioning
 - d. Performance Task
6. What kind of content must be present in the textbooks to address the gaps in the development of the skills?



APPENDIX H INFORMED CONSENT FORM

Thesis Title: DESIGNING A 21ST CENTURY SKILLS-BASED TEXTBOOK
FRAMEWORK FOR ARLING PANLIPUNAN

Researcher: LEMARK BERNAL VILORIA
Master of Arts in Education, Major in Social Science Teaching

Purpose of the Study: This study is an effort to create a framework that would develop and integrate 21st century skills in *Araling Panlipunan* textbooks through their textual contents, assessment and evaluation, and development of the art of questioning.

Participation in the Study: As a participant, you will be subjected to an interview or focus group discussion regarding the development and expectations in the development and use of textbooks in regards to the 21st century skills.

Risks and Discomforts: As a participant, several questions posed by the researcher may be of discomfort to you. You are not required to answer these questions that are discomforting to you personally. However, the researcher may revise the question in order to eliminate or decrease the discomfort.

Benefits of the Research and Benefits to You: The intention of this study is to contribute toward the development of 21st century skills further in the textbooks. The design of this proposed framework will include different stakeholders that are deemed important in this field of study. These stakeholders will inform the researcher of what gaps and necessities are deemed important in developing the 21st century skills in textbooks as well as integrating them within the *Araling Panlipunan* curriculum. It is also done in order to accommodate the 21st century skills within the local context and knowledge of the learners.

Voluntary Participation: Your participation in the study is completely voluntary and you may choose to stop participating at any time. Your decision not to volunteer will not influence the relationship you may have with the researcher or the nature of your relationship with the Philippine Normal University either now, or in the future.

Withdrawal from the Study: You can stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researcher, and/or the Philippine Normal University. In the event you withdraw from the study, all associated data collected will be immediately destroyed wherever possible.

Non-Remuneration Notice: No incentive, compensation, or reimbursement to the participants shall be paid by the researcher for agreeing to participate in this study.

Audio / Video Consent: The researcher may require an audio and/or video documentation during the duration of the interview and/or focus group discussion. You hereby authorize the researcher to conduct recording of the session, with the provision of the confidentiality of these recordings.

Confidentiality Notice: Data collected, including handwritten notes, digital devices, and audio/video recording from the interview and/or focus group discussion shall be kept by the researcher. Only the researcher shall have access to it, unless otherwise required by the research panel for the purpose of



Philippine Normal University
National Center for Teacher Education

evidencing documents from data gathering purposes. These data will be kept during the duration of this research. Destruction of these data shall be done after the publication of this research in a journal or presented in a conference. Confidentiality will be provided to the fullest extent possible by law.

Disclaimer Notice: This research has been reviewed and approved by the Research Ethics Committee (REC) of the Educational Policy, Research and Development Council (EPRDC) of the Philippine Normal University – Manila. If you have any questions about this process, or about your rights as a participant in the study, you may contact the EPRDC at 3rd Floor Edilberto Dagot Hall, Philippine Normal University, Taft Avenue, Manila, contact number 317-1768 loc 747 / 750 / 751 or email eprdc@pnu.edu.ph.

Legal Rights and Signature: I, _____, consent to participate in conducted by LEMARK BERNAL VILORIA. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Learner's Signature over Printed Name Parent/Guardian's Signature over Printed Name

Date: _____

Date: _____

(sgd)

LEMARK BERNAL VILORIA

Researcher's Signature over Printed Name

(sgd)

FLORISA B. SIMEON

Adviser's Signature over Printed Name

ADDITIONAL CONCERNS

School's Consent: For learners who are minors, sitting as participants in the focus group discussion, the school gives consent to the researcher to allow the following:

- permit the selection of learners as described in the Selection of Participants, upon scrutinizing who are qualified to join the process;
- permit the learners to join the process, after they are allowed by their parents; and
- use its facilities to the researcher in order to secure the safety of the learners.

In return, the researcher shall:

- allow a faculty member to observe the focus group discussion process in order to ensure the safety and security of the learners; and
- share the results of the study to the school after this research have been published.

(sgd)

LEMARK BERNAL VILORIA

Researcher's Signature over Printed Name

Representative Signature over Printed Name

Date: _____

Date: _____



APPENDIX I

CODING FREQUENCY RESULTS (RAW TOTAL)

TOTAL OF COMPONENTS		CI	CTPS	CS	CT	ILS	MLS	ICTLS	FA	ISD	SCC	PA	LR	TOTAL
HIGH	Book 1	32	210	41	35	109	25	13	21	98	99	48	33	764
	Book 2	21	299	30	43	136	17	7	21	86	67	55	22	804
	Book 3	40	221	76	41	192	46	26	51	155	83	87	74	1092
	Book 4	91	1482	108	40	412	300	39	258	127	449	167	94	3567
	Book 5	47	219	40	25	142	59	29	49	451	73	78	22	1234
	Book 6	60	302	79	22	122	93	32	100	189	174	107	46	1326
	TOTAL	291	2733	374	206	1113	540	146	500	1106	945	542	291	8787
	% QUALITY	3.31	31.10	4.26	2.34	12.67	6.15	1.66	5.69	12.59	10.75	6.17	3.31	
	% QUANTITY	46.49	28.44	28.81	22.01	12.48	24.11	28.24	13.05	20.15	10.38	11.82	7.57	
MIDDLE	Book 1	4	57	10	6	38	15	3	18	69	86	62	66	434
	Book 2	1	57	2	5	92	6	0	26	53	128	90	50	510
	Book 3	9	47	14	26	66	5	4	38	48	28	33	26	344
	Book 4	2	139	12	3	110	53	3	62	47	139	39	20	629
	Book 5	4	91	4	4	100	49	1	18	55	88	43	29	486
	Book 6	2	84	1	0	204	63	0	68	15	61	65	31	594
	TOTAL	22	475	43	44	610	191	11	230	287	530	332	222	2997
	% QUALITY	0.73	15.85	1.43	1.47	20.35	6.37	0.37	7.67	9.58	17.68	11.08	7.41	
	% QUANTITY	3.51	4.94	3.31	4.70	6.84	8.53	2.13	6.00	5.23	5.82	7.24	5.77	
LOW	Book 1	0	19	1	2	9	0	0	11	3	75	15	26	161
	Book 2	0	20	0	0	8	0	0	19	13	100	11	40	211
	Book 3	3	24	5	16	22	2	6	19	19	37	29	20	202
	Book 4	6	37	34	0	207	6	0	26	5	103	53	26	503
	Book 5	0	20	11	0	27	12	0	9	7	41	20	22	169
	Book 6	0	68	4	0	60	2	0	31	28	47	17	8	265
	TOTAL	9	188	55	18	333	22	6	115	75	403	145	142	1511
	% QUALITY	0.60	12.44	3.64	1.19	22.04	1.46	0.40	7.61	4.96	26.67	9.60	9.40	
	% QUANTITY	1.44	1.96	4.24	1.92	3.73	0.98	1.16	3.00	1.37	4.43	3.16	3.69	
NO	Book 1	46	1066	121	97	958	218	46	369	616	976	452	409	5374
	Book 2	45	945	117	96	995	214	50	398	580	988	479	428	5335
	Book 3	60	1121	142	112	1197	248	62	424	670	1057	517	452	6062
	Book 4	64	1476	208	172	1740	392	93	909	1046	2137	1064	968	10269
	Book 5	49	708	119	92	950	186	50	386	505	881	466	402	4794
	Book 6	40	897	119	99	1023	229	53	500	604	1188	587	531	5870
	TOTAL	304	6213	826	668	6863	1487	354	2986	4021	7227	3565	3190	37704
	% QUALITY	0.81	16.48	2.19	1.77	18.20	3.94	0.94	7.92	10.66	19.17	9.46	8.46	
	% QUANTITY	48.56	64.66	63.64	71.37	76.95	66.38	68.47	77.94	73.26	79.37	77.77	82.96	
TOTAL		626	9609	1298	936	8919	2240	517	3831	5489	9105	4584	3845	50999
% QUALITY		1.74	21.33	3.08	1.79	17.40	5.06	0.95	6.89	9.97	16.86	8.66	6.27	
% QUANTITY		24.79	19.72	19.73	17.74	15.48	19.04	19.01	15.42	17.23	14.72	15.31	13.79	



APPENDIX J
CODING FREQUENCY RESULTS – RAW DATA
(CONTENT DISCUSSION COMPONENT)

CONTENT DISCUSSION COMPONENT		CI	CTPS	CS	CT	ILS	MLS	ICTLS	FA	ISD	SCC	PA	LR	TOTAL
HIGH	Book 1	0	23	4	3	13	1	1	5	11	37	7	10	115
	Book 2	0	20	1	1	7	0	0	6	5	17	3	5	65
	Book 3	1	15	3	3	57	4	0	23	70	30	18	30	254
	Book 4	4	43	12	5	3	1	0	28	9	31	9	6	151
	Book 5	0	7	0	0	77	21	12	0	23	2	0	0	142
	Book 6	0	47	7	1	6	4	0	48	3	31	34	14	195
	TOTAL	5	155	27	13	163	31	13	110	121	148	71	65	922
	% QUALITY	0.54	16.81	2.93	1.41	17.68	3.36	1.41	11.93	13.12	16.05	7.70	7.05	
% QUANTITY	7.46	4.64	6.03	3.21	3.79	2.95	5.96	3.64	4.65	2.14	2.08	2.06		
MIDDLE	Book 1	0	15	3	1	6	2	2	16	15	60	48	56	224
	Book 2	1	18	0	2	21	2	0	24	15	97	83	45	308
	Book 3	2	11	4	17	36	1	2	28	19	16	17	20	173
	Book 4	2	107	9	3	46	5	2	58	30	134	35	20	451
	Book 5	0	35	0	0	23	30	0	9	44	77	30	22	270
	Book 6	0	52	1	0	194	56	0	66	5	52	58	24	508
	TOTAL	5	238	17	23	326	96	6	201	128	436	271	187	1934
	% QUALITY	0.26	12.31	0.88	1.19	16.86	4.96	0.31	10.39	6.62	22.54	14.01	9.67	
% QUANTITY	7.46	7.12	3.79	5.68	7.58	9.13	2.75	6.66	4.92	6.29	7.92	5.93		
LOW	Book 1	0	11	0	2	7	0	0	10	2	71	15	25	143
	Book 2	0	15	0	0	4	0	0	17	6	95	11	39	187
	Book 3	2	7	0	12	5	1	3	17	11	18	23	15	114
	Book 4	6	35	16	0	206	6	0	26	5	103	53	26	482
	Book 5	0	13	11	0	4	5	0	7	5	39	19	20	123
	Book 6	0	34	4	0	6	1	0	31	25	47	17	8	173
	TOTAL	8	115	31	14	232	13	3	108	54	373	138	133	1222
	% QUALITY	0.65	9.41	2.54	1.15	18.99	1.06	0.25	8.84	4.42	30.52	11.29	10.88	
% QUANTITY	11.94	3.44	6.92	3.46	5.40	1.24	1.38	3.58	2.07	5.38	4.04	4.22		
NO	Book 1	6	322	42	40	406	103	22	295	261	679	334	314	2824
	Book 2	6	364	48	46	460	117	25	334	296	768	378	356	3198
	Book 3	6	369	49	46	466	119	26	339	300	778	383	360	3241
	Book 4	16	918	121	115	1159	295	64	842	745	1935	952	896	8058
	Book 5	6	367	48	46	463	118	25	337	298	774	381	358	3221
	Book 6	9	494	65	62	623	159	34	453	401	1040	512	482	4334
	TOTAL	49	2834	373	355	3577	911	196	2600	2301	5974	2940	2766	24876
	% QUALITY	0.20	11.39	1.50	1.43	14.38	3.66	0.79	10.45	9.25	24.02	11.82	11.12	
% QUANTITY	73.13	84.80	83.26	87.65	83.22	86.68	89.91	86.12	88.36	86.19	85.96	87.78		
TOTAL	67	3342	448	405	4298	1051	218	3019	2604	6931	3420	3151	28954	
% QUALITY	0.45	13.44	2.09	1.29	17.36	3.41	0.78	10.70	9.04	21.69	10.72	9.01		
% QUANTITY	14.93	13.16	13.26	12.44	13.19	12.84	12.48	12.78	12.58	12.44	12.61	12.23		



CODING FREQUENCY RESULTS – RAW DATA (ART OF QUESTIONING COMPONENT)

ART OF QUESTIONING COMPONENT		CI	CTPS	CS	CT	ILS	MLS	ICTLS	FA	ISD	SCC	PA	LR	TOTAL
HIGH	Book 1	4	123	7	6	23	6	2	3	29	36	3	8	250
	Book 2	0	233	0	0	13	2	0	3	36	28	15	4	334
	Book 3	6	85	11	2	30	4	3	6	30	19	10	11	217
	Book 4	7	1279	8	1	239	244	0	134	83	293	39	47	2374
	Book 5	0	163	0	0	0	2	0	6	14	7	0	3	195
	Book 6	7	122	9	0	37	26	2	18	37	49	4	8	319
	TOTAL	24	2005	35	9	342	284	7	170	229	432	71	81	3689
	% QUALITY	0.65	54.35	0.95	0.24	9.27	7.70	0.19	4.61	6.21	11.71	1.92	2.20	
	% QUANTITY	51.06	55.08	26.12	10.11	42.01	56.80	50.00	59.44	23.68	36.52	26.59	25.96	
MIDDLE	Book 1	0	20	1	0	17	3	0	1	27	17	10	8	104
	Book 2	0	28	1	0	11	2	0	0	15	16	3	3	79
	Book 3	1	9	1	3	10	1	0	2	16	1	8	4	56
	Book 4	0	18	0	0	8	8	0	0	4	1	2	0	41
	Book 5	0	9	0	0	6	4	0	1	5	2	0	0	27
	Book 6	0	9	0	0	1	3	0	0	2	0	0	0	15
	TOTAL	1	93	3	3	53	21	0	4	69	37	23	15	322
	% QUALITY	0.31	28.88	0.93	0.93	16.46	6.52	0.00	1.24	21.43	11.49	7.14	4.66	
	% QUANTITY	2.13	2.55	2.24	3.37	6.51	4.20	0.00	1.40	7.14	3.13	8.61	4.81	
LOW	Book 1	0	4	1	0	0	0	0	1	0	2	0	0	8
	Book 2	0	3	0	0	2	0	0	0	4	3	0	0	12
	Book 3	0	5	2	3	3	0	0	0	4	15	2	4	38
	Book 4	0	0	0	0	0	0	0	0	0	0	0	0	0
	Book 5	0	3	0	0	0	5	0	2	2	2	0	2	16
	Book 6	0	8	0	0	0	0	0	0	1	0	0	0	9
	TOTAL	0	23	3	3	5	5	0	3	11	22	2	6	83
	% QUALITY	0.00	27.71	3.61	3.61	6.02	6.02	0.00	3.61	13.25	26.51	2.41	7.23	
	% QUANTITY	0.00	0.63	2.24	3.37	0.61	1.00	0.00	1.05	1.14	1.86	0.75	1.92	
NO	Book 1	7	474	29	23	129	59	2	34	205	216	53	65	1296
	Book 2	4	293	18	14	80	37	1	21	127	134	33	41	803
	Book 3	5	349	21	17	95	44	2	25	151	159	39	48	955
	Book 4	3	209	13	10	57	26	1	15	91	95	24	29	573
	Book 5	0	18	1	1	5	2	0	1	8	8	2	3	49
	Book 6	3	176	11	9	48	22	1	13	76	80	20	24	483
	TOTAL	22	1519	93	74	414	190	7	109	658	692	171	210	4159
	% QUALITY	0.53	36.52	2.24	1.78	9.95	4.57	0.17	2.62	15.82	16.64	4.11	5.05	
	% QUANTITY	46.81	41.73	69.40	83.15	50.86	38.00	50.00	38.11	68.05	58.50	64.04	67.31	
TOTAL	47	3640	134	89	814	500	14	286	967	1183	267	312	8253	
% QUALITY	0.41	39.60	1.61	1.28	10.85	6.70	0.09	3.20	13.14	15.10	3.81	4.23		
% QUANTITY	25.74	27.10	18.51	14.04	23.97	27.98	25.00	28.22	18.65	21.77	19.78	18.94		



CODING FREQUENCY RESULTS – RAW DATA (ACTIVITIES COMPONENT)

ACTIVITIES COMPONENT		CI	CTPS	CS	CT	ILS	MLS	ICTLS	FA	ISD	SCC	PA	LR	TOTAL
HIGH	Book 1	19	53	27	24	59	14	5	9	54	17	29	7	317
	Book 2	19	45	28	39	113	13	6	11	43	18	30	9	374
	Book 3	29	110	55	31	92	36	13	18	53	22	47	23	529
	Book 4	24	98	29	7	99	24	7	22	16	65	56	13	460
	Book 5	14	13	13	7	32	12	3	17	32	20	22	6	191
	Book 6	6	104	10	0	33	26	27	17	137	38	3	8	409
	TOTAL	111	423	162	108	428	125	61	94	335	180	187	66	2280
	% QUALITY	4.87	18.55	7.11	4.74	18.77	5.48	2.68	4.12	14.69	7.89	8.20	2.89	
% QUANTITY	32.94	18.08	31.89	32.73	12.19	22.08	28.24	24.67	24.54	23.94	29.59	24.54		
MIDDLE	Book 1	3	19	5	1	15	8	1	0	24	8	2	1	87
	Book 2	0	11	1	0	60	2	0	2	23	15	4	2	120
	Book 3	6	26	8	4	18	3	2	8	13	11	8	2	109
	Book 4	0	14	3	0	56	40	1	2	10	2	2	0	130
	Book 5	4	47	4	4	71	15	1	8	6	9	13	7	189
	Book 6	0	6	0	0	3	2	0	0	1	0	0	0	12
	TOTAL	13	123	21	9	223	70	5	20	77	45	29	12	647
	% QUALITY	2.01	19.01	3.25	1.39	34.47	10.82	0.77	3.09	11.90	6.96	4.48	1.85	
% QUANTITY	3.86	5.26	4.13	2.73	6.35	12.37	2.31	5.25	5.64	5.98	4.59	4.46		
LOW	Book 1	0	4	0	0	2	0	0	0	1	2	0	1	10
	Book 2	0	2	0	0	2	0	0	2	3	2	0	1	12
	Book 3	1	10	1	1	10	1	3	2	4	4	4	1	42
	Book 4	0	2	18	0	1	0	0	0	0	0	0	0	21
	Book 5	0	4	0	0	23	2	0	0	0	0	1	0	30
	Book 6	0	25	0	0	54	1	0	0	0	0	0	0	80
	TOTAL	1	47	19	1	92	4	3	4	8	8	5	3	195
	% QUALITY	0.51	24.10	9.74	0.51	47.18	2.05	1.54	2.05	4.10	4.10	2.56	1.54	
% QUANTITY	0.30	2.01	3.74	0.30	2.62	0.71	1.39	1.05	0.59	1.06	0.79	1.12		
NO	Book 1	32	262	46	32	416	55	22	39	142	78	62	28	1214
	Book 2	35	286	50	35	453	60	24	43	155	85	67	31	1324
	Book 3	48	400	70	48	633	84	34	60	216	119	94	43	1849
	Book 4	37	306	54	37	484	64	26	46	165	91	72	33	1415
	Book 5	34	276	48	34	438	58	23	42	150	82	65	30	1280
	Book 6	26	217	38	26	343	46	18	33	117	64	51	23	1002
	TOTAL	212	1747	306	212	2767	367	147	263	945	519	411	188	8084
	% QUALITY	2.62	21.61	3.79	2.62	34.23	4.54	1.82	3.25	11.69	6.42	5.08	2.33	
% QUANTITY	62.91	74.66	60.24	64.24	78.83	64.84	68.06	69.03	69.23	69.02	65.03	69.89		
TOTAL	337	2340	508	330	3510	566	216	381	1365	752	632	269	11206	
% QUALITY	2.91	20.11	6.14	2.68	30.71	6.30	1.79	3.31	11.44	6.71	5.65	2.25		
% QUANTITY	20.68	16.68	20.77	20.39	15.19	19.17	19.07	18.56	18.55	18.48	19.87	18.36		



