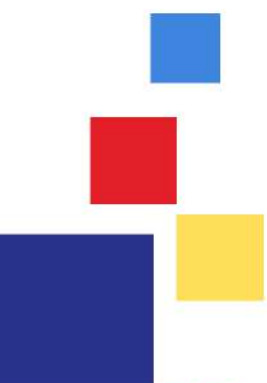# COLLEGE OF EDUCATION RESEARCH AGENDA

20 24

CERTIFICATION

I, ABIGAIL A. NAVALES, Associate Dean of the College of Education - University of Southeastern Philippines (USeP), acting as the Secretary for this council meeting, do hereby certify that the Local Research, Development, Extension, Innovation and Council (LORDEIC) acted upon to the resolution to:
"Adopt and Approve the College of Education Research Agenda"

APPROVED on this LORDEIC Meeting on February 26, 2024

I hereunto affix my signature this 27th day of February 2024 at Davao City, Philippines.

ABIGAIL A. NAVALES

THE COLLEGE OF EDUCATION RESEARCH AGENDA

The CED Research Agenda is a roadmap for our collective intellectual pursuit and aspirations for social change. It highlights the pressing educational issues that compel our faculty, students, and stakeholders to seek knowledge and solutions. By identifying these challenges, the agenda aligns our research efforts with broader development goals, enabling us to leverage our expertise in addressing critical societal needs. It reflects our commitment to generating knowledge that not only expands the frontiers of education but also transforms lives and communities.
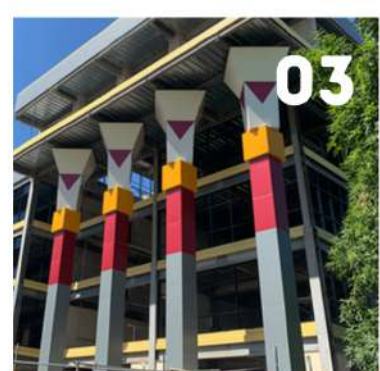
The Agenda is structured around six 6 themes that encapsulate a broad spectrum of educational concerns. Each theme is further subdivided into specific sub-themes to provide focused research directions. These themes are carefully aligned with the research priorities of the Mindanao Center of Education Research, Training, and Innovation (MCERTI) and various targets of Sustainable Development Goal 4, ensuring that our research contributes to global educational development.

01
Equity and Alternative Assessments

02
Relevant and Innovative Curriculum

03
Transformative School Governance

04
Quality Teacher Education

05
Transformative Pedagogy and Innovative Materials

06
Transformative Futures of Education

COLLEGE OF EDUCATION
RESEARCH AGENDA

SUSTAINABLE DEVELOPMENT GOALS

01 Equity and Alternative Assessments

1.1 Equity and Inclusiveness in Assessments
1.2 Assessment of Learning Transfer and Transversal Skills
1.3 Alternative Measures and Assessments of Lifelong Learning

TARGET 4·5 — ELIMINATE ALL DISCRIMINATION IN EDUCATION

02 Relevant and Innovative Curriculum

2.1 Reimagining the Curriculum of the Future
2.2. Resilience, Learning and Holistic Support

TARGET 4·5 — ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4·6 — UNIVERSAL LITERACY AND NUMERACY

03 Transformative School Governance

3.1 Leveraging Governance Variability for Reforms
3.2. Transformative Leadership

TARGET 4·5 — ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4·7 — EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

04 Quality Teacher Education

4.1 Quality Pre-Service Teacher Education
4.2. Professional Growth and Life-long Learning

TARGET 4·C — INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

05 Transformative Pedagogy and Innovative Materials

5.1 Pedagogy for Learners in Challenging Circumstances
5.2. Pedagogy for the 21st Century
5.3. Innovative and Contextualized Learning Materials

TARGET 4·5 — ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4·6 — UNIVERSAL LITERACY AND NUMERACY
TARGET 4·7 — EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP
TARGET 4·A — BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

06 Transformative Futures of Education

6.1. Future of Work and Education
6.2. Education for Sustainable Development

TARGET 4·7 — EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP
TARGET 4·A — BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

Theme 1.1

Equity and Inclusiveness in Assessments

About the Theme

The inequities faced by students due to societal and physical challenges demand a re-examination of how we assess their learning. Traditional methods often fail to account for the diverse contexts and limitations that impact students' ability to effectively express and demonstrate their learning. Research on equity in assessments analyzes the shortcomings of traditional assessment designs and explores alternative assessment methods that can illuminate learning gaps and needs for support and accommodations, and ultimately work towards a more equitable and inclusive educational experience. Research on equity emphasizes how assessment should serve its true purpose – not as a barrier to access, but as a springboard for growth and success for all learners.

