



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent

February 23, 2023

DIVISION MEMORANDUM

No. 042, s. 2023

**SCHEDULE FOR RESEARCH INCUBATION PERIOD FOR EDUCATORS (RIPE)
ACTIVITIES**

To : CID Chief
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
Teachers Concerned

1. The Department sustains its progressive orientation by ensuring that its actions are informed by sound and relevant evidence from research (DO No. 39 s. 2016). The Governance of Basic Education Act of 2001 (RA 9155) mandates that the Department of Education enacts policies and mechanism through which the delivery of quality of basic education maybe improved. Chapter 1, Section 7 of DO No. 16 s. 2017 includes among the responsibilities of DepEd across all governance levels the undertaking of educational research and studies that will serve as one of the bases for necessary reforms and policy development.

2. In this regard, a Research Incubation Period for Educators (RIPE) activity is scheduled to ensure that all submitted research are completed. The following dates are the schedule for the session where Education Program Supervisors and Public Schools District Supervisors will mentor the School Head and Teacher who submitted research.

Schedule of Research Incubation Period for Educators (RIPE) activity	
March 24, 2023	July 21, 2023
April 14, 2023	August 25, 2023
May 26, 2023	September 29, 2023
June 23, 2023	October 27, 2023 and November 27, 2023

3. The Education Program Supervisors and Public Schools District Supervisors will mentor the School Head and Teacher who submitted research may hold the activity via online modality or face to face session.



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4. Attached is evaluation tool to be used for checking the research submitted. Likewise, the list of research and corresponding adviser is attached in the enclosure.
5. All expenses relative to the conduct of the activity shall be charged to Division MOOE, subject to the usual accounting and auditing rules and regulations.
6. For immediate dissemination and compliance.

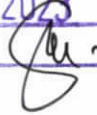

CRISTY C. EPE

Schools Division Superintendent 

Enclosed: As stated.

CID/tme

DepEd Schools Division of Digos City
RECORDS SECTION

RELEASED
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DATE: MAR 03 2023 TIME: 10:40 am
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Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

Division Research Incubation Period for Educators
Calendar Year 2023

Digos Oriental	Working Title	Researchers	Research Advisers
Badiang ES	Prohibiting Parents Inside the School During Class Hours: Its Impact to the Social-Emotional Skills Among Kindergarten Learners	Karen L. Maul	Mary Joy Fortun Gemma Salanga
Dawis ES	Does Utilizing Parents' Engagement and Teacher-made Learning Packets (ELLN) During a Blended Modular/Face-to-Face Learning Modality Would Make a Difference in Uplifting Learners' Reading Skills?	Jay Ann Roldan	Ferna Renira T. Alde Ida I. Juezan
Don Mariano Marcos ES	Project COACH (Computer Operations and Communications Honing): Optimizing Teachers' ICT Skills in Don Mariano Marcos Elementary School	LORELAI O. CASOÑETE EDSEL F. NACUA	Ferna Renira T. Alde Gervasio R. Salinas, Jr.
Isaac Abalayan ES	School-based LAC Session: Managing behavior of teachers & commitment in the process of learning delivery at this time of pandemic caused by COVID-19	Joel A. Cartagena	Jessica G. Lucero Joan M. Niones
Ramon Magsaysay Central ES	How do Educational Interactive Games Help Sustain Learners' Active Participation During Online Classes? How does the School-Based Reading Program Improve Learners' Reading Comprehension?	Merilyn Galo Irene T. Cababat	Gervasio R. Salinas, Jr. Mary Joy Fortun



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	Getting Together: Recovering Oneself from Mental Stress Through Wellness Recovery Action Plan (WRAP)	Jayson M. Abellon	Angel V. Bisaga, Jr.
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Digos Occidental	Working Title	Researchers	Research Advisers
Digos City CES	How does the Filipino Stories' Immersion Improve the Comprehension Level of SSES Learners in Filipino-based Language Subjects	Analyn M. Manapol	Neil D. Bongcayao Joan M. Niones
Pedro V. Basalan ES	How does Claveria Reading Technique help in Improving the Struggling Readers of the Limited Face to Face Classes?	REBECCA LORELIE P. DEIPARINE MIZRAIM MAY P. REBUTA	Ely G. Cataluña Zandria M. Sy
Digos South	Working Title	Researchers	Research Advisers
Arcaflor Maniapao ES	How Does Homeroom Guidance Help the Learners Promote Positive Disposition in the Face to Face Classes?	Rosel A. Remegio	Ely G. Cataluña Rofelia De Mesa
Bagumbuhay ES	How does Pupils of Bagumbuhay Elementay School Cope with Difficulties in the Implementation of Modular Distance Learning	ANNA MAE S. BARIQUIT JERWIN L. GRANADA	Helen Casimiro Gemma P. Salanga
Casildo Nonol ES	FRIENDLY TABLES: BOOST ONE'S CONFIDENCE	NORWENDA G. HAIRIL MARISTLE Q. POMPERADA	Ronilyn Nieves
Colorado ES	MOBILE CAFÉ: ENHANCEMENT OF LEARNER'S LITERACY AND NUMERACY	NELSON E. LUCERO JASMIN EVE G. BUCOD	Ida I. Juezan Jem Boy B. Cabrella
Domingo Abawag ES	How Individual Differences Unravel Reading Readiness of Students	Marife Bohol	Ronilyn P. Nieves Rofelia De Mesa
Igpit ES	Project MARK: An intervention Program to increase learners' participation in the School's Greening Program Through the Digitization Platform	KIM A. FERNANDEZ MARK STEPHEN G. BOHOL REMA M. RAMOS	Mishel C. Cadungog Jessica Lucero