CODING FREQUENCY RESULTS – RAW DATA (PERFORMANCE TASK COMPONENT)

PERFORMANCE TASKS COMPONENT	CI	CTPS	CS	CT	ILS	MLS	ICTLS	FA	ISD	SCC	PA	LR	TOTAL
HIGH	Book 1	9	11	3	2	14	4	5	4	4	9	9	82
	Book 2	2	1	1	3	3	2	1	1	2	4	7	31
	Book 3	4	11	7	5	13	2	10	4	2	12	12	92
	Book 4	56	62	59	27	71	31	32	74	19	60	63	582
	Book 5	33	36	27	18	33	24	14	26	382	44	56	706
	Book 6	47	29	53	21	46	37	3	17	12	56	66	403
	TOTAL	151	150	150	76	180	100	65	126	421	185	213	1896
	% QUALITY	7.96	7.91	7.91	4.01	9.49	5.27	3.43	6.65	22.20	9.76	11.23	4.17
MIDDLE	% QUANTITY	86.29	52.26	72.12	67.86	60.61	81.30	94.20	86.90	76.13	77.41	80.38	69.91
	Book 1	1	3	1	4	0	2	0	1	3	1	2	19
	Book 2	0	0	0	3	0	0	0	0	0	0	0	3
	Book 3	0	1	1	2	2	0	0	0	0	0	0	6
	Book 4	0	0	0	0	0	0	0	2	3	2	0	7
	Book 5	0	0	0	0	0	0	0	0	0	0	0	0
	Book 6	2	17	0	0	6	2	0	2	7	9	7	59
	TOTAL	3	21	2	9	8	4	0	5	13	12	9	94
LOW	% QUALITY	3.19	22.34	2.13	9.57	8.51	4.26	0.00	5.32	13.83	12.77	9.57	8.51
	% QUANTITY	1.71	7.32	0.96	8.04	2.69	3.25	0.00	3.45	2.35	5.02	3.40	7.08
	Book 1	0	0	0	0	0	0	0	0	0	0	0	0
	Book 2	0	0	0	0	0	0	0	0	0	0	0	0
	Book 3	0	2	2	0	4	0	0	0	0	0	0	8
	Book 4	0	0	0	0	0	0	0	0	0	0	0	0
	Book 5	0	0	0	0	0	0	0	0	0	0	0	0
	Book 6	0	1	0	0	0	0	0	0	2	0	0	3
NO	TOTAL	0	3	2	0	4	0	0	0	2	0	0	11
	% QUALITY	0.00	27.27	18.18	0.00	36.36	0.00	0.00	0.00	18.18	0.00	0.00	0.00
	% QUANTITY	0.00	1.05	0.96	0.00	1.35	0.00	0.00	0.00	0.36	0.00	0.00	0.00
	Book 1	1	8	4	2	7	1	0	1	8	3	3	40
	Book 2	0	2	1	1	2	0	0	0	2	1	1	10
	Book 3	1	3	2	1	3	1	0	0	3	1	1	17
	Book 4	8	43	20	10	40	7	2	6	45	16	16	223
	Book 5	9	47	22	11	44	8	2	6	49	17	18	244
TOTAL	Book 6	2	10	5	2	9	2	0	1	10	4	4	51
	TOTAL	21	113	54	27	105	19	4	14	117	42	43	585
	% QUALITY	3.59	19.32	9.23	4.62	17.95	3.25	0.68	2.39	20.00	7.18	7.35	4.44
	% QUANTITY	12.00	39.37	25.96	24.11	35.35	15.45	5.80	9.66	21.16	17.57	16.23	23.01
	TOTAL	175	287	208	112	297	123	69	145	553	239	265	2586
	% QUALITY	4.50	17.25	8.36	4.94	15.42	3.71	1.44	4.49	18.67	8.45	8.10	4.66
	% QUANTITY	36.23	27.25	31.92	31.96	28.86	35.04	38.26	36.76	33.35	34.23	34.79	32.39



APPENDIX K

RESULT OF QUANTITY PERSPECTIVE LEVEL

SKILLS PERSPECTIVE	High Level	Average Level	Neutral Level	Low Level	GWA	Rank
Creativity and Innovation Skills	3.31	0.73	0.60	0.81	1.74	11
Critical Thinking and Problem Solving Skills	31.10	15.85	12.44	16.48	21.33	1
Communication Skills	4.26	1.43	3.64	2.19	3.08	9
Collaboration and Teamwork Skills	2.34	1.47	1.19	1.77	1.79	10
Information Literacy Skills	12.67	20.35	22.04	18.20	17.40	2
Media Literacy Skills	6.15	6.37	1.46	3.94	5.06	8
ICT Literacy Skills	1.66	0.37	0.40	0.94	0.95	12
Flexibility and Adaptability Skills	5.69	7.67	7.61	7.92	6.89	6
Initiative and Self-Direction Skills	12.59	9.58	4.96	10.66	9.97	4
Social and Cross-Cultural Skills	10.75	17.68	26.67	19.17	16.86	3
Productivity and Accountability Skills	6.17	11.08	9.60	9.46	8.66	5
Leadership and Responsibility Skills	3.31	7.41	9.40	8.46	6.27	7



APPENDIX L

RESULT OF QUANTITY LEVEL PER COMPONENT

SKILLS PER COMPONENTS	Content Discussion	Art of Questioning	Activities	Performance Tasks
Creativity and Innovation Skills	0.45	0.41	2.91	4.50
Critical Thinking and Problem Solving Skills	13.44	39.60	20.11	17.25
Communication Skills	2.09	1.61	6.14	8.36
Collaboration and Teamwork Skills	1.29	1.28	2.68	4.94
Information Literacy Skills	17.36	10.85	30.71	15.42
Media Literacy Skills	3.41	6.70	6.30	3.71
ICT Literacy Skills	0.78	0.09	1.79	1.44
Flexibility and Adaptability Skills	10.70	3.20	3.31	4.49
Initiative and Self-Direction Skills	9.04	13.14	11.44	18.67
Social and Cross-Cultural Skills	21.69	15.10	6.71	8.45
Productivity and Accountability Skills	10.72	3.81	5.65	8.10
Leadership and Responsibility Skills	9.01	4.23	2.25	4.66



APPENDIX M
RESULT OF QUALITY PERSPECTIVE LEVEL

QUALITY PERSPECTIVE	High Level	Average Level	Neutral Level	Low Level	GWA	Rank
Creativity and Innovation Skills	46.49	3.51	1.44	48.56	24.79	1
Critical Thinking and Problem Solving Skills	28.44	4.94	1.96	64.66	19.72	3
Communication Skills	28.81	3.31	4.24	63.64	19.73	2
Collaboration and Teamwork Skills	22.01	4.70	1.92	71.37	17.74	6
Information Literacy Skills	12.48	6.84	3.73	76.95	15.84	9
Media Literacy Skills	24.11	8.53	0.98	66.38	19.04	4
ICT Literacy Skills	28.24	2.13	1.16	68.47	19.01	5
Flexibility and Adaptability Skills	13.05	6.00	3.00	77.94	15.42	8
Initiative and Self-Direction Skills	20.15	5.23	1.37	73.26	17.23	7
Social and Cross-Cultural Skills	10.38	5.82	4.42	79.37	14.72	11
Productivity and Accountability Skills	11.82	7.24	3.16	77.77	15.31	10
Leadership and Responsibility Skills	7.57	5.77	3.69	82.96	13.79	12



APPENDIX N
RESULT OF QUALITY LEVEL PER COMPONENT

QUALITY PER COMPONENTS	Content Discussion	Art of Questioning	Activities	Performance Tasks
Creativity and Innovation Skills	14.93	25.74	20.68	36.23
Critical Thinking and Problem Solving Skills	13.16	27.10	16.68	27.25
Communication Skills	13.26	18.51	20.77	31.92
Collaboration and Teamwork Skills	12.44	14.04	20.39	31.96
Information Literacy Skills	13.19	23.97	15.19	28.86
Media Literacy Skills	12.84	27.98	19.17	35.04
ICT Literacy Skills	12.48	25.00	19.07	38.26
Flexibility and Adaptability Skills	12.78	28.22	18.56	36.76
Initiative and Self-Direction Skills	12.58	18.65	18.55	33.35
Social and Cross-Cultural Skills	12.44	21.77	18.48	34.23
Productivity and Accountability Skills	12.61	19.78	19.87	34.79
Leadership and Responsibility Skills	12.23	18.94	18.36	32.29



APPENDIX O

MANIFESTED PATTERNS

CREATIVITY AND INNOVATION SKILL

	MANIFESTED PATTERN / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Makagawa ng pansariling konsepto o idea upang makagawa o maipaliwanag ang isang gawin o proyekto	79	35	24	55.17	3
1	Paggawa ng mga tanong, pamagat, o pananaliksik sa isang paksa	9	7	3	7.33	
2	Paggawa ng bagong idea	1	0	0	0.50	
3	Pagbibigay ng sariling interpretasyon sa paksa o idea	19	10	7	14.00	
4	Nakakagawa ng bagong ideya	50	18	14	33.33	
B	Maisasagawa ang mga gawain o proyekto upang makapaglahad ng pansariling konsepto o ideyang nalinang	111	46	22	74.50	23
1	Pagguhit ng comic strip, caricature, cartoon	13	9	0	9.50	
2	Gumawa ng disensyo, tshirt design, magazine at iba pa	15	10	0	10.83	
3	Pagsulat ng kanta, tula o islogan	12	4	2	7.67	
4	Gumawa ng painting o mural	3	0	3	2.00	
5	Paggawa ng collage	4	1	1	2.50	
6	Paggawa ng brochure, epost card, meme, photo gallery, flyer at iba pa	8	2	5	5.50	
7	Paggawa ng props, exhibit, timeline o diorama	13	1	2	7.17	
8	Naisasagawa ang bagong ideya sa iba't ibang paraan	43	19	9	29.33	
C	Makapaglahad o makagawa ng mga opinyon, ideya, gampanin, o impormasyon sa talakayan upang makagawa ng proyekto	105	54	40	77.17	1
D	Makakilala ang nagawa at kontribusyon ng ibang tao sa lipunan	42	30	20	34.33	18
E	Makagawa ng ibang paraan upang matukoy ang solusyon kumpara sa nakagawiang paraan	5	6	0	4.50	24
F	Makabuo at makapaglahad ng plano, ideya, o konsepto gamit ang iba't ibang paraan tulad ng teknolohiya at social media	11	6	3	8.00	11
1	Gumawa ng storyboard, script	3	2	2	2.50	
2	Gumawa ng plano o dokumentaryo	1	0	0	0.50	
3	Gumaw ang programa, komitment o program plan	7	4	1	5.00	



	MANIFESTED PATTERN / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
G	Makipagpalitan ng opinyon, ideya, o impormasyon sa harap ng klase patungkol sa isang paksa o ideya	13	8	1	9.33	7
1	Pagtatanghal o pag-uulat sa klase o pangkat	5	1	1	3.00	
2	Paggawa ng powerpoint presentation	1	0	0	0.50	
3	Paggawa ng character portrayal	7	7	0	5.83	
H	Makabuo at makapag-organisa ng mga impormasyon at plano upang mapadali at makagawa ng proyekto	42	15	10	27.67	14
1	Gumawa ng video presentation, website, advertisement, infomercial	17	7	4	11.50	
2	Paggawa ng organizer, stratehiya, factsheet	25	8	6	16.17	
I	Makapagalahad ng opinyon, ideya, o impormasyon sa pamamagitan ng pagsusulat	43	18	12	29.50	2

CRITICAL THINKING AND PROBLEM SOLVING SKILL

	MANIFESTED PATTERN / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Matukoy ang suliranin o pangyayari upang mabigyang solusyon	2134	123	66	1119.00	8
1	Pagbibigay kahulugan sa mga suliranin	1383	84	49	727.67	
2	Paggawa ng mga makabuluhang katanungan na nagbibigay ng malinaw na direksyon sa proseso ng pagpapalano	751	39	17	391.33	
B	Makagawa ng solusyon gamit ang mga alternatibong paraan sa pagharap sa suliranin o sitwayson	380	126	100	248.67	24
1	Pagplano at pamahalaan ang mga Gawain upang makabuo ng solusyon	115	50	29	79.00	
2	Paggugol ng oras na sumasalamin sa mga tanong na ito at bumuo ng isang tiyak na plano na malamang na humantong sa isang solusyon.	140	30	54	89.00	
3	Paglutasin ang iba't ibang uri ng hindi pamilyar na mga problema sa parehong tradisyunal at makabagong paraan	125	46	17	80.67	
C	Makipagpalitan ng opinyon, ideya o impormasyon sa harap ng klase patungkol sa isang paksa o ideya	354	87	40	212.67	7
1	Pagkilala sa mga desisyon na nakakaapekto sa pambansa o local na isyu	123	22	10	70.50	
2	Pagkakaroon ng kapasidad na magsuri ng mga argumento batay sa katibayan ng mga konklusyon	231	65	30	142.17	



	MANIFESTED PATTERN / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
D	Makapagsuri ng kalidad ng mga impormasyon batay sa pinagmulan nito at mga pamamaraang ginamit upang maisagawa ito	2206	391	124	1254.00	29
1	Pagkolekta at pagsusuri sa mga impormasyon upang makagawa ng solusyon o desisyon	584	50	28	313.33	
2	Epektibong mapag-aralan at masuri ang mga katibayan, argumento, paniniwala, at hinuha	442	87	20	253.33	
3	Paghinuha sa mga impormasyon at implikasyon batay sa pinakamahusay na pagsusuri	1180	254	76	687.33	
E	Mahinuha at gumawa ng koneksyon sa pagitan ng mga impormasyon	2214	389	99	1253.17	3
1	Pagkakaroon ng kaalaman at pag-unawa sa mga konklusyon na kinakailangan upang makilahok sa lipunan	454	97	30	264.33	
2	May kakayahang ilarawan at ipaliwanag ang mga likas na pangyayari sa lipunan	1443	175	50	788.17	
3	Pagsusuri sa pangkalahatang resulta ng mga sistema	317	117	19	200.67	
F	Makagawa o makapaglahad ng mga opinyon, ideya, gampanin o impormasyon sa talakayan upang makagawa ng proyekto	1859	182	36	996.17	1
1	Nakakapag-ugnay ng mga bahaging ginampanan ng iba't ibang sektor tungo sa pagtukoy ng suliranin at solusyon	1283	124	22	686.50	
2	Natutukoy ang mga gampanin at responsibilidad sa pagbibigay ng pansariling opinyon	576	58	14	309.67	

COMMUNICATION SKILL

	MANIFESTED PATTERN / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Makapaglahad o makagawa ng mga opinyon, ideya, gampanin, o impormasyon sa talakayan upang makagawa ng proyekto	32	7	2	18.67	1
B	Makapaglahad ng mga opinyon, ideya o impormasyon sa pamamagitan ng pagsusulat	67	15	5	39.33	2
1	Pagsusulat ng liham, biography, o journal	41	5	2	7.83	
2	Pagsusulat ng sanaysay o repleksyon	20	8	3	15.47	
3	Pagpapaliwanag ng talata, pangungusap, o ideya sa pamamagitan ng pagsusulat	6	2	0	16.03	



	MANIFESTED PATTERN / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
C	Makagawa ng pansariling konsepto o ideya upang makagawa o maipaliwanag ang isang gawain o proyekto	35	4	0	18.83	3
1	Pagsusulat ng news report, artikulo, o press release	15	3	0	10.37	
2	Pagsusulat ng editorial, script, o story board	17	0	0	3.84	
3	Pagsusulat ng tula o literary piece	3	1	0	4.61	
D	Makagawa at makapaglahad ng biswal na interpretasyon na naglalaman ng mensahe	23	6	5	9.00	4
1	Paggawa ng sketch, simbulo, islogan o iba pang disensyo	5	2	2	3.06	
2	Paggawa ng organizer, concept map, timeline, o infographic	9	1	1	5.94	
3	Paggawa ng poster, magazine o brochure	3	1	0	1.77	
E	Makilahok at makagawa ng infomercial, multimedia, promotional, advocacy campaign, o documentary video upang makagawa ng impormasyon	22	0	0	4.00	6
F	Makipagpalitan ng opinyon, ideya, o impormasyon sa harap ng klase patungkol sa isang paksa o ideya	8	0	0	16.00	7
1	Pagtatanghal o pag-uulat ng isang idea o paksa sa harap ng klase	3	0	0	8.05	
2	Pagsasagawa ng debate, panel interview, negosasyon, atbp	2	0	0	3.33	
G	Makapaglahad ng mga impormasyon gamit ang digital technology at midya	25	10	1	1.57	13
1	Paggawa ng kanta o rapsong, performance ng kanta	9	6	0	1.14	
2	Paggawa ng talumpati	16	4	1	0.43	
H	Makipag-ugnayan, makapagpanayam, at makilahok sa mga miyembro ng lokalidad at makabuo ng gawaing pansibiko	16	7	0	10.33	9

COLLABORATION AND TEAMWORK SKILL

	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Makibahagi sa pangkat sa paggawa ng nakatakdang gawain	102	10	5	55.17	17
1	Makibahagi sa pangkat sa paggawa ng nakatakdang gawain	74	5	0	38.67	
2	Makibahagi sa pangkat sa paggawa ng nakatakdang gawain	24	5	3	14.17	



MANIFESTED PATTERN / PERSPECTIVE LEVEL		HIGH	MIDDLE	LOW	GWA	CODE
3	Pagbibigay ng komitment sa pakikibahagi sa pangkat	4	0	2	2.33	
B	Paghahayag o pagtatanghal ng ideya at proyekto sa harap ng klase o pangkat	10	2	0	5.67	1
1	Pagtatanghal sa klase	6	2	0	3.67	
2	Pagpapahayag ng ideya sa klase	4	0	0	2.00	
C	Pagbuo ng plano para sa isang proyekto o gawain	10	4	2	6.67	14
D	Pagkilala sa nagawa ng ibang tao	13	4	0	7.83	18
E	Pakikilahok sa pangkat upang makabuo ng gawain o proyektong pansibiko	13	1	1	7.00	21
	Pagpapalitan ng ideya ng pangkat	2	1	1	1.50	
	Pakikilahok sa gawaing pansibiko	11	0	0	5.50	
F	Makilahok sa pangkatang pagpapalitan ng ideya tulad ng debate, symposium, negosasyon, panel discussion, pakikipagtalastasan, pag-uulat, at iba pa	89	8	6	48.17	7
1	Pagsasagawa ng debate, symposium, panel discussion at iba pa	12	0	0	6.00	
2	Makitalastasan, pagpapalitan ng ideya	31	6	5	18.33	
3	Pagsasalitan ng ideya sa pamamagitan ng debate	46	2	1	23.83	
G	Makilahok sa pangkatang paggawa ng proyekto tulad ng video infomercial, dokumentaryo, diorama, eksibit, dulaan, timeline, mural, poster at iba pa	49	3	1	25.67	5
1	Gumawa ng video o infomercial	9	3	0	5.50	
2	Laro	2	0	1	1.17	
3	Pagsasagawa ng proyekto	24	0	0	12.00	
4	Paggawa ng diorama o exhibit	14	0	0	7.00	
H	Pakikipag-ugnayan sa lokalidad upang makagawa ng isangistratehiya sa pamamaraan ng interview, survey, o iba pa	11	10	3	9.33	9
1	Pagsasagawa ng interview o survey	6	5	3	5.17	
2	Pagkakaroon ng istrategiya	4	5	0	3.67	
3	Pakikipanayam sa pulitiko	1	0	0	0.50	
I	Pagsasagawa ng pananaliksik, organizer, o istrategiya upang makagawa ng isang desisyon o kritikal na pagsusuri sa pagbabago ng lipunan	45	5	1	24.33	22
1	Magsaliksik	13	2	0	7.17	
2	Paggawa ng desisyon	1	0	0	0.50	
2	Pagpunan ng impormasyon at pagtukoy	25	3	1	13.67	
3	Gumawa ng organizer o istrategiya	6	0	0	3.00	