Key Research Questions

- What designs and design framework can be developed for equity and inclusiveness in assessments?
- How do we address contextual needs and limitations so that learners can effectively express and demonstrate their learning & abilities in assessments?
- What technology, measurement models and platforms can be developed for more inclusive and equitable educational assessments?

Expected Outputs

- Equity and Inclusiveness Frameworks or Models & Policies
- Copyrights produced for Assessment Tools & Technologies Developed
- Publications on the Theme

Suggested Topics

- Accessibility and Equity in Assessment Design
- Assessment ,Access, and Wellness
- Inclusiveness in Assessments
- Technology, Inclusiveness and Equity in Assessments
- Measures of Inclusiveness in Schools, Communities and Organizations
- Mental Health Assessments
- Psychometric Analysis and Equity

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 1.2

Assessment of Learning Transfer and Transversal Skills

About the Theme

International assessments (PISA, TIMMS, SEA-PLM) reveal a worrying trend – Filipino students struggle to transfer their learning to unfamiliar, authentic contexts, raising questions about the effectiveness of our educational practices. Research on assessment of learning transfer and transversal skills steps in, offering a useful lens to address this gap. By studying how students perform on tasks that require them to apply knowledge in novel situations, we can shed light on what hinders or facilitates their ability to transfer learning. This research will not only clarify the interconnectedness between different learning outcomes but also guide the development of more effective teaching and assessment methods that foster the development of transversal skills – a cornerstone of educational success in today's world.

Key Research Questions

- What designs and design framework can be developed for authentic, contextualized and integrated assessments?
- How can we design assessments that more accurately measure transfer of learning, transversal skills and real-world learning outcomes?
- How can complex forms of knowledge be modeled and assessed?
- How do students solve problems that are unfamiliar to them? And how can assessment inform instruction in this aspect?

Expected Outputs

- Design Frameworks or Models Developed
- Copyrights produced for Assessment Tools & Technologies Developed
- Publications on the Theme

Suggested Topics

- Assessment of Learning Transfer
- Assessment of Transversal Competencies
- Contextualized and Integrated Assessments for Science, Technology, Agriculture/Arts, and Mathematics
- Assessment of Complex Knowledge
- Problem Solving in Unfamiliar Problems
- Integration of 21st Century Skills in the Assessment of Educational Outcomes
- Psychometric Analysis of Measures of Transfer & Transversal Competencies

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 1.3

Alternative Measures and Assessments of Lifelong Learning

About the Theme

Our present measures of learning, often confined to formal education, fail to capture the wide range of knowledge and skills acquired throughout life. Lifelong learning, encompassing diverse modalities beyond the classroom and schooling systems, demands a shift in assessment paradigms to fully understand its value. Applying traditional measures of learning, and indicators of educational programs and systems to this broader landscape paints an incomplete and potentially misleading picture. This hinders our understanding of educational progress and programs and our ability to address emerging challenges. by focusing beyond current assessment practices and tools, we can tap into the rich tapestry of learning experiences that occur inside and outside formal settings. This shift in focus unlocks the true potential of learning, allowing us to accurately gauge its impact on individuals and communities.

Key Research Questions

- What innovative assessments can be designed to effectively capture the knowledge and skills acquired through informal learning and diverse modalities?
- How can technology and emerging tools be leveraged to create personalized and authentic assessments for lifelong learning contexts?
- How can assessments be used to track and measure the return on investment for individual and societal investments in lifelong learning.

Expected Outputs

- Copyrights produced for Assessment Tools & Technologies Developed
- Publications on the Theme

Suggested Topics

- Alternative Assessments and Measures of Lifelong Learning Outcomes
- Alternative indicators and measures of the effectiveness of educational programs, systems and activities
- Assessment of Self-paced, self-driven and personalized learning
- Psychometric Analysis of Measures of Lifelong Learning

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 2.1

Reimagining the Curriculum of the Future

About the Theme

Amidst the challenges of the present and uncertainties of the future, traditional curriculum models struggle to equip learners with the skills and knowledge needed to navigate an increasingly complex and interconnected world. The traditional, rigid, standardized curricula has been limited in fostering critical thinking, problem-solving, and collaboration and other skills demanded for a more sustainable future.This research theme explores how the curriculum (Basic Education, Higher Ed, Tech-Voc Ed) , its underlying philosophy and frameworks can adapt to meet the demands of tomorrow while addressing critical issues like sustainable development, inclusion, and the globalization of communities.