	MARK (Make it Accessible and Relevant for Kids) Spark in the Dark: Adopt a Friend Strategy for Young Learners to View the World through Mathematical Lens	PETER PAUL V. DEIPARINE Rema M. Ramos	Jem Boy Cabrella
Lungag ES	How Effective is the Interactive Model of Reading for Improving the Inferential Comprehension of Grade 5 Pupils of Lungag Elementary School?	Hazel M. Imperial Melacres L. Campomayor	Tito M. Endrina Zandria M. Sy
Remedios Saplala ES	How did social awareness, social responsibility, sustainable partnership help increase the stakeholder's participation in Brigada Eskwela Program?	Janet Villapaz	Ronilyn P. Nieves Angel V. Bisaga, Jr.
San Miguel ES	How Does Project DUAW Improve on Time Submission of Learning Activity Sheets?	Merilyn T. Salboro Rowena A. Malahay Josephine L. Delima Rosa O. Tuloy	Helen Casimiro Mary Glor D. Tabanao
Mt Apo	Working Title	Researchers	Research Advisers
Apolandia ES	How Can Parent's Involvement Affect Pupils Reading Proficiency in Apolandia Elementary School?	Mercy Grace N. Arendain Al D. Fernandez Melanie G. Borlaza Avyelle R. Bacugan	Patriotiso Peñas Mary Glor D. Tabanao
Binaton ES	Employee Motivation and Job Performance of Teachers in Binaton Elementary School in the New Normal	Rowelem V. Rosima	Cherry Rossette Oliva Luzminda B. Jasmin
G. Reusora Central ES	How did GRCES' Heart for Kiagot Community Outreach Program helps in Strengthening Reading and Numeracy Skills and Attitude in this time of Pandemic?	Ferlyn M. Tubice, Dahfnie O. Macalan and Egmidio R. Lopez, Jr.	Cherry Rossette Oliva Tito M. Endrina
	How Virtual Kamuztahan Improves the Performance in Mathematics of Grade 6 Bonifacio of G. Reusora Central Elementary School?	EGMIDIO R. LOPEZ JR. ANTONIA S. JUMAWAN	Cherry Rossette Oliva Jem Boy B. Cabrella
Matti ES	How Project GURO (Grow in Union with the Resources and Opportunities) helps improve the Communicative Skills of Matti Elementary School teachers?	Mary Jimz Abellon	Gervasio R. Salinas, Jr. Ronilyn P. Nieves

Necencio Isidro ES	How to Sustain the Interest in Reading English of Grade 5 Pupils in Necencio A. Isidro Elementary School?	Michael E. Cometa Shiela D. Cometa	Tito M. Endrina Zandria M. Sy
Rizal CES	Improving the level of engagement of the learners on the topic interactions among living things and non-living things in tropical rainforests, coral reefs, and mangrove swamps through Outdoor Learning Inquiry-Based Approach (OLIBA)	Jocoh P. Romero Aldin J. Barsalote Jr. Rosie R. Delos Santos	Luzminda B. Jasmin
	Utilizing Mind Mapping Strategy to Improve the Vocabulary Skills of Grade 5 Learners	DAMA GLEIN R. MANLABE LIWAYWAY R. FUENTICILLA	Tito M. Endrina Zandria M. Sy
	Improving the Mathematical Skills of Grade 2 Learners in Adding Two-digit Numbers through Game-based Learning	Sherri Merrill L. Abapo Giftphany C. Tado	Jem Boy B. Cabrella Cherry Rossette E. Oliva
	Improving the English Spelling Ability of Grade IV - Pearl Learners through Board Games	Hilda P. Fabroa Aiza S. Raboy Rechelle S. Saraza	Tito M. Endrina Zandria M. Sy
Soong ES	Modular Plus Trumpaaralan Modality of Teaching: An Innovation Initiatives of Pangaguran Elementary School Teachers/School Head	Jenerose E. Emasula Jonathan C. Almacin	Cherry Rossette Oliva Mishel C. Cadungog
Secondary School	Working Title	Researchers	Research Advisers
Goma National High School	How Can Comprehensive Practice of the Clinical Supervisory Cycle Enhance the Abstraction Skills of Teachers?	Rizza L. Villaluna	Clarence S. Pillerin Luzminda B. Jasmin
Igpit National High School	How to Harness Exploratory Learning in the 21 st Century Education Using Virtual Science Labs During COVID-19 Pandemic?	Regine Lim Galaraga	Clarence S. Pillerin Luzminda B. Jasmin