	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
J	Pagsaalang-alang ng mga reaksiyon, idea at konsepto ng iba sa paggawa ng pangkatang gawain	22	4	1	12.50	19
K	Pagbabahagi ng pansariling reaksiyon, ideya, at konsepto sa paggawa ng pangkatang gawain	32	2	1	16.83	20

INFORMATION LITERACY SKILL

	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Makabisita, magsaliksik, at makakuha ng mga impormasyon mula sa iba't ibang websites o mapagkukunang impormasyon	449	377	108	368.17	10
1	Pananaliksik ng impormasyon mula sa tradisyunal na paraan	237	212	96	205.17	
2	Pananaliksik ng impormasyon gamit ang teknolohiya o midya	126	133	7	108.50	
3	Pagtukoy sa payoridad ng mga pinagkukunang impormasyon batay sa kredibilidad at kaugnayan nito	86	32	5	54.50	
B	Maitugma ang pansariling kakayahan at kakayahan ng iba sa mga pamanatayan sa paggawa ng proyekto	78	7	6	42.33	25
C	Makapagsuri ng mga impormasyong magagamit o hindi magagamit	198	260	107	203.50	29
D	Makabuo at makapag-organisa ng mga impormasyon at plano upang mapadali at makagawa ng proyekto	279	265	106	245.50	14
1	Pag-organisa ng mga impormasyon batay sa kagamitan nito	139	32	4	80.83	
2	Pagrebisa o pagsasa-ayos ng mga maling impormasyon upang maitama ito	140	233	102	164.67	
E	Makapaglahad ng impormasyon	298	87	14	180.33	
1	Paglalahad ng mga opinyon, ideya o impormasyon sa pamamagitan ng pagsusulat	144	34	14	85.67	2
2	Paggawa at makapaglahad ng biswal na interpretasyon na naglalaman ng mensahe o impormasyon	79	38	0	52.17	4
3	Pagtatanghal ng opinyon, ideya, o impormasyon sa harap ng klase patungkol sa isang paksa o ideya	51	6	0	27.50	1
4	Pagtatanghal ng opinyon, ideya, o impormasyon sa pamamagitan ng teknolohiya o iba't ibang midya	24	9	0	15.00	5
F	Matukoy sa suliranin o pangyayari upang mabigyang solusyon	356	293	97	291.83	8
1	Paghinuha sa mga elemento, implikasyon at konklusyon ng bawat suliranin	168	229	90	175.33	



	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
2	Paggamit ng impormasyon upang makagawa ng solusyon o desisyon	107	30	5	64.33	
3	Paggamit ng mga impormasyon upang makagawa ng isang tiyak na layunin	81	34	2	52.17	
G	Maging matalinong konsyumer ng mga impormasyon upang maintindihan at maipaliwanag ang sariling pagkatuto	141	106	18	108.83	27
1	Higit na paggamit sa mga impormasyon	99	91	13	82.00	
2	Paggawa ng paninindigan o desisyon	42	15	5	26.83	

MEDIA LITERACY SKILL

	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Magamit ang iba't ibang teknoyloya at midya upang makapagsuri ng mga batayang impormasyong magagamit	185	161	18	149.17	15
1	Pagsusuri ng mga mapa o larawan na may kinalaman sa paksa, ideya, konsepto, o impormasyon	129	87	7	94.67	
2	Panonood o pakikinig sa mga pelikula, short clips, kanta na may kinalaman sa paksa, ideya, konsepto o impormasyon	18	4	0	10.33	
3	Pagbabasa at pagsusuri sa mga impormasyon na nagmumula sa mga datos, talaan, o talahanayan	16	55	1	26.50	
4	Pagsusuri ng mga ideya ng ibang tao patungkol sa isang paksa, ideya, konsepto, o impormasyon	12	8	2	9.00	
5	Pagsusuri sa mga teksto, dokumento, o balita patungkol sa isang paksa, ideya, konsepto, o impormasyon	10	7	8	8.67	
B	Makapaghinuha ng mga impormasyon na nagmumula sa iba't ibang midya	100	11	7	54.83	12
1	Makapagbigay ng personal na ideya o konsepto patungkol sa isang paksa, ideya, konsepto o impormasyon sa harap ng klase	43	6	1	23.67	
2	Nakakapagsulat ng sanaysay, editorial, o artikulo patungkol sa isang ideya, konsepto, o impormasyon	20	0	0	10.00	
3	Pagbibigay ng paninindigan o judgment patungkol sa isang paksa, ideya, konsepto, o impormasyon	12	1	2	6.67	
4	Pagbubuod, pag-oorganisa, pagkakatagay ng mga impormasyon o datos	25	4	4	14.50	
C	Makapagtamo ng mga batayang impormasyon mula sa iba't ibang midya o teknolohiya	29	1	0	14.83	10



MANIFESTED PATTERNS / PERSPECTIVE LEVEL		HIGH	MIDDLE	LOW	GWA	CODE
1	Nakapagbabasa ng mga tekso o dokumento patungkol sa isang paksa, ideya, konsepto, o impormasyon	16	1	0	8.33	
2	Paggamit ng internet o teknolohiya patungkol upang makakuha ng batayang impormasyon sa isang paksa, ideya, konsepto, o impormasyon	11	0	0	5.50	
3	Paggawa ng mapa o pagkuha ng larawan patungkol sa isang paksa, ideya, konsepto o impormasyon	2	0	0	1.00	
D	Makilahok sa lokalidad na sumuri ng impormasyon mula sa iba't ibang midyum	5	0	0	2.50	9
E	Makapaglahad ng plano, ideya o konsepto gamit ang iba't ibang paraan tulad ng teknolohiya at midya	89	1	1	45.00	13
1	Paggawa ng timeline, graph, mapa	29	1	1	15.00	
2	Pagtatanghal ng isang collage o proyekto upang mailalahd ang isang paksa, ideya, konsepto, o impormasyon	21	0	0	10.50	
3	Pagtatanghal sa harap ng klase tulad ng character potrayal, diorama, kanta upang makapaglahad ng batayang paksa, ideya, konsepto, o impormasyon	18	0	0	9.00	
4	Pagguhit ng isang drawing, cartoon, o comic strip	21	0	0	10.50	
F	Makabuo ng batayang impormasyon gamit ang iba't ibang midya	57	2	0	29.17	5
1	Paggawa ng story board, plano o script upang mailahad ang isang batayang paksa, ideya, konsepto, o impormasyon	10	1	0	5.33	
2	Paggawa ng isang disenyo, simbulo, poster, o islogan upang makapaglad ng batayang ideya o konsepto	20	1	0	10.33	
3	Paggawa ng powerpoint presentation, website upang makapaghalad ng impormasyon	7	0	0	3.50	
4	Paggawa ng video, informercial, documentary na naglalahad ng paksa, ideya, konsepto, o impormasyon	20	0	0	10.00	

ICT LITERACY SKILL

MANIFESTED PATTERNS / PERSPECTIVE LEVEL		HIGH	MIDDLE	LOW	GWA	CODE
A	Makagawa ng infomercial, multimedia, promotional, o documentary video upang makagawa ng impormasyon	18	0	0	9	6



MANIFESTED PATTERNS / PERSPECTIVE LEVEL		HIGH	MIDDLE	LOW	GWA	CODE
B	Makabisita, magsaliksik, at kumuha ng impormasyon mula sa iba't ibang websites at sources	78	7	6	42.33	10
1	Kumuha ng impormasyon mula sa mga websites	10	4	0	12.99	
2	Bumisita sa mga websites	9	3	3	18.33	
3	Magsagawa ng pananaliksik gamit ang ibat ibang websites	59	0	3	10.99	
C	Makagawa ng poster, timeline, brochure, pamphlet at iba pang disenyo gamit ang iba't ibang digital technology	17	1	0	8.83	4
D	Makagamit ang digital technology at social media upang makapaglahad ng idea o konsepto	10	0	0	5	11
1	Gumawa ng presentasyon gamit ang teknolohiya tulad ng powerpoint	7	0	0	1.72	
2	Gamitin ang social media sa paglalahad ng impormasyon	3	0	0	3.28	
E	Magtamo ng mga impormasyon mula sa iba't ibang digital technology	3	1	0	1.83	5
F	Makapaglahad ng impormasyon gamit ang ibat ibang digital technology	8	0	1	4.17	13
1	Paggawa ng guhit, graph, larawan, website gamit ang ibat ibang teknolohiya	4	0	1	3.09	
2	Gumawa ng kanta na naglalahad ng sariling opinyon tungkol sa paksa	2	0	0	0.62	
3	Gumawa ng impormasyon gamit ang ibat ibang video conferencing	2	0	0	0.46	
G	Magamit ang teknolohiya upang makapag-organisa ng mga impormasyong magagamit	27	0	3	14	14
H	Magamit ang teknolohiya upang makapagsuri ng mga impormasyong magagamit	14	2	0	7.67	15
I	Magamit ang teknolohiya upang makapaglahad ang mga impormasyong magagamit	20	0	1	10.17	1
J	Magtaglay ng pagkaunawa sa pagtamo at paggamit ng mga impormasyon gamit ang mga teknolohiya	48	7	3	26.83	16



FLEXIBILITY AND ADAPTABILITY SKILL

	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Pakikipag-ugnayan sa lokalidad sa pamamagitan ng survey, interview, atbp	5	1	0	2.83	9
B	Pakikilahok sa mga gawain ng pangkat	17	9	0	11.50	21
C	Maisa-isa ang iba't ibang paraan sa pagtukoy at paglutas ng suliranin	54	23	9	36.17	24
1	Paggamit ng mapa, website, at iba pang mapagkukunan ng impormasyon o ideya	7	0	0	3.50	
2	Pagpapakita ng chronology o pagkasunod-sunod ng mga pagbabago sa lipunan upang matukoy ang suliranin at solusyon	16	1	5	9.17	
3	Paggawa ng iba't ibang paraan upang mailahad ang mga suliranin at solusyon tulad ng video o pagtatanghal sa klase	17	0	0	8.50	
4	Pagpapaliwanag ng suliranin at solusyon sa pamamagitan ng graphic organizers	4	7	0	4.33	
5	Pagtukoy sa sanhi at bunga ng suliranin	10	15	4	10.67	
D	Makagawa ng pansariling paraan sa paglutas ng suliranin	75	32	24	52.17	20
1	Magsaliksik ng mga paraan gamit ang iba't ibang mapagkukunan ng impormasyon tulad ng internet, libro, iba't ibang midya	27	5	2	15.50	
2	Nakabuo ng plano sa paglutas ng suliranin	17	10	5	12.67	
3	Matalinong nakakapagdesisyon tungo sa paglutas ng suliranin	20	13	10	16.00	
4	Nakakataguyod ng panig, aksyon, komitment, o paninindigan upang makagawa ng pansariling paraan sa paglutas ng suliranin	11	4	7	8.00	
E	Makipagpalitan ng ideya sa pamamagitan ng debate, symposium, panel discussion, negosasyon at iba pa	21	10	5	14.67	7
F	Makapaglahad ng iba't ibang gampanin at responsibilidad tungo sa paglutas ng suliranin	127	44	24	82.17	1
1	Nakakasulat ng sanaysay, artikulo, repleksyon at iba	35	0	0	17.50	
2	Nakakabuo ng storyboard upang matukoy ang mga responsibilidad at gampanin ng bawat sektor	9	1	0	4.83	



	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
3	Nakakapag-ugnay ng mga bahaging ginampanan ng iba't ibang sektor o aspekto tungo sa pagtukoy ng suliranin at solusyon	75	36	20	52.83	
4	Nailalahad ang mga gampanin at responsibilidad sa pamamagitan ng pagsasatao ng mga karakter	8	7	4	7.00	
G	Mapahalagahan ang gampanin ng ibang tao sa paglutas ng suliranin	165	72	66	117.50	18
1	Nakapagbibigay ng pamana, ambag o disensyo ng iba't ibang lipunan	36	13	10	24.00	
2	Napapaliwanag ang ideya o konsepto ng ibang tao upang makatulong sa pagpapatupad ng solusyon sa mga suliranin	40	13	8	25.67	
3	Napapahalagahan ang gampanin ng ibang tao sa paglutas ng suliranin	15	11	15	13.67	
4	Isinaalang-alang ang pagbabago ng lipunan sa pagusbong ng suliranin at paggawa ng solusyon	74	35	33	54.17	

INITIATIVE AND SELF-DIRECTION SKILL

	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Matukoy ang suliranin at tunguhin upang makagawa ng proyekto	274	168	39	199.50	8
1	Pagsabay-sabayina ng iba't ibang gawain	88	65	14	68.00	
2	Tukuyin ang mga suliranin at mabigyang solusyon ang mga ito	91	49	10	63.50	
3	Tukuyin at pagplanuhan ang mga gawain	95	54	15	68.00	
B	Maging matalinong konsyumer ng mga impormasyon upang maintindihan at maipaliwanag ang sariling pagkatuto	409	266	68	304.50	27
1	Pagiging matalinong konsyumer ng mga impormasyon	115	87	35	92.33	
2	Pagiging designer at prodyuser ng mga impormasyon	105	78	10	80.17	
3	Higit na paggamit ng mga pangunahing kakayahan upang makapaglahad ng sariling pagkatuto	189	101	23	132.00	
C	Matamo ang pamantayan sa paggawa ng mga produkto	108	54	23	75.83	25
D	Magamit ang mga pamamaraan sa tunay na buhay (real world tools) upang makagawa ng mga produkto na magagamit sa tunay na buhay (real world products)	164	83	12	111.67	26



MANIFESTED PATTERNS / PERSPECTIVE LEVEL		HIGH	MIDDLE	LOW	GWA	CODE
1	Paggamit at pag-integrate ng teknolohiya upang makagaw ang mga "knowledge products"	101	54	8	69.83	
2	Magamit ang pansariling kaalaman upang makagawa ng mga impormasyon	63	29	4	41.83	
E	Makagawa ng mga proyekto o gawain na may kaunti o minimal na superbisyon	380	194	42	261.67	28
1	Pagiging handa na maitama ang naunang kaalaman	155	65	10	100.83	
2	Pag-intindi sa representasyon ng mga imahe o impormasyong abstract, biswal, o simboliko	80	31	20	53.67	
3	Maistratehiyang paggamit ng iba't ibang midya sa paggawa ng produkto	60	30	8	41.33	
4	Pagsiguro na tama ang impormasyon	85	68	4	65.83	

SOCIAL AND CROSS-CULTURAL SKILL

MANIFESTED PATTERNS / PERSPECTIVE LEVEL		HIGH	MIDDLE	LOW	GWA	CODE
A	Makilala ang nagawa at kontribusyon ng ibang tao sa lipunan	72	41	10	51.33	18
B	Makipag-ugnayan, makapagpanayam, at makilahok sa mga miyembro ng lokalidad at makabuo ng gawaing pansibiko	102	26	8	61.00	9
1	Pakikipag-ugnayan sa miyembro ng lokalidad sa pamamagitan ng interview, survey, at iba pa	40	12	2	24.33	
2	Aktibong pakikilahok sa diskurso tula dng debate, symposium at iba pa	62	14	6	36.67	
C	Makabisita, magsaliksik, at makakuha ng mga impormasyon mula sa iba't ibang websites o mapagkukunang impormasyon	103	83	11	81.00	10
D	Matukoy sa suliranin o pangyayari upang mabigyang solusyon	54	67	16	52.00	8
E	Makilala at mabigyang respeto ang mga pagkakaiba ng tao, kultura, at lipunan	452	224	106	318.33	6
1	Maging sensitibo sa bias, racism, prejudice, diskriminasyon at iba pa laban sa ibang kultura	94	32	14	60.00	
2	Mabigyang respeto ang kultura at paniniwala ng ibang lipunan	153	75	28	106.17	
3	Maging pamilyar sa mga norms o nakagawian ng ibang kultura	88	43	13	60.50	
4	Maging multilingual o subukang maging multilingual	14	3	1	8.17	



	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
5	Nasusuri ang paraan ng pamumuhay ng ibang tao, lipunan, o kultura	103	71	50	83.50	
F	Masuri ang epekto ng teknolohiya sa kultura	178	93	12	122.00	16
1	Magamit ang teknolohiya sa pagsusuri ng pagbabago ng kultura	86	24	7	52.17	
2	Mailahad ang pagkakaiba iba ng kultura sa biswal na paraan	92	69	5	69.83	
G	Magamit ang pagkakaiba ng kultura sa pagsusuri ng iba't ibang koneksyon ng lipunan	459	292	109	345.00	22
1	Makilala ang karapatan ng ibang tao	66	45	22	51.67	
2	Gamitin ang pagkaiba-iba sa pagbabago ng lipunan	137	87	38	103.83	
3	Maunawaan ang koneksyon ng mga bansa sa historikal / politikal / ekonomik / sosyolohikal / tekonolohikal / lingwistikal / ekolohikal na perspektibo	154	93	45	115.50	
4	Masuri ang ideolohiya sa paggawa ng desisyon	102	67	4	74.00	

PRODUCTIVITY AND ACCOUNTABILITY SKILL

	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A.	Matugunan ang mga pamantayan sa konteksto ng tradisyunal at makabagong paraan upang maging produktibo	232	46	29	136.17	1
1	Paggamit ng pangunahin at tradisyunal na kasanayan tulad ng pagbasa at pagsulat sa pagiging produktibo	173	30	18	99.50	
2	Paggamit ng makabago (midya at teknolohiya) sa pagiging produktibo	59	16	11	36.67	
B	Magamit ang midya at teknolohiya upang makapaglahad ng impormasyon	81	22	18	50.83	5
1	Paggamit ang iba't ibang midya upang makakuha ng impormasyon	51	11	9	30.67	
2	Paggamit ng teknolohiya sa paglalahad ng impormasyon	30	11	9	20.17	
C	Matamo ang pamantayan sa paggawa ng mga produkto	43	11	8	26.50	25
D	Magamit ang mga pamamaraan sa tunay na buhay (real world tools) upang makagawa ng mga produkto na magagamit sa tunay na buhay (real world products)	137	40	29	86.67	26
1	Pagsiguro na tama ang impormasyon	36	12	6	23.00	



	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
2	Maintindihan ang maunawaan ang gamit ng iba't ibang pamamaraan sa tunay na buhay (real world tools) ng isa partikular na larangan	41	12	11	26.33	
3	Pagsuri at pag-intindi sa mga impormasyon	60	16	12	37.33	
E	Maikonekta ang teorya at praktikal na paggamit upang makagawa ng mga produkto at maging produktibo	79	32	19	53.33	22
1	Pagpapatuloy sa gawain ng iba	16	5	7	10.83	
2	Paggawa ng mga mahahalangang produkto na magagamit sa tunay na buhay	35	12	6	22.50	
3	Maistratehiyang paggamit ng iba't ibang midya sa paggawa ng produkto	14	8	3	10.17	
4	Paggamit ng teknolohiya upang makagawa ng mga produkto	14	7	3	9.83	
F	Pag-unawa sa demand ng mga suliranin	47	16	13	31.00	8