Key Research Questions

- How can the curriculum be designed to promote inclusion and flexible learning pathways that cater to individual learner needs, interests across different educational levels (Basic Education, Higher Ed, Tech-Voc Ed)?
- How can the curriculum be contextualized to integrate local contexts, including diverse cultural perspectives, indigenous knowledge systems, and community challenges and difficulties?
- How can the curriculum be contextualized and redesigned to promote sustainable development?
- How can the curriculum be redesigned and used to equip learners with the knowledge, values, and skills necessary to address global challenges and the needs of the uncertain future?

Expected Outputs

- Curriculum Prototypes
- Curriculum Models and Frameworks
- Publications on the Theme

Suggested Topics

- Innovations towards an Inclusive and Flexible Curriculum
- Innovations for a Contextualized and Responsive Curriculum
- Learning Pathways and the Curriculum
- Curriculum for Challenging Circumstances and Areas
- Indigenous Knowledge-based Curriculum
- Future-proofing the curriculum

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 2.2

Resilience, Learning and Holistic Support

12

About the Theme

In the face of increasing challenges and uncertainties, fostering resilience in the curriculum has become more crucial than ever for learners of all ages and of varying circumstances. This research theme delves into the interconnected concepts of resilience, learning, and holistic support, exploring how the curriculum, learning experiences and environments, in particular the support systems in the formal educational setting can cultivate individuals to learn and succeed in school and in their communities. The theme also tackles the concepts of adaptability and resourcefulness as key concepts of resilience, and its integration into the learning experience of an individual.

Key Research Questions

- How can the curriculum be designed to explicitly promote resilience, adaptability and resourcefulness in learners within different subject areas and educational levels?
- How can support systems within the school environment, support the curriculum, and contribute to students' academic success and overall well-being?
- How can we ensure that innovations in the curriculum and support systems are evidence-based and responsive to the needs of diverse learners and communities?
- How can the community and stakeholders effectively support students' learning and foster resilience?
- What delivery modalities or models could be developed to facilitate resilient, flexible, and personalized learning?

Expected Outputs

- Curriculum Prototypes, Models of Alternative Modalities of Curriculum Delivery
- Support Programs
- Publications on the Theme

Suggested Topics

- Promoting Values, Resilience, Adaptability, and Resourcefulness in the Curriculum
- Support Systems for Academic Success/Well-being
- Evidence-based Support Systems and Student Learning
- Resilient and Flexible Mechanisms for a Curriculum
- Personalized Curriculum
- School, Home and Community Support for Learning

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 3.1

Leveraging Governance Variability for Reforms

About the Theme

The Philippines is gearing up for sweeping reforms in education, seeking to address disparities and forge a path towards quality education for all. Anticipating these changes, a crucial question emerges: can we move beyond one-size-fits-all solutions by leveraging the power of "governance variability"? This research theme delves into the diverse realities of schools and communities, understanding how their unique systems and engagement with reforms influence outcomes and help achieve sustainable development goals. By studying this variability, we aim to unlock context-sensitive approaches that empower local actors, tailor strategies to specific needs, and ultimately realize the promise of educational transformation for all Filipinos.

Key Research Questions

- How does governance variability in schools and communities impact the implementation and outcomes of education reforms?
- How do school heads implement governance in terms of responsibility, accountability, awareness, impartiality, and transparency?
- What best practices do school heads implement within each of the following five key governance elements: strategic leadership, operational and resource management, teaching and learning focus, professional development, and community engagement?
- How do school heads, within the context of diverse governance structures, implement governance practices that promote educational outcomes for all students, eliminate discrimination and promote sustainable development?
- What tool kits can be produced to leverage governance variability in basic education schools, higher education institutions and technical-vocational schools?
- What models can be developed to explain governance variability in the context of the Philippine educational systems?

