

EXPLORING A COLLABORATIVE-PARTICIPATORY PROCESS IN  
DEVELOPING A MULTICULTURAL TEACHER EDUCATION  
CURRICULUM

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## DEDICATION

This thesis is lovingly dedicated to ...

the memory of my father

the late Artemio S. Reyes

who died during the second year of my scholarship

yet believed that I could be a doctor someday

and

the Agusan community.

May this work serve as a legacy

to the future teachers of the local community.

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## ABSTRACT

The aim of this thesis was to instigate a collaborative participatory process in developing a multicultural teacher education curriculum that is relevant and responsive to the needs of the Agusan community in the Philippines and to examine the process. The curriculum development process itself reversed the usual approach, from *top-down* to *bottom-up* by directly involving teachers and students in curriculum planning and decision-making. This inverted approach aimed to bring about success indicators of empowerment in terms of curriculum decision-making among the participants involved. The study led to the development of a collaborative participatory process curriculum model suitable for the local campus of a school or university. The key features of the collaborative participatory process model that emerged in the process of curriculum development were identified and described in this research. In addition, the study described the extent to which the collaborative participatory process model achieved its purpose of providing a locally responsive curriculum in a teacher education university.

Research methods used were a combination of two qualitative approaches: collaborative participatory action research (CPAR) adapted to the context of curriculum development, and a grounded theory approach, which informed the data analysis. The study was conducted at the Philippine Normal University Agusan campus. Four administrators, five teachers, four students and the researcher were purposively selected as participants to form the curriculum development team. The curriculum team collaboratively identified the multicultural curriculum focus through a series of curriculum development meetings. Ten meetings, some which combined focus groups and workshops, were held over a semester from June to October 2008. Meetings were audio and videotaped and documented by field notes with the assistance of two local process observers for local language translation. The research also used other sources of data such as participant

observation, an exposure trip to the local community and individual interviews. Validation of multicultural curriculum outcomes was achieved through a meeting with a reference group and the general faculty. Verbatim transcriptions of data and individual interviews were coded and analyzed using NVivo 8 software. Grounded theory was used as the methodological procedure to the analysis of data following the stages of open, axial and selective coding.

Results of the study showed evidence not only of individual but also collective empowerment of the participants involved through the collaborative participatory process. Moreover, the active and direct involvement of all curriculum stakeholders, particularly teachers and students, in curriculum development led to the successful creation of a multicultural curriculum. The participants' empowerment resulted from the space created for the voices of previously uninvolved participants to be heard in curriculum decision-making. The teachers' and students' empowerment showed that a *bottom-up* model in creating a curriculum for a local context is feasible and desirable. The collaborative participatory curriculum process model developed in this research could be a model for other universities with local campuses to the possibility of reversing the current curriculum model from *top-down* to *bottom-up* to be responsive to their own local community. This curriculum model could also be used in designing school curricula other than a multicultural education curriculum.

## DECLARATION

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

A handwritten signature in black ink, appearing to read 'meys', written in a cursive style.

Wilma S. Reyes

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# CHAPTER ONE

## THE RESEARCH FOCUS

### 1.0 Introduction

This research introduces an innovative approach to curriculum development in teacher education programs in the Philippines. Using a collaborative participatory approach as the central feature, the aim of the curriculum development process was to create a multicultural curriculum that is responsive to local context within a teacher education program by reversing the *top-down* model of curriculum making to a *bottom up* model that would directly involve teachers and students in development of the curriculum and decision-making. Importantly, this inverted approach offered the possibility to empower the participants. This research explicates and documents the process of curriculum development exploring a collaborative participatory curriculum model as an over-all research framework and as a critical method of inquiry as well.

### 1.1 Research Context

#### 1.1.1 Pre-Service Teacher Education Curriculum in the Philippines

The quality of Philippine education is dependent largely upon the quality of pre-service teacher education curriculum (CMO 30, 2004). As such, the Philippine Commission on Higher Education (CHED) has embarked on the process of vigorously revising the teacher education curriculum in order to meet higher standards and the demands of global competitiveness. CHED issued a memorandum order (CMO 30, 2004) to revise policies and standards for the Philippine pre-service teacher education curriculum as a result of the curriculum review process that identified a range of issues for teacher education in the Philippines, in particular related to the need to address weaknesses of teacher education graduates. Some of these weaknesses concerned the teacher education graduates' limited

range of teaching-learning strategies, poor skills for assessing student-learning, and below average content knowledge, specifically in Science and Mathematics (CHED Technical Panel on Teacher Education Zonal Public Hearings, 2004).

The identified weaknesses concerning the teacher education graduates served as the basis for the revision of the curriculum, which is presently being implemented in all the teacher education institutions in the Philippines. The key features of the new teacher education curriculum (Bernardo, 2007) include (1) an enhanced set of general education requirements to serve as compensatory elements of the curriculum to allow the pre-service teachers to improve on their language and other cognitive competencies required in higher learning; (2) integration of theoretical, methodological, and experiential components of the curriculum across professional education courses; and, (3) increasing the content specialization courses for both elementary and secondary education programs.

Two-degree programs are normally offered in pre-service teacher education in the Philippines: the Bachelor of Elementary Education or the Bachelor of Secondary Education. The Bachelor of Elementary Education aims to develop elementary school teachers who are either generalists who can teach across different learning areas in the primary level, special education teachers, or pre-school teachers. The Bachelor of Secondary Education aims to develop high school teachers who can teach different subject areas in high school like Mathematics, Physical Sciences, Biological Sciences, English, Filipino, and Values Education.

The curriculum for these two programs is designed to include various components that correspond to the basic and specialized knowledge and skills needed by a practising professional teacher: foundational general education knowledge and skills (General Education); theoretical knowledge about teaching and learning; methodological skills; experiential knowledge and skills and professional and ethical values (Professional Education); and subject matter knowledge appropriate to the level of teaching (i.e. pre-

school, primary or secondary content/specialization). The implementation of the revised curriculum commenced in the first semester of the academic year 2005-2006. CHED Memo 30 (2004) argues for a view of curriculum that is experience- and learning outcomes-oriented. The Commission on Higher Education is the central government which is responsible for pre-service teacher education in the Philippines. The usual process of curriculum follows the *top-down* model. Curriculum decisions come from the Commission on Higher Education or Department of Education as to what courses should be placed in the curriculum. The Commission on Higher Education sets the national framework and the minimum standards for all teacher education institutions in the country. The *top down* model to curriculum development could be seen as a weakness of the teacher education curriculum. For example, teacher education graduates perceived many of their courses in the curriculum to be irrelevant in preparing them for actual teaching (PNU-RC, 1999). Graduates also expressed their feeling of inadequacy at the beginning of their professional teaching because they felt they lacked adequate experiential training in their pre-service courses (Refuerzo, 1998). One contributing factor to this is the perception of faculty members of teacher training institutions as mere transmitters of knowledge (Golla & de Guzman, 1998). It comes from the traditional teaching paradigm where the teacher is viewed as a technician who masters a set of technical knowledge and skills and then applies this technical know-how to their teaching situation (BESRA Project, 2006). The students tend to model the conventional approaches of teachers, thus the prevailing teaching-learning environment in the teacher education institution does not develop creativity and critical thinking among the prospective teachers.

Some of these noted weaknesses became the basis for the need to improve the new teacher education curriculum (CHED Memo 30, 2004). Thus, curriculum reforms were initiated by the Commission on Higher Education to upgrade the general requirements and stipulate that

graduates of teacher education courses should acquire at least a minimum set of competencies expected of a teacher in a particular specialization, with some scaled indicators that would measure their level of performance. The revised curriculum has incorporated major improvements based on the analysis made by Bernardo (2007). The revised curriculum is not totally prescriptive because it provides opportunities for the teacher education institutions to make some revisions depending on their specific context. In this respect, the process of curriculum implementation seems to be democratic by providing academic freedom to teacher education institutions to create their own curricular programs. However, it is also stipulated in the CHED memorandum (CHED Memo 30, 2004) that teacher education institutions must cover minimum requirements and expected competencies for teacher education graduates. Graduates are assessed by the national licensure examination based on the minimum sets of standards. More importantly, the process of curriculum development still comes from the Commission on Higher Education rather than from the grassroots level as only representative curriculum developers and teachers who normally come from the central universities are invited to be part of curriculum development. It is the *top-down* process of curriculum planning and development by Commission on Higher Education that influenced the implementation of the Philippine Normal University teacher education programs. The focus of this thesis is to reverse the current curriculum development practice within Philippine Normal University to accommodate the needs of its local campus in Agusan province.

### **1.1.2 The Philippine Normal University Teacher Education Curriculum**

The Philippine Normal University is a specialized chartered university for teacher education that was established in 1901 after the American occupation of the Philippines. It offers degree and non-degree teacher education programs for all levels of education (i.e. pre-school, elementary, high school and college). In its over a hundred years of existence, it has offered

the largest number of teacher education programs in the Philippines. Its basic programs include undergraduate Bachelor degrees in Early Childhood Education, Elementary Education, and Secondary Education. For the continuing professional development of in-service teachers, educational administrators and educational researchers for these levels, corresponding advanced or graduate programs at the Masters and Doctoral levels are also available. The Philippine Normal University has been responsive to the professional needs of educators by offering specializations in almost all subject areas, particularly those which are needed in teaching the curricular subjects in basic education as well as those needed for teaching at the college level (De Guzman, n.d.).

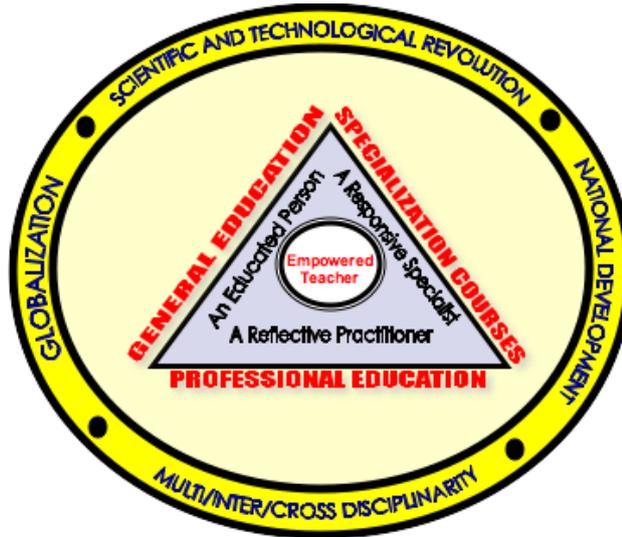
The Philippine Normal University as a teacher education institution declares that today's education is primarily to educate pre-service teachers for personal renewal and social transformation (PNU Teacher Education Curriculum Model, 2005). Education for PNU graduates is essentially to enable them to develop their potentialities to the fullest for their holistic development. Education for social transformation requires that PNU students become aware of their own humanity, conscious and adequately informed of their local and global environments and actively engaged in making themselves and their society responsive in promoting their future students' well being and holistic development. The context of education as previously described defines the knowledge, values, and skills that PNU students must possess to enable them to become renewed individuals and transformative teachers. Thus, the Philippine Normal University envisions teachers to be empowered with the following attributes (PNU Teacher Education Curriculum Model, 2005):

- E – xercises effective communication
- M – anifests professional competence
- P – ossesses adequate knowledge of the discipline
- O – bserves professional ethics
- W – elcomes progressive innovation and change

- E – xhibits a deep sense of nationalism with a global outlook
- R – adiates a caring attitude for others
- E – engages in problem solving and decision making
- D – emonstrates personal integrity

These are the desirable attributes of prospective teachers, which guide the Philippine Normal University teacher education curriculum. The curriculum is expected to produce empowered teachers through the tripod of General Education courses, Professional Education courses, and the Specialization/Content courses. General Education courses aim to develop the teacher as an educated person with an understanding of the relationship of the self and society, having been exposed to the different modes of inquiry of the essential features of human experiences, and having developed proficiency in skills that are significant to the acquisition of communication and generation of knowledge for a lifetime inquiry, discovery and responsible citizenship. The Professional Education courses develop an orientation to the teaching profession and education as a discipline to enable them to become a reflective practitioner. Lastly, the Specialization/Content courses orient the students to become responsive specialists in their chosen field of specialization (PNU Teacher Education Curriculum Model, 2005).

It is expected then that all three components of the teacher education programs (i.e. General Education, Professional Education and Specialization), as depicted in Figure 1.1, will holistically develop the above-mentioned desirable attributes of pre-service education teachers.



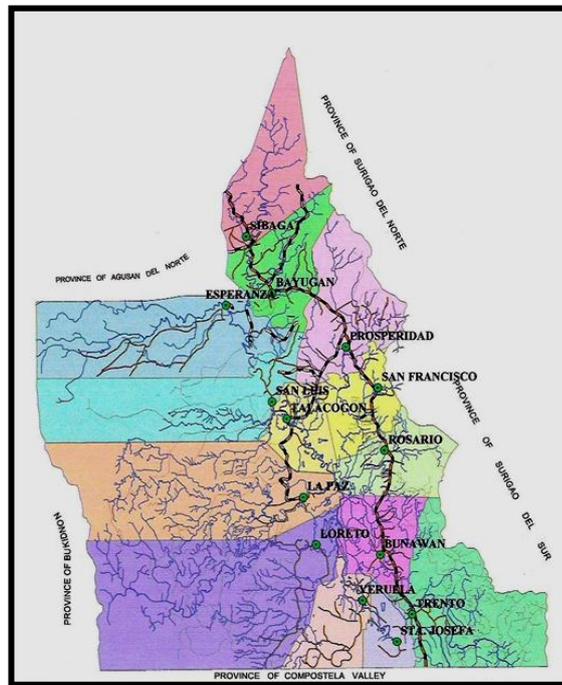
**Figure 1.1: PNU Teacher Education Framework**

(Source: PNU Teacher Education Curriculum Model Handbook, 2005 p.6)

The Philippine Normal University curriculum has been implemented at its four campuses in three main islands of the Philippines (Alicia, Isabela and Lopez, Quezon in Luzon Island; Cadiz City, Negros Occidental in Visayas Island; and Prosperidad, Agusan Del Sur in Mindanao Island) although selective specializations are being offered. The *top down* model in curriculum development has been implemented in all campuses. Although representative administrators (executive directors and academic directors) from the campuses were also involved in the curriculum decision-making process, the curriculum for implementation did not evolve from people who actually reside in the local campus since its establishment. The implementation of the current curriculum in the local campuses is still reflective of the direction and orientation of the curriculum offered in the PNU Manila campus. This research, however, argues that the curriculum for PNU local campuses must be designed to be more responsive to their own local setting to prepare the pre-service teachers for teaching in the local schools in these provinces. Of particular interest to this research is the Agusan campus in Prosperidad, Agusan Del Sur.