LEADERSHIP AND RESPONSIBILITY SKILL

	MANIFESTED PATTERNS / PERSPECTIVE LEVEL	HIGH	MIDDLE	LOW	GWA	CODE
A	Maitugma ang pansariling kakayahan at kakayahan ng iba sa paggawa ng proyekto	87	14	0	48.17	25
1	Natutugma ang kakayahan ng iba sa gawain	38	9	0	22.00	
2	Paggawa ng proyekto ng pangkat	16	1	0	8.33	
3	Paggawa ng audio-visual na presentasyon	9	0	0	4.50	
4	Pagbuo ng programa o plano, storyboard upang makagawa ng proyekto	24	4	0	13.33	
B	Makilala ang kadakilaan ng ibang tao	87	84	61	81.67	18
1	Pagtukoy sa mga nagawa ng ibang tao	59	80	58	65.83	
2	Pangangalaga sa karapatan ng iba	28	4	3	15.83	
C	Maging pinuno sa isang pangkat na sinalihan	65	47	17	51.00	17
1	Pagbuo ng pangkat	49	30	15	37.00	
2	Paggawa ng desisyon o panindigan para sa pangkat	16	17	2	14.00	
D	Makibahagi ng ideya, konepto o impormasyon sa pangkat o harap ng klase	88	11	3	48.17	7
1	Pagbabahagi ng ideya sa harap ng klase	44	6	3	24.50	
2	Pagtatanghal sa harap ng klase	7	1	0	3.83	
3	Pagsulat ng sanaysay, liham at iba pa	33	4	0	17.83	
4	Paggawa ng disenyo o simbulo kaugnay ng isang ideya o konsepto	4	0	0	2.00	
E	Makilahok sa mga gawain sa lokalidad	61	22	7	39.00	9



MANIFESTED PATTERNS / PERSPECTIVE LEVEL		HIGH	MIDDLE	LOW	GWA	CODE
1	Pagsasagawa ng survey o interview sa mga miyembro ng lokalidad	21	4	0	11.83	
2	Pagpapakita ng ugnayan ng iba't ibang bahaging ginampanan	40	18	7	27.17	
F	Matukoy sa suliranin o pangyayari upang mabigyang solusyon	55	28	22	40.50	8
G	Mapakilos ang ibang tao upang magamit ang kakayahan, ideya o konsepto nila sa paggawa ng gawain o proyekto	57	23	12	38.17	19
1	Paghikayat ng sitwasyon o ideya ng iba	35	13	11	23.67	
2	Pagsuporta sa sitwasyon o ideya ng iba	22	10	1	14.50	
H	Makabuo at makapag-organisa ng mga impormasyon at plano upang mapadali at makagawa ng proyekto	7	1	0	3.83	14



PATTERNS OF 21 ST CENTURY SKILLS MANIFESTED FROM THE TEXTBOOKS	Communication Skills										TOTAL SUM OF PATTERNS (TSP)			
	Creativity and Innovation Skill	Critical Thinking Skills	Collaboration & Teamwork Skill	Information Literacy Skill	Media Literacy Skill	ICT Literacy Skill	Flexibility & Adaptability Skill	Initiative & Self-Direction Skill	Social & Cross Cultural Skills	Productivity and Accountability Skill	Leadership and Responsibility Skill			
1. Develop, create, and present personal opinion, ideas, roles, and/or information in order to produce products and/or projects using various media, digital technology, and platforms about a specific topic or idea;	X	X	X	X	X	X	X			X				
2. Create visual information, organize information, and interpret messages to lessen the difficulty in projects, lessons, or activities;	X		X	X		X				X				
3. Recognize and respect the difference between peoples, cultures and societies, as well as the contribution of other people in the society;	X		X				X			X				
4. Research, acquire, infer, and analyze useful information to identify a specific problem or event in order to provide solution from various media and digital technology and platforms;		X		X	X	X		X	X	X				
5. Involve one's self or lead a group to create, develop, execute, or implement an assigned task or project;	X		X		X	X			X		X			



**PATTERNS OF 21ST CENTURY
SKILLS MANIFESTED FROM THE
TEXTBOOKS**

	Creativity and Innovation Skill	Critical Thinking Skills	Communication Skills	Collaboration & Teamwork Skill	Information Literacy Skill	Media Literacy Skill	ICT Literacy Skill	Flexibility & Adaptability Skill	Initiative & Self- Direction Skill	Social & Cross Cultural Skills	Productivity and Accountability Skill	Leadership and Responsibility Skill	TOTAL SUM OF PATTERNS (TSP)
6. Create, coordinate, communicate, and engage with a group or local community to conduct civic engagement activities, projects, products, or solving a problem of the community using various means or platforms such as the use of technology and media;		X			X		X	X	X	X		X	
7. Evaluate the quality of information to analyze and develop connections in and between different/conflicting information and arguments;				X	X			X	X		X	X	
8. Match one's own capacity and leverage other people's strength and weakness, ideas, and concepts to create a project or finish a task;				X	X				X		X	X	
9. Connect theory and practical application to make a decision, provide alternative solutions to real world problems, and use real-world tools to create product that could help change society;	X	X		X				X	X	X	X	X	
10. Possess ethics and fundamental understanding in acquiring and using information from various credible sources and using information to determine one's own learning, or complete a task with minimal or no direct supervision;		X			X			X		X			



APPENDIX Q

SAMPLE TRANSCRIPT OF INTERVIEW

INTERVIEW WITH THE MASTER TEACHER

R: Okay, so ...

MT: Do I need to introduce myself?

R: Good evening, Sir. Thank you very much for allowing me and entertaining me

MT: it's my pleasure,

R: So ... The focus of my thesis is how you develop 21st century skills in the textbooks that we are currently using. As of now we have 2 set of textbooks, one for the government module and the private, selected private textbooks, like 6 textbooks which covers *Araling Asyano*, kasaysayan ng mundo, and economics

R: So uh ... The focus of the thesis, the focus of the interview is how we develop 24th century skills in our textbooks and how do the textbooks develop 21st century skills to the learners. So first of all, are you familiar with the 21st century skills?

MT: Kasi, there's a seminar regarding the 24th century skill, where in civic, last june, even though meron kaming seminar noong grade 10, diniscuss din ang 21st century skill

R: However, the 24th century skill that was discussed by the Department of Education is limited to the four main, four seeds the tinatawag din. Creativity, Innovation, Communication, Collaboration and Critical Thinking, so ... however the context of the 21st century skill that my thesis covers has 12 categories

MT: very limited yung nangyaring seminar sa, binibigay na apat lang na seeds kasama ba 'yon?

R: So, sa tingin mo ba, given all of these, nadedevelop ba ng curriculum ng aralin panlipunan ng DepEd ang skills na 'to?

MT: Aaaminin ko sa'yo friend 'di ba, sa part kasi halimbawa rin ng DepEd, alam naman natin na hindi lahat ng bagay naibibigay kundi may pagkukulang din, for example, I'm teaching grade 10 ngayon, aaminin ko sa'yo anong buwan na ba ngayon? It's almost November pero wala parin kaming module, 'di ba, pero pinrovide naman kami ng module pero sa studyante wala pa, so for me friend ang subject d'yan is depende na rin sa initiative ng teacher

R: Pero given yung sa module halimbawa ikaw ay nagtuturo ng contemporary issue pero nakapagturo ka din ng economics at ng iba pang subjects

MT: Oo

R: Given yung sa modules na nagamit ninyo, at nung ikaw ay nasa private school pa. Sa tingin mo ba nadedevelop ng libro yung mga 21st century skills?

MT: Oo, naniniwala ako



R: Na kapag binasa ng bata yung libro, nadedevelop on its own

MT: Kung pagbabatayan natin gamit ng mga libro, for me, may kakulangan pa rin kasi kung titignan natin, may iba't ibang pa silang itatackle sa libro na may mga itatackle na nagbibigay ng impormasyon, at aminin ko sa hindi may mga ibang impormasyon na alam naman natin na ano ba talaga yung tama? 'di ba friend?

R: Oo, so may mga questionable?

MT: May mga questionable pero ang sabi ko nga sa'yo nandyaan parin yung inisiatibo ng teacher at the same time ng isang estudyante

R: Pero kasi ang focus ng thesis ay libro

MT: Yeah, for me, naniniwala ako na hindi ganoong kasupplement yung libro, may mga pagkukulang pa rin

R: May mga babasahin n'ya lang, so kailangan pa rin sa palagay mo kailangan pa rin ng reinforcement ng guro?

MT: Definitely, at the same time sa estudyante rin mismo, 'di ba kasi mas maganda rin sa estudyante na sya mismo natututong magsaliksik 'di ba kaya dapat natututunan, ang goal din natin ang bata natututo ang bata na magsaliksik, na magsuri, 'di ba?

R: Doon sa mga 21st century skills na aking nabanggit kanina, alin d'yan yung sa tingin mo na maaaring makapagdevelop o makakapag-address ng political na area ng social studies?

MT: You know, talagang natutuwa ako na shinare mo sakín yung iba pang skills, 'di ba, kasi alam talaga natin na yun lang pero meron pa palang iba, sapalagay ko ha, bilang isang guro ng *Araling Panlipunan*, mahalaga rin na madevelop ng bata yung tinatawag na socio-inquest cultural, importante yun d'yan na papasok yung tinatawag natin na localization, contextualization kasi mas maiintindihan ng bata ngayon yung kanilang mga natututunan, kasi may mga references tayo na ang base solely ay nasa ibang bansa, hindi yun naiintindihan, right?

R: Lalo na kapag pinag-uusapan natin yung Asya

MT: Yes, oo, so for me, Charles, maganda rin siguro yung binanggit mo kanina kung ako yung gagawa ng libro mas maganda rin siguro sa malaking hamon din sa author na ang libro din dapat pagbatayan din halimbawa yung maging sensitibo din dapat ang author, halimbawa sa tinatawag natin socio-inquest cultural nang sa gayon mag naa-appreciate ng batang nagbabasa yung kanilang mga leksiyon at the same time mas naiintindihan n'ya

R: So mas mahalaga, sp ang sinasabi mo mahalaga na ilagay sa kontekto ng local na

MT: Which is yan yung hamon ngayon ng 21st century, 'di ba kasi ngayon 'di ba dapat mas naiintindihan ngayon ng estudyante yung kanilang natututunan sa point of view n'ya, kasi for example, 'di ba iba ang point of view, d'yan pumapasok yung mga pantayang pananaw, pansin ng pananaw, 'di ba? Mas maganda siguro na bago natin tignan ang ibang pananaw, sa atin muna magsisismula, mas maiintindihan n'ya ang konteksto ng kanyang mga pinag-aaralan, at the same time Charles yun din, isa ring malaking hamon din siguro na i-develop yung leadership na tinatawag and responsibilities, kasi sa ngayon nga isang malaking hamon din kasi may kulang satin bilang isang estudyante magkakaroon sila ng pakialam sa lipunan n'ya.



Oo mulat ako, oo alam ko ‘yan pero ang tanong doon, nagamit ko ba? ‘di ba, nagamit ko ba yung natutunan ko, d’yan papasok yung leadership and responsibilities, pa’no ilalapat yung natututunan mo

R: So ang sinasabi mo, maaaring alam ng bata, per yung paglalapat, yun yung problema

MT: Oo, kumbaga doon nag-i-stop e, kasi ‘di ba, bilang isang, tayong mga teacher, alam natin na naituro natin, pero paglagpas halimbawa ng bata sa paaralan, hindi natin alam kung ginamit n’ya ba o hindi yung kanyang natutunan. Wag na tayong lumayo, labasan ng bata, bawal tumawid, oh bakit tumawid ang bata? O ‘di ba, bawal magtapon ng basura, bakit nagtapon ng basura? So isang malaking hamon satin

R: So yung applicability nitong mga theories kasi, in reality, these are theories, so yung applicability nitong mga teoryang ito sa lipunan at sa bata mismo

MT: At siyempre rin Charles, kasi ‘di ba gumawa rin ako ng thesis? It’s all about learning styles, actually sa social studies mas naa-appreciate ng bata yung kanyang, marami kang matututunang learning styles, ang dami pero lumabas doon sa pananaliksik ko basically na mas naa-appreciate ng bata yung kanyang natutunan yung mismong yung kanyang naiintindihan base sa kanyang sariling pananaw, kumbaga nailalapat n’ya mismo yung kanyang natututunan

R: Kaya lang paano mangyayari ‘yon kung iba-iba ang pananaw ng bawat mag-aaral?

MT: Ibig sabihin, d’yan mo na ipapasok halimbawa kung contextualization na sa atin muna, for example, sa Paranaque muna, ‘di ba, i-relate muna natin ang isang problem sa Paranaque muna, bago ito pinost sa isang scripture para naiintindihan ng bata

R: So, kinakailangan para makapagbuo ng ganitong, halimbawa ng mga libro, kailangan na maicontextualize ng authors yung mga suliranin

MT: Yes, isa ring malaking tulong din sa bahagi din naming mga guro kung ang libro niyo ay usually na-contextualize na rin sapagkat, mas madali na naming mailalapat yung kaalaman, yun nga lang po ang nakikita kong magiging problema d’yan, generic na, so syempre ang mangyayari d’yan, ay ano ba naman yan pangkalahatan, yun yung isang malaking hamon naman sa mga author

R: Kung paano ngayon ilo-localize yung isang sitwasyon

MT: Yes, yun yung isang malaking hamon din sa bahagi ng halimbawa, ng manunulat ng aklat, yun yung nakikita ko doon, pero kung sa beneficiary ang pinag-uusapan, bilang isang guro ng *Araling Panlipunan*, malaking tulong sa aming mga guro kung saka-sakali ang librong ‘to halimbawa ay maco-contextualize, d’yan na rin papasok halimbawa ang strategy ng isang teacher, ‘di ba? d’yan na rin papasok kung papaano ilo-localize yung kanyang mga lessons

R: Sa tingin mo makakapag-address ang 21st century skills sa mga suliranin na. let’s say political? Maa-address kaya kung natutunan ito ng mga bata?

MT: Sa political, for example, kumbaga pagbabatayan natin ang 21st century, oo, pupwede, kasi halimbawa na yan ang leadership and responsibilities, pwedeng pumasok yun, ‘di ba? Pwede naman nating sabihing initiative, ‘di ba yung adaptation halimbawa ng isang estudyante, at the same time, yung communicaton, that’s the most important thing

R: Sa aspeto ng social cultural?



MT: Definitely, d'yan papasok ang social cultural, malaking hamon, yun nga lang friend, base sa pag-uusap natin ngayon, kasi may kulang samin ngayon 'kala ko apat, 'di ba? So meron pa palang iba, na dapat din naming matutunan din bilang isang guro, mas lalo nang maiintindihan yung lesson

R: Na limitado ito sa apat lamang

MT: Yes, sa apat lamang

R: sa aspeto ng ekonomiya?

MT: Definitely, napakalaking tulong 'no, usually kasi sa economics kasi 'di ba, ang unang-unang halimbawa sa economics kasi ay 'di lang umiikot sa paggastos ng pera, ang unang-unang siguro dapat natin magkaroon din ng concern ay paano na natin ililigtas o isasalba ang pinagkukunang yaman, 'di ba? So malaking kamulatan halimbawa dito for example yung kamulatan ng estudyante kung anong nangyayari sa kanyang kapaligiran, kung paano natin matutugunan ang problema natin halimbawa sa mga pinagkukunang yaman yan yung malaking hamon sa economics

MT: unang-una halimbawa sa economics for example, basically ha, kasi 'di ba dinedvelop halimbawa ngayon for example, yung information, 'di ba using ICT, pwede nating silang gamitin halimbawa bilang isang guro pwede tayong magpagawa ng mga legacy, yung mga video halimbawa kung paano magkakaroon ng kamulatan ng kapwa estudyante sa pagresolba ng halimbawa sa lumalalang halimbawa, polusyon, ng pinagkukunang yaman, gamitin natin ang technology

R: At kung paano nabibigyang solusyon

MT: Again, alam naman natin ngayon 'di ba sa lawak ng gamit ng media ngayon, pwede tayong halimbawa magpadala ng mensahe 'di ba, so pupwede, napakalaking tulong

R: Ano yung palagay mo sa mga textbooks na nasa market ngayon? Sa tingin mo ba ay malaking tulong para sa mag-aaral natin?

MT: Oo naman malaking tulong, yung mga textbook na yan, pero siguro bilang isang guro din, actually ang textbook kasi guide lang s'ya sa teacher e, tulong sya oo pero, syempre ang napakalaking responsibilidad pa rin mismo yung nagbabahagi ng kaalaman which is the teacher, kung ang estudyante ay dapat mulat, dapat ang teacher ay ganoon din 'di ba? kasi aminin mo man at sa hindi sa dami ng mga references minsan hindi natin alam kung ano ang tama't mali, 'di ba? So d'yan na rin papasok dapat yung kaalaman at yung kasanayan ng isang guro na matuto din tayong magsuri sa mga binabahagi natin

R: Pero kung yung mag-aaral din mismo yung gumagamit ng libro, sa tingin mo nakakatulong ito sa kanila, sa mga mag-aaral?

MT: Batay sa aking karanasan bilang guro, malaking tulong halimbawa yung mga references na yan, usually sa mga references na yan, d'yan nagsisimula yung ideas, at nangyari ito sa iba't ibang klase ng mga author, d'yan na papasok kung paano magsusuri sa klase

R: Kaya lang paano kung ano, paano kung iisang textbook lang yung ginagamit?

MT: D'yan magiging limitado ngayon, 'di ba for example kung isang textbook lamang usually magiging limitado lamang, yung pagbabahagi ng kaalaman, kaya maganda rin sa isang klase na gagamit sila ng iba't ibang klase ng references

R: Sa libro ng public schools, sa tingin mo ba sapat?



MT: Hindi, marami pa ring mga kulang, halimbawa sa aklat ng public school

R: Kulang sa anong aspeto?

MT: For example, halimbawa sa mga paksa, may mga, kumbaga may mga pahapyaw although

R: so yung content, yung discussion n'ya mismo

MT: Oo, pahapyaw, at the same time siguro yung mismong nilalaman na rin irerelate ko na, for example I'm teaching contemporary issue ngayon, for example may topic na globalization, dumaan lang ng globalization so depende rin sa topic kung paano palalalimin yung topic kasi gumagamit na 'ko ng iba't ibang references

R: Eh yung mga ... let's say yung mga art of questioning? Dun sa libro, sa ginagamit n'yong libro ngayon?

MT: Sa ngayon okay naman yung form sa art of questioning, yung pamprosesong tanong, pero limitado pa rin, usually kasi sa pamprosesong tanong umiikot lamang ng dalawang katanungan, tatlong katanungan

R: Oo, masyadong maikli

MT: Pero kung gusto mo s'yang mapalalim, meron naman tayong academic freedom na tinatawag, pwede mo s'yang palalimin

R: So sa mga activities sa libro, yung mga gawain?

MT: So ako ha personally speaking, bilang isang guro hindi ako masyadong nagrerey sa mga gawain nagkakaroon ako ng mga karagdagang gawain sapagkat naniniwala ako na makakatulong ang karagdagang gawaing ito na higit na matutunan ng bata yung lesson

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R: Pero sa tingin mo yung mga gawain na available sa libro ngayon ay ...

MT: sa performance task usually kami ha, s maski naman kasi hindi kami masyado nakabatay sa kt program

R: May discussion at may activities, sa palagay mo alin ditto ang mas mamkakapag develop 21st century skills

MT: Ang kaibahan ngayon, I will speak in behalf on the module and public, kase kung titignan mo ang module ng public in terms ng bitini, actually marami siyang skills ma ibinibigay , unang una , I am understanding ng bata , kase yan sir lee, kapag na sa V3 na tayo may mga article na binabasa ang bata, may mga lesson na binabasa ang bata, and after niya mabasa ang article na ito, myaay ,mga guide questions pa siya so for me, andun yungone shot na, andun na yung critical thinking tsaka andun na rin syempre halimbawa nang pagiging initiative, So andun na pasok na lahat halos , yun yell strategy nay un halimbawa ng teacher

R: So sa palagay mo na mas maganda ang libro na may content at the same time activities

MT: kase alam mo sa totoo lang ngayon ang bata, ang atensyon ng bata napaka ikli, at mas maganda din na yung bata natutunan ang lesson batay sa kanyang sariling Gawain, kase nakakapag suri siya , iba ns siya di na siya baning system e, diba dati sanay tayo na nag teacher ay Blah, ngayon hinde na e, diba sa process na din, at nakikita ko din na with the use that module, nadedevelop na din ditto for example yung collaborative learning ng bata, kase sila mismong mga bata , sila mismo , natutunan nila, which is malaking part din yun sakto sa teacher, kase bilang isang guro, Facilitator na lang tayo sa loob ng classroom

INTERVIEW WITH THE HEAD TEACHER

R: Okay so Good afternoon po maam. How do you select your textbooks po?