Expected Outputs

- Publication on the Theme
- Training Programs Implemented
- Data bank/mining facility
- Models or Frameworks of Governance
- Policies

Suggested Topics

- Basic Education Governance Systems
- Educational Reforms in the Philippines
- Technical-Vocational Education Governance Systems
- Academic Analytics in Higher Education
- Quality Assurance in Education
- School Governance and Policies for Sustainable Development

Programs Involved

Master of Arts in Education - Educational Leadership and Management
Doctor of Philosophy

Theme 3.2
Transformative Leadership

About the Theme

Traditional leadership models in education, characterized by its hierarchical structures and top-down approach, often are ill-equipped to navigate the complex and multifaceted challenges faced by schools today. Persistent disparities in outcomes, the demand for responsive pedagogies in an age of rapid technological and environmental shifts – these realities call for an alternative, transformative leadership paradigm.This research theme delves into the potential of transformative leadership within the Philippine educational system, envisioning a future where schools thrive as vibrant hubs of collaboration, innovation, and equity. This theme aims to nurture knowledge and programs towards developing transformational leaders, who can pave the way for schools to bridge the gap between policy and practice, becoming vibrant centers of community engagement and positive social impact.

Key Research Questions

- What specific characteristics and practices distinguish transformative leaders from traditional leaders in the Philippine educational context? And how can we model these characteristics?
- How can development programs cultivate the skills and competencies of transformative leaders for schools and HEIs in the Philippines?

Expected Outputs

- Publication on the Theme
- Training Programs Implemented
- Data bank/mining facility
- Models or Frameworks of Leadership

Suggested Topics

- Case Studies of Exceptional and Transformative Leaders in Education
- Models and Variations of Transformative Leadership
- Characteristics of Transformative Leaders in Education

Programs Involved

Master of Arts in Education - Educational Leadership and Management
Doctor of Philosophy

Theme 4.1
Quality Pre-Service Education

About the Theme

This theme examines the critical role of preparing future teachers to address evolving challenges within the Philippine educational system. It recognizes that teacher quality hinges on both quality pre-service education and effective support systems. These systems play a vital role in shaping competent and dedicated educators who can meet the diverse needs of their students and their respective communities. As a Center of Excellence in Teacher Education, the College of Education (CED) embraces this responsibility by nurturing pre-service teachers through innovations in the curriculum, training approaches and rigorous practical experiential activities. This commitment ensures that future educators are well-equipped to navigate the complexities of the Philippine educational landscape and contribute to its sustained improvement.

Key Research Questions

- How can we design pre-service teacher education programs that prepare teachers for the challenges of the future?
- What innovative pedagogical approaches & models can be developed and integrated into pre-service programs to enhance the development of teacher agency, critical thinking, problem-solving, and culturally responsive teaching skills among future educators?
- What is the long-term impact of quality pre-service education programs on the teaching practices and student outcomes in Philippine schools?

Expected Outputs

- Copyrighted Training Materials
- Implemented Training Programs
- Publications on the Theme
- New and Alternative Models of Pre-service Teacher Education

Suggested Topics

- Innovations in the Teacher Education Curriculum
- Evidence-based practice Teacher Education Curriculums
- Pedagogical Approaches in Teacher Education
- Experiential Learning Activities and Projects
- Progression of Competencies and Development of Pre-service teachers
- Impact of quality pre-service education programs
- Support Mechanisms for pre-service teacher education

Programs Involved

Master of Arts in Science Education
Master of Arts in Mathematics Education
Master of Arts in English Language Teaching
Master of Arts in Education
Doctor of Philosophy

Theme 4.2

Professional Growth and Lifelong Learning

About the Theme

This theme emphasizes the importance of lifelong learning through Continuing Professional Development (CPD) and in-service training for teachers. While pre-service programs lay the groundwork for teacher quality, in-service education and lifelong professional learning sustains and enhances educator effectiveness.Concerns regarding existing CPD models and the efficacy of the Philippine CPD Law necessitate exploration of innovative, technology-driven approaches to nurture in-service educators, ultimately fostering a dynamic and well-supported professional ecosystem for reforms.

Key Research Questions

- How can CPD programs be designed to foster teacher motivation and engagement in their own professional development?
- How can in-service training programs be designed to promote transfer and action towards the attainment of important educational outcomes?
- What professional development models can be developed to guide the design of lifelong learning programs for teachers? And assure teacher quality?