	ICT Utilization and Equipment for Instruction : An Examination on the ICT Capacity for an Effective and Efficient Digital Classes in Igpit National High School	Henrietta Ignacia Dela Cruz	Clarence S. Pillerin Gervasio R. Salinas, Jr.
	TUNOG. IMAHEN. BIDYO. VIDEO-BASED LEARNING: PAGPAPALINANG SA AKADEMIKONG PAGGANYAK NG MGA MAG-AARAL SA BAITANG 9 SA PAGKATUTO NG ARALING FILIPINO SA BIRTUWAL NA KALIGIRAN NG PAG-AARAL	LIEZL M. PACTAO-IN	Joan M. Niones
	How did Project HANDA: Konek Husay Expand the Technological Literacy of Grades 9 and 10 Students of Igpit National High School?	Noba J. Rubion Denzel Aquino, Regine Galaraga Lee Brenda Precellas	Gervasio R. Salinas, Jr. Clarence S. Pillerin
Soong National High School	HOW CAN I IMPROVE THE READING SKILLS OF LEARNERS OF SOONG NATIONAL HIGH SCHOOL THROUGH S.P.E.A.K. U.P. (SHARING PROACTIVE EVENTS AND KNOWLEDGE FOR UNDERSTANDING AND PROGRESS)	Rodel R. Sienes	Clarence S. Pillerin Tito M. Endrina
Kapatagan National High School	Adding and Subtracting Integers: A Strategic Intervention Material (SIM) in Improving the Academic Performance of Grade 7 Mathematics Students in Modular Distance Learning	Javenly M. Romero Maylene P. Quimque Mari Mie C. Medina	Jem Boy B. Cabrella Clarence S. Pillerin
	Pagpapaunlad ng Kasanayan ng mga Mag-aaral sa Grade 9-Nitrogen sa Paggamit ng Denotatibo at Konotatibong Salita sa Pamamagitan ng Filipino Ituro Natin (FIN): Pampaaralang Programa sa Pagpapaunlad ng Kasanayan sa Asignaturang Filipino	Gina P. Daloro	Joan M. Niones
DICNHS-Aplaya Extension High School	Unleashing difficulty in Learning Mathematics with Technology, Study Buddy Approach, and Game-Based Assessment	MARICHEL P. DANDOY	Jem Boy B. Cabrella
Digos City National High School	STRUGGLING AND CHALLENGING FACTORS OF GRADE 8 STUDENTS IN STRENGTHENING TECHNICAL VOCATIONAL EDUCATION PROGRAM (STVEP)	RISA MAY C. BINAG and JUNAR L. BINAG	Gemma Salanga

	Reciprocal Teaching as a Means to Increase Comprehension of Frustration Level Reader	Athena Q. Lim	Tito M. Endrina
	Implementation of distance modular learning modality and its metaphor	Ronald Salape	Clarence S. Pillerin
	Catch Me When I Fall: Improving ESP Performance of G7 Students Using One-on-One Video Tutorial During Catch-up	John P. Millan, Oscar R. Dy & Eleser D. Mateo	Clarence S. Pillerin Gervasio R. Salinas. Jr
	HOW READY ARE THE TEACHERS FOR THE FACE-TO-FACE LEARNING?	Iris P. Ubungen and Eduardo D. Fernandez	Clarence S. Pillerin
	EFFECT OF CLASS SCHEDULING ON THE ACADEMIC PERFORMANCE OF GRADE 9 AND 10 STUDENTS IN DIGOS CITY NATIONAL HIGH SCHOOL	Fretzie R. Ybanez and Rosario C. Aperocho	Clarence S. Pillerin
Alternative Learning System	Working Title	Researchers	Research Advisers
	How does Phonological Awareness Skills Screener (PASS) Help Improve the Reading Proficiency of Alternative Learning System Learners	Joselito L. Lim	Tito M. Endrina Zandria M. Sy

Prepared by



TITO M. ENDRINA, PhD
EPS-Division Research Coordinator

Annex 1 – Quality Control Checklist for Completed Basic Research

INFORMATION SHEET

Instructions: Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: _____

Funding Year: _____

Region: _____

Schools Division Office: _____

School and/or Functional
Division Conducted: _____

Authors: _____

[Lead Proponent] Name: _____
Position: _____
Contact Details: _____

[Author 2] Name: _____
Position: _____
Contact Details: _____

[Author 3] Name: _____
Position: _____
Contact details: _____

SCORE SHEET

Instructions: Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the “Accept” box only if the completed research has received **ALL** Fully Evident “FE” marks; check the “Return to Proponent” box otherwise.

For research for archiving, check the “General public disclosure” box only if the completed research has received **ALL** “FE” marks and does not fall under the category of research for limited public disclosure; check the “Limited Public Disclosure” box otherwise.

Date of Evaluation: _____

No. of Times Evaluated (including this one): _____

☐ 1st ☐ 3rd
☐ 2nd ☐ Other: _____

DECISION:

(a) For Acceptance: ☐ **ACCEPT** ☐ **RETURN TO PROPONENT**

(b) For Archiving: ☐ **GENERAL PUBLIC DISCLOSURE** ☐ **LIMITED PUBLIC DISCLOSURE**

	Full Score	NE (Not Evident)	PE (Partially Evident)	FE (Fully Evident)
Credible	6			
Contributory	5			
Communicable	2			
Conforming	3			
TOTAL	16			

COMMENTS: _____

Prepared by: _____

Approved by: _____

(Name/Position/Office)

(Name/Position/Office)

Annex 1 – Quality Control Checklist for Completed Basic Research

QUALITY CONTROL CHECKLIST

Completed Basic Research

Directions: Put a check (☑) mark in the box under the appropriate column (**NE** = “not evident”; **PE** = “partially evident”; and **FE** = “fully evident”) if the conditions indicated in each criterion below were satisfied by the completed basic research report. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. (**IMPORTANT:** The completed basic research must receive all FE marks to be eligible for acceptance.)