HT: Good afternonn Ah Okay, ah when we select, we have the procedure on that, First is we give the textbooks, all the examination groups, to our teachers. Ah. Since they are the one who will holding the subject, so they are the ones who check the contents of the books and..... what I told them was a You



have to check the list of K-12 Curriculum, if it meets the curriculum, the learning competencies, based on the K-12 curriculum, then that's it, and ahhh.. We have a check list to be checked by the teachers, they have to read the textbook, and then see content, and then they give their recommendations, every time they recommend, I trust them so.... Upon their recommendation I also recommend to the principal through the Vice Principal and the principal approves it

R: For all subject areas?

HT: No! not just by AP for all subject area so, we don't really choose a subject area chair, we don't choose the textbooks, the teachers who will handle the subject are the ones who choose the textbooks, And usually during summer they ahh.. they are given anu.. ahmm even before summer sometimes January, February or December, some publishing houses they would send us copies to evaluate, it is time to change textbooks. But again ah it depends on the teachers, let's say we have to change the textbooks but if the textbooks, let's say if they were given new sets of textbooks, and the.... They see that a... the old textbook is better than the new one, they stick to the old textbook, our criteria actually is, if it satisfies the needs of the subject, and also we look into the activities

R: Opo

HT: After the lesson

R: Lesson

HT: It could help students, because now the textbooks are so nice, nice in a way that it's complete already, it's so worth text after do, after the lesson the student can answer and that could serve us not just only enrichment activity but also a quiz

R: Hmmm

HT: And assignment and sometimes other written works, ah that's enough already for the students to answer

Learnr: Maam ahhh.. yung sinabe niyo kanina na may criteria.. yung criteria po does it involve in selecting or does the criteria include the contents of the textbook or the skills that the textbooks are development?

HT: Ahhm that involves the content and then the skills also, we have to satisfy that the skills with the learning competencies required by the DepEd

R: Maam, are you familiar po with the 21st Century Skills?

HT: Yess

R: Ahh what do you think maam that should be focus of *Araling Panlipunan*, when it comes to developing the 21st Century Skills

HT: Focus in terms of...

R: In terms of, how it would be developing or what should be developed in the students

HT: I think ahh.. since I am also a teacher, teaching for 22 years for I became subject area teacher, I think what our students need in terms of as far as AP is concerned is ahhm, more analytical, the students should be more analytical



R: Opo

HT: And then they should be more able to answer higher order thinking skills, and they should go beyond the dates the events the persons, they should know how to explain how.. why the times questions, not only answering who, what, where, when. They should be also able to, for me it's important that also they should always be reading and listening to the news, that they would know what's happening around them and

HT: About current issues and we also want them to.... Give solutions to the problem, which is impossible for them since they are students, but they should think higher, especially drug-related students, they are aware already what's happening, they should know for example, as students, how will they be able to help the government, the school, the community in other words, they hold full percent...

R: Ma'am I will show you a list of the 21st Century Skills, Okay ma'am so, currently ma'am in my study we have 12 develop main skills for Araling Panlipunan, so the 12 skills are there po, which do you think is the most important or should be the focus of *Araling Panlipunan* as a subject

HT: Ah Okay, Productivity and Accountability, that's my own personally

R: Yes ma'am! So Productivity and Accountability that's students are able to produce

HT: Yeah, kase I'm an economics teacher so I would want them to be more productive that's what I always say to my students, Reproductive, we should always contribute to our economy, and then you should be accountable for what ever you're doing and for what ever we have done, don't leave anyone for your mistakes or

R: Opo

HT: Your actions, always you, it's about you, I don't want to get any answer na "E siya kase" no it's still your judgement, it's still your action, it's your decision, because that's economics e, personal decision

HT: So far there's no feedback naman that ah.. teachers are, no it's not we, there's no feedback na mahihirapan sila, in fact I think very timely yung mga Grade 10 na contemporary issues, kase these are grade 10 students already, they could think higher and na sila e.. yung grade 10, and they are exposed to current issues, like now we have so many contemporary issues, so I think it's not difficult to them, they always read that on the news, parang and na lang yan e, every day they would see these issues, kaya lang syempre it's either whom, they have a yung mas malalim na discussion issues

HT: Kaya nga it serves as a guide only, the skill, ah, malaking bahagi yung teacher, especially yung mga activities na gagawin ng teachers, parang uso na ngayon yung and... foresees natin sa and... collaborative learning ng mga bata so, kailangan meron ding mag push sa kanila, you have to do these, this is your activity, pero kung basa lang hanggang dun na lang yung knowledge niya

HT: Somebody should be there, otherwise wala nang trabaho ang teacher, somebody should be there, to guide and to enhance more, to enrich kung and man yun lesson, and ah.. ang goal kase natin, is yung lifelong learning, it's not enough na they know, they understand, they should be able to apply what they have learned, and without a teacher, impossible also na mangyare yun

R: parang it's just a plain text without any obtain, ma'am do you believe that there are gaps between the model ng 21st century skills na sinabi niyong foresees plus itong nandito sa listahan

HT: Gaps?



R: May gap po ba? Between these list, the idea of the 21st century skills VS the practical application inside the classroom

HT: Palagay ko wala naming gap, kaya lang , it's a matter how we implement kase, parang its there, naka.. naka program na yan, then yung.. pero mahirap kase I achieve to lahat e, sabi ko nga a little of something

R: So in what way maam, in your textbooks or your current textbook you're using, napansin niyo po ba, how do the author divide the lesson or the content

HT: Hmmmmmm

R: Or how.. how does the author divide the framework of the..

HT: Ahhh sa history, grade 7,8 they start with a early civilization hanggang sa, yung stages ng anu, yun yung presentation up to the present

R: Chronological

HT: Sa economics naman from yung general view, economics, definition of terms,resources,micro economic school,macro and then towards the end, ah public sector na kumbaga so from micro to macro, sa grade school naman, aah grade 3 is pamayanan, community how they, how the , how we, was arole in the community , yun ang components ng community, so from, kumbaga from small anu to bigger anu din, and then sa grade 4 is about the regions naman, so they discuss from region 1 hanggang region..

R: Hanggang buong region

HT: Sa 5 and 6 naman, is Philippine History up to the Spanish, so its historical anu din, chronological anu rin

R: Opo

HT: And then 6, after spanish period naman up to the present ,chronological anu din siya

R: Ahh, in 1 aralin maam, for example 1 chapter or 1 aralin of the textbook, anu po yung.. kung napansin niyo, anu anu po yung mga aspeto, or anu anu yung.. paanu dinivide yung isang aralin, in the presentation of the textbooks itself

HT: Depende sa anu yan e

R: For example maam, meron pa ba siyang kinukuha na, na ahh.. may kinukuha po ba siya na prior knowledge, may motivation po ba siya?

HT: Ah Okay

R: Then yung parts of the anu po, how was the textbook present itself?

HT: Usually in AP the presentation is.. theres a summary first, parang introduction pa din, not summary, introduction of the lesson, and then after the introduction, yun na yung mga topics na,

R: Yung bahala sa formative assessment, maam ah, kayo po sabi niyo po nagturo po kayo for 22 years po, so medyo matagal na rin po yun, in your experience maam, whats the difference between the textbooks noon at textbooks ngayon



HT: Ngayon , Ngayon yung textbook ngayon is more colorful, more activities, more enrichment activities after the chapter

R: The way it was written, the way it as presented?

HT: The way it was, ahhm parang mas maganda ngayon, it was presented, mas maganda, though sa economics kase pare pareho naman na kase ang anu e

HT: Yung content pare pareho naman e,yun nga lang I cannot recall anymore, may book kaase kami noon na very simple yung presentation, madaling maintindihan ng mga bata , economics is a hard subject , madali but its hard, akala mo madali kase very practical, pero its hard when you talk on principle, mga theories, mahirap siya ahhh.

R: Practical pero mahirap, ganun ang dating ng economics, I think ngayon mas maganda yung pagkaka present ng economics, ah dati kase may book noon si Bernardo Villegas

HT: So hinde ko siya kinuha, pero references ko na lang siya, pero yung mga textbooks kase pang high school madali siyang maintindihan ng mga bata, pero there was a time na ako talaga yung pipili ng book sa eco. Talagang inanu ko kung anu yung madaling maintindihan ng bata, yung pinaka simple pero nandun na lahat

R: Nandun na

HT: Nandun na kumpleto na siya

R: Maam noon po ah, ofcourse the 21st century skills is, is for really new, new idea, pero noon po ba may anu kayo na , you hae to select , you hae to create yung critical thinking ng mga bata,problem solving nila, may ganun din po ba when you select the textbooks noon

HT: Dati kase wala kaming fini fillup-an na anu e

R: Form

HT: Wala anu lang basta , tignan mo lang kung maganda yung content, and kung sa palagay mo e, anu siya

R: So more on content

HT: So content wala kaming guide na ganyan, ngayon kase meron na kaming evaluation form talaga ng textbook that we have to check

R: So parang may rubrics tayo no?

HT: Oo, che check mo siya, so makikita dun kung talagang siya e, kung madami yung highest mo, yung book na to, so siya ang kukunin mo, and then you give your comments why you chosen this book, and wala kase akong nare recall na nag ganun kami e, pinapa tignan lang samin, eto ok to!

R: Dito rin po yan sa San Beda?

HT: Oo dito rin, dito, ditto ako nag start magturo, 1989

R: So hanggang ngayon anu ka pa rin, with the selection of the textbooks maam, do you consider current trends and trends and theories,in social sciences to consider a textbook?



HT: Anung panung current trends?

R: For example maam, ahhh yung integration of issues or integration of different theories, lets say multi intelligence theories or differentiated instruction, do you consider those things when you consider the textbooks, in selecting the textbooks, or the use of technology, integrates technology and digital recording

HT: Ay oo, we conseider that when we anu.. when we choose the textbooks

R; So maam ah, in your preception, in your own preception maam, do you think that.. that the textbooks integrate the 21st century skills?

HT: Activities siguro, pero syempre malaking part yung content

R: Hmmmmm

HT: Kase that's basic e, they should kno the content knowledge and then they should understand, kailangan yung mga domains natin ma satisfy mo, they should know how to analyze they should know to evaluate, so anu yan e, This are components para maging, anu yung bata, its not only ah.. activities you should first introduce, you should first teach the students, pag marunong nasila ng knowledge and then, go to thte higher level

R: Hmmm,So maam ah.. are there keywords or statements, keywords that promote the 21st century skills

R: Ah Maam, would you say that there are gaps in the development of skills in the textbooks. Or may kulang ba or may nawawala ba? Or may kailangan bang dagdagan?

HT: Parang meron kase di naman perfect din yung mga textbooks dito e. So parang may kulang parin kase ahmm, hindi mo parin kase naman makikita na ang mga bata ay talagang magaling mag-isip, yung critical thinking ,kase yun talaga ang objectives sa A.P. dapat critical thinking.

Ah, may ilan na magagaling pero may ilan din naman na parang nafustrate ka as a teacher na hindi mo nadevelop yun sa kanila that we don't know kung anong reason, kung ito ba ay student factor or teacher factor,pero ako nafustrate ako na parang at the end of the year parang di mo sya na, parang andun lang yung sa kanya, parang nafustrate ako.

R: Ahmm,kayo po Maam, as a teacher, di po muna as a subject area coordinator but Maam as a teacher po for how many years by now, what do you think Maam, should be ahh, ano ba, how, what do you think Maam is ,or what do you think is the best quality of a textbook?

HT: Best quality, sa akin wala akong best quality, kungbaga it should be anchored sa ano e,kung ano yung curriculum niyo , kung sinagot niya yung curriculum, sa akin that's ano,

R: That's the best.

HT: Ya, that's the best, kase iba iba nga,katulad ngayon K to 12 ngayon, ayun I've been with my own standards e, so ito dapat,ang concern ko as a teacher is yung matuturo ko ng maayos kase simple lang yung presentation base dun sa, kung ano yung curriculum, pero I don't tend that set of standards on my on kase yung may..

R: merong dapat ganito, dapat ganyan.

HT: Yun lang naman, ang hinahanap ko lang naman sa textbook, lahat ng topics na ano ng ;;;;;; ditto na simple, madali lang intindihin.



R: Pero kayo Maam , as ano naman po as a subject area coordinator handling all levels, di lang po Home Economics, what do you think should your or what do you think should be the qualities of the textbook that may, that will make your teacher choose?

HT: Ah, yun nga, siyempre nga yung content it should be bare what's needed, that would develop also the skills ng mga bata,kase skills,nag aano tayo sa skills nga.

R: Ahhh maam, so okay, how do you suggest to.. for an author or for the author na to develop the content sa textbooks niya, for example syempre lalo na sa panimula or the introduction of the anu.. is it better to plunge agad dun sa topic or kunin muna yung prior knowledge or yun nga sabi mo kanina may caricature may analysis muna , which should be better for you?

HT: Siguro parang may background anu muna, about the topic

R: Kesa sa anu agad, diretso kagad dun sa textbook

HT: Or pwedeng.. meron akong na encounter dati may pictures na parang motivation, may mga pictutre muna may questions, naka colored yung pictures, pagka sagot nila ng question dun sila mag start ng pinaka lesson o presentation

R: Mamm dun sa textbooks na ginagamit niyo, is it.. yung isang discussion na mahaba, and then sa dulo activity, exercises, or is it a short discussion and then short discussion and then short discussion ulit sa activity

HT: Depende pa naman yun sa teacher, dapat mag plan ahead na siya, tingnan niya yung mga questions after ng chapter, so halimbawa yung question na ito para sa itong topic, ang gawin niya let say kahit dire diretso yung discussion sa isang chapter, and then afterwards yung mga questions and activities, ang gain niya is let say itong topic na to ay taps na siya, magpa sagot siya dun sa nandun sa libro

R: Activity

HT: It doesn't necessarily mean na pagkatapos ng lahat tsaka ka magpapasagot, kase chop din naman yung mga activities and questions e, depende kung anu yung topic, tingnan niyo na agad alin dun yung portion ng activities ang sinasagot itong topic na ito, so yun ang gain niya

R: Pero maam kayo po? Personally? Which do you prefer to the format of the textbook?

HT: Okay lang sakin yung after the whole chapter,yung..

R: Yung mga activities kase para ahh.. hinde ka rin.. kumbaga pag nagpa sagot ka alam mo na ang part na ito after the chapter yung mga sasagutan, pero you must see to it na, itong topic na ito ay may question dito

R: Question

HT: So halimbawa tapos ka na sa topic na to, you can give an assignment, or okay you go to page anu , enrichment activity , answer 1 and 2 na may tanung na related sa nauna, and then kapag tapos ka na naman sa topic 2 and then may question na naman in the end na related sa topic 2, sagutan mo din naman siya or kung gusto mo naman parang summative after everything tsaka na sasagutan lahat ng questions



R: Okay, ah in terms maam of the content of the textbook, which do you think is the much better for the students the.. yung talgang text o discussion in paragraph form or there are graphic organizers , there are tables

HT: Mas maganda yung may organizers mga tables mga chart , mas naiintindihan, ako mas naiintindihan ko

R: Opo

HT: Pagka ganun may mga diagram

R: So we can go away with the long discussion or basic with anu..

HT: Anu lang konting definition kang pero with the help of the graphic organizer or diagram mas naiintindihan ko kase, pag may mga chart mga tables madaling maintindihan, sometimes kase pagka in paragraph form, matagal magbasa e, tapos antagal mo bago maintindihan pero kung konting explanation pero nandiyan yung diagram

R: Mas madaling maintindihan or how about maam yung anu po , yung ah.. Diagrams organizers compare maam sa let say picture sa other forms of media

HT: Pictures, that can also help yung pictures, malaking bagay din yung may pictures, kaya lang hindi mo rin kase lahat madadaan sa pictures , depende rin sa topic e

HT: Kami ang nagpu purchase kami ng mga video documentary or nanghihiram kami sa INC ,si teacher pag meron siyang copy tas pinapa copy na lang nung teacher like ngayon meron kaming ipapanuod sa mga bata about human rights , diba human rights ang center



APPENDIX R

CODING OF INTERVIEW (Raw)

Code	Verbatim Text
Gaps in Coverage	• (Master Teacher or MT) Kung pagbabatayan natin gamit ng mga libro, may kakulangan pa rin • (Head Teacher or HT) Naniniwala ako na hindi ganoong nasupplement ng libro, may mga pagkukulang pa rin • (Teacher-Author or TA) Nagkakaroon ng errors kasi ang ginagawa nila lahat minamadali nila as in walang level of checking • (MT) Kung isang textbook lamang usually magiging limitado lamang, yung pagbabahagi ng kaalaman • (MT) Marami pa ring mga kulang, halimbawa sa aklat ng public school, sa mga paksa, may mga pahapyaw
Extensiveness of Coverage	• (Senior Editor or SE) Mindset ng mga gumagawa kung gaano kalalim yung pagtackle sa mga topics • (Author-Consultant or AC) Localization, yun nga ang sinasabi diba? Dapat i-localize at indigenize yung lesson, yung content dapat rin icontextualize mo sa sitwasyon nila • (Vice Principal or VP) Minsan kasi tali tayo sa gusto ng publication, ganito kasi yung framework, imbes na gusto mong damihan yung content, hindi pwede kasi yun lang yung nasa framework • (MT) May iba't ibang pa silang gustong i-tackle sa libro, may mga itatackle na nagbibigay ng impormasyon • (MT) Depende rin sa topic kung paano palalalimin yung topic kasi gumagamit na ako ng iba't ibang references • (MT) Weaknesses siguro ng modules, for the example is the content nga • (TA) Kasi kailangan pang i-process yung mga information na nasa libro
Alignment to the Curriculum	• (MT) May mga ibang impormasyon na alam naman natin na, ano ba talaga yung tama • (Head Teacher or HT) Sequence of the topics, but still the teacher has to get other sources, so that there are more sources the better for the students • (SE) We're confident enough, we say that we are hundred percent align with the current curriculum • (SE) For the others, unfortunately they don't follow the competencies • (AC) Kapag pinag-aralan pa nila yung mga susunod na lessons and topics on AP, makikita na sunod-sunod mula elementary hanggang Senior High School • (AC) Obviously we follow the curriculum guide of the Department of Education • (AC) It should be updated, according to the demands of the DepEd, dapat nag-improve • (HT) You have to check the list of K-12 Curriculum, if it meets the curriculum, the learning competencies, based on the K-12 curriculum, then that's it • (HT) That involves the content and then the skills, but we have to satisfy that the skills with the learning competencies required by the DepEd