### **1.1.3 The Philippine Normal University Agusan Campus: The Local Context**

The Philippine Normal University Agusan Campus has access to Indigenous ethnic communities, particularly, the Agusanon Manobo. In fact, some of the Manobo students are actually enrolled in the university. The campus is located in the province of Agusan Del Sur, region Caraga, in the island of Mindanao, Southern Philippines (See Figure 1.2). Agusan literally means “where the water flows” after that great river that split the land from south to north in a 250 km rush to the Butuan Sea (see Figure 1.2). The province is the fourth largest in the country, occupying about three percent of the Philippines’ total area having an approximate area of 896,550 hectares. There are 14 municipalities in the province. Seven are located along the Philippine-Japan Friendship Highway or Agusan-Davao National Highway and are aptly termed as highway towns. These are Sibagat, Bayugan, Prosperidad, San Francisco, Rosario, Bunawan, and Trento. The municipalities of Sta. Josefa, Veruela, Talacogon, San Luis, and Esperanza are situated along the Agusan River. Along the Umayam and Adgawan Rivers, which are tributaries of Agusan River, are the municipalities of Loreto and La Paz, respectively. Towns found along the rivers are called river towns. Agusan Del Sur has 318 *barangays* (smallest political unit in the Philippines, smaller than a town). An elected Barangay Captain heads each *barangay*. Of all *barangays* in the province, 92 percent are classified as rural, and the remaining 8 percent as urban (Agusan del Sur Public Information Office, 2008).



**Figure 1.2 – Map of Agusan Del Sur**

Records of the Commission of National Integration (2008) show that five native tribes can be found in the province of Agusan Del Sur, namely: Manobo, Higaonon, Banwaon, Mamanwas and Talaandig. Three of these tribes can be distinctly located: the Manobos living along the national highways and river towns towards the boundary of Agusan Del Sur and Davao del Norte and Banwaons and Higaonons living in the western side of the Agusan River, in the municipality of Esperanza towards the boundary of Bukidnon.

The original inhabitants of Agusan Del Sur were the Negritoes and Mamanwas who were, in the very early years, driven into the interior by migrating tribes from nearby Borneo, Celebes, and Malaysia, and also by Manobos or Bagobos from neighboring Davao Region. Mamanwas descendants still inhabit the innermost recesses of Agusan Del Sur's forested areas. They comprise the great bulk of the cultural community of the province.

People coming from different ethnic groups now inhabit Agusan Del Sur. The lure of the "Land of Promise" has brought into the province settlers from different regions, mostly coming from the Visayas (Agusan del Sur Public Information Office, 2008).

Cebuano is the language dominantly spoken in the province followed by Boholano and Ilonggo. Manobo is the indigenous language of the Manobo Agusanon and the native tongue, which is most popular of all the indigenous languages in the area. Other ethnic communities speak Hiligaynon, Butuanon, Surigaonon, and Kamayo. However, the people can also understand and talk in Filipino, our national language. English is also used in conversations and in government transactions. English is used as the medium of instruction in schools (Agusan del Sur Public Information Office, 2008).

The local situation in Agusan Del Sur specifically in the context of ethnic diversity creates special multicultural needs and issues that have not been adequately addressed by the teacher education program in the province (on personal communication with local teachers). Pre-service teachers must be trained to teach students from different cultural or ethnic backgrounds. However, the special multicultural needs of diverse ethnic students is only one topic suggested in the new CHED curriculum, which is credited as only 1-unit as an elective course. This optional study for the students taking the Bachelor's degree program indicates that multicultural education is not given much importance in the teacher education curriculum. In fact, no teacher education institution in the Philippines offers a course on multicultural education as a separate course in the curriculum. Yet, there is a need, on Mindanao Island where there are problems of maintaining peace and harmony between peoples from diverse cultural backgrounds. Students who come from nearby provinces have different ethnic backgrounds. As mentioned earlier, several ethnic cultural communities inhabit Agusan Del Sur. Furthermore, there is a growing number of ethnic schools in the region, which have been institutionalized by the Department of Education as noted by one faculty member in the Agusan campus who serves as one of the accreditors for the local schools in the region (personal communication). These points serve to highlight the need for

teachers who are expected to teach the basic education courses both in the elementary and secondary schools in the country to be knowledgeable about multicultural needs and issues.

The Philippine Normal University Agusan campus is strategically located in the Caraga region in the municipality of Prosperidad, Agusan Del Sur; however, the teacher education program of the campus does not have a special curricular program to cater to the diversity of the elementary and secondary students. The Agusan campus offers Bachelor of Elementary Education courses with concentrations only in Elementary English, Elementary Mathematics, Filipino, Elementary Science and Health, *Edukasyong Pantahanan at Pangkabubayan* (Home Economics and Livelihood Program), Music, Arts and Physical Education, HEKASI (Geography, History and Civics Education), and EKAWP (Character Education). Bachelor of Secondary Education courses are also offered with the following specializations: English, Mathematics, General Science, Home Economics, Social Science, and Filipino. These courses and prototype syllabi are patterned exactly to those of the main campus in Manila. There are two other special curricular programs offered in the campus, the English Intervention in College and Multi-Levelling in Elementary Mathematics, which group students and pupils according to their abilities. Only the latter responds to the new CHED curriculum and has been contextualized to the needs of the region. The multi-levelling program has been designed to provide models for teaching multi-grade classes and extension services. Hence, the multi-grade program is limited to only one subject, i.e. Mathematics. Similarly, designing a curricular program that would cater to the diverse needs of students in Agusan local campus is necessary. In doing so, there is a need for an applicable model to develop a locally responsive curriculum suitable to the Agusan local context.

## **1.2 Curriculum Development Model Framework**

Curriculum development does not happen overnight. It is a “never-ending process” (Oliva, 2005, p.28). It is a complicated task, which involves the processes of planning,

implementation and evaluation. In designing any curricular program, a curriculum model would be helpful to structure the process. Scholars in the field of curriculum and instruction have proposed different models for curriculum planning and development, for example, Tyler's rational model (1949; 2004); Taba's Inverted Model (1962) or Oliva's Deductive Model (2005). There is no perfect curriculum model that fits into the development of any curriculum. Each curriculum model has its own strengths and weaknesses. There would be similar curriculum models in terms of curriculum phases and elements but not totally identical because the context and the people involved in curriculum planning may be different. A particular curriculum model should not be imposed in a particular setting without considering its specific context. Frequently changes occur in the curriculum development process even though there is a structured model to start with. As previously mentioned, in the Philippine setting, the model that guides university curriculum development uses the *top-down* model where more often than not, the administrators from within the university are involved in curriculum decisions. The national government appoints the heads of the faculties to become members of the curriculum committee in making its revisions or crafting any new curricular program. An alternative curriculum model within the PNU system is proposed in this research to develop a variation from the mainstream curriculum model (*top-down*) to *bottom-up* model. The expected curriculum outcomes can be successfully achieved when the curriculum model is suitable to the needs of the curriculum beneficiaries but which still fit within the Philippine national standards. To achieve this, the process of curriculum development needs to involve, in addition to administrators, all other curriculum stakeholders including the teachers and students.

The curriculum model developed to explore the process of curriculum development for this thesis applied the principles of participatory action research is depicted in Figure 1.3. The initial curriculum development model captures the overall framework for this research. The

whole process of curriculum development is divided into three phases labelled as: Planning, Development and Implementation.

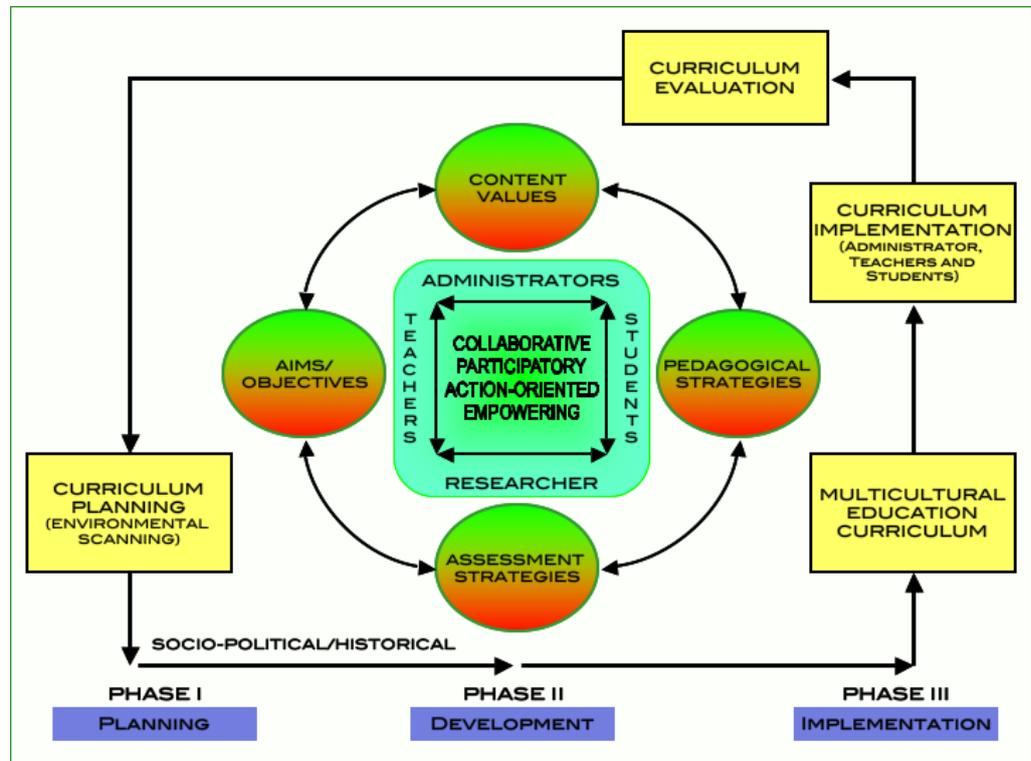


Figure 1.3 Collaborative Participatory Curriculum Development Initial Model

### 1.2.1 Planning Phase

Planning involves the identification and specification of the needs of the local community, all part of the environmental scanning or needs assessment that takes place before the actual curriculum development begins. Development of an initial curriculum development framework, including some limitations and constraints, is completed in this phase and the role of the researcher as a participant in the curriculum process is identified in this stage of work. Coordination and initial planning with the school administrators within the university is seen as part of the planning phase to establish initial contacts with other stakeholders that would lead to the collaborative work.

Environmental scanning or needs assessment is important to get started with the curriculum development process to determine the events and the trends in the local context (Longstreet,

1993). Scanning is a kind of radar in exploring the community systematically to see and discover the new and unexpected including the major and minor details (Longstreet, 1993). The environmental scanning and the necessary arrangements with the university local campus and the local schools are crucial to the subsequent steps of the collaborative curriculum development process. The measure of success in a collaborative participatory curriculum development is when the members of the curriculum team achieve the intended outcomes. The scanning process or the needs assessment for determining how curriculum is to be planned and developed provides confidence for the curriculum developers. When the local needs are assessed, including the socio-political and historical context before starting the development of the curriculum, the developers will be confident that what they will be doing is relevant and meaningful to the local community. Furthermore, a needs assessment is also a tool for formulating the desired outcomes (McNeil, 2003).

### **1.2.2 Development Phase**

The collaborative participatory approach (CPAR) is identified in the model as the central guiding principle of curriculum development during the Development Phase. The aim of the collaborative participatory process is to directly include the voices of teachers and students in curriculum decision-making alongside the local campus administrators. Details of collaborative participatory principles will be described in Chapter 2 since participatory action research is also used as a critical method of inquiry to guide the over-all conduct of research alongside with curriculum development.

The main elements of curriculum in any program of study are the aims and objectives of the program, content and values, pedagogical strategies and assessment strategies. These elements are the vessels into which the multicultural concepts are infused and designed according to the structural components of General Education Courses, Professional Education Courses and Specialization Courses, which are mandated by the national standards

of teacher education curriculum in the Philippines. For this study, the curriculum team undertakes the main task of creating the multicultural curriculum: teachers, students, and administrators, including the researcher as the initiator of the collaborative project. The suggested curricular reform is expected to be meaningful to the local community as it involved these stakeholders in the local university campus where the curriculum will be implemented.

### **1.2.3 Implementation Phase**

The expected outcome of this collaborative curriculum development process is a multicultural teacher education curriculum. The multicultural curriculum aims to serve many purposes: (1) Raise the awareness level of pre-service teachers on multicultural issues focusing on ethnicity so that they will be able to create equitable conditions for learning among ethnic students; (2) Provide pre-service teachers with a variety of pedagogical skills to be able to teach diverse groups of students; and (3) Provide pre-service teachers with direct experience in the local community so that they will be more responsive to the cultural needs of the community where they will teach.

Evaluation of the curriculum is part of its implementation. However, this research is limited to exploring the collaborative participatory process in the development phase.

Multicultural education is used to cater to students of different color, as indicated in most of the literature reviewed and based on experiences of many countries responding to the problems of migration, such as the US, and Canada. However, a multicultural curriculum should not be created only for ethnic pre-service teachers but also for the mainstream pre-service teachers (Banks, 2004; 2008; Nieto, 2000; 2004). After all, the mainstream pre-service teachers also need to understand the cultural background of other ethnic and cultural groups for they may be assigned to teach in multicultural or ethnic schools in their local community. Furthermore, according to the regional director in Davao region, some local schools for basic

education in Mindanao are mainstreaming ethnic students into regular classes (personal communication).

### **1.3 Significance and Contribution of the Study**

This study is regarded as significant for the following reasons:

This is a pioneering effort of a collaborative-participatory model of curriculum development in the Philippines that could serve as a model for future teacher education curriculum development in the country in the context of local school community. The innovative process of curriculum development, reversing the approach from *top-down* to *bottom-up*, focuses on the centrality of teachers' and students' voices in the curriculum, supported by the participation of the university administrators. The use of this CPAR model is significantly supportive of the decentralization initiatives and programs that are presently being implemented in Philippine education (both tertiary and basic education) particularly the localization and indigenization of curricular programs. Other teacher education institutions across the country may be motivated to use the collaborative participatory curriculum model in developing their own local school curricula.

The use of a collaborative participatory model of curriculum development where teachers and students are encouraged to take a pro-active role in curriculum decision-making, empower them to act as agents of change within their academic and local communities.

Results of this research will also provide evidence for other researchers in curriculum development about the effectiveness of a collaborative participatory model in creating multicultural education courses or infusing multicultural concepts in other subjects or courses and in other contexts.

The multicultural teacher education curriculum of PNU Agusan campus will be a significant contribution and a flagship project to reform its current teacher education curriculum. The initiative to be more responsive to the needs of the local communities of Agusan province and in a larger context in the whole island of Mindanao could promote educational equality for the students with different ethnic backgrounds in the local schools. The prospective teachers as graduates of the course with multicultural content infusion are expected to be empowered to act as agents for the local community's social improvement. The need for competent teachers in teaching ethnic students in the local schools could also be addressed by the creation of the multicultural curriculum.

## **1.4 Research Aims and Questions**

This study aims to explore and document the process of a collaborative participatory approach to curriculum development in designing a multicultural curriculum in a Philippines' teacher education program. It will specifically document cases of empowerment on the part of the teachers and students involved in the study as members of the curriculum team undertaking the development of a curriculum suitable for the local campus of Agusan Del Sur.