A. Credible

The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Participates in a scholarly and/or policy discussion by citing relevant theories and/or studies.	Check entire paper but especially the Literature Review	☐	☐	☐	
2	Utilizes a research design that is correct and appropriate for the research questions and context.	Research Methodology	☐	☐	☐	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work.	Research Methodology	☐	☐	☐	
4	Is written in a way that is indicative of coherent research planning.	Whole paper	☐	☒	☐	
5	Uses quantitative (statistical) and/or qualitative (thematic / content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.	Research Methodology	☐	☐	☐	
6	Presents its findings in a manner that is accurate and in line with the results of its data analysis and is situated with the reviewed and cited literature and studies	Literature Review, but also watch for literature cited in other parts of the report	☐	☐	☐	

Annex 1 – Quality Control Checklist for Completed Basic Research

B. Contributory

The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses issues and challenges that are interesting, novel, and current to the group being studied.	Introduction of the Research and Research Questions	☐	☐	☐	
8	Reports results that can be utilized by at least one of the following groups: decision-makers, practitioners, and members of the group being studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	
9	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	
10	Reports results or findings that are applicable to a broader population, and/or useful in contexts other than the one studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	
11	Contributes to theory and/or the knowledge base for enhancing future practice.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	

Annex 1 – Quality Control Checklist for Completed Basic Research

C. Communicable

The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
12	Documents the research process and results in accordance with the prescribed rules.	Whole paper	☐	☐	☐	
13	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	☐	☐	☐	

D. Conforming

The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
14	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	Whole paper	☐	☐	☐	
15	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Research Methodology; Also check consent forms in supporting documents	☐	☐	☐	
16	Includes a clear and feasible advocacy plan (only for BERF-funded research), a discussion of recommendations for future research, and a set of policy and/or program recommendations.	Dissemination and Advocacy Plans	☐	☐	☐	

INSTRUCTION GUIDE FOR EVALUATORS

This instruction guide is provided to ensure that evaluators are properly guided in evaluating completed basic research reports based on the identified criteria namely: Credible, Contributory, Communicable, and Conforming. These four (4) criteria were derived from the framework of Martensson et al. (2015) on what constitutes quality research.

Each criterion and its sub-characteristics have been defined accordingly. Evaluators shall examine holistically; they should use the criteria to evaluate every research in its entirety rather than breaking it up into individual parts.

Evaluators shall note that sections of non-BERF research may be structured differently (e.g. different section names from what are indicated in the DepEd RMG)

Guide in determining the scale

The evaluator shall be guided with the following instructions in determining the scale for each statement in the given criterion:

- (a) Put a check (☑) mark in the box under the column NE (Not Evident) if the research, or all relevant sections, **does not evidently reflect** the statements for each given criterion
- (b) Put a check (☑) mark in the box under the column PE (Partially Evident) if the research, or one (1) or more relevant sections **does not evidently show** the given criterion
- (c) Put a check (☑) mark in the box under the column FE (Fully Evident) if the research or all relevant sections **evidently show** the given criterion

Note that the completed basic research **must receive all FE marks** to be eligible for acceptance.

Guide in understanding each criterion

Research is CREDIBLE when it is rigorous, transparent, and consistent, that is: (a) Rigorous – research that is context-responsive, internally valid, and reliable; (b) Transparent – research whose methods can be examined or replicated based on the researcher/s' truthful documentation; and (c) Consistent – research whose components are logically aligned and make a coherent set of arguments.

Item 1 – The completed basic research participates in a scholarly and/or policy discussion by citing relevant theories and/or studies. Research is most effective when it contributes to a discussion of theoretical and/or practical problems. By first listening to what other researchers are saying and then providing critical and creative comment on it, researchers can make a convincing case for the conduct of their research and justify its potential contribution to that discussion (Bloomberg & Volpe, 2008). References to other studies are most frequently found in the Literature Review but should also appear all throughout the paper's other sections. (For example, researchers may justify elements of their research design by referring to other similar studies.) The studies referenced and their authors should be properly credited through referencing and citation that follows the rules of their chosen style guide (see Item 14).

Item 2 – The completed basic research utilizes a research design that is correct and appropriate for the research questions and context. Here, "research design" refers to the overall strategy that the researcher/s has/have chosen to answer their research questions, especially in gathering, measuring, and analyzing data. Research designs must strike a satisfactory balance between requirements of the research problem (i.e. correctness) and any constraints faced by the researcher (i.e. appropriateness). Researcher/s should demonstrate that their design choices are based on a sufficient understanding of the related literature and a truthful assessment of personal limitations based on their context and available resources.

Item 3 – The completed basic research describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work. Research is credible when its processes are shown to be consistently replicable or repeatable (Hubbard, 2016). If findings are shown to be consistent across multiple studies, the more likely they are to be accepted as true. Replication protects against false or misleading findings caused by Type 1 errors (false positives), Type 2 errors (false negatives), and fraud, among others. Item 3 requires that the researcher/s include a description of the chosen research design and all steps in the research process that are written in the plainest possible language.