Code	Verbatim Text
Alignment to the Curriculum (<i>cont...</i>)	• (HT) Kumbaga it should be anchored sa kung ano yung curriculum niyo, kung sinagot niya yung curriculum • (TA) Yung pagkasunod-sunod ng mga pangyayari, kung yun yung lesson mo yung historical event, doon mo ibibigay yung concepts na kailangan mo
Depth of Coverage	• (MT) Napakababaw ng contents ng module natin • (AC) Okay maganda yung pagkabuo ng mga learning competencies, pero paano mo makikita yung learning, kase yung gagamitin ng bata na mga module na hindi naman well prepared • (AC) Reading just the learning competencies, kapag binasa mo yung isang learning competencies • (AC) Tsaka paano mo idedeliver yung questions, kase puro tayo knowledge level • (TA) So ang tingin ko diyan is dapat maidentify yung big idea, main idea, or whatever the essential understanding • (TA) So kailangan maliwanag sa teacher at sa magsusulat kung ano yung big idea. Then, ano yung kailangang detalye para mabuo ang naratibo para maipalabas ko ang big idea. • (TA) Pero kasi pag di alam ni teacher yun hindi na yun matatransfer sa bata putol-putol na activities na you are preparing the students
Achievement of Learning Goals	• (HT) So parang sine-set ng textbooks kung ano yung objectives at paano yung magiging flow • (HT) At the end of the school year, did you achieve your goals? Kapag may textbooks you have your goals already, so for every topic, what are your goals, objectives • (HT) They should know the content knowledge and then they should understand, kailangan yung mga domains natin na masatisfy mo • (HT) Kumbaga it should be anchored sa ano kung ano yung curriculum niyo, kung sinagot niya yung curriculum • (TA) May mga binabagayan yung competencies sa mga 21st century skill
Declarative Content	• (AC) Ang kailangan talaga yung step na lagi ay yung pagdevelop yung idea • (MT) Diyan nagsisimula yung ideas at nangyari ito sa iba't ibang klase ng mga author, diyan na papasok kung paano magsusuri ang klase • (SE) Puro basa, and the information was not appreciated by the students. • (SE) Kailangan updated yung content, para maappreciate nila kasi madaming bagong content. • (AC) Oo, pero kapag kinompare mo yan, makukuha kaya yung sagot ng bata dun sa contents ng module • (AC) Kaya maaring yung content ngayon hindi pa fully understood ng bata kase it matures, lumalawak yung understanding nila para ma-grab nila yung content • (AC) They should go beyond the dates, the events, the persons, they should know how to explain how and why, the times questions, not only answering who, what, where, and when



Code	Verbatim Text
Declarative Content (<i>cont...</i>)	(AC) Inayos na ng DepEd yung content natin diba? Kailangan i-chop na ng maayos yung content (HT) So if you were able to discuss all of these topics, you've already achieve your goals, pero kung wala kang textbooks, how would you set your goals? Ano yung mga objectives mo? (TA) Kasi kapag gumagawa ka, hindi mo masasabi na 100% accurate. You make the necessary precautions para as much as possible na tama lahat ng nagawa mo
Procedural Content	(MT) Papaano ilo-localize yung kanyang mga lessons? (SE) We can choose one particular lesson, for sub-specific skills, that are the skills that these lessons can be develop (AC) Kung ang activity would be equivalent to the skills to understanding, kailangan ng more activities (TA) On the side of format, sa pedagogical aspect mayroon kaming sinusundang format pero pagdating sa content, sa nature of history and everything, wala yung format na available (VP) Hindi mo naman kailangan lahat isiksik yan sa isang libro. Pwede na nilang masearch yun sa internet. (TA) Gusto ko yung libro na may mga activities. Sa ngayon, walang batang magbabasa ng text heavy na libro
Contextual Content	(SE) We have to develop among our students the skills on how to really interpret especially on the social functions (SE) For example, a performance task that the student will do something that is yours talaga (MT) Isang malaking hamon sa guro sa mga lungsod na magturo ng agrikultura, dahil unang una ang bata sa lungsod ay hindi naman gaanong may alam sa agrikultura talaga (SE) Yung textbooks natin, in the real world, were we can use as a spring board for our classes, like issues and concerns (AC) Once kase na may basis na yung bata, yung foundation of knowledge na evaluated na, na-measure mo sa art of questioning, application na, kumbaga theory to application (AC) It is important to know what the person can do, yung mga how and why questions, kaya iyon yung pinakamahalaga sa akin eh
Application of Content Knowledge	(HT) Ganoon yung presentation, dapat may introduction, and then yun na discussion na, and last ay yung mga activities (MT) Minsan kulang yung activities na nagcoconnect sa activities, kaya lumalabas kami sa textbook o modyul (AC) Syempre paano mo malalaman na naintindihan nila yung anu yung content, kung hinde mo tatanungin sila o papagawin ng isang bagay na that would measure their understanding (SE) Kasi kailangan naman, connected naman yung learning activity mo dun sa content (MT) Activity usually ay dapat na nakakarelata na yung bata, for example, ina-act na nila yung kanilang natututunan paglabas nila ng paaralan nang sa gayon ay mailalapat nila ng akma at tama ang kanilang kaalaman



Code	Verbatim Text
Application of Content Knowledge (<i>cont...</i>)	• (SE) Oo mas magulo kasi yung mga activities noon, hinde nga kasi siya authentic • (TA) Kailangan magpalabas ako doon ng isang activity or ng isang area doon sa libro ng section na makakasatisfy sa content mo. • (TA) Ito yung magiging basis for the content and basis for activity, kasi if this is really the big ideas, what are the important details na kailangan kong ilagay para dun sa big idea. • (TA) Kung ito yung big idea ko, anong klaseng mga pagtataya ang kailangan kong gawin, para masabi na ang big idea ng bata ay nakuha niya at yung big idea ng aralin ay nakuha
Extracting Prior Knowledge	• • (MT) Usually ang gamit natin na module, diyan papasok yung tinatawag natin na KWL • (MT) May background knowledge na ang bata about the topic pero hindi pa ganun kalalim, kaya usually sa panimula makikita ko yung assessment ng module sa kung ano yung alam niya • (MT) Sa panimulang bahagi ng libro, madalas may mga prior knowledge • (SE) Pwede mo namang gawain yung diagnostic na yun, yung performance task gawain mong diagnostic diba pwede yun? • (SE) Kinukuha niya yung Prior Knowledge, kasi dun mo idudugtong yun e, scaffolding ang kailangan ng K-12 curriculum • (HT) Before the teacher introduces the new lesson, he can either give a diagnostic test, just to find out if the students have an idea
Differentiated Activities	• (MT) Ang strength ng module ngayon, siguro yung mga karagdagang gawain, although may mga kulang pa din na dapat nating rebisahan • (SE) So dun pa lang, wala na sila, dahil ang kanilang ay puro tradisyonal na assessment, hindi pa nagcacater sa needs ng ibang type of learners • (HT) May mga activities na rin dun na pwedeng ibato sa mga bata, kasi hindi puro content yung activities • (VP) Kailangan mayroong mga aktibidad na mahahasa yung kagalingan nila • (MT) Kung anu yung kailangan dagdagan pa siguro yung mga activities na more on reflection, reflective learning
Authentic Assessment	• (SE) I think that's why it's nice that our assessment into K-12 is mostly performance task unlike before, when we say AP, a lot of written works right • (SE) But in the performance task, it is an opportunity for the learner to learn more than the content • (SE) Syempre kailangan actual yung pagperform ng mga tasks, kaya nga sa curriculum guide, hiwalay yung content sa performance standard • (SE) More authentic assessment, more PETA, planned na PETA yun ah hindi yung biglaan lang • (TA) Sa performance task, so ano munang paunang activities ang dapat na ipagawa sa mga estudyante para magawa niya yung performance task • (TA) So pineprepare mo yung bata na magcreate ng product, magcreate ng process, at kapag naachieve kasi ng bata, kapag ang bata nakapagcreate ng something, tataas ang antas ng pag-iisip na nabubuo



Code	Verbatim Text
Authentic Assessment (cont...)	• (TA) Ano mang performance task ay kailangan pinoproseso, kailangan may assessment, kailangan may batayan ng pagchecheck. • (MT) May mga kulang pa rin na sa tingin ko na dapat dagdagan, kasi kung gusto mo talaga ma-reach yung goal mo na matutunan, kinakailangan mo talaga na magdagdag ng karagdagang gawain para madevelop pa ng husto yung target goal mo • (MT) Bilang isang guro, naniniwala ako na i-integrate sa estudyante ay kapamulatan, it's a social awareness
Equal Treatment of Skills	• (SE) Ang danger is when you, especially when you are at the right timing, ang danger would be, you may forget that there are other skills • (SE) Not theory but basically were following the P-21, version of 21st Century Skills, • (SE) They're doing the project, yun na yung anu mo, yun na yung push mo ng iba't ibang klaseng skills, • (SE) dapat walang favoritism, kaya lang syempre limitation ni authjor yun na, mas magaling o mas gusto ko yung isang skill, so dun ko isusulat yun • (AC) As much as possible lahat, pero syempre baka naman maging overcrowded so piliin mo lang • (TA) Lahat mahalaga kasi sya because yun yung gusto mong mabuo sa bata • (VP) All skills are equally important so I don't think that we have to prioritize one over the other • (VP) Hindi pwede natin tong irate kung ano ang mas una kasi minsan may topic or may lesson na may demand kay specific skill • (TA) Pero sa taxonomy na meron si 21st century skills ginagawa nyang specific hinihiwalay nya pero definitely ay lahat yun dapat • (MT) Kumbaga it opens pa nga e sa iba pang skills na pupwedeng madevelop sa bata kasi
Authenticity of Skills	• (SE) Our students must be able to function both in the digital ang in the non-digital • (TA) So if this is the point ng isang aralin, anong technology integration ang pwede kong gamitin para madevelop • (SE) Our student must to develop skills on how do design, what is really authentic and what is not • (TA) So kapag sinulat ko yung content, pag sinulat ko yung activities, doon kailangan ma sastisfy ko yung 21st century skill na iyon. • (TA) Pero kasi si libro kahit nakalagay yung big idea, mayroong mga part na hindi maidedecode ng bata • (MT) Hindi natin alam kung ginamit n'ya ba o hindi yung kanyang natututunan • (SE) Dapat malinaw kay author na kapag sinulat niya paano maipapasok yung authentic skills doon, hindi yung pilit, hindi yung ipipilit na ipasok kahit parang ang fake na



Code	Verbatim Text
Contextual Application	• (SE) Samantalang ikaw yung gagawa ikaw din yung magtuturo, mai-inject mo yun e, na ay pwede pala dito ang visual information, lesson na ito, diba? Na madevelop sa mga estudyante ko, given this lesson and competencies • (SE) May content, wala pang pinag uusapang 21st century skills dahil dati nang may content, wala naman silang ibang nade develop dun is basic information • (AC) Four pillars, so dapat dun umiikot yung content ng textbook natin • (AC) Detached pa rin ang content sa skills, mas maganda yung idea na dapat napapatupad sa application sa mga activities • (HT) Di ba ano yun content yun, fresh pa yun sa kanila, so in fact wala pa silang background about the content • (TA) Kaya nga kapag ako, katabi ko yung listahan ng skills yung mga indicators, kapag ganitong content, anong skill ang pwede dito • (MT) Mas maiintindihan nila yung konteksto, yung reality ng buhay nila ay ano yung dahilan bakit nila pinag-aaralan yung bagay na 'yon • (MT) Bilang isang guro ng social studies mahalaga sa isang studyante na mulat siya at magkakaroon sila ng pakialam sa lipunan niya • (MT) Oo mulat ako, oo alam ko 'yan pero ang tanong doon, nagamit ko ba? Anong nagawa ko? • (MT) Kamulatan ng estudyante kung anong nangyayari sa kanyang kapaligiran, kung paano natin matutugunan ang problema natin • (SE) The context of the 21st century is they should do something about that information • (AC) Oh sige, video kasaysayan, pero kailangan i-connect nila sa context ng alam nila • (AC) Sa AP, hindi naman nila skill na gumawa ng video eh, pero para ipakita yung natutunan nila sa kasaysayan using a video. So yung context dun is sa liugar ko, ano ang Kasaysayan? • (HT) Alam nila yung conept ng poverty, pero yung context kung paano mamuhay ang isang mahirap, hindi nila alam yun • (SE) The only thing you can that you can develop the 21st century skills, let them do something about the information • (VP) Life long learning, so that they more enjoy learning than forcing the student to learn AP, because they are force too • (AC) Sa preserbasyon ng pamana, basta ang nilagay lang dun gumawa ka ng plano how to preserve, pero ano yung proseso, paano mo iprepreserve, kailangan ng pera, kailangan ing ideas, ang binigay lang dun, o anung title ng ano mo
Experience of Learning	• (MT) Kumbaga nailalapat niya mismo yung kanyang natututunan sa totoong buhay • (VP) If you knew something more from what they read, as I've said kanina, the students right now should do something about what they read • (AC) Kase diba yung philosophy of education mag produce ka para meron silang trabaho baling araw • (VP) Dapat real life, hindi lang pwede na alam ko, pero how do I apply this in real world? • (HT) Ang mahirap kasi minsan perfect ka sa scores sa quiz, pero paano mo maiapply?



Code	Verbatim Text
Experience of Learning (cont...)	• (SE) Kasi minsan naman may bata na di niya pa nae experience yung isang particular lesson mo yun, so parang walang connect. • (HT) Halimbawa, magtuturo ka ng poverty sa <i>Ekonomiks</i>, iba ang context ng poverty na nakikita mo lang kaysa sa nararanasan mo, kaya kapag nadicuss mo yung poverty sa public schools, ramdam nila, eh sa amin dito sa school, mayaman mga bata eh, hindi nila nararanasan • (SE) And yet hindi talaga nila nagawa yun, kaya talaga kailangan yung execution
Real Life Application	• (AC) So maganda pa rin yung real life na application • (MT) Huwag na tayong lumayo, labasan ng bata, bawal tumawid, oh bakit tumawid ang bata? O 'di ba, bawal magtapon ng basura, bakit nagtapon ng basura? • (AC) Bumuo at gumawa sila and then sunod nun, ia access nila kung anu yung nararanasan nila • (SE) In real life application ng bata, bat mo pinag aaralan yung economics? Anu ba ang epekto ng Law of supply and demand sakin? • (MT) Magtungo kayo sa barangay at magsagawa kayo ng pakikipanayam, Halimbawa isang malaking factor na din yun • (HT) hindi naman sa sinasabi ko na dapat maghirap sila, pero dapat in a way, let them experience what poverty means
Performance Tasks	• (SE) Syempre kailangan actual kapag performance task, kaya nga sa curriculum guide hiwalay yung content sa performance standard • (TA) Sa performance task is nabibigyan ng opportunity si bata. Nabibigyan siya ng opportunity na gawain yung mga bagay na gusto nya. Yung mga bagay na real life context • (MT) Activity usually ay nakakarelata na yung bata, for example ay inact na nila yung kanilang natututunan paglabas nila ng paaralan, nang sa gayon ay mailalapat nila ng akma at tama ang kanilang kaalaman • (SE) They're doing the project, yun na yung anu mo, yun na yung push mo ng iba't ibang klaseng 21st Century Skill
Teacher Capability	• (MT) There's a seminar regarding the 21st century skill na, pero very limited yung nangyaring seminar, binibigay apat lang na skills • (MT) Proper training din ng guro sa 21st century skills, kase kung ito tumataas yung skills ng aklat tapos yung teacher di nag-update may something din doon • (SE) Ito lang ang alam ko sa market, there was never a formal training on the 21st century skills. Basta alam lang nila na kasama yun sa features ng K-12 pero walang training paano, ano, gagawin doon. • (SE) They should give enough seminar kasi they should lead in the promotion of the 21st century skills • (SE) Nakakalungkot some teacher, they were taught, they were trained but still they are using the 21st century skills • (AC) I- train uli yung teachers, back to basics yun ng mga teacher sa 21st Century Skills na anu ba talaga yung way dito para makuha nila yung idea • (TA) Kasi si teacher di nya alam si 21st century skill. • (MT) May mga questionable, pero ang sabi ko nga sa iyo nandyan pa rin yung initiative ng teacher at the same time ng isang estudyante



Code	Verbatim Text
Implementation and Support System	• (MT) Sa part kasi halimbawa rin ng DepEd, alam naman natin na hindi lahat ng bagay naibibigay kundi may pagkukulang din • (MT) Proper allocation ng budget talaga • (AC) Pero yung implementation dun nagka-problema • (AC) Inaayos na ng DepEd yung content natin diba? Chinop chop na ng maayos • (TA) Hindi alam ni teacher yun. Bakit? Kasi hindi alam ni Department Head. Bakit hindi alam ni Department Head, hindi alam ni supervisor. Bakit hindi alam ni supervisor, hindi alam ng regional supervisor. So para siyang avalanche, kapag nagkaproblema sa itaas, hanggang ibaba may problema
Technological Support	• (MT) Pinrovide naman kami (teachers) ng module pero sa estudyante wala pa rin hanggang ngayon • (MT) Kapag gagamit tayo ng ICT, kailangan natin ng internet, paano tayo makakapagdevelop ng skill sa estudyante, kung limitado ang internet sa paaralan • (SE) There are some, there are a lot of sites in the internet, who can present these more interesting than the textbooks • (AC) Diba ICT, so yun ang problema, kung sa probinsya ka, kung sakaling dulong dulo na yung eskwelahan mo, panu mo mai-integrate yung ICT • (HT) Minsan they are allowed to use their laptop, kaya may WiFi. • (VP) ICT link diba? Resources, additional resources • (VP) Dahil ang librong yan ay merong e-book na kalakip so may mga areas dun na pwedeng tignan sa website doon sa portal ng publishing house • (TA) Pero ang textbook pwede siyang mawala, pero yung purpose ng textbook hindi. Pwede siyang mawala papalitan lang naman yun ng ebook • (TA) It is the learning material na kailangan ng bata para sa source ng information niya doon sa learning. • (SE) Those information, you can already get it from the different sources right now • (MT) Basic na pangangailangan para mapunan itong 21st century skills
Innovative Classroom Structure	• (SE) The only thing the instructional material AP should have is actually the guidance on how they will do it • (AC) Sa tingin ko dapat, hinde tayo structured na classroom, dapat mag-adopt • (MT) Minsan ang problema, nasa libro na yun, gusto ni teacher gawain, pero hindi pwede kasi yung bawal sa school. So paano mo gagawin? Bumabalik lang sa loob ng classroom, lecture • (HT) Minsan, nakikita ko, nagpapa-alam yung teacher na gawain iya yung ganito, pero minsan hindi talaga pwede. • (HT) Mahirap na palabasin ang mga bata, delikado, pero gets ko yung dapat magsagawa ng interview sa ganito, sa public official, pero may reservation an baka delikadong ipagawa • (SE) Its very disappointing talaga na maganda yung nasa libro, pero hindi naiimplement



Code	Verbatim Text
Innovative Classroom Structure (<i>cont...</i>)	(TA) So in general, meron talagang lack yung execution at processing, yung process ng development (VP) Kunwari sabihin mong nabasa ng bata mula umpisa hanggang dulo, nasagutan ang mga activity sa libro, hindi ako naniniwala na mahohone sa kanya yung 21st century skills sa gusto nating antas kasi dapat gawain nya, dapat applicable sa kanya yun
Structure of the Textbooks	(HT) Comparing it to the way it was sa mga textbooks noon, parang mas maganda ngayon, the way the books are presented, mas maganda ngayon. (AC) Spiral kasi yung pagbuo niya, meaning unti-unti, may discussion, may activities, may performance task (HT) Ganoon yung presentation, dapat may introduction, and then yun na discussion na, and last ay yung mga activities (HT) Siguro dapat may parang backgrounder muna (MT) Kung titignan mo, yun sa module natin, mas engaging siya, “Binabati Kita” at “Natapos Mo Na Ang Aralin!” Ibig sabihin hati-hati yung book, hindi basta-basta piniresent yung content. (MT) Malaki ang pagkakatatuto ng isang bata sa paggamit ng mga Pagninilay. Malaki ang ibinibigay na tulong ng proporsyon ng Pagninilay sa mga libro (HT) Like sa history books kasi, so dapat simple yung discussion, mahirap kasing paulit-ulit, so dapat maliwanag na naidiscuss na sa ibang chapter, hindi na uulit pa sa iba. (HT) May discussion sa isang chapter, tapos saka nalang yung mga questions and activities (TA) Sa paggawa kasi ng textbook, kailangan may assumption ng variety ng activities. (VP) Sa ngayon, ang gaganda ng mga activities and performance task, parang nagpapagalingan yung mga publishing. (VP) Parang sa mga activities and performance tasks talaga na nakasentro ang pagsusulat ng libro. (SE) But in the performance task, there’s an open venue where open opportunity for the learner to learn more than the content (SE) So I think we could introduce the topic to our students, hindi pwedeng basta-basta ibabato mo sa mga bata yung content
Components of the Textbooks	(SE) Components would develop 21st century skills are performance tasks because its engaging and would inject the 21st century skills already (SE) In one lesson, I think for us, you can easily identify a component based on how were divide the textbooks (HT) More activities, more enrichment activities after (AC) After the lesson, the student answers the activities, and that would serve not just only enrichment activity but also a quiz, as assignment, and sometimes other written works, ah that’s enough already for the students to answer (HT) May mga caricature, basta andoon na siya (HT) Meron akong na encounter dati may pictures na parang motivation, may mga picture muna may questions.