The following specific research questions are addressed:

- Q1: What are the key features of a collaborative participatory (CPAR) process model for developing a locally responsive curriculum in a teacher education program?
- Q2. What indicators are there that a collaborative participatory (CPAR) process of curriculum development succeeds in empowering the participants?

And in relation to the design of the multicultural teacher education curriculum itself, the study also addresses the question:

Q3: To what extent does CPAR achieve its purpose to provide a locally responsive curriculum suitable for a local campus of a teacher education university?

## **1.5 Boundaries and Limitations of the Study**

One limitation of this research is that not everyone from the Philippine Normal University Agusan campus will be directly involved as curriculum makers; only the administrators, teachers and students who decided to commit themselves in the research project from the pool of participants suggested and recommended by the Academic director and the university registrar of the PNU Agusan campus.

The traditional role of the teachers may change in the process of curriculum development, from being the transmitters of knowledge and agents of educational bureaucracy to becoming teachers as professionals who make decisions for the sake of their students. Although teacher participants are suggested and recommended by the Agusan Academic Director, their voluntary participation was solicited after the brief orientation of the project and teachers were allowed to discontinue their participation at any time in the course of developing the curriculum.

Budgetary constraints of the research also limited the number of participants. Because of the complexity of its qualitative and inductive nature, a larger scale research project would require resources beyond the capacity of the planned study. Thus, involvement of the participants was based on the allotted budget that was provided for the conduct of the overseas fieldwork.

The minimum requirements of the Commission on Higher Education for teacher education curriculum had to be considered in this research. Although voices of the participants should be heard as the most influential part in the process of developing the curriculum, the curriculum team could not totally deviate from the required structures provided by the Commission on Higher Education. The mandated courses for all teacher education graduates

still need to be included in the General Education and Professional Education Courses as part of the curricular offerings.

The entire process of curriculum development includes curriculum evaluation as one of its major components. Project time constraints meant that evaluation was not possible in this research. An authentic curriculum evaluation necessitates a considerable length of time before, during and after its implementation. This research is limited to the point of completion of the multicultural curriculum design as part of the exploration of the collaborative participatory curriculum development process. From this point, other phases of curriculum development can be recommended for the ongoing work of Philippine Normal University Agusan campus and curriculum planners.

## **1.6 Structure of the Thesis**

To achieve the aims and purposes of this study, a review of the relevant literature on models of curriculum development as well as curriculum planning models for a multicultural teacher education program needs to be accomplished to develop an initial collaborative participatory process (CPAR) model for teacher education curriculum to guide the whole process of the study. A review of the most relevant and related literature is presented in Chapter 2. This is only a partial and initial review of literature since the study adopted a grounded theory approach; the other related literature is embedded and cited as needed in the body of succeeding chapters.

Chapter 3 explains the justification of the methodology and methods used in this research. Highlights include the mixed methods used in this research: CPAR principles and the use of grounded theory approach as the methodological framework for data coding, analysis, and interpretation; and the fieldwork conducted in the Philippines.

The results are presented according to the main themes of the collaborative participatory process, empowerment, and multicultural curriculum. The discussion presents the analysis of the responses and ideas presented by the participants during the process of curriculum development and individual interviews. These chapters convey the whole process of curriculum development vis-à-vis the emerging changes leading to the final curriculum outcomes.

Chapter 4 presents the CPAR model, as an alternative curriculum development model suitable to a local school or university. This chapter discusses the key features of the collaborative participatory process of curriculum development that evolved in the course of developing the multicultural curriculum.

Chapter 5 focuses discussion on the findings related to participants' empowerment as the result of the collaborative participatory process, which includes the participants' meaning of empowerment in the context of curriculum development, the levels of empowerment as perceived and achieved by the curriculum team members and the indicators of their empowerment. Experiences of selected teachers' and students' empowerment are also discussed in this chapter.

Chapter 6 presents the multicultural curriculum outcome that includes description of the multicultural infusion achieved in the teacher education curriculum of Philippine Normal University Agusan campus, and how the curriculum changed after infusing the identified multicultural content. This chapter also provides sample syllabi for the newly designed course, one for each of the three components of teacher education at the Philippine Normal University: General Education, Professional Education and Specialization.

Chapter 7 provides the conclusions of the thesis based on the results of the study with future implications and recommendations. This chapter discusses implications for

continuing collaborative research to meet the needs of the local schools in Agusan communities.

## 1.7 Glossary of Terms and Concepts

The following terms and concepts are defined as they are used in this research.

### ***Bottom-up Model of Curriculum Development***

A model of curriculum planning and development from the grassroots level involving school teachers as curriculum planners and decision-makers (Taba, 1962; Wiles & Bondi, 2007).

### **Course of Study**

Set of learning opportunities within a field of study for a semester (McNeil, 2006).

### **Culture**

Refers to all aspects of life including the mental, social, linguistic and physical forms of culture; It is a way of life of people that includes knowledge, skills and values (Maseman, 1999; Thaman, 2001). In this research the life ways, values and customs of the ethnic groups particularly the Manobo Agusanon and the academic community of PNU Agusan are considered and termed as organizational culture.

### **Curriculum**

A plan or program for the experiences the learner encounters under the direction of the school. It is a course or sequence of courses or the school's entire program of studies (Oliva, 2009).

### **Curriculum decision- making**

The process of making choices for curriculum action, requiring selection from a range of alternative curriculum directions (Print, 1988).

### **Curriculum design**

The process of conceptualizing and arranging the elements of curriculum into a coherent pattern (Print, 1988).

### **Curriculum development**

As a more comprehensive term includes planning, implementation and evaluation (Oliva, 2009). In this research, it means the entire process of planning, and developing the multicultural curriculum in the teacher education institution such as PNU Agusan to bring about certain desired changes in curriculum practice, and the desired empowerment of the people involved in the curriculum decision-making process.

### **Curriculum Model**

A simplified representation of relationships between the elements of the curriculum often depicted in a diagram.

### **Curriculum Planning**

The preliminary phase of curriculum development when the curriculum workers make decisions and take actions to establish the plan that teachers and students will carry out (Oliva, 2009).

### **Curriculum Process**

A continuous cycle of activities in which all elements of the curriculum are considered and interrelated (Print, 1988).

### **Dialect**

A variety of spoken language, which differs from the standard form of the language and is used by a group of speakers who are set apart from others geographically or socially (Pusch, 1979). In the Philippines context, a dialect is the shared language spoken by members of local community in the province or region.

### **Ethnic group**

A group that shares a common history, a sense of peoplehood and identity, values, behavioral characteristics, and language. The members of an ethnic group usually view their group as distinct and separate from other cultural groups within society (Banks, 2008).

### **Learning Competencies**

The desired attributes that the learners should acquire in the process of learning to achieve the stated objectives. These competencies are the expected outcomes set by the national teacher education curriculum and the philosophy and mission of the particular teacher education institution.

### **Local Community**

People living together in relatively stable groups, speaking the same language, located in a given territory, recruited on the basis of certain principles, like kinship, and bound to one another by institutionalized rules and socially approved behavior (Jocano, 1998). In this research, local community refers to the people living together in the different municipalities of the province of Agusan Del Sur in region Caraga, Mindanao, which is described as a mixture of different tribes, speaking different dialects, having different sub-cultures, values, customs and practices.

### **Multicultural Education**

An educational reform whose major goal is to restructure curricula and educational institutions so that students from diverse social class, racial and ethnic groups as well as both gender groups will experience equal educational opportunities (Banks, 2008). In this research multicultural education refers to the courses of study for pre-service teachers in the Philippines as the outcome of research. The courses aim to empower the pre-service teachers to become multiculturalists in order to teach students with ethnic diversity.

### **Multicultural Curriculum**

A curriculum that will transform the pre-service teachers to view knowledge and manifest attitudes and behaviors from a multicultural perspective. In this research, it also refers to the curriculum outcome with infusion of multicultural content in the different courses of the teacher education curriculum.

### **Sub-culture**

A division of a cultural group consisting of persons who have certain characteristics in common while they share some of the major characteristics of the larger culture (Parkay, et.al, 2010).

### ***Top-down* Model of Curriculum Development**

A model of curriculum planning and development where the central government plans and makes the curriculum to be implemented by universities and schools. In this model, administrators are normally involved as curriculum decision makers.

# CHAPTER TWO

## BACKGROUND LITERATURE

### **2.0 Introduction**

This chapter provides the theoretical framework and background information for the research. The review of relevant literature shaped the initial phase in this research. This review of the literature is not exhaustive since the research is based on the grounded theory approach that will be discussed in the next Chapter as part of the methodology. In the grounded theory approach, the need for related literature takes its shape as the study progresses. As Creswell (2005) argues, in doing qualitative research, literature review is minimal at the beginning of research. It justifies or documents the need for the study at the beginning but it would serve its purposes better at the end of the study to support or modify the existing findings in the literature. However, an initial review of literature regarding: (i) curriculum development models; (ii) curriculum planning models for multicultural teacher education curriculum; (iii) the creation of an initial collaborative-participatory model for multicultural teacher education curriculum development and; (iv) the need for a multicultural curriculum in the Philippines teacher education program laid the foundations for conceptualizing the need for this research.

### **2.1 Curriculum Development Models**

Models are guides. They set the structure with which to conceptualize a mapping out of ideas and show certain principles and procedures (Oliva, 2005). Curriculum models set the framework for explanations of the different phases in curriculum development. According to Puryear (Hill, 1986, p.57; cited in Henson, 2006, p.127):

The purposes of a model are to help us organize what we already know, to help us see new relationships, and to keep us from being dazzled by the full-blown complexity of the subject. A model is not intended to be a picture of reality but a tool for thinking.

Thus, the creation of an initial model serves as an important tool for thinking about this research; to get started but with a view to continually revise and refine it as the study progresses.

Many curriculum makers create their own models for curriculum planning and development. Some suggest components of the process including stages of planning/design, implementation, and evaluation such as the Saylor, Alexander and Lewis Model or Oliva's Model (Henson, 2006; Oliva, 2005). Others show the reciprocal relationships among the components, and the components are outlined in the form of diagram or chart, for example the Saylor and Alexander; Wheeler; Nichols; and Skilbeck Models (Brady, 1990; 2003; Marsh, 1986). Some are listing of steps or procedures recommended to curriculum planners, for example, Tyler (Tyler, 1949; 2004); Taba Model (Taba, 1962); Gagne; Robinson; and Weinstein & Fantini Models (Brady, 1990; Print, 1988). Some are linear in approach following a step-by-step procedure like the most popular Tylerian (Tyler, 1949); and Taba Models (Taba, 1962); others are cyclical, like Wheeler; and Nichols Models (Print, 1988), some are descriptive such as Huberman; (Marsh, 1986) and Zais Eclectic Models (Henson, 2006), others are prescriptive like Oliva Model (Oliva, 2005). The different curriculum models indicate the processes or steps involved in curriculum planning as well as its strengths and weaknesses based on criticisms by other curriculum experts (see Tables 2.1 and 2.2).

The different curriculum models depict the principles and procedures of how the curriculum planner views the curriculum as it relates to the specific purposes of education and particular approach to curriculum making as well. There would be similar models but not totally identical because the context and the people involved in curriculum planning maybe different. Although there are differences, each model includes as the major components of the curriculum process: planning, development, implementation, and evaluation. An exception to this is the Zais Eclectic Model (Henson, 2006), which describes graphically

some variables and their relationships that curriculum planners have to consider in curriculum planning rather than the processes.

There is no overall agreement among various curriculum authors on curriculum design. However, most of the literature reviewed suggests that there were common curriculum elements needed to produce a unified curriculum (Brady, 1990; 2003; Galen Saylor, 1981; Henson, 2006; Kelly, 2004, 2009; Longstreet, 1993; Marsh, 1986; McNeil, 2003; 2006; Miller, 1990; Ornstein, 2003; Oliva, 2005, 2009; Print, 1988; Posner, 1992, 2006; Wiles & Bondi, 2007; Wiles, 2009). Ordinarily, these elements are: aims, goals and objectives, subject matter or content, learning activities or strategies, and evaluation. All of these components or elements of the curriculum were always present although the arrangement can be presented in varied ways. Curriculum models are designed based on the notion of what a curriculum is.

The analysis of the different curriculum models reveals two major approaches in the development of the curriculum: *top-down* and *bottom-up*. Table 2.1 presents examples of *top-down* curriculum models. These models use a deductive approach of curriculum planning and development. The deductive approach of curriculum development starts with the general design or the global aspects of the curriculum before working down to the specifics. The curriculum developers usually start curriculum development by deciding what the curriculum should be and then plan accordingly. The curriculum reform is initiated by curriculum developers, usually the administrators from district offices, state department offices or central government offices then bringing down to the implementers of the curriculum, the teachers. The approach is often linear and prescriptive. The curriculum developers begin with a statement of aims or philosophy of what they want students to know and then design the content of the curriculum and the learners' activities accordingly. Although *top-down* approach to curriculum is logical, systematic and comprehensive, one notable weakness is that curriculum development in practice does not happen in a fixed linear fashion. The models do not show the nuances of the process in curriculum planning and development.

Table 2.2 presents another approach to curriculum development that is *bottom-up*. The *bottom-up* approach begins curriculum planning from the teachers themselves, for example, the classical Taba's Inverted Model. It is inductive in approach starting curriculum planning and development with specifics, that include needs and situation analysis of the learners and the external forces, which provide the strong foundation of what curriculum should be. The strong involvement of grassroots sources such as the active involvement of the teachers in curriculum development is essential in curriculum decision-making. Curriculum decision-making is built around the concerns of the teachers for the needs of the learners. The needs assessment provides the baseline data before building up to the general design of the curriculum. The *bottom-up* approach is more flexible for it allows corresponding changes to the subsequent elements of the curriculum. The curriculum process may start at any point depending on the assessment of needs. The notable weakness of the *bottom-up* approach is the time consumed for needs or situation analysis.