Expected Outputs

- Copyrighted Training Materials
- Implemented Training Programs
- Publications on the Theme
- New and Alternative Models of In-Service Teacher Education

Suggested Topics

- Microlearning and Teacher Training
- Teacher Quality and Teaching Excellence
- Models of Continuing Professional Development programs
- Critical Analysis of the CPD for Teachers
- Innovative Lifelong Learning Programs for Teachers
- Collaborative Teacher Learning Communities

Programs Involved

Master of Arts in Science Education
Master of Arts in Mathematics Education
Master of Arts in English Language Teaching
Master of Arts in Education
Doctor of Philosophy

Theme 5.1

Pedagogy for Learners in Challenging Circumstances

About the Theme

Children in difficult circumstances do not usually receive equal opportunities in education. These types of learners refer to those children whose needs are compromised due to the following forms of disadvantages: geographic isolation, extreme poverty, chronic illness, displacement due to armed conflicts, urban disaster, child abuse and child labor practice, special needs and conflict with the law. Studying pedagogy for learners in challenging circumstances is crucial for unveiling and dismantling the systemic barriers that impede their access to quality education and equitable learning outcomes. By understanding the unique needs and contexts of these diverse groups, we can develop targeted and adaptive instructional approaches that empower them to reach their full potential.

Key Research Questions

- How do specific forms of challenging circumstances (e.g., poverty, displacement, trauma) differentially affect the learning processes, cognitive development, information processing, engagement, and motivational profiles of children, and how can this understanding inform the design of tailored pedagogical approaches?
- How can we effectively redesign pedagogy to engage and support learners in different types of challenging circumstances, while fostering resilience and ensuring attainment of learning outcomes?
- How can partnerships with communities, families, and other stakeholders be strengthened to develop and implement sustainable, supportive learning environments for these learners?
- How can we build strong partnerships between communities, families, schools, and teachers to create supportive learning environments for all students, especially those facing difficulties?

Expected Outputs

- Pedagogical Models and Framework
- Lesson Package Prototypes
- Publications on the Theme

Suggested Topics

- Socio-emotional learning in challenging circumstances
- Contextualized and Culturally Responsive Pedagogies
- Trauma-informed pedagogy
- Identifying and dismantling systemic barriers to educational equity.
- Sustainability and scalability of pedagogical interventions
- Partnerships for Learning

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 5.2
Pedagogy for the 21st Century

About the Theme

We recognize that international assessments reveal a worrying disconnect between what students learn and how they apply it in unfamiliar, real-life situations. This theme focuses on developing effective pedagogical approaches to equip learners with the tools they need to thrive in the 21st century, where adaptability, transfer of knowledge and the use of complex systems of information are essential. By developing new and better teaching methods for transfer, we can provide educators with practical strategies to guide instructional practices. Ultimately, this research theme aims to empower learners to become independent thinkers and problem solvers who can adapt their knowledge and skills to navigate the complexities of the 21st century

Key Research Questions

- What innovative instructional approaches can be designed and implemented to cultivate critical thinking, problem-solving, communication, and collaboration in diverse learning environments?
- What evidence-based and innovative instructional approaches can help us tackle complex systems of knowledge and knowledge transfer?
- How do we design learning experiences to promote transfer and teach 21st century skills (creativity, critical thinking, etc.)?

Expected Outputs

- Pedagogical Models and Framework
- Lesson Package Prototypes
- Publications on the Theme

Suggested Topics

- Contextualized and Multidisciplinary Strategies
- Teaching Soft Skills
- Enhancing Transfer of Learning
- Pedagogy that promotes learner agency and growth mindsets
- Pedagogies for personalized learning
- Evidence-based pedagogies

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 5.3

Innovative and Contextualized Learning Materials

About the Theme

Limited access to essential resources like books and technology, which is often aconsequence of poverty, isolation, or displacement and other challenging circumstances, restricts the learner's opportunity to engage in meaningful learning. Existing resources frequently fail to reflect the cultural contexts and lived experiences of these diverse learners, leading to disconnect, feelings of exclusion and sadly, poor performance. Traditional materials, crafted for a general audience, also often disregard the specific learning needs of learners facing adversity, hindering their ability to grasp concepts and develop necessary skills. These interconnected barriers necessitate innovative and contextualized solutions, ensuring all learners have access to resources that resonate with their realities and empower them to thrive.