Code	Verbatim Text
Complementary Roles of Textbooks	• (SE) Mas authentic kase yung ngayon yung textbooks, • (AC) Vocabulary constructing yung ganun yung tingin ko kapag walang art of questioning • (MT) Ang textbook kasi guide lang sa teachers • (MT) Natutulungan kami halimbawa, kung may mga rubrics na, kaya napakadali na din sa mga teachers. • (MT) Maganda rin yun kasi guided na din yung klase yung objective, sa simula pa lang • (MT) Paano halimbawa mamomotivate ang bata na basahin pa yung mga succeeding lesson • (TA) Kapag grammar naman babaguhin niya, pero pag concept tatanungin ka nya. Then, hahayaan ka niyang baguhin, klaruhin, i-defend • (MT) Nagbibigay din sila ng mga halimbawa using mga keywords,
Supplementary Roles of Textbooks	• (SE) He or she always think of the activity in developing one particular skill in the 21st century, because we have all the books, we see to it that it's have equally distributed • (SE) Yung strengths of the textbooks right now ay siguro integration of technology, kasi it really helps the learners, kung may kulang sa content, we can directly ask them to use other ways • (TA) Isang librong sinulat ko mayrong part dun na may link for technological integration at required yun sa lahat ng aralin
Thickness of the Physical Textbooks	• (AC) The textbooks are so nice in a way that its complete already, hindi rin naman ganoon kakapal, kaya maganda • (HT) Medyo magulo yung presentation, sa AP lang medyo naguguluhan sila sa presentation • (MT) Nung nag-aaral ako, ang librong babasahin mo, more on informative, pero hindi ganoon kakapal. • (SE) The textbooks in the market right now, most of them are too text-heavy, when in 21st century, even in AP, when there is a lot of information • (SE) Ang ideal AP book would be a very reader friendly and lots of opportunities to research, so that the students can find out themselves in an authentic world. Those are the things that you don't capture in a text-heavy book • (SE) I believe if I make an AP book, there is a discussion but its kind of skeletal • (VP) Kasi meron ding mga libro na halos wala na ring laman, puro activities.
Textbooks in the Digital Age	• (MT) I'm teaching grade 10 ngayon, aaminin ko sa'yo anong buwan na ba ngayon? It's almost November pero wala pa rin kaming module, may kopya mga bata pero e-copy, nasa cellphone nila • (SE) Why you don't let them read you, know their generation, the generation Z, they are very comfortable in digital learning • (HT) Ayoko ng e-book kasi, mas maganda yung book, nababalikan mo • (HT) Mayron silang mga CD na kasama pero hindi naman lahat ng libro. • (VP) Walang magbabasa na bata sa text heavy na libro. Lalo na kung yung lay-out mo yung traditional na libro., kasi di ba mas expose sila sa digital



Code	Verbatim Text
Textbooks in the Digital Age (<i>cont...</i>)	(VP) Tapos dahil ang librong yan ay merong e-book na kalakip, so may mga areas doon na pwedeng tignan sa website doon sa portal ng publishing house
Corporeal Aspects	(HT) Yung sa isang publication, maganda yung presentation ng content though its not a fulfilling kase brown yung paper nila pati yung cover nila, hindi siya glossy, pero yung content niya kasi ay maganda (HT) Secondary na lang yung appearance ng mga libro kapag nag-evaluate kami para pumili ng gagamitin sa bagong school year (VP) Ngayon yung textbook is more colorful (MT) Ang libro ngayon, lalo na sa public, parang gulagulatay na, sira, so nakaka-affect yun sa pag-aaral (MT) Siguro nakaka-affect sa pag-aaral yung pisikal na aspeto ng libro, kung boring, kung puro black and white lang, medyo naboboring yung mga bata sa pagbabasa (VP) Karamihan ng mga bata, nahihirapan kasi boring para sa kanila yung libro, kung colored siguro, then mas engaging yung libro (HT) May mga picture muna may questions, naka-colored yung pictures, (VP) Ang picture mo hindi makita ng maayos, hindi maaninag ng mga bata yung nilalaman ng pictures.
Art of Questioning	(MT) Usually kasi sa pamprosesong tanong umiikot lamang ng dalawang katanungan, tatlong katanungan, so kulang na kulang (SE) There are some, not many teachers, who doesn't know how to ask question as critically, kaya medyo nakukulangan (HT) Pagkasagot nila ng questions, dun na sila magstart ng pinakalession o presentation ng lesson (VP) Sa iba, talagang objective na ng libro nila yung questioning sa mga bata. (MT) Masyadong nagrereyely sa mga content yung mga textbooks, kaya gumagawa ako ng mga karagdagang gawain para sa mga bata (SE) Kasi kailangan naman, connected yung learning activity mo dun sa content, kung hindi, magkakaroon ng gap sa learning process (HT) So halimbawa, you can give an assignment or enrichment activity, answer 1 and 2 na may tanong na related sa topic, then sa next topic naman (TA) Yung formative assessment kasi na nakalagay sa libro is hindi siya gagawin pagkatapos ng content diba, pero during when the content is being discussed
ICT Integration	(MT) May textbooks na nakalagay "buxsan ang website", "tignan ang asignatura", o "basahin ang ganito", pero lahat yun ay walang guarantee na magagawa ng estudyante (HT) May nagbibigay ng mga libro na may websites, minsan nakakatulong yun sa pagpapalawak nung content na gustong ibigay ng textbook (SE) For example, sa textbooks na walang performance na nagsasabing theres an integration of technology



Code	Verbatim Text
Discussing Content Material	(MT) May mga article na binabasa ang bata, may mga lesson na binabasa ang bata, and after niya mabasa ang article na ito, may mga guide questions pa siya (SE) So, ngayon as a matter of presenting, important ay kung paano iprepresent ng libro yung contents (SE) Updated content kase critical thinking yun (AC) Dun sa mga concept, yung mga concept, vocabulary, explanation of something, at yung mismong concept (HT) So, really check the content of textbook and also i-consider ang activities after the topic (HT) Dapat i-chop-chop din naman yung mga activities and questions depende sa topic, tingnan niyo na agad alin dun yung portion ng activities ang sumasagot sa topic na ito.
Substantiating Content	(MT) Ang atensyon ng bata napaka-ikli kaya mas maganda yung bata ay natututo batay sa kanyang sariling gawain (SE) But looking at it, as a springboard, yung mga statement na nababasa nila, it is a prompt, pinoprompt niya yung student to understand the content (SE) Makakahugot ka ng prior knowledge, maganda siyang starting point (HT) The presentation is simple, could easily to understood, and then yun nga we have this activities and questions after each chapter (SE) It is in how, what part of the particular skill or the skills that you are developing for that particular lesson (SE) Yung components, it is a very good opportunity for you to inject, whatever the 21st century you like (TA) Yung three chunks na yun ng textbooks, pinakamahalaga dun ay yung reading material ng content, tapos may mga tanong na magreinforce sa content mismo
Use of Learning Tools	(SE) Mas madaling maintindihan yung content gamit yung isang chart, talahanayan, graphic organizer much better than paragraph form na content (AC) So, kung hindi niya i-apply yun dun sa visual organizer at binasa lang niya, knowing lang yun diba, walang pagkakaintindi (AC) Makakatulong yung graphic organizers na yan pero ganoon pa din, kailangan pa din ng teacher kasi siya yung magpaprocess nun (AC) Kase maaaring i-fill up ng bata yun tapos maaring mali din yung pagfi-fill up niya dun, wala yung factor ng teacher to clarify yung errors (HT) Pictures can also help, bagay din yung may pictures, kaya lang hinde mo rin kasi lahat pwedeng madadaan sa pictures (HT) Mas maganda yung may organizers, mga tables, mga chart, mas naiintindihan ng mga bata (MT) Siguro konting definition of terms, vocabularies, at the same time yung graphic organizers or diagrams, mga chart, mga tables, kasi kapag in paragraph form, matagal magbasa ang mga bata (VP) Kapag nag-evaluate ako, yung ibang books kasi text heavy talaga, yung iba more on skeletal na may mga charts, organizers. Sa tingin ko, mas makakatulong yun



Codes	Verbatim Text
Use of Learning Tools (cont...)	• (SE) Can be a module, for example any instructional materials, so I think more on skeletal, so let them find out • (HT) Maganda kase yung may essay, caricature analysis, article analysis, kasi dun pumapasok yung judgement ng bata, yung higher order thinking sila.
Errors in Content	• (HT) Ang nagiging problem namin, there are few errors sa content and then meron ding typo, sa printing, di siguro na proof print ng maayos • (VP) Nakikita mo magkaibang magkaiba yung mga framework nila kaya minsan iba yung nasa discussion, tapos may part ng assessment na hindi naman naibigay sa discussion. • (TA) As much as possible na tama lahat ng nagawa mo: grammar wise, content wise, concept wise, pero mayroon at mayroon pa ring errors
Targeting of Skills	• (MT) Dapat kasi tinatarget ng textbooks yung skills • (TA) May mga binabagayan yung competences sa mga 21st century skill • (TA) So ang tingin ko diyan is dapat maidentify yung big idea, main idea, or whatever the essential understanding • (TA) So pineprepare mo yung bata na magcreate ng product, magcreate ng process, at kapag naachieve kasi ng bata, kapag ang bata nakapagcreate ng something, tataas ang antas ng pag-iisip na nabubuo • (SE) Sa paggawa ng manuscript, hindi pwede na isa lang yung target, as much as possible at leats tatlo per lesson • (SE) Si author naman, minsan doon lumalabas yung bias, kunga no yung favored skill nya • (AC) Yung activities sa libro, doon makakadevelop, pero dapat yung activity, targeted, ito yung mga dapat madevelop • (MT) Kung gaano kalaki o gaano kasapat yung pagdedevelop ng 21st century skills na yan • (VP) As an educator, syempre gusto mo mamaximize yung activities na makadevelop ng 21st century skills • (TA) You may provide activities, magprovide ka rin ng mga different reference materials, para you can analyze particular information you need them to know. • (AC) Mahirap magkaroon ng development ng skills kung ibabagsak mo lahat yun sa kanila • (SE) As a teacher I don't thik I can teach all the skills, all at the same time, I think the manageable would be around 3 to 5 skills
Development of Skills	• (AC) So walang connection pa rin, oo nga natuto kami, pinagawa ko sila, halimbawa itong grading na ito may broadcasting, SlideShow, PowerPoint, video editing, pero anong application nun sa real life, wala? • (AC) Kailangan gawain nila kasi nga Learning by Doing, kase kung babasahin lang ng bata yan, mukhang pwedeng sumablay • (AC) Hindi mo naman pwede biglain yung estudyante na ibigay lahat ng kailangan nila. • (TA) Ang dami talagang opportunity para sa bata to learn and develop, para mafocus niya yun



Code	Verbatim Text
Development of Skills (cont...)	• (AC) Kailangan nilang buohin, magtrial and error sila, magandang proseso din siya (SE) Dapat Learning by Doing, so kung di niya maeexperience yun at babasa lang siya at sasagutan lang niya yung graphic organizer sa module, di na siya matututo • (MT) Halimbawa, papagawain natin sila ng video about kasaysayan, ano yung epekto nun sa bata? May relevance ba yun sa kanila? Dapat may relevance yung skills development • (MT) Kasi sa critical thinking, naiintindihan ng bata bakit nila pinag-aaralan ang bagay at paano niya gagamitin yung kaalamang ito • (AC) Kumbaga, yung reading between the lines and beyond the lines, hinde made develop kung walang focus sa pagdevelop ng particular skill • (HT) Kasi sa AP, we can't do away with the objectives and contents, we have to have the basic information but more of analysis and evaluation of information. • (MT) Ang goal natin para sa bata na matuto na magsaliksik at magsuri ng information, so yun yung kailangan na ireflect ng textbooks • (VP) Minsan di naa-attain yung objective ng textbooks, gagawa at gagawa ka ng paraan kung paano magagawa yung objectives na gusto mo • (SE) Some textbooks, they don't follow the pedagogies from K-12 • (TA) On the side of format sa pedagogical aspect, mayroon kaming sinsundang format pero pagdating sa content sa nature of history and everything wala yun • (AC) Nasanay tayo na kailangan may theory ka, susunod dapat meron kang big ideas, tapos kung paano mo i-aapproach yung content mo • (TA) I'll always treat na yung book ay may pedagogy. So papano mo siya ituturo sa klase?
Current Trends	• (SE) Because we are now in the 21st century education, I think dapat ang approach, project-based and research-based • (MT) Importante yun d'yan na papasok yung tinatawag natin na localization, contextualization ng content • (MT) Mas maganda siguro na bago natin tignan ang ibang pananaw, sa atin muna magsisismula, mas maiintindihan niya ang konteksto ng kanyang mga pinag-aaralan, tulad ng Pantayong Pananaw • (AC) Sasabihin mo localize, indigenize, contextualize mo yung lesson tsaka yung paraan ng pagkatuto nila, pati na rin yung sitwasyon kung paano sila matututo sa sarili nila • (HT) Yun na yung trust na yun e yung collaborative, so it's not the teacher is not centered anymore, let's work, sila na dapat ang nagtutulungan • (MT) Kung ano dagdagan pa siguro halimbawa yung iba pang activity more on reflection, reflective learning • (SE) If you do not provide learning opportunities in your instructional materials that necessarily textbooks
Learning Styles	• (MT) It's all about learning styles, actually sa social studies mas naa-appreciate ng bata yung kanyang natututunan yung mismong yung kanyang naiintindihan base sa kanyang sariling pananaw • (MT) Yung multiple intelligences, kung titignan natin masyado nagiging limitado yung kaalaman kapag nagbibigay tayo ng activities kasi nagkukulang tayo dun



Code	Verbatim Text
Learning Styles (<i>cont...</i>)	• (SE) One particular part in activities dapat may differentiated activity following the differentiated instruction, syempre dapat yung libro nakaalign din • (SE) Activities should be basically differenciated, para mabigyan ng chance yung mga bata na hindi kayang mag-adopt sa learning styles • (VP) May multiple intelligences tayo, so dapat i-adopt din yun ng textbooks. Hindi pare-parehas na discussion
Redundancy of Approaches	• (SE) Para ding teaching strategies yan, paulit ulit yung strategies ng author, kaya medyo boring ang dating • (SE) May redundancy kaya walang variety ang textbooks, walang variety • (SE) Kilalang kilala yung history na papasa ka kapag namemorize mo yung date, pangalan, dapat hinde na nga ganoon magturo ngayon ng AP. Alam mo nga yung date, di mo naman alam yung essence ng date.
Appreciation of Content	• (MT) Naa-appreciate ng batang nagbabasa yung kanilang mga leksiyon at the same time mas naiintindihan niya • (TA) Ibig sabihin, hindi ka magsusulat lang ng basta content at ikinwento mo, for example of a particular event, to the point na there are really useless information. • (AC) Sanay naman ang bata na unti nilang nadedevelop, unti silang nakakabuong concept, • (TA) Bigyan mo si batang magcreate ng sarili niyang konklusyon, pero mahalaga na mayroong analysis si author kung ano itong pangyayaring ito, or why is this event important. • (MT) Dapat niyang i-convey 'di ba yung kanyang mga natutunan, and at the same time dapat din tumanggap din siya nung kaalaman coming from others • (MT) Dapat mas naiintindihan ngayon ng estudyante yung kanilang natututunan sa point of view n'ya • (HT) Kailangang maidentify ng mga bata na ito pala yung pinapagawa • (SE) Kasi yun yung kailangan nating mindset nila na alam nila na may katuturan yung mga pinag-aaralan
Awareness in Learner's Stages of Development	• (AC) May development yan, stages of development yan, so dapat naka-design yung libro batay dun sa capability ng batay on that certain stage • (TA) So dapat may variety ng performance task. Dapat si performance task nakabatay sa antas ng bata ok • (MT) Dapat pagbatayan din, halimbawa, yung maging sensitibo din dapat ang author sa stage ng bata, baka naman masyadong mataas yung punto ni author, hindi na maabot nung batang magbabasa
Learner's Self-Assessment	• (TA) Mayroong books na mayroong portion ng Self Assessment every end of the lesson. • (VP) Sa Self-Assessment kasi, natatrack ng bata kung ano yung natutunan niya, yung di nya naiintindihan, nasaan na ako sa ganitong antas, so nabibigyan mo ng pagkakataon na maging responsible sa sariling pagkatuto. • (MT) Chinecheck na din dapat yung awareness, yung alam ba nung bata yung paksa, before and after the discussion nung lesson



Code	Verbatim Text
Engagement of Learners	• (MT) Kung ipagkukumpara natin yung libro noon at ngayon, noon yung nagbabasa ay nasa labas siya nung libro. Pero ngayon hindi na, kasi kasama ang estudyante sa libro, napapansin mo? For example, "tunghayan natin" • (MT) So kung titignan mo ngayon sa katangian ng textbook, engaging siya ngayon • (MT) Yun sa module natin sa public, engaging siya, nandyan yung titles na "Binabati Kita", "Natapos mo na ang Aralin!" Ibig sabihin bahagi siya nung libro • (HT) Nakikipag-usap na yung approach ng libro ngayon eh, nakikipag usap na sa bata • (VP) It's a positive kasi nararamdaman ng bata na bahagi siya ng proseso ng pagbubuo ng kaalaman



APPENDIX S

MANIFESTATION OF PATTERNS OF INDICATORS

Patterns of Skills	Patterns of Demand Indicators
1. Develop, create, and present personal opinion, ideas, roles, and/or information in order to produce products and/or projects using various media, digital technology, and platforms about a specific topic or idea;	• Demonstrate a content to cover in a specific topic or subject matter in the textbook; • Provide ways and means of developing the skills through opportunities available • Provide a jumping point or introduction to the lesson • Provide opportunities for learners with different or multiple learning styles
2. Create visual information, organize information, and interpret messages to lessen the difficulty in projects, lessons, or activities;	• Analyze depth of content in broad range of subjects around a given focus topic; • Provide ways and means of developing the skills through opportunities available • Provide a jumping point or introduction to the lesson • Provide opportunities for learners with different or multiple learning styles
3. Recognize and respect the difference between peoples, cultures and societies, as well as the contribution of other people in the society;	• Know where and how to systematically arrange a discussion of a specific content or subject matter in the textbook • Bridge theoretical and conceptual nature of content to a practical application of the skills • Plan for different sections or components of the textbook that can help induce learning • Apply pedagogical content knowledge (PCK) in content discussion
4. Research, acquire, infer, and analyze useful information to identify a specific problem or event in order to provide solution from various media and digital technology and platforms;	• Analyze depth of content in broad range of subjects around a given focus topic • Target cross-development of these skills within each other, rather than selectively picking one at a time • Provide visual graphics such as pictures, charts, graphs, or tables. • Incorporate learner's perspective in writing the manuscripts
5. Create, coordinate, communicate, and engage with a group or local community to conduct civic engagement activities, projects, products, or solving a problem of the community using various means or platforms such as the use of technology and social media;	• Demonstrate a content to cover in a specific topic or subject matter in the textbook; • Use real-world tools to deal with real-world problems to create real-world solutions • Use appropriate but affordable process to integrate ICT and media technology • Change or adapt the context of the content to adapt to the learner's learning and development goals



Patterns of Skills	Patterns of Demand Indicators
6. Evaluate the quality of information to analyze and develop connections in and between different/conflicting information and arguments;	• Analyze depth of content in broad range of subjects around a given focus topic; • Target cross-development of these skills within each other, rather than selectively picking one at a time • Emphasize key components in the textbooks by providing pop-ups or add-ons that can complement or supplement the content; and • Shift from pure content-based and text-heavy content discussion to a mixed pedagogical approach to lighten content
7. Involve one's self or lead a group to create, develop, execute, or implement an assigned task or project;	• Discuss a specific content or subject matter in the textbook; • Target cross-development of these skills within each other, rather than selectively picking one at a time • Plan for different sections or components of the textbook that can help induce learning; • Incorporate learner's perspective in writing the manuscripts
8. Match one's own capacity and leverage other people's strength and weakness, ideas, and concepts to create a project or finish a task;	• Analyze depth of content in broad range of subjects around a given focus topic; • Bridge theoretical and conceptual nature of content to a practical application of the skills • Provide a jumping point or introduction to the lesson; • Apply practical approach in discussing the content
9. Connect theory and practical application to make a decision, provide alternative solutions to real world problems, and use real-world tools to create product that could help change society;	• Furnish a wide range of skills-based assessment activities. • Meet certain conditions in the infrastructure of learning • Emphasize key components in the textbooks by providing pop-ups or add-ons that can complement or supplement the content; • Change or adapt the context of the content to adapt to the learner's learning and development goals
10. Possess ethics and fundamental understanding in acquiring and using information from various credible sources and using information to determine one's own learning, or complete a task with minimal or no direct supervision;	• Furnish a wide range of skills-based assessment activities • Integrate of skills development in all facets of learning domains (cognitive, affective, and psychomotor); • Plan for different sections or components of the textbook that can help induce learning • Shift from pure content-based and text-heavy content discussion to a mixed pedagogical approach



APPENDIX T

AUDITING TOOL FOR CONTENT ANALYSIS RESULTS

VERBATIM CODING ANALYSIS

Direction: Please analyze the textbooks using this content analysis form. Cite the specific texts that you find in the textbook that exhibits 21st century skills. These skills can be found in the discussion of the manuscript, activities, or evaluation parts of the textbooks.