Table 2.1: Summary Table of *Top-Down* Curriculum Models

Curriculum Model/Proponent	Steps/Phases/Elements	Strengths and Weaknesses
1.Objectives Model/ Rational Model	<ol style="list-style-type: none"> <li>1. Starting Objectives</li> <li>2. Selecting learning experiences</li> <li>3. Organizing learning experiences</li> <li>4. Evaluation</li> </ol>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Provides developer with clear direction and guide for the remainder of process. Rational thinking is encouraged (Brady, 1990; Print, 1988).</li> <li>2. Provides blueprint for development of curriculum with a fixed guide to simplify the process (Brady, 1990).</li> <li>3. The sequence of the curriculum elements does have apparent logic (Brady, 1990; Print, 1988).</li> <li>4. Straightforward, time-efficient approach to meeting curriculum task (Print, 1988)</li> </ol>
Ralph Tyler (1949)		<p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. Curriculum in practice is rarely a fixed or linear process.</li> <li>2. Doesn't adequately explain where curriculum objectives come from (Brady, 1990; Print, 1988).</li> <li>3. Cannot account for many &amp; complex outcomes of learning (Print, 1988).</li> <li>4. Starting by predicting specific objectives limit or constrain what students can learn.</li> <li>5. Planning by objectives treats ends and means separately.</li> <li>6. The structure of knowledge cannot be expressed in terms of prespecified performance.</li> <li>7. Not all learning experiences are amenable to being measured. Many outcomes are qualitative in nature and less amenable to quantitative measurement.</li> <li>8. Educational objectives need not precede the selection and organization of learning (Brady, 1990)</li> <li>9. Doesn't take into account the differing relationships that exist between subject matter or content being taught and degree to which objectives can be specified (Brady, 1990).</li> </ol>

Table 2.1 (cont)

Curriculum Model/Proponent	Steps/Phases/Elements	Strengths and Weaknesses
2. Robinson Model  Ross Robinson & White (1985)	<ol style="list-style-type: none"> <li>1. Developing goal statements</li> <li>2. Developing defensible sets of objectives</li> <li>3. Developing descriptions of growth (growth Developing goal statements)</li> <li>4. Developing defensible sets of objectives</li> <li>5. Developing descriptions of growth (growth schemes)</li> <li>6. Developing instructional objectives</li> <li>7. Sequencing objectives</li> <li>8. Devising growth schemes related to instruction and assessment methods</li> <li>9. Developing written curriculum materials</li> </ol>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Unique model. It contains powerful procedures for developing and analyzing curriculum rooted in a clear conception of inquiry and problem solving.</li> <li>2. Appealing to curriculum workers who are concerned with teaching higher cognitive skills (Miller and Seller, 1985).</li> </ol> <p><b>Weakness:</b></p> <ol style="list-style-type: none"> <li>1. Not easily accessible. Some of the tasks are complex and arduous (Miller and Seller, 1985).</li> </ol>
3. Oliva's Model (Deductive, linear, and prescriptive approach)  Peter Oliva (1992)	<ol style="list-style-type: none"> <li>1-4 and 6-9 Planning Phases</li> <li>5 Planning and Operational Phase</li> <li>10-12 Operational Phases</li> <li>1. Statement of Aims and Philosophy of Education</li> <li>2. Specification of needs (students, particular community and subject)</li> <li>3. Specification of curriculum goals</li> <li>4. Specification of curriculum objectives</li> <li>5. Organization and implementation of curriculum</li> <li>6. Specification of instructional goals</li> <li>7. Specification of instructional objectives</li> <li>8. Selection of strategies</li> <li>9. Selection of evaluation techniques</li> <li>10. Implementation of strategies</li> <li>11. Evaluation of instruction</li> <li>12. Evaluation of curriculum</li> </ol>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Offers a process for the complete development of a school's curriculum.</li> <li>2. A faculty may focus on the curricular components of the model (Components 1 and 5 and 7) to make programmatic decisions.</li> <li>3. A faculty may concentrate on the instructional components (6 and 11).</li> <li>4. The model requires a statement of philosophy that is extremely important.</li> <li>5. The model includes societal and student needs.</li> </ol>

Table 2.1 (cont)

Curriculum Model/Proponent	Steps/Phases/Elements	Strengths and Weaknesses
4. Model of Stenhouse (1975)	<ol style="list-style-type: none"> <li>1. Selection of Content <ul style="list-style-type: none"> <li>• Should represent a form of knowledge with its own unique procedures and concepts</li> <li>• Should be problematic within a form of knowledge</li> <li>• Should be selected if it expresses new ideas, and hypotheses to be tested in practice</li> </ul> </li> <li>2. Selection of Methods <ul style="list-style-type: none"> <li>• Should select those methods (principles of procedure) which are consistent with the form of knowledge selected</li> <li>• Should select those methods which allow students maximum flexibility without constraining them with pre-specifications of student behaviors</li> </ul> </li> <li>3. Selection of evaluation procedures <ul style="list-style-type: none"> <li>• Should include techniques to enable the teacher to see whether his or her ideas work in practice or not</li> <li>• Should include activities which help to build and accumulate new knowledge for the teacher</li> <li>• Should be tailored for the unique contextual variables opening in each school (Marsh, 1986)</li> </ul> </li> </ol>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Model suited to areas of curriculum, which emphasize knowledge and understanding.</li> <li>2. Emphasis is upon teacher development (Marsh, 1986)</li> </ol> <p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. Less appropriate in the areas of information and skills.</li> <li>2. It does not focus so much upon providing efficient means of instruction (Marsh, 1986)</li> </ol>

Table 2.1 (cont)

Curriculum Model/Proponent	Steps/Phases/Elements	Strengths and Weaknesses
5. Huberman's Model  Huberman (1983)  (Simplified and Adapted from Huberman, 1983 by Marsh, 1986)	Within-School Factors  1. Many interruptions make it difficult to plan or evaluate curricula. 2. School goals kept vague to minimize conflicting interests. 3. Teacher isolation minimizing monitoring of teaching. 4. Teachers do not interact with individuals but with groups of children.  Teacher's Motives 1. Teachers have to cope with completing short-term plans. 2. The orderliness of research data is often disbelieved. 3. Intuitive judgements are upheld as most useful. 4. Teaching is viewed as a craft, not a science. 5. The interactions between teachers at a school are minimal.  Classroom Environment Factors 1. Simultaneous demands on teachers in the classroom. 2. Teachers rely on first-hand experiences in making judgements. 3. Student behaviors are unpredictable. 4. High degree of emotional involvement between teacher and students.	<b>Strengths:</b>  1. Draws upon empirical research to highlight activities teachers typically undertake.  2. Accommodates in curriculum planning the motivations and incentives of teachers.

Table 2.1 (cont)

Curriculum Model/Proponent	Steps/Phases/Elements	Strengths and Weaknesses
Huberman (cont)	Knowledge Selected for Curricula 1. Forms of knowledge have to be practical and useful for most students. 2. Knowledge obtained from students/others teachers is preferred. 3. Knowledge obtained locally is also preferred. 4. Knowledge actually used depends upon influence of change-agents and compatibility of interests.	
6. Saylor, Alexander and Lewis Model  J. Galen Saylor William M. Alexander Arthur J. Lewis (1981)	1. Goals and Objectives (Specifying the major educational goals and specific objectives curriculum planners wish to accomplish) 2. Curriculum designing (Decisions as to designs made by curriculum planning groups for a particular educational center) 3. Curriculum Implementation (Decisions as to instructional modes made by the responsible teacher(s). 4. Curriculum Evaluation (Decisions as to evaluative procedures for determining learner progress made by the responsible teachers.	<b>Strengths:</b> 1. Charted the components of the curriculum development process (design, implementation and evaluation) grounded in social, philosophical and psychological foundations 2. Comprehensiveness of the model 3. Curriculum design suggests a process for learner activities.
7. Wheeler Model  D. K. Wheeler (1967)	1. Selection of Aims, Goals & Objectives 2. Selection of learning experiences 3. Selection of Content 4. Organization & integration of learning experiences and content 5. Evaluation	<b>Strength:</b> 1. Exhibits the strengths of the logical, sequential structure of the curriculum.

Table 2.2: Summary Table of *Bottom-Up* Curriculum Models

Curriculum Model/Proponent	Steps/Phases/Elements	Strengths and Weaknesses
1. Taba's Inverted Model (Sequential, logical, scientific, classical, means-end model) Hilda Taba (1962)	1.Diagnosis of Needs 2.Formulation of Objectives 3.Selection of Content 4.Organization of Content 5.Selection of Learning Experiences 6.Organisation of learning experiences 7. Determination of what to evaluate and ways and means of doing it	<b>Strengths:</b> 1. Inductive in approach. 2. Inverted dimension involves teachers in its development rather than higher authority. 3. Grass-roots approach- broad base of involvement is essential for curriculum decision-making. <b>Weakness:</b> 1. Not appealing to curriculum developers who prefer global aspects of curriculum.
2. Cyclical Model Audrey & Howard Nichols (1978)	1.Situation Analysis 2. Selection of Objectives 3.Selection & Organization of Content 4.Selction and organization of methods 5.Evaluation	<b>Strengths:</b> 1. Employing situational analysis provides baseline data upon which effective objectives may be derived. 2. Model is flexible. As the situation changes so corresponding changes are made to subsequent elements of the model. 3. Model is less rigid in application, more relevant to school situations and more appropriate to curriculum development by teachers. <b>Weakness:</b> 1. Effective situational analysis is extremely time consuming.
3. Dynamic/Interactive Model Malcolm Skilbeck (1976)	1. Situation Analysis 2. Goal Formulation 3. Program Building 4. Interpretation and implementation 5. Monitoring, feedback, assessment, reconstruction	<b>Strengths:</b> 1. Flexibility in the curriculum process; may commence at any point that is appropriate to the needs. 2. Reflecting the situation in schools provides less dysfunctional approach to those learning the task of curriculum development.
4. Gagne's Instructional Design System	1. Needs analysis 2. Analysis of Goals and Objectives 3. Analysis of alternate ways to meet	<b>Strengths:</b> 1. Communication is enhanced by making behavioral objectives as specific as possible (Miller and Seller, 1985)

Curriculum Model/Proponent	Steps/Phases/Elements	Strengths and Weaknesses
Robert Gagne (1979)	<ul style="list-style-type: none"> <li>needs</li> <li>4. Designing instructional components</li> <li>5. Analysis of resource and constraints.</li> <li>6. Constraint-removal actions</li> <li>7. Selecting or developing materials</li> <li>8. Designing student-performance assessment</li> <li>9. Field testing and formative evaluation</li> <li>10. Adjustments, revisions, and further evaluation</li> <li>11. Summative evaluation of systems</li> <li>12. Operational installation</li> </ul>	<ul style="list-style-type: none"> <li>2. Behavioral objectives assist with individualizing instruction.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>1. High-level cognitive skills and integrative curricula cannot easily be reduced to fit in this system.</li> <li>2. It does not provide adequately for curriculum implementation. Limited approach to in-service training for teachers is inadequate.</li> </ul>
<p>5. Weinstein &amp; Fantini Model</p> <p>G. Weinstein &amp; M. Fantini (1970)</p>	<ul style="list-style-type: none"> <li>1. Identifying the learners</li> <li>2. Ascertaining the learner's concerns</li> <li>3. Diagnosing the reasons for the learner's concerns</li> <li>4. Developing a set of desired outcomes aimed at meeting the learner's concerns</li> <li>5. Developing a theme to organize the lesson</li> <li>Selecting content vehicles to achieve the desired outcomes</li> <li>6. Developing the teaching strategies that are appropriate to learning skills, content vehicles, organizing ideas and outcomes.</li> <li>7. Evaluating the effect of the curriculum</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>1. Process of curriculum development is built around the concerns of the learners. Learner-centred focus (Miller and Seller, 1985)</li> <li>2. Integrates in the curriculum the cognitive and affective spheres.</li> </ul>

Looking at the different curriculum models, I cannot say that one is superior over the others. Some curriculum planners might have used a particular curriculum model and found out its applicability in their own purpose. However, some models are inevitably incomplete. They do not show the details of the entire curriculum development process. This research envisaged a *bottom-up* curriculum model and most of its features drew attention in this research for adoption in the design of the initial collaborative participatory approach to curriculum development.

Interestingly, I was able to review another curriculum reform model based on the collaborative project involving the Commission on Higher Education in the Philippines and the Queensland University of Technology that introduced the metaphor of a “ripples” reform model (Atweh, 2007, p.8).

Ripples unsettle the status quo to bring much needed nourishment and air to the depth of our day-to-day lives and practices. They might be caused by an input from outside; but they may also start by creatures from the depth struggling for fresh air. Further, they take different shapes depending on our local context.

This suggested the possibility of adopting the notion of starting the “ripples of change” (Atweh, 2007) from the local school community, namely teacher educators in the province of Agusan del Sur. The ripples curriculum model is also collaborative in nature and focuses on curriculum leadership through capacity building. These capacities may vary among stakeholders, such as the principal of a school who may develop policies related to the resourcing of curriculum initiatives or capacities for teachers that relate to their classroom instruction, such as learner-centered strategies. The group of teacher educators start their own ripples and share their learning with others. The model suggests a triangle of interaction among the three implementers. The author’s notion of the ripples in curriculum leadership attracted me as a researcher. In addition, the research envisaged the active participation of the students as curriculum developers as well.

## **2.2 Curriculum Planning Model for Multicultural Teacher Education Program**

All curriculum planning must be based on a well-defined aim of education and model for curriculum planning (Kelly, 2004, 2009). It is clearly stated in this research that the aim of education is social improvement (Dewey, 1938; 2004; Sleeter, 2005). In order to achieve this, there is a need to empower the pre-service teachers to become the agents of the local community's transformation. The ultimate goal is to empower marginalized groups. The educational means to achieve this is to institutionalize an empowering curriculum in the teacher education institution. Searching for an appropriate curriculum model for the creation of the curriculum entails an initial review of the foundations of curriculum such as its components or elements, and processes. Hence, before developing a working model for this research the basic concepts related to curriculum planning and development were reviewed.

It can be noted that no curriculum-planning model is perfectly suited to the development of a specific curriculum as stated earlier. Its suitability depends on how it can be useful to the curriculum developers considering what type of curriculum has to be developed and the purpose it has to serve. To serve the purposes of this research in creating a curriculum that is responsive to the local context, literature on multicultural curriculum in teacher education has been reviewed. Gay (1997) provides a framework for multicultural transformation of teacher education. It could be achieved in two ways: by creating multicultural education as a specialization, or as an "infusion" of content and strategies across all courses in the Education courses. Specialized programs of study can be at the school-level or subject specific. Infusion can take place in the subject-specific methods and materials or in the field experiences of prospective teachers. Gay argues for multicultural teacher education due to the fact that too many teachers in the United States were inadequately prepared to work well in culturally pluralistic classrooms. She further argues that for teachers to be able to successfully teach multicultural content in the classroom, the teacher education curriculum

must be designed to help the teachers acquire the knowledge and skills consistent with the principles of cultural pluralism, and translate the philosophy of multicultural education into classroom practices (Gay, 1997, p.201). Acosta-Deprez (1995) made use of the infusion approach to making the comprehensive school health education curriculum multicultural. She infused multiculturalism into all health education and teacher preparation courses, including a course in “Methods of Health Instruction”. The infusion aimed to broaden the students’ views about health, people, environment, and society.

In the new Philippine teacher education curriculum (CHED Memo No.30), the integrative design was also emphasized, although in practice integration is not explicitly done. At the national or institutional level, using a *top-down* reform model in creating a curriculum is the most common approach. This researcher believes that education can no longer be a one-way, top-to-bottom process, because the contemporary explosion of knowledge promotes resistance to any apparent forms of authoritarianism. The *bottom-up*, or grass-roots model (Kelly, 2004,2009; Taba, 1962; Wiles & Bondi, 2007) has the advantage of involving the teachers as a source of curricular reforms, but the process of consultation may be too slow and is unlikely to attain consensus. Without the support of the top management, results would not be viable.