Annex 1 – Quality Control Checklist for Completed Basic Research

Item 4 – The completed basic research is written in a way that is indicative of coherent research planning. Item 4 requires that a quality research report ensures that the research title, rationale/significance, research questions, and research design are logically aligned.

Item 5 – The basic research uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the research question and design to analyze data. The researcher/s' choice of a quantitative, qualitative, or mixed methods research design should reflect the nature of the research question they are answering. Quantitative (statistical) analysis is generally used to uncover relationships between variables (correlation/causality), while qualitative methods are used to obtain deep understandings of a research problem and establish relationships of cause and effect. Mixed methods designs, while complex to undertake, combined the strengths of both quantitative and qualitative analysis. Researcher/s should justify their choice and sequencing of methods in relation to their context and related literature.

Item 6 – The basic research presents its findings in a manner that is accurate and in line with the results of its data analysis and is situated with the reviewed and cited literature and studies. The researcher/s' discussion of their research findings must primarily be based on observations that they have previously stated in their report. The researcher/s should also be able to interpret these findings in a way that relates to previously conducted research (which they should have cited in their literature review and other parts of their report).

Research is CONTRIBUTORY when it is relevant, original, and generalizable, that is: (a) Relevant – research that is interesting, applicable, and current; (b) Original – research that has an original idea, uses an original procedure, and produces an original result; and (c) Generalizable – research that is externally valid.

Item 7 – The completed basic research addresses issues and challenges that are interesting, novel, and current to the group being studied. Quality research should serve the interests of the group it seeks to study. The completed basic research must sufficiently argue that the research problem directly arises out of issues and challenges faced by the group being studied. Moreover, the completed basic research must show that the research process contributes to or at least not adversely affected any progress in addressing such issues (that is, “do no harm”).

Item 8 – The completed basic research reports results that can be utilized by at least one of the following groups: decisionmakers, practitioners, and members of the group being studied. The completed basic research must report results that other practitioners or member of the target group can use; that is, they can exercise their own power to act on the findings. Evaluators may also check if the findings obtained can contribute to decision-making by people in authority, in either a local or national context.

Item 9– The completed basic research reports new results, knowledge, and/or conclusions that are falsifiable. Evaluators must be able to assess not only if the results, knowledge, and/or conclusions presented are new, but also if these are falsifiable. “New” research includes original theoretical and practical contributions as well as verifications/falsifications of already existing theories and practices. Falsifiability, as a characteristic of a research finding, posits that an assumption, conclusion or hypothesis is inherently disprovable before it can be accepted as true. To ensure that a statement is falsifiable, check if it is written in a manner that leaves it open to being disproven in the future, using available methods of observation. (For example, a researcher whose hypothesis is “All swans are black” has provided a falsifiable statement, because “All swans are black” may be disproven once the researcher spots a white swan.)

Item 10 – The completed basic research reports results or findings that are applicable to a broader population, and/or useful in contexts other than the one studied. Generally, quality research produces findings that are externally valid; externally valid findings are not only applicable to the study's context, but also to other contexts or populations. Encouraging researchers to come up with externally valid findings helps maximize its potential impact and makes it more worthwhile to support.

Item 11 – The completed basic research contributes to theory and/or the knowledge base for enhancing future practice. Quality research should contribute to the formulation and refinement of theories that help us understand the social world's inner workings and inform future practices. The researcher/s' contribution to theoretical and/or practical discussion may include the following: formulation of a new theory, verifying or falsifying an existing theory, and expansion of existing theory to cover new cases, among others. If the research satisfies Item 10, then it is also likely to satisfy this criterion.

Annex 1 – Quality Control Checklist for Completed Basic Research

Research is **COMMUNICABLE** when it is consumable and accessible, that is: (a) Consumable – research that is structured, understandable, and readable to the group who is supposed to use it; and (b) Accessible – research whose results are easily available to the group being studied.

Item 12 (The completed basic research documents the research process and results in accordance with the prescribed rules.) & 13 (The completed basic research utilizes language that is appropriate and understandable to the group being studied). The documentation of the research process AND results must comply with all government-wide and departmental regulations that are relevant to the conduct of that report, depending on the fund source, research participants, and other considerations. At the minimum, the completed research must comply with the provisions of the Data Privacy Act of 2012 (RA 10173), the DepEd Child Protection Policy (DO 40 s. 2012), and the National Indigenous Peoples' Education Policy Framework (DO 62, s. 2011). These regulations ensure that the research is reported in a manner that respects its stakeholders' rights.

Research is **CONFORMING** when it is aligned with regulations, is ethical, and sustainable, that is: (a) Aligned with Regulations – research that is compliant with current applicable regulations (e.g. plagiarism, data integrity); (b) Ethical – research that is morally justifiable, open, and supports equal opportunities; and (c) Sustainable – research that promotes further scientific inquiry and sound policy/program recommendations.

Item 14 – The completed basic research cites and acknowledges sources in conformity with one style guide, whether required by another authority or chosen by the researcher, throughout the research paper. Quality research should be written according to rules of style that are consistent and legible to others. This includes spelling, grammar, syntax, and the formatting of citation, footnotes (if the chosen style guide allows it), endnotes, and bibliographic entries. The blending or simultaneous use of two or more style guides is strongly discouraged. Note that this criterion does not refer to the formatting style utilized in the research report (e.g. font style, font size, etc.).

