

REVISITING RESEARCH ENDEAVORS FOR TEACHERS: OUTLOOK FOR THE NEW NORMAL IN EDUCATION

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Classroom practice nowadays must be evidence-based and outcomes-based. In doing so, the use of action research in classroom practices has been a buzzword in DepEd for the past years. With such, instructional delivery has become more empirical than ever before.

Action research is a type of classroom-based research that aims to improve practices. It helps the teachers respond effectively to the needs of the learners and instruction in general by introducing strategies, innovations, or interventions appropriate for the identified needs and situations.

In reality, innovation, intervention, and strategy are undertaken by teachers to improve instruction, and the teaching-learning process is considered action research in its own right. But the problem is, they are not written and adequately documented. In this sense, action research can be a useful tool to collate and document the solutions applied by teachers in addressing the problems they encountered (Pecson, 2017). Hence, assistance from the school research-coordinator and committee is essential to help teachers in documenting their outstanding practices into action researches.

There are DepEd orders that need to read first by teachers to be oriented on the research process.

DO 16, s. 2017 – Research Management Guidelines

DO 39, s. 2016 – Adoption of the Basic Education Research Agenda

DO 4, s. 2016 – Amendment to DepEd Order No. 43, s. 2015 (Revised Guidelines for the Basic Education Research Fund [BERF])

DO 43, s. 2015 – Revised Guidelines for the Basic Education Research Fund (BERF)

DO 24, s. 2010 – Basic Education Research Fund

The said orders provide the legal bases on the research process in the DepEd, as well as the development in the instillation of research culture among teaching and non-teaching employees. At the school level, since school heads and master teachers are trained to do action research, it is integral to provide technical assistance and collaboration opportunities for teachers to come up with their action research. More so, topics to be included in the action research should not only be based on the research agenda of the Department but also the needs of the current situation.

Today more than ever, teachers need to come up with action research to document the strategy, intervention, and innovation that they would be used to increase and improve the performance of the learners, as well as in addressing effectively the problems they encounter in the implementation of various Learning Delivery Modalities (LDMs). Either, quantitative, qualitative, or mixed-method, teachers could tap different types of methodologies, as well as instruments, procedures, analyses, and presentations aligned with the format set by the DepEd to document properly their research.

In the end, what matters most is the impact of the outcomes/outcomes/products of education research. Such an empirical approach in education recalibrates the teaching-learning process, leading to the institutionalization of best practices and the continuous discovery of mechanisms for improving the general practice.

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