In terms of the curriculum processes, the Philippine Normal University has used the collaborative action model in the revised teacher education curriculum. The desired attributes of the PNU graduates served as the fulcrum for organizing the curriculum. The model has the following phases: 1) Defining attributes of desired graduates; 2) Identifying performance indicators of desired graduates; 3) Contextualization of indicators by program; 4) Alignment of program competencies to attributes; 5) Alignment of course competencies to attributes and, 6) Refocusing of course syllabi. The phases of the work undertaken show promising outcomes and they appear to evolve as stages of a model for instituting curricular reform at

the Philippine Normal University (De Guzman, 2006). It seems the only limitation is that the students as the center of the curriculum were not given the chance to participate in the curriculum development process. The top-level management, or the Office of the Vice President for Academic Affairs, initiated the curriculum workshops and invited the administrators and selected teachers to become the committee of curriculum planners.

There is a need for a curriculum-planning model, which is empowering, participatory, and collaborative. Bernardo (2007) refers to this kind of curriculum planning as creating knowledge by ‘participation’ because there is a need for the teachers to give meaning to their professional knowledge and skills, and to be more critically reflective in the context of the broader environments in which teaching and learning occurs. In other words, teachers need to be ‘culturally sensitive agents of change’ (Gay, 1997). This research addresses the need for teachers to become agents of local community’s change by involving them as curriculum development team players. Students are also considered in this research to play a part in the collaboration. The collaborative principles of participatory action research have been considered as an appropriate framework of curriculum planning and development.

A working curriculum development model has been developed for the purposes of this research (see Chapter 1). The curriculum development model set the structure of this thesis. Discussion of the model follows an outline of the curriculum process drawing from the principles of collaborative participatory action research model.

## **2.3 Collaborative-Participatory Process Model for Multi-cultural Teacher Education Curriculum Development**

Participatory action research is not a new approach in research. It was first used widely in the areas of the social sciences and public health and later became acceptable in the field of education (Gosin, 2003). Since the aim of curriculum development in this research is the empowerment of teachers and education students who will also become teachers in the local

community to empower the powerless, a collaborative participatory process is proposed as an effective approach to achieve the creation of a workable multicultural curriculum. In the literature that was reviewed, collaborative participatory research has many labels, among them: collaborative action research or participatory research (Kemmis & McTaggart, 1988; 2003), community-based inquiry (Stringer, 2004) and critical action research (Creswell, 2005). This research draws from the principles of participatory action research (Kemmis, & McTaggart, 1988; 2003) combined with other methods to come up with a modified collaborative participatory process model that can be useful in curriculum development in the Philippine context. The collaborative participatory process aims towards the creation of a multicultural curriculum as the output of the research. Its participatory and collaborative nature makes it democratic in the process and empowering for the target participants, that is, the curriculum team members.

The role of participatory action research is to empower people through the construction of their knowledge, in the process of action and reflection (Gaventa, 2001; Kemmis & McTaggart, 2003; McTaggart, 1991) or “conscientization” in Freire’s term (Freire, 1971, cited in Gaventa, p.73). According to Gaventa (2001, p.75) a collaborative participatory process is empowering because it challenges to power relations in the following dimensions: 1) knowledge as a resource, which affects decisions; 2) action, which looks at who is involved in the production of knowledge, and 3) consciousness, which looks at how the production of knowledge changes the awareness or worldview of those involved. Empowerment through knowledge means

... not only challenging expertise with expertise, but it means expanding that participates in the knowledge production process. It involves a concern for mobilization or action to overcome the prevailing mobilization of bias (Gaventa, 1993). When the process is opened to include new voices, and, new perspectives, the assumption is that policy deliberation will be more democratic, and less skewed by the resources and knowledge of the more powerful. (Gaventa, 2001, p.71)

In this respect, voices of stakeholders in the curriculum development: teachers, students, administrators of PNU Agusan campus, and the researcher as facilitator, have all been considered. Since the collaborative participatory process adheres to the principles of democratic participation, it is considered as a “research of the people, by the people and for the people” (Park, 2001, p.81). Collaborative participatory research strengthens community ties of the people involved and sharpens their ability to think and act critically (Park, 2001).

In the initial review of literature many authors cited the importance of action research in the curriculum planning (Kelly, 2004, 2009; Longstreet, 1993; McNeil, 2006; Oliva, 2005, 2009; Wiles & Bondi, 2007). Creswell (2005, p.551) cites the following as benefits of collaborative participatory research in education:

- Encourages change in schools.
- Fosters a democratic approach to education (i.e. involvement of many individuals).
- Empowers individuals through collaboration on projects.
- Positions teachers and other educators as learners who seek to narrow the gap between practice and their vision of education.
- Encourages educators to reflect on their practices.
- Promotes a process of testing new ideas.

The initial review of literature describes some basic principles of participatory action research (Creswell, 2005; Gaventa, 2001; Kemmis & McTaggart, 2003; McTaggart, 1991; Reason & Bradbury, 2001; Stringer, 2004). These principles could be applied in the process of developing a multicultural curriculum in a teacher education program. The identification of the methods for data collection will also be consistent with these principles:

- **Collaborative** – Collaborative participatory action research encourages the commitment and dedication of the target participants to achieve the common goal, i.e. to create a multicultural curriculum for the social improvement of the local community. All efforts for the development of the multicultural curriculum are

geared towards that vision (Gaventa, 2001; Kemmis & McTaggart, 2003; Reason & Bradbury, 2001; Stringer, 2004).

- **Participatory** – Collaborative participatory action research involves the full and active participation of the local university campus (teachers, students, administrators) and researcher in the entire research process as curriculum developers and learners as well. In curriculum planning and implementation those who are affected by curriculum changes must be involved in the process (Oliva, 2005). The teachers, students, and administrators are normally the people who are directly affected (Creswell, 2005). Thus, the exploration of the collaborative-participatory approach in curriculum development identified three groups of participants that needed to be represented on the curriculum team.
- **Action-Oriented** – Collaborative participatory action research requires that members of the team put their institutional vision into practice, such as the practice or advocacy for multicultural education in the classroom and the implementation of the multicultural curriculum in the whole school system. In this study, it is part of the institutional vision of Agusan campus to cater to the multicultural needs of the students in the local community, particularly the marginalized (indigenous) group of people. In order to translate this vision into practice, the pre-service teachers should acquire the necessary multicultural perspective in teaching the students in the local schools. A concrete action to do this is to infuse multicultural education in the teacher education curriculum.
- **Empowering** – Collaborative participatory action research processes can create a greater awareness among the participants involved of their own problems and conditions and mobilize them to make their own initiatives for their own local community development (Kemmis & McTaggart, 2003; McTaggart, 1991). The strong involvement of the participants (teachers, students, and administrators) in the

curriculum decision-making process may lead to different levels of empowerment and creation of the desired curriculum outcomes.

A collaborative participatory process could be considered an eclectic approach for it combines the elements and stages of curriculum development with the principles of participatory action research. The collaborative participatory process represents an innovation to curriculum development and so its effectiveness needs to be explored and documented alongside the development of a multicultural curriculum in a Philippines teacher education program.

## **2.4 The Need for a Multicultural Curriculum in the Philippines Teacher Education Program**

No teacher education institution in the Philippines offers a program on multicultural education. The Department of Education, which is taking care of the Basic Education curriculum in the country, seems to give it an importance by including the education of the indigenous peoples as part of the objectives of the Basic Education program. However, its implementation has not been given a place in the set up of the curriculum. There are isolated efforts or projects for the education of multicultural groups like the indigenous peoples. Most of these projects are funded by international agencies such as the Australian Agency for International Education (AusAID), which funded the BEAM (Basic Education Assistance for Mindanao) project. In spite of this, the problem lies in the sustainability of the project when the funding agency finished the contract and the project has not been institutionalized in the Philippine educational programs and structures. In the CHED curriculum (CMO 30, 2004), as explained in Chapter 1, multicultural education is given importance in the set of competencies; however, in the proposed mandated courses in the curriculum, it is suggested as only one of the elective topics for consideration giving freedom to the institution based on their expected needs and the expertise of the faculty. This curriculum structure serves as a

model for all teacher education institutions in the Philippines including the Philippine Normal University.

The Philippine Normal University takes its leadership role as the national center of teacher education in the Philippines. Creating a multicultural curriculum as a product of research will be a significant move for strengthening the teacher education program in the Philippines. The Philippine Normal University offers curricular programs in response to market needs. It considers also the curriculum reforms made by the Department of Education in the Basic Education Curriculum. The realization of the mission of any teacher education institution like PNU depends on the quality of the curricular programs. The desired attributes of the expected graduates as the pivot for organizing the curriculum often remains in the conceptual realm, if the institution does not translate this to actual product, processes or operations (De Guzman, 2006). Thus, creating a multicultural curriculum program would be opportune in the process of intensifying the new teacher education curriculum. The need for creating a multicultural curriculum stems from the assumption that the role of the university or school is to educate as well as to address the needs of its local community.

Education is not only the transfer of knowledge or information, but also the major agent for transforming culture (Taba, 1962). In other words, education is the preserver and transmitter of cultural heritage. The content and process of what is taught reflect the cultural orientations of the socializing agent. From Dewey's notion of education, (Dewey, 1938; Taba, 1962) the role of the school is not only to shape individuals but to shape culture as well. Therefore, education has an important role as an agent for social reconstruction. In the case of teacher education in the Philippines, specifically the PNU Agusan campus which enrolls ethnic students and caters to indigenous communities, education can take its role of educating people to respect cultural diversity for different ethnic groups are entitled to the respect and protection of their own culture (Jocano, 1998). The respect for cultural diversity is protected

by the provisions in the Philippine constitution, which recognizes and promotes the rights of indigenous cultural communities within the framework of national unity and development (Art.IX, Sec.2 (4)).

There are many different ethnic groups in the Philippines that should be given attention in the educational system. They are dispersed in the 7,107 islands in the Philippines located in the different provinces and regions of the three main islands: Luzon, Visayas and Mindanao. They speak diverse vernacular languages. Filipinos are multilingual. Filipino and English are considered the official languages. There are eight major languages and 76 indigenous languages in the Philippines (Jocano, 1998). In my previous study, the indigenous language, such as the Manobo, is disappearing because the students who are assimilated in the mainstream do not anymore use their local language (Reyes, 2004). Language is a vehicle of culture. If the language dies, culture dies with it. Thus, the importance of a multicultural curriculum would also be a response to this problem as the ultimate goal of this research. Lynch (1986) attested to this in saying that the task of multicultural education is for the students to achieve a higher stage of ethnic and cultural existence through liberating curricular and educational pedagogies. Consequently, the role of the teacher is to enable the students to attain a higher stage of cultural competence and sensitivity so that the positive value of cultural diversity may grow.

Literature suggests that multicultural education is not only intended for schools with ethnic minority groups and it is not aimed at educating teachers to work exclusively with ethnic minority students (Rodriguez, 1984). It is equally beneficial to mainstream students and prospective teachers (Banks, 2008; Nieto, 2004). The construction of multicultural education in the curriculum depends on the nature and needs of the society which it serves. For example, United States, Canada, Australia and UK share the same experiences of constructing multicultural education in the curriculum as a response to the influx of

migration in these countries making the society and schools multicultural (Banks, 2004; Cahill, 2001; Gay, 1997; 2004; Grant, & Lei 2001; Hill, 2004; James, 2001; Lei & Grant, 2001). Special attention is given to the disparity between the students with different color in the schools and the teachers whose professional education is monocultural. Thus, contemporary advocates of multicultural education, such as Banks (2004); Gay (2004); Grant & Lei (2001); Nieto (2004); Grant & Sleeter (2005), and others, initiated a reform movement in education to restructure schools, colleges and universities so that all students will have an equal opportunity to acquire the knowledge and skills so that they can function in an ethnically diverse nation and world. Institutionalization of multicultural education programs has become increasingly popular in the design of curriculum, special projects, and programs. For instance, Banks (2005) proposed different dimensions of multicultural education to serve as a guide to school reforms when practising educators try to implement multicultural education. These dimensions (Banks, 2005 p.23) are 1) content integration, which deals with the content and examples that teachers can use to illustrate key concepts of the subject matter; 2) knowledge construction process which describes the extent to which teachers help students understand, investigate and determine how the implicit cultural assumptions, frame of reference, perspectives and biases within a discipline influence the ways in which knowledge is constructed; 3) prejudice reduction, which focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials; 4) an equity pedagogy when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse, racial, cultural, gender and social class groups; and 5) an empowering school culture that focuses on grouping and practices that support participation, disproportionality in achievement, and the interaction of the teachers and students across ethnic and racial lines. The promotion of multicultural education as a field of study depends on the needs of the country's educational system and its implementation in varying dimensions.

In the teacher education sector, as the world is becoming more globalized, there is a growing expectation that pre-service teachers become competently prepared to handle diverse types of students, embracing multiculturalism, universal standards and literacy in global issues and concerns. Teachers in the Philippines are one of the four types of professionals, other than engineers, nurses and computer professionals, who joined other Filipinos working abroad in different locations in the United States, Oceania, Middle East, Asia and Africa on temporary migration (Albuero, 2002). Many teachers in the Philippines were recruited to teach abroad. Common problems encountered are related to teaching students with diverse backgrounds. Stories from teachers overseas would perceive students to be naughty, bullying teachers, especially if they come from a different color (personal communication). They would experience more difficulty if they do not have the multicultural perspective in teaching these diverse types of students in other countries. Although the creation of multicultural education in the teacher education curriculum in this research assumes to serve the needs of the local communities in the Philippines, it may also be relevant to those pre-service teachers who may opt to work outside the country. The challenge is for the pre-service teachers to be empowered by the multicultural curriculum to be able to understand the cultural, ethnic, racial and language diversity that exist in their own community and the world at large. According to Banks, (2008), alienation from community cultures and mainstream society results in marginalization.

The need for creating a multicultural curriculum is linked to the notion of education for pre-service teachers and the ideal society that every Filipino aspires to. Education cannot be separated from the needs of the society. National development is an aspiration of the Philippines as a country and a dream of the Filipinos as a people (PNU Curriculum Model Framework, 2005). Education could be an instrument in achieving such a goal. Hence, a relevant education for every pre-service teacher should consider the Philippine realities while responding to the rapidly changing world. Education through curricular reform should

“equip pre-service teachers with the knowledge, values and skills needed by Filipino citizens to be informed, critical, reflective and engaged in development initiatives and processes” (PNU Teacher Education Curriculum Model, 2005, p.5). Consequently, prospective Filipino teachers must be empowered with competencies that would make them become agents of society’s transformation. An implementing arm to achieve this ultimate goal is to create a multicultural curriculum in the teacher education program.

## **2.5 Chapter Reflections**

The relevant literature on curriculum models and multicultural teacher education programs offers a starting point for thinking about a curriculum model that would be suitable for the local context in the development of a multicultural curriculum. Drawing from the action research principles and the elements of different curriculum models, this research will explore the collaborative participatory process model initially designed for developing a multicultural curriculum in Agusan local campus. The literature in this chapter will be integrated in the succeeding chapters.

The following chapter will present and explain the methodology and methods of the study including the specific procedures employed in the conduct of fieldwork in the PNU Agusan campus and the analysis of qualitative data.