Item 15 – The completed basic research secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children). The researcher/s must have obtained the free and prior informed consent of adult participants and report how this was done. "Free and prior informed consent" means that participants have freely agreed to participate in the research **before** it has begun in a manner free of coercion or deception. In the case of children below 18 years of age who cannot legally consent to participating in research, the researcher/s must obtain assent from minor participants and consent from their parents and/or legal guardians. Ideally, participants should provide consent or assent by signing a written consent form. Oral consent or assent, recorded or unrecorded, may also be allowed to respect cultural sensitivities or protect vulnerable groups.

Item 16 – The completed basic research includes a clear and feasible advocacy plan, a discussion of recommendations for future research, and a set of policy and/or program recommendations. The completed basic research must provide an advocacy plan which states the steps to be taken by the researcher/s to ensure their results are disseminated and utilized following the publication of the report. If the research tackles policy/program-related issues, the researchers must also provide policy and/or program recommendations for specific offices. As much as practicable, these recommendations should provide important details regarding how they may be implemented (timeframe, resources, risks, and safeguards). The potential benefits of adopting these recommendations must also be explained.

References/For Further Reading:

Bloomberg, L.D., & Volpe, M. (2008). *Completing Your Qualitative Dissertation: A Roadmap from Beginning to End*. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452226613

Creswell, J. W. (2014). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (Pearson New International edition, 4th edition). Pearson.

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Martensson, Par., et al. (2015). *Evaluating Research: A Multidisciplinary Approach to Assessing Research Practice and Quality*. Elsevier B.V. <http://dx.doi.org/10.1016/j.respol.2015.11.009>

Annex 2 – Quality Control Checklist for Completed Action Research

INFORMATION SHEET

Instructions: Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: _____

Funding Year: _____

Region: _____

Schools Division Office: _____

School and/or Functional
Division Conducted: _____

Authors:

[Lead Proponent] Name: _____

Position: _____

Contact Details: _____

[Author 2] Name: _____

Position: _____

Contact Details: _____

[Author 3] Name: _____

Position: _____

Contact details: _____

SCORE SHEET

Instructions: Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the “Accept” box only if the completed research has received **ALL** Fully Evident “FE” marks; check the “Return to Proponent” box otherwise.

For research for archiving, check the “General public disclosure” box only if the completed research has received **ALL** “FE” marks and does not fall under the category of research for limited public disclosure; check the “Limited Public Disclosure” box otherwise.

Date of Evaluation: _____

No. of Times Evaluated (including this one): _____

☐ 1st ☐ 3rd

☐ 2nd ☐ Other: _____

DECISION:

(a) For Acceptance: ☐ **ACCEPT** ☐ **RETURN TO PROPONENT**

(b) For Archiving: ☐ **GENERAL PUBLIC DISCLOSURE** ☐ **LIMITED PUBLIC DISCLOSURE**

	Full Score	NE (Not Evident)	PE (Partially Evident)	FE (Fully Evident)
Credible	6			
Contributory	3			
Communicable	2			
Conforming	3			
TOTAL	14			

COMMENTS: _____

Prepared by: _____

Approved by: _____

(Name/Position/Office) _____

(Name/Position/Office) _____

Annex 2 – Quality Control Checklist for Completed Action Research

QUALITY CONTROL CHECKLIST Completed Action Research

Directions: Put a check (☐) mark in the box under the appropriate column (NE = “not evident”; PE = “partially evident”; and FE = “fully evident”) if the conditions indicated in each criterion below were satisfied by the completed action research. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. **(IMPORTANT:** The completed action research **must receive all FE marks** to be eligible for acceptance.)

A. Credible

The completed action research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Uses personal reflection to make a compelling case for investigation and intervention.	Check entire paper but especially the Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	☐	☐	☐	
2	Utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue.	Action Research Methods	☐	☐	☐	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work.	Action Research Methods	☐	☐	☐	
4	Shows that the researcher/s have followed the four-step Action Research Spiral (Reflect-Plan-Act-Observe) in their research.	Whole paper	☐	☐	☐	
5	Uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the problem/issue and research design to analyze data.	Action Research Methods	☐	☐	☐	

FOR LIMITED USE AND CIRCULATION

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6	Reflects on its own findings in a manner that is accurate and consistent with the results of the researcher/s' data analysis and engages with the researcher/s' understanding of the area of focus.	Discussion of Results and Reflection	☐	☐	☐	
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B. Contributory

The completed action research...

No.	Criterion	Relevant Sections	NS	PS	FS	Remarks
7	Addresses “real” and “existing” issues and challenges identified by its stakeholders.	Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	☐	☐	☐	
8	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, and Context and Rationale	☐	☐	☐	
9	Reports results that contribute to the professional development of its proponents/researchers or their peers; decision-makers; or the welfare of stakeholders.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, Context and Rationale, and Conclusion	☐	☐	☐	

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C. Communicable
The completed action research...

No.	Criterion	Sections to Consider	NS	PS	FS	Remarks
10	Documents the research process and results in accordance with the prescribed rules.	Whole paper	☐	☐	☐	
11	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	☐	☐	☐	

D. Conforming
The completed action research...

No.	Criterion	Relevant Sections	NS	PS	FS	Remarks
12	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	Whole paper	☐	☐	☐	
13	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Action Research Methods; Consent forms in supporting documents	☐	☐	☐	
14	Includes a clear and feasible action plan (only for BERF-funded research), and points to opportunities for future interventions and studies.	Action Plan	☐	☐	☐	

INSTRUCTION GUIDE FOR EVALUATORS

This instruction guide is provided to ensure that evaluators are properly guided in evaluating completed action research reports based on the identified criteria namely: Credible, Contributory, Communicable, and Conforming. These four (4) criteria were derived from the framework of Martensson et al. (2015) on what constitutes quality research.