TARGET SKILL: _____
INDICATOR OF SKILL: _____
TEXTBOOK TITLE: _____
AUTHOR and/or EDITOR: _____
PUBLISHING HOUSE: _____

Coding Category (refer to the analysis guide)	Texts that Exhibit 21 st Century Skills (please write down verbatim)	Textbook Reference (write down the page and par. number)	Rubric Score (refer to the rubric for textbook analysis)
High Level			
Average Level			
Neutral Level			
Low Level			



APPENDIX U

RESULTS OF QUALITATIVE AUDITING (RAW DATA)

Verbatim Texts that Exhibit 21 st Century Skills	Identified Skill	Validator 1		Validator 2	
		Rubric Score	Accuracy Percent	Rubric Score	Accuracy Percent
Paano ka makatutulong upang lubusang pakinabangan ang ating bansa ang mga pinagkukunang yaman?	Critical Thinking and Problem Solving Skill	4	100	4	100
Gumawa ng akda o likhang sining na nakatuon sa kagalingan at pamumuhay ng tao sa kasalukuyang panahon	Communication Skill	4	100	4	100
Inaasahan ang mga mag-aaral na makalikha ng isang poster (printed/digital), educational video, website o infomercial sa paksang "Asya ang Rehiyon Ko, Ipinagmamalaki Ko" upang maipakita ang mga katangitanging pagkakakilanlan sa Asya bilang isang rehiyon.	Creativity and Innovation Skill	3.5	87.5	4	100
Pangkatang gawain. Batay sa teksto, iyong alamin ang mga naging paraan at patakaran na ginamit ng mga Kanluranin sa Timog sa Kanlurang Asya. Gagawin mo ito sa pamamagitan ng paglalagay ng sagot sa talahanayan	Collaboration and Teamwork	4	100	4	100
Pag-aralan ang nakatatak sa etiketa ukol sa sangkap, dami, at komposisyon ng produkto.	Information Skill	3.5	87.5	3.5	87.5
Magsaliksik sa internet tungkol sa paksang nasa ibaba. Gamitin ang link sa larawan upang madaling makita ang artikulo	ICT Literacy	4	100	3.5	87.5
Paano binabalanse ng pamahalaan at maykapangyarihan ang pangangalaga sa kapaligiran at ecological balance at ang hamon na mapa-unlad ang antas ng pamumuhay ng mga mamamayan at bansa sa Asya?	Leadership and Responsibility Skill	4	100	4	100



Verbatim Texts that Exhibit 21 st Century Skills	Identified Skill	Validator 1		Validator 2 75	
		Rubric Score	Accuracy Percent	Rubric Score	Accuracy Percent
Pansamantala kang tumigil at magnilaynilay tungkol sa paksang pinas-uusapan.	Initiative and Self-Direction	4	100	3.75	93.75
Ipasaliksik sa mag-aaral ang naging pagbabago sa presyo ng gasolina sa pamayanan kung nabibilang ang mga mag-aaral sa mga taong 2012 at 2013. Gamit ang talahanayan at graph	Flexibiity and Adaptability Skill	3.5	87.5	3.75	93.75
Paano nagkakatulad at nagkakaiba ang paraan ng pamumuhay ng mga unang tao sa dalawang lugar sa kasalukuyang panahon?	Social and Cross-Cultural Skill	3.75	93.75	4	100
AVERAGE		3.8125	95.3125	3.7083	92.7083
GENERAL AVERAGE		3.7604	94.0104	High Quality	



APPENDIX V VALIDATION TOOL FOR PRODUCT FRAMEWORK

PART 1 - PROFILE

NAME OF VALIDATOR: _____

Educational Profile

Highest Educational Attainment: _____

College / University: _____

Are you a LET / PBET Passer _____ Yes _____ No

Job Profile

Current Position: _____

Institution / Company: _____

Years Handled the Position: _____

Do you have any experience in teaching *Araling Panlipunan*? _____ Yes _____ No

If Yes, how many years _____

Have you taught in (you may check as many as possible)?

_____ public high school

_____ private high school

_____ state college / university

_____ private college / university

_____ international school

_____ home school / online

Research Interest:

PART 2

VALIDATION FOR PRODUCT FRAMEWORK VALIDATION

Direction: Please read and put a check mark on the score after reading the operational definition of each criteria as to what may apply upon checking and validating the instruments.

CRITERIA	OPERATIONAL DEFINITION	SCORE				COMMENTS
		4 = No modification	3 = Minor changes	2 = some modifications needed	1 = major modifications needed	
		4	3	2	1	
1. CONTENT OF FRAMEWORK	The content of the Framework includes all the required competencies according to DepEd's <i>Gabay Pangkurikulum</i> of <i>Araling Panlipunan</i>					
2. FRAMEWORK	The Framework shows different variables that is connected and associated with development of a textbook					
3. ALIGNMENT OF SKILLS	The competencies of Framework were properly aligned to the indicators of the 21 st Century Skill for Social Studies					



CRITERIA	OPERATIONAL DEFINITION	SCORE				COMMENTS
		4 = No modification	3 = Minor changes	2 = some modifications needed	1 = major modifications needed	
		4	3	2	1	
4. RELATIONSHIP TO THE PROBLEM	The Framework is related and appropriate to answer the problem					
5. APPROPRIATENESS	The Framework developed is appropriate to be used in developing a textbook					
6. RELEVANCE OF CONTENT	The Framework is aligned with standards that may be combined or clustered for learning					
7. ENDURING CONCEPTS	The Framework includes skills that are transferable across content areas and applicable to real-life situations.					
8. ENDURING CONCEPTS	The Framework requires an understanding of relationships between/among theories, principles, and/or concepts of each skill as well as the overall theory of the 21 st Century Skills					
9. COMPLETENESS	All parts of the Framework has been explained and presented.					
10. MEASURE OF CONSTRUCT	The Framework is aligned to the appropriately develop the 21 st century skills in the textbooks					
11. USE OF TECHNICAL LANGUAGE	The use of technical language is minimal and appropriate. Acronyms are well defined					
12. POSITIVITY	The Framework exhibited positive statement on the development of the skills.					
13. WORDINESS	The Framework is concise, and there are no unnecessary words. Instructions are direct and specific					
14. BALANCE	The Framework is unbiased and do not lead the development of the textbooks to only 1 or more skills.					
AVERAGE	To get average, divide the sum total of all points by 14					
INTERPRETATION OF QUALITY LEVEL Based on the computed average and percentage, what is the Quality level of the targeted skill and indicator for this product?		0.01 – 1.00 = Low Level 1.01 – 2.00 = Neutral Level 2.01 – 3.00 = Average Level 3.01 – 4.00 = High Level				
Based on your validation, would you recommend the usage of the Framework?		_____ Yes _____ No				

General Comments:

Validated by:

Signature over printed name

Date: _____

Note: Adapted from Simon, M. and White, J. (2011). Survey/Interview/Content Analysis Validation Rubric for Expert Panel – VREP © Retrieved from <http://dissertationrecipes.com/wp-content/uploads/2011/04/Expert-ValidationXYZz.doc>



APPENDIX W

RESULTS OF PRODUCT VALIDATION (RAW)

CRITERIA	OPERATIONAL DEFINITION	VALIDATOR				
		1	2	3	4	5
1. CONTENT OF FRAMEWORK	The content of the Framework includes all the required competencies according to DepEd's <i>Gabay Pangkurikulum of Araling Panlipunan</i>	4	2	1	4	2
2. FRAMEWORK	The Framework shows different variables that is connected and associated with development of a textbook	4	4	4	4	2
3. ALIGNMENT OF SKILLS	The competencies of Framework was properly aligned to the indicators of the 21 st Century Skill for Social Studies	3	3	4	4	2
4. RELATIONSHIP TO THE PROBLEM	The Framework is related and appropriate to answer the problem	3	4	4	4	2
5. APPROPRIATENESS	The Framework developed is appropriate to be used in developing a textbook	4	4	4	4	2
6. RELEVANCE OF CONTENT	The Framework is aligned with standards that may be combined or clustered for learning	4	4	4	4	2
7. ENDURING CONCEPTS	The Framework includes skills that are transferable across content areas and applicable to real-life situations.	4	4	4	4	3
8. ENDURING CONCEPTS	The Framework requires an understanding of relationships between/among theories, principles, and/or concepts of each skill as well as the overall theory of the 21 st Century Skills	4	4	4	4	2
9. COMPLETENESS	All parts of the Framework has been explained and presented.	4	4	4	4	2
10. MEASURE OF CONSTRUCT	The Framework is aligned to the appropriately develop the 21 st century skills in the textbooks	4	4	4	4	2
11. USE OF TECHNICAL LANGUAGE	The use of technical language is minimal and appropriate. Acronyms are well defined	3	4	4	4	2
12. POSITIVITY	The Framework exhibited positive statement on the development of the skills.	4	4	4	4	3
13. WORDINESS	The Framework is concise, and there are no unnecessary words. Instructions are direct and specific	3	3	4	4	2
14. BALANCE	The Framework is unbiased and do not lead the development of the textbooks to only 1 or more skills.	4	3	4	4	2
GENERAL AVERAGE		3.71	3.64	3.79	4.00	2.14
INTERPRETATION		High	High	High	High	Mid
Based on your validation, would you recommend the usage of the Framework?		Yes	Yes	Yes	Yes	Yes



APPENDIX X CERTIFICATE OF AUTHENTICITY



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: April 26, 2018
Result Code: 2018-0416
Submission ID: 953644317
Title of Output: Towards the Development of a 21st Century Skills-Based
Textbook Framework for Araling Panlipunan
Author (s): Lemark B. Vilorio

Authenticity Report:

Similarity Report: 9%

- Interpretation: A similarity of 9% means that 9% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (8%) publications (2%), and student papers (5%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Marie Paz E. Morales, Ph.D.
Director



Philippine Normal University
National Center for Teacher Education

APPENDIX Y

CERTIFICATE OF LANGUAGE EDITING

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

17 July 2018

CERTIFICATION

This certifies that I have edited the thesis titled "Towards the Development of a 21st Century Skills-Based Textbook Framework for Araling Panlipunan" by Lemark Bernal Vilorio, a candidate for the degree Master of Arts In Education with Specialization in Social Science Teaching.

A handwritten signature in cursive script, appearing to read "Merry Ruth Morauda Gutierrez".

MERRY RUTH MORAUDA GUTIERREZ
OGSTER Faculty



APPENDIX Z

SAMPLE LETTER TO INSTRUMENT VALIDATORS

August 10, 2017

Dear Sir / Madam:

Pax!

I am Lemark Bernal Vilorio, a graduate learner of Philippine Normal University – Manila, currently writing a thesis entitled “*Designing a 21st Century Skills-Based Textbook for Araling Panlipunan*” as a final requirement for my degree Master of Arts in Education, Major in Social Science Teaching.

Using the content analysis that will be done to existing public school and selected private school textbooks, the purpose of my study is to evaluate textbooks in Social Studies in order to identify the characteristics that may foster developing the 21st century skills. Furthermore, it will lead to the development of a model framework for textbook development that will be enriched by the 21st century skills.

As such, I am requesting you to validate the instrument that I will be using to achieve my purpose. Your expertise has established your integrity within the community. I am confident that you will provide credibility to my study.

I am looking forward to working with you.

Respectfully,

(sgd)

Lemark Bernal Vilorio
Researcher

Noted by:

(sgd)

Florisa B. Simeon
Thesis Adviser



SAMPLE LETTER TO INTERVIEW PARTICIPANTS

November 5, 2017

Dear Sir / Madam:

Pax!

I am Lemark Bernal Vloria, a graduate learner of Philippine Normal University – Manila, currently writing a thesis entitled “*Designing a 21st Century Skills-Based Textbook for Araling Panlipunan*” in fulfillment to the requirement for the degree Master of Arts in Education, Major in Social Science Teaching. The intention of this study is to contribute toward the development of 21st century skills further in the textbooks. The design of this proposed framework will include different stakeholders that are deemed important in this field of study.

Your expertise will inform the R of what gaps and necessities are deemed important in developing the 21st century skills in textbooks as well as integrating them within the *Araling Panlipunan* curriculum. It is also done to accommodate the 21st century skills within the local context and knowledge of the learners.

In line with these objectives, may I ask you to be part of my study as an interview participant. Attached in this letter is the informed consent form (ICF) that would provide you the necessary information needed. The schedule of the interview would set at your most convenient time.

Thank you for your time and positive consideration to this matter.

Respectfully,

(sgd)

Lemark Bernal Vloria
Researcher

Noted by:

(sgd)

Florisa B. Simeon
Thesis Adviser



SAMPLE LETTER TO PRODUCT VALIDATORS

February 14, 2018

Dear Sir / Madam:

Pax!

I am Lemark Bernal Vloria, a graduate learner of the Philippine Normal University – Manila, who is currently writing my thesis entitled “*Designing of a 21st Century Skills-based Textbook Framework for Araling Panlipunan*” as a final requirement for my degree Master of Arts in Education, Major in Social Science Teaching.

Using the content analysis that was done to existing public school and selected private school textbooks, the purpose of my study is to evaluate textbooks in Social Studies in order to identify the characteristics that may foster developing the 21st century skills. Furthermore, it will lead to the development of a model framework for textbook development that will be enriched by the 21st century skills.

As such, I am requesting you to validate the product framework “The 21st Century Skills-Based Textbook Framework” of my study. Your expertise has established your integrity within the community. I am confident that you will provide credibility to my study.

I am looking forward to working with you.

Respectfully,

(sgd)

Lemark Bernal Vloria
Researcher

Noted by:

(sgd)

Florisa B. Simeon
Thesis Adviser

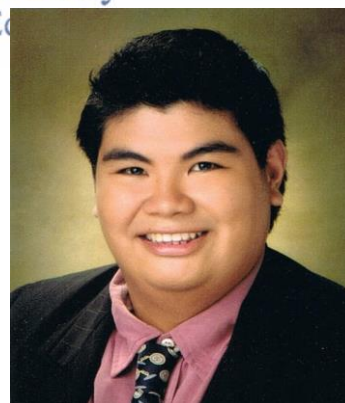


CURRICULUM VITAE

Name: **LEMARK BERNAL VILORIA**

Date of Birth: November 23, 1986

Place of Birth: Pasay City



Educational Attainment

Tertiary **BACHELOR OF SECONDARY EDUCATION**
Major: History
Philippine Normal University, 2007

Published Works

October 2017 **PAGLINANG SA KASAYSAYAN 9: *Ekonomiks***
DIWA Learning Systems Inc.

August 2017 **BAYANIHAN 1**
DIWA Learning Systems Inc.

August 2016 **CHRONICLES IN CHANGING WORLD 9: *Economics***
DIWA Learning Systems Inc.

July 2015 **PAGTANAW AT PAG-UNAWA 9: *Ekonomiks***
DIWA Learning Systems Inc.

May 2015 **PAGSULONG AT PAGBABAGO 4: *Pambansa***
DIWA Learning Systems Inc.

Work Experiences

2018 – Present **FAR EASTERN UNIVERSITY–ALABANG**, Muntinlupa City
Instructor 4

2013 - Present **PARAÑAQUE NATIONAL HIGH SCHOOL**, Parañaque City
JHS Teacher I

2014 – 2018 **SAN BEDA COLLEGE – ALABANG**, Muntinlupa City
Part Time Instructor

August 2015 -
December 2015 **ASSUMPTION COLLEGE**, Makati City
Part Time Instructor

2007 – 2013 **IMMACULATE HEART OF MARY COLLEGE** - Parañaque
High School Department Faculty Member



Special Citations

SY 2018 - 2019

RESOURCE SPEAKER

How To Be An Effective Teacher Seminar Series
Various Schools

SY 2017 – 2018

RESOURCE SPEAKER Diwa Innovation Congress Year 1

Marriott Hotel, Pasay City
St. Louis University, Baguio City
Faith Colleges, Tanauan, Batangas

SY 2017 – 2018

RESOURCE SPEAKER Diwa SEM Utility Seminar

St. Peter of Verona Academy, Morong, Bataan
St. Paul's College, Naga City, Camarines Sur

SY 2016-2017

RESOURCE SPEAKER, Diwa Innovation Camp Year 3

Marriott Hotel, Pasay City
University of Cordilleras, Baguio City
Pinnacle Hotel, Davao City
Sarrosa Hotel, Cebu City

SY 2015 – 2016

RESOURCE SPEAKER, Diwa Innovation Camp Year 2

Xavier University, Cagayan De Oro City
Colegio de San Jose, Iloilo City
Philippine Women's College, Davao City

August 28, 2015

FACILITATOR, Division SSG Leadership Training
Department of Education – Division of Parañaque City
Baclaran National High School, Parañaque City

May 9, 2015

DEMONSTRATION TEACHER

Regional Training for Grade 10 *Araling Panlipunan* Teachers
Philippine Normal University, Manila

SY 2014-2015

RESOURCE SPEAKER, Diwa Innovation Camp Year 1

Widus Hotel and Casino, Clark, Angeles City, Pampanga

Paper Presentation

August 2018

**INTERNATIONAL CONFERENCE ON EDUCATIONAL
MEASUREMENT AND EVALUATION 2018**

“Illustration of 21st Century Skills in *Araling Panlipunan* Textbooks”