# CHAPTER THREE

## METHODOLOGY AND METHODS

### **3.0 Introduction**

This chapter discusses the methodology and methods used in this research. Mixed methods using collaborative participatory action research and a grounded theory approach were combined in the course of developing the curriculum. The detailed procedures for data collection are outlined and explicated to coincide with the two major phases of curriculum development as described in Chapter 1. First is the research planning phase which describes the preliminary work and preparation undertaken before the actual conduct of fieldwork. Second is the research development phase which describes the step-by-step procedures of collecting data during fieldwork in the Philippines.

### **3.1 Qualitative Method of Inquiry**

A collaborative participatory initial model has been used to plan the curriculum development in this research (see Chapter 1). This model was constructed to guide the participatory action research and was combined with grounded theory which was used as a critical method of inquiry for data collection purposes. Distilled from the literature of collaborative action research, (Creswell, 2003; Gaventa, 2001; Kemmis & McTaggart, 2003; Reason & Bradbury, 2001; Stringer, 2004) the curriculum development process for data collection purposes has been guided by the collaborative participatory action research principles outlined in Chapter 2: Collaborative, Participatory, Action-Oriented, and Empowering.

The mixed methods used in this research were drawn from the principles of collaborative participatory action research (CPAR) and grounded theory applied in this

study in the context of curriculum development. The collaborative action research principles were applied in the development of the multicultural curriculum. It was the role of the researcher as a curriculum practitioner collaborating with the vision of the researched community that guided the collaborative action to do the research. On the other hand, the purpose of exploring the process of a collaborative participatory approach in developing a multicultural curriculum, which was the primary aim of this research, made use of a grounded theory approach appropriate as a methodology.

CPAR is an approach to research that has been used mostly in the area of social sciences on behalf of marginalized groups at the micro level (e.g. community organization, local school). In the 1990s, it was scaled up to the macro level (e.g. national and international organization) and used by organizations including governments, development agencies, and universities (Gaventa, 2001). Recently, action research has become popular in the field of education as a method of research used by teachers in conducting classroom-based research (Gaventa, 2001). Collaborative participatory action research lends itself to qualitative research (Gaventa, 2001). Qualitative research emphasizes the processes and meanings that are examined in the natural setting as experienced and created by those being researched. The use of CPAR principles has been applied as the core of the initial collaborative participatory model for curriculum development being investigated in this study. The participants in their local setting, such as an educational institution, design and implement the project in order to make recommendations for a change in practice. In this research, the intention was for the curriculum team to work collaboratively to develop a multicultural curriculum that would be relevant and responsive to the needs of the local community that the Philippine Normal University Agusan campus serves. The collaborative participatory model as a research approach aimed to get the participants involved and active in the process of curriculum making.

The approach requires that the data collection be thorough and rigorous (Bogdan, 2006). Therefore, the process of curriculum planning needs to be documented using a variety of methods.

Procedures employed in grounded theory are used in this research as a method for analyzing the collected data. Grounded theory data analysis is often included within an action research study to make theory building more systematic and rigorous (Dick, 2007). Grounded theory is a method of research that offers a systematic framework for inductively building theory (Strauss & Corbin, 1990) that is “grounded” in the data generated by the participants as experienced in the process (Strauss & Corbin, 1990; Creswell, 2007 p.63). Grounded theory has been used extensively in Sociology and less widely in Education (Charmaz, 2006). Hence, an aim of this research is to use and test the applicability of a grounded theory style of analysis to the data collected. Grounded theory is used in this research mainly for the building of theoretical constructs drawn from the analysis of multiple sources of qualitative data. It complements the over-all principle of curriculum planning that this research has explored, drawing from multiple voices of the participants from the grassroots level using a *bottom-up* approach to curriculum development. Thus, analyzing the data using the grounded theory procedures was regarded as appropriate.

In this study, the collaborative participatory research process using grounded theory is inductively explored and theories are formulated based on the on-going construction of the curriculum by the team members. I adhere, as a researcher, to the constructivist’s viewpoint of producing knowledge out of a research investigation. In a constructivist grounded theory approach, concepts and theories are created by the researcher, not according to her own stories but based on the stories provided by the participants when

they explain and make sense out of their experiences (Charmaz, 2000; 2006; Corbin, 2009; Corbin & Strauss, 2008). According to Schawndt (1998, p.237):

In a fairly remarkable sense, we are all constructivist if we believe that the mind is active in the construction of knowledge. Most of us would agree that knowing is not passive – a simple imprinting of sense data on the mind – but active; mind does something with these impressions, at the very least forms abstractions of concepts. In this sense, constructivism means that human beings do not find or discover knowledge so much as construct or make it. We invent concepts, models, and schemes to make sense of experience and, further, we continually test and modify these constructions in light of new experience.

In line with this, during fieldwork, knowledge of concepts emerged from the initial data analysis through the process of observation, reflection, and responses that guide the curriculum team to the succeeding steps of curriculum making. In some stages of the process, curriculum members decided together when changes were relevant for the completion of a viable multicultural curriculum for the school. As a result of the ongoing collaborative insights of the curriculum team, decisions on what to define, measure, and analyze took shape at each stage of curriculum development. Importantly, the researcher wanted to ensure that the meanings given by the team members to their own experiences and their actions would be given priority over the analytic interests and methodological technology of the research. Similarly, the researcher wanted the participants' construction of their realities addressing their curriculum issues in their context to be valued.

The use of a grounded theory approach repositioned the role of myself as researcher as the “all knowing analyst” to the “acknowledged participant” in this study (Clarke, 2005 pp. xxvii, xxviii). From the epistemological assumption of this study, I collaborated with the participants during the process of curriculum development, as an ‘insider’ researcher, balancing the researcher role with that of a participant in the curriculum development process.

Drawing on literature in using a grounded theory approach to data analysis (Glaser, 1967; Strauss & Corbin, 1990; Charmaz, 2006; Grbich, 2007), the presence of literature for comparison becomes necessary when the data need verification to compare ruling ideas in the field. In this research what collaborative participatory curriculum development means compared to the existing literature in the field. The comparison is based on the idea that the data should not be colored by the current literature but should emerge from fieldwork or from the voices of the participants relating their experience in their own context. However it is also helpful to compare the entire analysis with existing literature, as it needs to be documented in appropriate places throughout the text. In grounded theory, the formal literature does not appear preceding the data display but is integrated in the text as needed (Grbich, 2007; Wolcott, 2009). My research did not make the full use of the grounded theory as a method of critical inquiry but was mixed with a participatory action research approach; therefore the relevant related literature was also presented in one section of the research aside from its integration in the body of data as needed. The background of the study, such as the different curriculum development models, multicultural curriculum, and the initial collaborative participatory model for multicultural teacher curriculum development, were cited as relevant literature in Chapter 2 of this research. On the other hand, significant literature focusing on the main themes and sub-themes of empowerment, collaboration and participation in curriculum development, as well as the contributions of the different stakeholders in curriculum, are integrated in the body of the results chapters. The next section will discuss the phases of the research and is divided into two: research planning phase and the research development phase.

## **3.2 Planning Phase of the Research**

The initial planning tasks of the study involved the specification and refinement of the research problems and questions, identification of the research community, review of relevant literature and the selection of the data collection methods to be employed before the actual fieldwork began. The development of the working curriculum model including some limitations and constraints was also completed in this phase of the research. All of these tasks were encapsulated in the research proposal presented to the panel of the School of Education at Flinders University for approval. Upon receiving approval to undertake the research, preparation for fieldwork including the application for SBREC (Social and Behavioral Research Ethics Committee) approval was worked out.

### **3.2.1. Preparation for Fieldwork**

Initial contacts and discussion of the feasibility of the research project was accomplished with the Director of the Academics at PNU Agusan campus while I was still in Australia, to get her permission to conduct the study. I needed background information on the feasibility of the study as part of the initial environmental scanning of the research before returning home for the fieldwork. I also sought official permission of the Executive Director of Agusan campus via email communication to conduct the study (see Appendix 1). Ethical guidelines for conducting research were considered in involving the participants in this research. The final approval was obtained from Social and Behavioral Research Ethics Committee (SBREC) at Flinders University on 28 February 2008 (documents attached in Appendix 2). Upon receiving the notice of approval from SBREC, I proceeded to make the necessary travel arrangements for my fieldwork, returning back to my home country, the Philippines.

### **3.3 Development Phase of the Research**

A major part of the development phase was the actual fieldwork in the Philippines. It commenced with the preparatory work before the actual development of the curriculum. The development phase was highlighted by documenting the process of creating a multicultural curriculum using the collaborative participatory approach. Data were collected in this phase through the conduct of curriculum development meetings, an exposure trip to the local community, focus groups, participant observations and individual interviews with selected participants in the study.

I conducted my fieldwork during the first and second semester (June 2008 – March, 2009) of the academic year at the Philippine Normal University Agusan campus. I arrived at Agusan in the latter part of May 2008 before classes started in June to settle myself and get re-acquainted with the community and the people I would work with. After two weeks of settling myself in the research community, I made an appointment to the PNU Agusan campus administrators to officially start the conduct of my fieldwork.

#### **3.3.1 Official Meeting with the University Administrators**

I had to comply with some standard operating procedures as part of our organizational culture in the university. I met with the Executive Director and the Academic Director and in this meeting I discussed my thesis proposal with them requesting the collaboration and participation of the faculty, administrators, and students to compose the curriculum team. I obtained their final approval and support. On the same day, I met with the Academic Director to advise on the process of identification and selection of the participants to compose the curriculum development team. We discussed the criteria for selection. A workable schedule of activities was also pre-planned with the Academic Director, with a suggestion that curriculum meetings be held every Wednesday since this is the research

and meeting day for the faculty. Curriculum team members could be easily gathered on Wednesdays.

### **3.3.2 Identification and Selection of the Participants**

In curriculum planning and implementation at PNU, the faculty, students, and administrators are normally the people who are directly affected. I refer to them in this research as collaborators. They were selected through purposive sampling. Through exploration of the collaborative-participatory process model in curriculum development four groups of participants were identified who needed to be represented on the curriculum team in order to attain the aims and purposes of the study. The academic director selectively recommended the participants based on the selection criteria. The curriculum team's composition was expanded in the latter stages of curriculum development that entailed the involvement of other people such as the indigenous students, their parents and teachers in the local school community. Moreover, a reference group of selected administrators and faculty was also formed in the latter process to validate the curriculum outcomes. The general faculty of PNU Agusan was also involved in providing feedback for the finalization of the multicultural outcome and its approval for implementation.

#### **3.3.2.1 The Local Campus Administrators**

Typically, administrators usually serve as curriculum planners, decision makers, as well as implementers within the Philippine universities or even at the schools in the Philippine community. The administrators represent the school in the centralized development of the curriculum. In the case of the Philippine Normal University for example, the university administrators of the campuses are invited to the main campus whenever curriculum matters such as review, development, or implementation are needed. In this research, the administrators' role was not the traditional one as master curriculum planner and decision

maker, but rather as co-planners with the curriculum team members in developing the multicultural curriculum of the local campus.

At least four PNU school administrators were purposively selected to join the curriculum development team to represent the administrators group.

- The Academic Director of the campus was selected as the person who is directly responsible for the development and implementation of the curriculum.
- The head of the Education Department was selected because she is responsible for designing and monitoring courses in Professional Education such as Curriculum Development, Teaching Methods, and Field Studies.
- The head of Arts and Social Sciences Department was regarded as an equally important participant because her perspective is relevant to address multicultural issues which were to be tackled as the content of the curriculum. Moreover, General Education courses are also offered in this department.
- The head of the Languages and Linguistics Department was also selected by the Academic Director to be part of this research in order to represent the General Education courses offered by her Department.

### **3.3.2.2 The Members of the Faculty**

Selected faculty involvement usually comes from the main colleges and universities in the Philippines but rarely involves faculty in the local university campuses. This research initiated the process of directly involving the faculty in the local university campus in the process of curriculum development and decision-making so that they would be committed to its implementation.

The members of the faculty were purposively selected because of their specialized knowledge related to the issues that were being investigated. At least five faculty

members were selected to join the curriculum team and represent the teacher's group according to the following criteria:

- Have knowledge background or expertise related to curriculum planning and development
- Have knowledge background on multicultural education and issues
- Have multicultural perspectives or are committed to the advocacy of multicultural education
- Have expertise on methods and strategies for teaching and assessment strategies
- Recognized by the Academic Director as either involved or uninvolved in the department and their discipline

This process of selection was considered critical to examining one of the prospective outcomes of the collaborative-participatory process being investigated; that of individual empowerment through membership of the curriculum development team. The inclusion of the uninvolved members of the academic community aimed to test the workability of the collaborative-participatory approach to encourage faculty members to be more participative in curriculum matters. The experiences of the less involved participants in the faculty might provide information to guide changes in the practice of selecting the composition of the group who decides over some curricular matters. Inviting even the less involved members of the academic community could lead to more inclusive curriculum making where faculty could exercise their professional judgment about the content of the curriculum and the means for instruction.

### **3.3.2.3 The Students**

In the case of the Philippines, students' direct participation in any curriculum development has not previously occurred. In this study, students were given a pro-active role. As Wood (cited in Oliva, 2005 p.92) stated, "a curriculum for democratic

empowerment engages students in choices about the control over the most central element of their school experience – the curriculum itself’.

Inviting students to become active members of the curriculum development team is an innovative aspect of this research. The Academic Director with the help of the University Registrar and two other faculty members, in my presence as the researcher, selected four students to represent the students’ voices in the curriculum. Two of the student participants were selected following these criteria:

- Recognized by the Registrar to be more willing to commit themselves to new activity i.e. curriculum making
- Member of an indigenous community or at least having experience with indigenous communities
- Actively involved in the Agusan campus and local communities’ activities
- Has a specialization in Social Sciences with high academic ability
- Commencing their 3<sup>rd</sup> or 4<sup>th</sup> year level of the teacher education program

The other two student participants were selected from the average ability group of students in the Social Science classes, and who the Director considered less active in their classes.

#### **3.3.2.4 The Researcher**

The role of the researcher in this collaborative research process is a significant one. In a conventional research approach, the researcher plays a principal role in the research community and leads the research process. The research participants usually view the researcher as the leader of the research project. However, in this research, I regarded my involvement not only as a principal researcher but as one of the participants as well. I initially laid down the groundwork with the big ideas and initial processes to start the

research. However, in the actual fieldwork some changes occurred when collaboration with the curriculum team started. I took an active role from the beginning of this research until its completion. It was not too difficult for me as the researcher to start the process with the curriculum team since I was considered as an ‘insider’, being a faculty member of the Philippine Normal University system. Moreover, I had developed camaraderie with the research participants during my stay in that community for about six months when I did my fieldwork for the completion of my Masters degree. A continuation of the friendships that were established with the faculty in the local campus of PNU Agusan five years ago facilitated the connections for the intended collaboration with the curriculum team members. Being one of the participants in this study, I also took different roles, such as mediator, facilitator, curriculum planner, as well as a researcher in the entire process of curriculum development.