Each criterion and its sub-characteristics have been defined accordingly. Evaluators shall examine holistically; they should use the criteria to evaluate every research in its entirety rather than breaking it up into individual parts.

Evaluators shall note that sections of non-BERF research may be structured differently (e.g. different section names from what are indicated in the DepEd RMG)

Guide in determining the scale

The evaluator shall be guided with the following instructions in determining the scale for each statement in the given criterion:

- (a) Put a check (☑) mark in the box under the column NE (Not Evident) if the research, or all relevant sections, **does not evidently reflect** the statements for each given criterion
- (b) Put a check (☑) mark in the box under the column PE (Partially Evident) if the research, or one (1) or more relevant sections **does not evidently show** the given criterion
- (c) Put a check (☑) mark in the box under the column FE (Fully Evident) if the research or all relevant sections **evidently show** the given criterion

Note that the completed action research **must receive all FE marks** to be eligible for acceptance.

Guide in understanding each criterion

Research is CREDIBLE when it is rigorous, transparent, and consistent, that is: (a) Rigorous – research that is context-responsive, internally valid, and reliable; (b) Transparent – research whose methods can be examined or replicated based on the researcher/s' truthful documentation; and (c) Consistent – research whose components are logically aligned and make a coherent set of arguments.

Item 1 – The completed action research combines personal reflection with external insight to make a compelling case for investigation and intervention. Research is most effective when it contributes to a discussion of theoretical and/or practical problems. Likewise, effective action research (in a classroom context) creates opportunities for all involved to improve the lives of learners and learn about the craft of learning (Mills 2014). Action researchers should be able to reflect on a part of their professional practices – their area of focus – and use these to argue **why** this area of focus deserves to be the subject of research inquiry. These personal reflections may be supplemented with insights from external sources, such as the experiences of other practitioners or findings from related literature. Any external sources should be properly credited referencing and citation that follows the rules of the researcher/s' chosen style guide (see Item 12). The action researcher may also employ democratic and participatory methods (e.g., act on learners' requests) to build a bottom-up case for conducting the research.

Item 2 – The completed action research utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue. Here, "research design" refers to the overall strategy that the researcher/s has/have chosen to investigate their chosen area of focus, problem, or issue, especially in gathering, measuring, and analyzing data. Research designs must strike a satisfactory balance between requirements of the research problem (i.e., correctness) and any constraints faced by the researcher (i.e. appropriateness). Action researcher/s should demonstrate that their design choices are based on thoughtful reflection on the requirements of their chosen area of focus and available resources, which may be supplemented by insights from fellow practitioners, stakeholder inputs, or related literature.

Item 3 – The completed action research describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work. Research is credible when its processes are shown to be consistently replicable or repeatable (Hubbard, 2016). If findings are shown to be consistent across multiple studies, the more likely they are to be accepted as true. Replication protects against false or misleading findings caused by Type 1 errors (false positives),

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Type 2 errors (false negatives), and fraud, among others. Item 3 requires that the researcher/s include a description of the chosen research design and all steps in the research process that are written in the plainest possible language so that they can be scrutinized and repeated by others. Consistent with Item 4 below, the action researchers should also report challenges and setbacks to their research, and any changes made to their previous plans as a result.

Item 4 – The completed action research shows that the researcher/s have followed the four-step Action Research Spiral (Reflect-Plan-Act-Observe) in their research. Quality action research must show that the researchers have followed the four-step “spiraling” process described by scholars of action research, summarized as Reflect-Plan-Act-Observe. First, practitioner-researchers **reflect** on their professional practices by analyzing available data and noting how these practices can be improved. Second, they **plan** out innovations on their practices. Third, they **act** by implementing these innovations. And fourth, they **observe** by collecting more data on their innovations that they can then use to reflect on their practices once more, beginning the spiral anew. Action researchers who follow these processes are more likely to fulfill the goals of their inquiry.

Item 5 – The action research uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the research question and design to analyze data. The researcher/s’ choice of a quantitative, qualitative, or mixed methods research design should reflect the nature of the research question they are answering. Quantitative (statistical) analysis is generally used to uncover relationships between variables (correlation/causality), while qualitative methods are used to obtain deep understandings of a research problem and establish relationships of cause and effect. Mixed methods designs, while complex to undertake, combine the strengths of both quantitative and qualitative analysis. Researcher/s should justify their choice and sequencing of methods in relation to their context and related literature.

Item 6 – The action research reflects on its own findings in a manner that is accurate and consistent with the results of their data analysis and engages with the researcher/s’ understanding of the area of focus. The researcher/s’ discussion of their research findings must primarily be based on observations that they have previously stated in their report. In the spirit of self-improvement associated with action research, researcher/s should also be able to reflect these findings in a way that relates to their previous experiences with the area of focus, external insights, or previously conducted research (the latter two if the researcher has chosen to include them in their report). Action researcher/s employing democratic participation may also include the reflections of their stakeholders.