Key Research Questions

- How can Universal Design for Learning (UDL) principles be effectively integrated into the development of learning materials to ensure accessibility and inclusivity for all learners?
- How can the specific learning needs of young children facing adversity be addressed through innovative and inclusive early childhood education materials?
- How can contextualized and multidisciplinary learning materials promote deeper understanding and application of knowledge across different subject areas?
- What specific cultural elements and lived experiences of underserved communities in the Philippines should be reflected in learning materials to promote engagement and belonging?
- How can Tech-Voc learning materials be contextualized to reflect the changes and growth of specific industries and job opportunities available in different regions of the Philippines?

Expected Outputs

- Design Frameworks or Models Developed
- Copyrights/Utility Models/ Patents produced for Assessment Tools & TechnologiesDeveloped

Suggested Topics

- Universal Design for Instructional Materials
- Culturally Responsive Learning Resources
- Inclusive Instructional Materials for Early Childhood Education
- Trauma-informed instructional materials
- Contextualized and Multidisciplinary Instructional Materials
- Inclusive and Contextualized Instructional Materials for Tech-Voc

Programs Involved

Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Early Childhood Education
Bachelor of Special Needs Education
Bachelor of Physical Education
Bachelor of Technology and Livelihood Education
Bachelor of Technical-Vocational Teacher Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in English Language Teaching
Master of Arts in Education
Master of Arts in Guidance and Counselling
Doctor of Philosophy

Theme 6.1
Future of Work and Education

About the Theme

The world of work is undergoing a seismic shift. Artificial Intelligence, globalization, technological advancements and environmental challenges are rapidly reshaping job landscapes, making traditional education models increasingly outdated. Research on this theme delves into the disconnect between current educational practices and systems and the challenges demanded by the dynamic future of work. By studying emerging trends, analyzing workforce needs, and understanding the impact of technological disruptions, we can reimagine education systems that empower students to navigate uncertainty and embrace lifelong learning.

Key Research Questions

- What skills and competencies will be crucial for future work scenarios, and how can education prepare students for these evolving landscapes?
- How effective are work-based learning experiences, such as internships and apprenticeships in developing future skills?
- How can transformative foresight methodologies and lenses be harnessed in the education sector to anticipate and prepare for future changes and disruptions?
- What innovations and transformations are needed in technical-vocational and higher education, and in the workplace itself, to address the diverse scenarios of the future?

Expected Outputs

- Publications on the theme
- Prototypes of Curriculum or Academic Programs
- New or Alternative Foresight Strategies for Education
- Proposed Policies

Suggested Topics

- Future Jobs, Skills and Competencies
- Future proofing of Educational Programs
- The Future of the Teaching Profession and Teacher Education
- New Foresight Lenses and Methodologies for Studies in the Future of Work
- Innovations for Future Transformative Scenarios in Education
- Artificial Intelligence and Future Disruptions to Education
- Disruptions and Future scenarios for technical-vocational and higher education

Programs Involved

Doctor of Philosophy

Theme 6.2

Education for Sustainable Development

About the Theme

Global challenges like climate change, biodiversity loss, technological divides, and social inequity demand a fundamental transformation in both our way of living and how we educate. To navigate these complex future landscapes and build a sustainable future, wåe need equipped citizens. These citizens should possess the knowledge, skills, and values necessary for global citizenship, peace building, security, and a thriving quality of life. Our current educational systems often operate in silos, isolated from the realities of sustainability. This necessitates a redesign: integrating environmental stewardship, social equity, and economic resilience principles into the curriculum, innovative teaching strategies materials.

Key Research Questions

- What strategies and interventions foster global and intercultural competencies among students, and how do they impact critical thinking, cultural understanding, and appreciation for diversity?
- How can education systems incorporate principles of sustainable development to promote environmental stewardship, social equity, and economic resilience among students?
- What role can education play in addressing pressing global challenges, such as climate change, biodiversity loss, and social inequality and how can educational institutions collaborate with other stakeholders to achieve sustainable development targets?
- How can education foster partnerships and collaboration with local communities, businesses, and civil society organizations to create sustainable learning environments and enhance community engagements in sustainable development efforts?

Expected Outputs

- Publications on the theme
- Prototypes of Curriculum, Instructional Materials or Academic Programs
- Proposed Policies

Suggested Topics

- Innovations in ESD
- Curriculum for ESD in Teacher Education
- Future Skills and Competencies for Sustainable Development
- Governance Models for ESD
- Community-led /based approaches for ESD

Programs Involved

Doctor of Philosophy

Mindanao Center for Education Research, Training and Innovation. 2024. All rights reserved. This material is for educational purposes only and may not be sold or commercialized.