In summary, administrators, faculty, students and researcher are the significant people in the curriculum planning, development, and implementation that comprised the curriculum development team. Together, we collaboratively initiated the *bottom-up* (Taba, 1962; Wiles & Bondi, 2007) or the “ripples” (Atweh, 2007) approach of curriculum development at the Philippine Normal University campus in Agusan to design a multicultural curriculum responsive to the needs of the local school communities in the province of Agusan Del Sur.

### **3.3.3 Formation and Orientation of the Curriculum Development Team**

The Academic Director scheduled an orientation meeting for the selected administrators and faculty members to get their voluntary participation to the project. Following the selection criteria we discussed during our first official meeting, prospective participants were invited in the orientation to get their voluntary participation and consent to become a

member of the curriculum development team. Five faculty members and four administrators were present in this meeting. I introduced myself and presented my research proposal – the objectives of the project, tasks of the members of the curriculum development team and the benefits of the project (see Appendix 3). Faculty members and administrators were attentive and raised several questions for discussion during the presentation. Issues on confidentiality and anonymity of the research were also explained to the target participants. After clarifying important points and other research issues, faculty members and administrators were invited to commit and consent to participate in the project. The curriculum development team was officially formed after the target participants signed the consent forms (See Appendix 4). The date for the first curriculum meeting was set for June 11, first day of classes in the first semester to include the students in addition to faculty members and administrators to complete the curriculum team.



**Figure 3.1: Signing of Consent Forms**

After the successful orientation meeting, I organized and de-briefed my working staff which was composed of two (2) process observers, and two (2) local language translators/transcribers regarding their roles during the curriculum meetings. The process observers were selected on the basis of their competence and skills on the tasks that would

be assigned to them. The first process observer was a faculty member of the Department of Languages because she had to do the field notes and meeting notes of all the curriculum meetings. The other process observer was a faculty member of the Department of Arts and Social Sciences who had to be skilled in using digital videos in order to capture the participants' reactions during the meetings. The two local language translators and transcribers (one was assigned to do the job in every meeting) were also faculty members from the Department of Languages and Linguistics. We decided on tasks for the first meeting session and talked about the materials needed to run the meeting smoothly. I also requested my working staff members to get some informal feedback from the participants outside of the curriculum meetings.

I met and oriented the student participants in a separate meeting when they reported during the first day of classes. This day was also the first curriculum development meeting set by the curriculum team. The orientation meeting for the students was held an hour earlier than the meeting set for the whole curriculum team. Given the same orientation as the administrators and faculty, I introduced myself to the students and presented to them the research project. I discussed the aims and purposes of my research including the benefits for them as part of the curriculum team. After the brief presentation, I asked them to sign the consent forms for their involvement to represent the students' voice in the curriculum. At this stage, the curriculum development team was officially formed with 14 original members comprising four administrators, five teachers, four students and the researcher. However, there were team members who dropped out, one teacher and one student due to conflict in schedules of the meetings.

The following sections discussed the step-by-step procedure in making the multicultural curriculum that provided the multiple sources of data during the development phase of

this research. Table 3.1 summarizes the sources of data to ensure consistency with the research questions.

**Table 3.1: Sources of Data to answer the Research Questions**

<b>Research Questions</b>	<b>Sources of Data</b>
1. What are the key features of a collaborative participatory (CPAR) process model for developing a locally responsive curriculum in a teacher education program?	<ul style="list-style-type: none"><li>● Curriculum Development Meetings</li><li>● Focus Groups</li><li>● Participant observation</li><li>● Individual Interviews</li><li>● Video recording</li><li>● Field notes</li></ul>
2. What indicators are there that a collaborative participatory (CPAR) process of curriculum development succeeds in empowering participants?	<ul style="list-style-type: none"><li>● Curriculum Development Meetings</li><li>● Focus group</li><li>● Individual interviews</li><li>● Field notes</li></ul>
3. To what extent does CPAR achieve its purpose to provide a locally responsive curriculum suitable for a local campus of a teacher education university?	<ul style="list-style-type: none"><li>● Curriculum Development Meetings</li><li>● Selective individual interviews</li><li>● Field notes</li></ul>

### 3.3.4 Conduct of Curriculum Development Meetings



**Figure 3.2: Curriculum Development Meeting Workshop**

Curriculum meetings were a primary source of data. The team members went through ten (10) such sessions (see Figure 3.3) over the five months of the curriculum planning process (June-October 2008). Meetings were combined in some stages with workshops intended to achieve the curriculum outcome. Furthermore, the combination of a variety of qualitative methods including focus groups, participant observation, reference group, the use of related documents, field and meeting notes, audio and video recording were all used as sources of data within the curriculum development meetings.



**Figure 3.3: Curriculum Development Meeting Process**

The researcher, in consultation with the Academic Director, drafted the initial timetable of the curriculum development meetings. It was provided to the curriculum team as a working plan during the first meeting which was used as a planning session. The team members suggested revision in terms of content/topic and time schedules. Further changes in the meetings occurred following the process and the outputs of the preceding meeting. Table 3.2 provides a summary of the structure of the meetings.

**Table 3.2: Timetable for Curriculum Development Team Meetings**

<b>Day 1</b> <b>Date: 11 June 2008</b>	<b>Day 2</b> <b>Date: 18 June 2008</b>	<b>Day 3</b> <b>Date: 25 June 2008</b>	<b>Day 4</b> <b>Date: 2 July 2008</b>	<b>Day 5</b> <b>Date: 16 July 2008</b>
Time: 1:30-3:30pm	Time: 1- 4 pm	Time: 1-4 pm	Time: 1-4 pm	Time: 1:30-5 pm
Topic: Planning Session Local Needs Assessment	Topic: Review of Curriculum Standards	Topic: Identifying Multicultural Competencies	Topic: Identifying Multicultural Content	Topic: Multicultural Infusion in the Curriculum
Activity: Meeting with Focus Group	Activity: Meeting	Activity: Meeting with workshop	Activity: Meeting with workshop	Activity: Meeting with workshop
Facilitator: Researcher	Facilitator: Researcher Administrator	Facilitator: Administrator	Facilitator: Teacher	Facilitator: Teacher
<b>Day 6</b> <b>Date: 30 July 2008</b>	<b>Day 7</b> <b>Date: 06 Aug. 2008</b>	<b>Day 8</b> <b>Date: 13 Aug. 2008</b>	<b>Day 9</b> <b>Date: 20 Aug. 2008</b>	<b>Day 10</b> <b>Date: 03 Sept. 2008</b>
Time: 1-4 pm	Time: 1-4 pm	Time: 1-5 pm	Time: 1-5 pm	Time: 9-11 am
Topic: Validation of the Multicultural Curriculum	Topic: Revision and Finalization of Curriculum	Topic: Pedagogy, Assessment and Syllabus Making	Topic: Syllabus Making Presentation and Critiquing Collaborative Participatory Process	Topic: Presentation of Curriculum Product to the General Faculty
Activity: Meeting with reference group	Activity: Workshop	Activity: Meeting with Workshop	Activity: Meeting and Focus group	Activity: Meeting
Facilitator: Administrator	Facilitator: Administrator	Facilitators: Teachers (2) Researcher	Facilitators: Teacher Researcher	Facilitators: Administrators (2) Teachers (2) Researcher

Official and related documents were collected and used during the curriculum meetings to develop the multicultural curriculum outcome. Minutes of the meetings, policy documents, statement of the University's philosophy, vision and mission, the

University's curriculum, and national curriculum, literature on multicultural education, existing syllabi in selected courses, previous research conducted by Tampus (2002) and Reyes (2004) were the relevant documents used in the process of curriculum development.

All curriculum meetings were videotaped in order to capture the process and the involvement of the participants. Permission to video record was sought from the participants by asking them to sign the consent form for the observation of the activity (see Appendix 4). Audiotaping was also utilized to back up the collected data. As mentioned previously, two members of my working staff served as process observers; one was to undertake the videotaping and the other to record meeting notes. Another member of the working staff served as a local language translator and transcriber in every meeting. Meeting notes to document the curriculum meetings by the process observer and memos in the form of research diaries aided the researcher to keep track of the development of the process as well as the content of the curriculum. I noted in my research diary after each meeting session the written account of what I heard and observed, reflecting on the process of collecting the data and noting some memos that guided me in the next step for the succeeding meeting.

### **3.3.5 Conduct of Focus Groups**

Focus groups were used in some stages of the curriculum development process. Fontana and Frey (2000) cite this as a valuable field strategy when the participants are in a school setting. Moreover, according to Cicourel (in Fontana & Frey 2000), focus group discussion lends itself to the use of multiple-data gathering techniques as well as the use of indefinite triangulation. Focus groups are usually characterized by interaction between the participants from which the researcher discovers how people think and feel about particular issues (Holstein & Gubrium, 1997). Focus groups as a strategy for

collecting data offer several advantages (Lunt & Livingstone, 1996, p. 96 cited in Flick, 2009):

First, focus groups generate discussion, and so reveal both the meanings that people read into the discussion topic and how they negotiate those meanings. Second, focus groups generate diversity and difference, either within or between groups, and so reveal what Billing (1987) has called the dilemmatic nature of everyday arguments.

In this research, focus groups were embedded within the curriculum development meetings. The use of focus groups stimulated the discussion during the first curriculum team meeting focusing on the team's vision of the self as educator and the institution. Focus groups also served to clarify some contextual meanings of the concepts such as "local community" and "multicultural education" in some sessions of curriculum development. Focus groups also summarized the insightful learning of the team members regarding the collaborative participatory process based on their actual experiences and involvement over the entire process of curriculum making.

### **3.3.6 The use of Participant-Observation**

Participant observation was used strategically as a way of collecting data when I joined the curriculum team, not only as a researcher, but also as a participant and facilitator in all aspects of curriculum development. In the course of the study, I established good rapport with curriculum team members. Hence, I cautioned myself against too much participation, which according to Bogdan (2006) could lead me as a researcher to become too involved and lose the original intentions of the research. I considered the extent of my participation based on the data needed to address my research questions.

Participant-observation is a suitable method of gathering information in many ways, but the primary approach is to observe the culture-sharing group and become a participant in the cultural setting (Jorgensen, 1989 cited in Creswell, 2007). According to Denzin, (2000) participant observation simultaneously combines methods of document analysis,

interviewing of respondents and informants, direct participation and observation, and introspection. Participant observation as a process can be understood in two ways. First, the researcher should increasingly become a participant in gaining access to the field and to the people involved in the research. Second, the observation should move through a process, focusing on the aspects that are essential in answering the research questions (Flick, 2009). The researcher's role in participant observation changes from being a "detached observer of the situation to being both a participant in and observer of the situation" (Punch, 2005, p.182).

Spradley (1980, cited in Flick, 2009) provides three phases of participant observation. First, descriptive observation is useful at the beginning of fieldwork as it provides the researcher with an orientation of the field under investigation. Second, focused observation is used when the researcher narrows down the research questions, and lastly, selective observation is used towards the end of data collection to focus on finding further evidence or checking the validity of practices or processes found in the previous observations.

In this research, participant observation, drawing on the abovementioned three phases was used to gather data by: (1) observing the people involved and their social interaction in the actual research setting to gain familiarity with them; (2) observing and documenting the curriculum team members' behavior and actions in the entire process of curriculum development; (3) observing and validating the reactions of the curriculum team members during the selective interviews. Observations were captured with the use of field notes and digital videos.

### **3.3.7 Exposure trip to local community**

The exposure trip to the local community unfolded in the curriculum development process as a concrete source of data. As suggested by some members of the team during

the third curriculum meeting, it would be best to experience going to the local school community and interview, observe some teachers, students and their parents so that the curriculum would be grounded on authentic data. The exposure trip to the local community also expanded the composition of the curriculum team to include the members of the local community providing inputs for the multicultural content of the curriculum. Tasking of the assignments was also done in this meeting creating pairs of team members who would interview parents, students and teachers as well as observe classes. The exposure trip to the local community also served to gather data for the collaborative participatory process as well as the curriculum outcome.

There were twelve in this trip consisting of four administrators, and eight faculty members including the three teachers who were part of my working staff as process observers and translator. The team decided not to include the students in the trip since some were already members of the community and others were exposed to the indigenous communities. One whole day in the local high school (Esperanza National High School) was allowed for the curriculum team to complete the tasks assigned for each of them simultaneously. One group interviewed indigenous parents who were invited to the school. Another group interviewed selected indigenous students. Another group was interviewing selected teachers and the last group was assigned to do some observation of classes. I joined the group who observed selected classes to actually see the classroom situation at one time and then moved from one group to another to observe the work of the other teams.

### **3.3.8 Meeting with a Reference Group**

When the curriculum team achieved the intended multicultural curriculum, the need for a reference group was suggested to validate the multicultural outcome before presenting it to the general faculty for approval. Thus, the curriculum team decided to meet with a

reference group to obtain critical feedback for the curriculum product. The reference group was also intended for the purpose of testing the acceptability of the changes made in the existing curriculum. The reference group was formed to extend the membership of the curriculum team to other significant decision makers in the PNU Agusan campus: the two remaining directors (Director for Administration, Director for Planning and Extension); two remaining heads of the academic departments (Head of the Graduate Studies, Head of Department of Science and Mathematics); and two faculty representatives from the Education Department and the Department of Languages and Linguistics.

One curriculum meeting was spent with the reference group in order to receive feedback on the multicultural outcome that the curriculum team has accomplished. The Academic Director who also led the presentation of the work of the group facilitated this meeting. During the presentation, the Academic Director also asked each facilitator for every meeting to explain what transpired before coming up with the curriculum output. After the presentation of the curriculum team's output, the reference group was given the time to raise their critical comments and questions regarding the changes made in the curriculum. There was deliberation in this meeting about the advantages and possible disadvantages of creating the multicultural curriculum for implementation at Agusan campus. The curriculum team used the valuable inputs provided by the reference group to improve and make revisions to the multicultural curriculum. In this meeting the curriculum also received approval from the reference group that gave confidence to the curriculum team that the general faculty would welcome such changes in the curriculum for its implementation.

### 3.3.9 Conduct of Individual Interviews by the Researcher

Preliminary informal interviews were initially used to develop rapport with my prospective participants, especially with the students. I also conducted informal interviews in the form of ‘small talks’ with the faculty members allowing them to be at ease with me so that we could build a harmonious working relationship.

Interviewing is another strategy for collecting rich qualitative data. It is a way of knowing people’s perceptions, meanings and constructions of their own reality (Punch, 2005). It is also a way to avoid misinterpreting people’s behaviors. As Jones (1985:46, cited in Punch, 2005) put it:

In order to understand other person’s constructions of reality, we would do well to ask them...and to ask them in such a way that they can tell us in their terms (rather than those imposed rigidly and a priori by ourselves) and in a depth which addresses the rich context that is the substance of their meanings.

Interviewing also offers a way to capture participants’ feelings and deepest thoughts. Interviews are able to provide sources of legitimate knowledge in the qualitative research process (Bogdan, 2006, Fontana & Frey, 2000; Stringer, 2004; Telles, 2000). In the hands of the qualitative researcher, the interview takes on a shape of its own. There are many forms of interviewing, individual, face-to-face or group interviews (Creswell, 2008; Fontana & Frey, 2000). It can also be structured, semi-structured or unstructured (Fontana & Frey, 2000; Punch, 2005).