Research is CONTRIBUTORY when it is relevant, original, and generalizable, that is: (a) Relevant – research that is interesting, applicable, and current; (b) Original – research that has an original idea, uses an original procedure, and produces an original result; and (c) Generalizable – research that is externally valid.

Item 7 – The completed action research addresses “real” and existing issues and challenges identified by its stakeholders. As mentioned in Item 1, effective action research creates opportunities for all involved to improve the lives of learners and learn about the craft of learning (Mills 2014). The completed action research must sufficiently argue that the research problem directly arises out of issues and challenges that stakeholder face in the present and consider in need of addressing or solving. Depending on the theoretical perspective of the action researcher/s, they may arrive at their choice of issues and challenges through either: a professional determination made by the teacher-researcher, or the democratic participation of those involved in the research (Mills 2014). Moreover, the completed action research must show that the research process contributes to or at least not adversely affected any progress in addressing such issues (that is, “do no harm”).

Item 8 – The completed action research reports new results, knowledge, and/or conclusions that are falsifiable; this includes original theoretical and practical contributions as well as verifications/falsifications of already existing theories and practices. Evaluators must be able to assess not only if the results, knowledge, and/or conclusions presented are new, but also if these are falsifiable. Falsifiability, as a characteristic of a research finding, posits that an assumption, conclusion, or hypothesis is inherently disprovable before it can be accepted as true. To ensure that a statement is falsifiable, check if it is written in a manner that leaves it open to being disproven in the future, using available methods of observation. (For example, a researcher whose hypothesis is “All swans are black” has provided a falsifiable statement, because “All swans are black” may be disproven once the researcher spots a white swan.)

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Item 9 – The completed action research reports results that contribute to the professional development of its proponents or their peers; decision-makers; or the welfare of other stakeholders. The completed action research must report results that its stakeholders can act on to improve their welfare. Types of results include the following: formulation of a new theory, verifying or falsifying an existing theory (either as a whole or in specific contexts), expansion of existing theory to cover new cases, and evaluation of an intervention, among others. These findings must inform one or more of the following: practitioners' refinement of future practices; management decisions; or other stakeholders' individual or collective actions. Evaluators may also check if the findings obtained can contribute to decision-making by people in authority, in either a local or national context.

Research is **COMMUNICABLE** when it is consumable and accessible, that is: (a) Consumable – research that is structured, understandable, and readable to the group who is supposed to use it; and (b) Accessible – research whose results are easily available to the group being studied.

Item 10 (The completed action research documents the research process and results in accordance with the prescribed rules.) & 11 (The completed action research utilizes language that is appropriate and understandable to the group being studied). The documentation of the research process AND results must comply with all government-wide and departmental regulations that are relevant to the conduct of that report, depending on the fund source, research participants, and other considerations. At the minimum, the completed research must comply with the provisions of the Data Privacy Act of 2012 (RA 10173), the DepEd Child Protection Policy (DO 40 s. 2012), and the National Indigenous Peoples' Education Policy Framework (DO 62, s. 2011). These regulations ensure that the research is reported in a manner that respects its stakeholders' rights.

Research is **CONFORMING** when it is aligned with regulations, is ethical, and sustainable, that is: (a) Aligned with Regulations – research that is compliant with current applicable regulations (e.g., plagiarism, data integrity); (b) Ethical – research that is morally justifiable, open, and supports equal opportunities; and (c) Sustainable – research that promotes further scientific inquiry and/or sound policy/program recommendations.

Item 12 – The completed action research cites and acknowledges sources in conformity with one style guide, whether required by another authority or chosen by the researcher, throughout the research paper. Quality research should be written according to rules of style that are consistent and legible to others. This also includes spelling, grammar, syntax, and the formatting of footnotes (if the chosen style guide allows it), endnotes, and bibliographic entries. The blending or simultaneous use of two or more style guides is strongly discouraged. Note that this criterion does not refer to the formatting style utilized in the research report (e.g. font style, font size, etc.).

Item 13 – The completed action research secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children). The researcher/s must have obtained the free and prior informed consent of adult participants and report how this was done. "Free and prior informed consent" means that participants have freely agreed to participate in the research **before** it has begun in a manner free of coercion or deception. In the case of children below 18 years of age who cannot legally consent to participating in research, the researcher/s must obtain assent from minor participants and consent from their parents and/or legal guardians. Ideally, participants should provide consent or assent by signing a written consent form. Oral consent or assent, recorded or unrecorded, may also be allowed to respect cultural sensitivities or protect vulnerable groups.

Item 14 – Includes a clear and feasible action plan, and points to opportunities for future interventions and studies. The completed action research must provide an action plan which describes the researcher's next planned interventions and steps the researcher/s will be taking to ensure their results are disseminated and utilized by the appropriate actors following the publication and/or presentation of the report. The action plan should also identify ways in which the findings of the research may be better understood and provide suggestions on further research projects or interventions.

References/For Further Reading:

Creswell, J. W. (2014). Educational research: planning, conducting, and evaluating quantitative and qualitative research (Pearson New International edition, 4th edition). Pearson.

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Hubbard, R. (2016). The Importance of Replication Research – Significant Sameness. In Hubbard, R. Corrupt research (pp. 97-132). Thousand Oaks, CA: SAGE Publications, Inc., doi: 10.4135/978150630533

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