The use of a semi-structured and focused interview was employed after we finished the curriculum outcome. This individual interview served to gather more insights and viewpoints from the participants allowing them to express themselves freely in a face-to-face interaction with me. It was used so that thoughts and feelings of the participants could be revealed without possible inhibitions in the presence of the other team members. I interviewed three students, three administrators and four teachers at

different schedules usually during Wednesday or their free time during the regular periods of classes. I did not include the participants who were not able to attend all the meeting sessions in the individual interviews. At the beginning of the scheduled individual interview, the aim was for free-flowing and exploratory discussion focusing more on their personal and professional backgrounds. I used a set of interview questions for each group of interviewees to guide me in my data collection (see Appendix 5). The following areas were covered in the interview which were parallel to the three groups of interviewees but slightly modified to suit their position as an administrator, faculty member or student: Personal, professional background and organizational culture, thoughts and feelings about the curriculum development experience, benefits and difficulties as a team member, definition and indicators of empowerment, thoughts and feelings about the responsiveness of the collaborative participatory process.

All individual interviews were generally conducted in English although the interviewees were allowed to express their views using Filipino (our national language) and even their own dialect (Cebuano) especially when it related to their personal background. In rare cases, when an interviewee used the local language, I asked him/her to translate it for me in English if possible. I audio taped with permission of the interviewees (see Appendix 4) and later transcribed with translation as necessary with the help of the local teacher translator. All interviews were held in the conference room of PNU Agusan campus and usually lasted for an hour (see Appendix 6).

### **3.4 Data Analysis Using a Grounded Theory Approach**

Data analysis was undertaken at different stages of the research. The first analysis was done during fieldwork following the process-oriented approach to curriculum development. The second analysis was done after all the data were collected from

fieldwork. A deeper analysis of the data took place while in the process of writing the results of the study.

### **3.4.1 Data Analysis during Fieldwork**

The collaborative participatory model was designed to reflect a process-oriented approach to curriculum development wherein the succeeding steps depend on the preceding steps and analysis of the initial data collected. Data analysis draws some principles from grounded theory methodology in a sense that formulation of concepts and theories are based on the data that emerged. In this manner, it is imperative to make an initial analysis of the data after each curriculum development meeting to ensure the next step or action to be taken is made to the satisfaction of all curriculum team members.

Continuous revision was required in the planning dates and topics and even in the statement of the problem based on more analytic questions that emerged as a result of the process and its output. The data collection sessions (curriculum meetings) were planned in the light of what was found in the previous observations. Field notes were analyzed in order to pursue specific leads in the next stage of data collection and these data (field notes) contributed to formulation of memos, drawing on the researcher's thoughts, feelings about team members' decisions, and the research process.

Before the start of each curriculum-planning meeting, data (field notes or meeting notes of my process observer and videos) gathered from the previous meeting were checked to clarify any concepts or issues left unclear from the last session. Focus groups proved to be a valuable method to track or validate interpretations of participants' perspectives. The use of visual devices such as diagrams, tables, and conceptual maps were also very helpful to systematize ideas and themes in the curriculum content as well as the process.

The initial analysis of (curriculum content) data was supported with reference to selected literature. I searched new literature in the later stages of the data analysis and interpretation after the fieldwork for any new ideas which had not been covered by the initial literature review. The main source of literature during fieldwork related to the experiences of the participants, hands-on activities, and insights gained from immersion in the research community. As the researcher, I undertook the over-all analysis and interpretation of the initial data for my research purposes.

### **3.4.2 Data Analysis after the Fieldwork**

After all the data were collected from the curriculum meetings and interviews (June-October 2008), the second semester (November 2008-March 2009) was used for the verbatim transcription and translation of data taken from digital audios and videos. I needed to organize all my data in different files that could be easily exported to NVivo 8 software for coding and analysis.

NVivo 8 software (Bazeley, 2007; Gibbs, 2002; NVivo Version 8, 2008; Richards, 2005) for analyzing qualitative data was selected for this research because it provides a systematic and efficient procedure for managing large data sets. NVivo 8 was used to code the transcribed texts gathered from the curriculum development meetings, focus groups and individual interviews and to organize my links to other sources of data such as field notes, memos and documents. The use of NVivo enabled me to efficiently store my documents, manage and sort my data and retrieve information for deeper analysis and interpretation. NVivo software could not analyze my data but it helped me organize the categories, and links or relationships according to my methodological framework for analysis.

Although NVivo 8 was used to speed up the coding, sorting and classifying of the data gathered, in this research, I adopted the Straussian approach (Corbin & Strauss, 2008;

Creswell, 2007; Saldana, 2009; Strauss & Corbin, 1990) as my methodological procedures to the coding and analysis of data. Coding is not just noting the concepts and listing the codes in a computer program such as NVivo (Corbin & Strauss, 2008). It entails analysis of data, asking questions about the data, making comparisons and developing ideas or concepts out of a pattern or common thread. Miles and Huberman (1994, p.56) confirmed the connection between coding and analysis. They said:

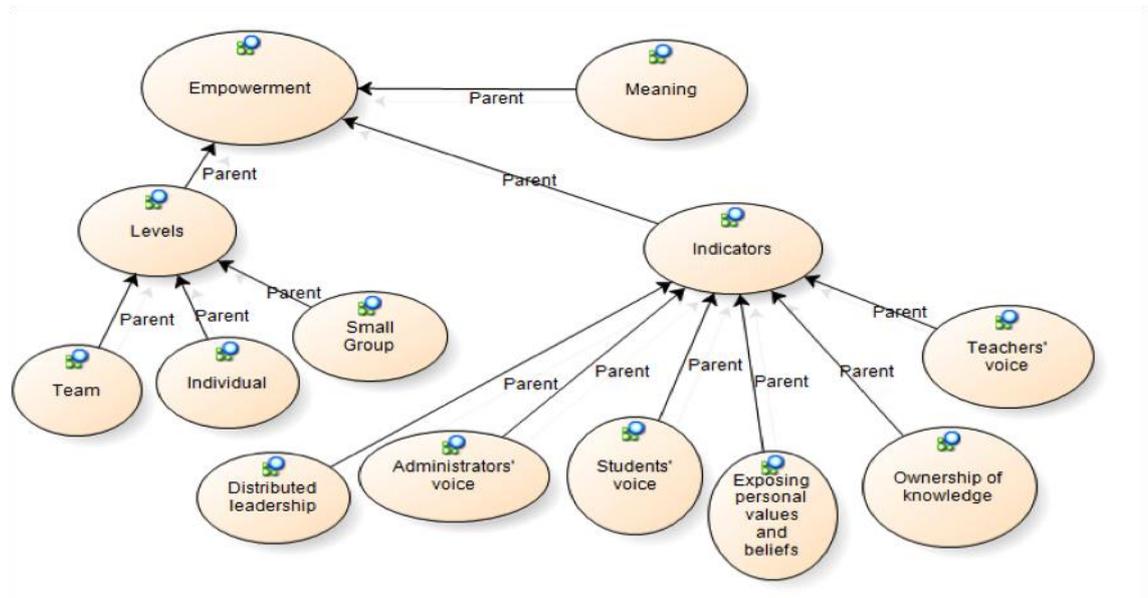
To review a set of field notes, transcribed or synthesized and to dissect them meaningfully while keeping the relations between the parts intact, is the stuff of analysis. This part of analysis involves how you differentiate and combine the data you have retrieved and the reflections you make about this information.

Appropriate steps were followed in developing coding categories based on the main themes of collaboration, participation and empowerment. The analysis of the data proceeded in these stages: open coding, axial and selective coding. Open coding is the first level of conceptual analysis. In this stage, I formed categories of data about the central idea being studied by breaking down the data and identifying concepts. Within each category, I tried to find subcategories and searched the data for several properties. Following the grounded theory analysis, open coding was applied first based on the words or phrases that I proposed were important indicators of the main categories of my research. After the open coding (line by line coding and paragraph coding) of the curriculum transcripts, sub categories were identified and the related indicators were collated into a conditional matrix. Through this open coding I gained familiarity with the raw data as well as the different viewpoints of looking at the raw data (see Appendix 7).

Axial coding refers to re-forming or assembling the data in new ways after open coding and relating it to the concepts. The axial coding was done by way of a paradigm model or mini frameworks for the coded data. The paradigm model links the sub categories to a category in a set of relationships (Strauss & Corbin, 1990). Thus in this research, I

clustered the indicators or related concepts that suggested a sub category, putting the relationships into a conceptual map. I applied a descriptive title to the category that would also serve as a title of the memo to be written when analyzing the conceptual map.

The final procedure was selective coding that deliberately selects one aspect of a core category, delimits the theoretical analysis and writes a “story line” that connects categories. Results of these analyses lead to the building up of theory (Corbin & Strauss, 2008). The method of analysis in this research using grounded theory can be represented in Figure 3.4, a conceptual map generated by NVivo software using the core category of empowerment as an example.



**Figure 3.4: Sample Conceptual Map of Data Analysis**

The grounded theory method has served as a workable system for analyzing data, before undertaking the focused analysis and interpretation of the whole curriculum development process. Each curriculum development transcript was first coded, then, I did the axial coding by way of conceptual mapping of the concepts and categories. Each conceptual map was used as a mini-framework to guide further analysis. Writing the analytic memo for each conceptual map was helpful for interpreting the data.

Interpretation of the data needed deeper analysis. Sometimes, it seemed that I had no insightful learning. Such feeling of difficulty is regarded as normal since generating categories and themes according to Freebody (2003) is intellectually demanding. Moreover, a grounded theory researcher should identify patterns first from the data and engage in free writing by means of memos even without linear logic or organization (Charmaz, 2006). The central idea would take shape through the analytic memos later on. The outcomes of the analysis are covered in the Results Section of the thesis.

### **3.5 Data Validation with the Use of Triangulation**

Triangulation was achieved by using multiple methods to verify the data. It establishes the internal validity of the data collected and diminishes the biases of the researcher technically referred to as “reflexivity” (Johnson & Christensen, 2004, p.249). One potential threat to the validity of any qualitative research is the prior knowledge and pre-conceived assumptions of the researcher. I believe that triangulation helps to make the research more plausible, credible, and trustworthy. In this respect, I used both methods – triangulation (the use of multiple research methods) and data triangulation (the use of multiple data sources) (Johnson & Christensen, 2004).

Since the advocacy for a collaborative participatory process was exploratory and open-ended, I used different methods of data collection, such as curriculum meetings, focus groups, the exposure trip to the local community, member checking, and individual interviews to provide multiple sources of data including transcripts, field notes, research diaries, digital videos and audios, and relevant documents. The curriculum development team that included me in a participant role also reviewed the data for triangulation purposes.

The data in this study were also validated through member checking and respondent validation. Participants' feedback or member checking (Johnson & Christensen, 2004) is a necessary tool for validation of the important ideas, themes, principles, or processes. This was achieved by sharing my own interpretations of the participants' viewpoints with them. Member checking was likewise done to elicit useful feedback in terms of the curriculum product before decisions or consensus was reached by all members of the curriculum team.

Respondent validation brings back the research results to the participants being studied to see whether they conform to their own experience. The members of the curriculum team during fieldwork were asked to clarify the contextual meanings of some concepts and the experiences revealed during the curriculum development meetings. I also asked the process observers after each curriculum meeting if I needed to clarify my own interpretation of a concept or any displayed behavior by the participants during the meeting to check the meaning in their local context especially when the concept or idea has an equivalent word or different meaning in their local context. These concepts were refined in the light of the participants' reactions and revisions. After the initial writing of the results, I went back to the participants to confirm with them some concepts and the narration of their experiences as interpreted in the write up of the thesis. In cases of discrepancy in the interpretation, I revised the texts accordingly based on the corrections to the meanings presented by the participants.

### **3.6 Chapter Reflections**

I have presented the methodology and methods used for gathering and analyzing the data. The whole process was long, and complex in some stages, but exciting at the same time. It is not easy to combine different approaches in research. There were times when it became confusing to participate both as a researcher and a practitioner in curriculum

development. The variety of data collection methods that provided multiple sources of data was also potentially overwhelming. However, the mixed methods as applied in educational research can also be considered to be an innovation in the field. It provides the richness and depth of data that gives the zeal for the discovery of an alternative approach to educational research. Moreover, coinciding the data collection process and analysis with the curriculum development process was found to be effective in this research. Action research guided the curriculum development process and grounded theory was used for data analysis and theory building. The combination of action research and grounded theory worked well and yielded positive results. The descriptive narratives of results will be presented in the succeeding chapters according to the main themes of this research drawing from the viewpoints of the research participants.

# CHAPTER FOUR

## A COLLABORATIVE PARTICIPATORY PROCESS MODEL OF CURRICULUM DEVELOPMENT

### **4.0 Introduction**

The analysis and interpretation of results is the most difficult part of thesis writing. According to Wolcott (2009), the data chapters consist of description, analysis and interpretation. It is easy to describe but to analyze and interpret takes a lot of profound thinking. It becomes especially difficult when the methodology applied in research is qualitative in nature and the bulk of data to be analyzed comes from multiple sources that reveal the different perspectives of the participants involved. The analysis and interpretation part of the thesis, though difficult, proved to be exciting and enriching. I realized as a researcher, how results unfolded in the process and how theory was built on the road to discovery. The quest for knowledge was a strong motivator to explore and finish the task of writing the results to full completion. Perhaps, it is the right thing to do to start the presentation of my findings following the sequence of this story line.

The huge amount of collected data presented me with much to consider and analyze. The time had come to do some “winnowing”, making a decision about which stories to tell and what pieces of analysis needed to be included (Ely et.al, 1997). Inspired by Wolcott (2009, p.39), in writing qualitative research, I noted this to guide my data analysis and presentation:

The critical task in qualitative research is not to accumulate all the data you can, but to “can” (i.e., get rid of) much of the data you accumulate. That requires constant winnowing, including decisions about data not worth entering in the first place. The idea is to discover the essences and then to reveal those essences with sufficient context, yet not become mired by trying to include everything that might possibly be described.

According to authors like Silverman (2004), Corbin (2009) and Strauss and Corbin (1990), the results of a study using grounded theory analysis have to be presented making use of a story line. I am particularly using the analytic story or a conversational way of presenting the results (Silverman, 2004). According to Strauss and Corbin, the main analytic story line to tell has to be decided by the qualitative researcher. As they (Strauss & Corbin, 1990, p.230) put it:

Think intently about the analytic logic that informs the story. Every research monograph, indeed every research paper, will have such logic...In a sense the entire thesis or monograph will represent a spelling out of this analytic story.

In the initial stages of analysis, it was too hard to make a decision as to what to “can” and what to keep for writing and presentation. Bearing in mind my research questions helped narrow the focus of the data that seemed relevant to answer these questions. I was able to compose my story line and followed a circular process of analysis in a way that allowed backward glances, one step at a time, or even long deep looks.

In the review of the relevant literature in Chapter 2, the notion of curriculum planning and development in praxis was mainly for people who hold a higher authority. Curriculum planning and development appears to be highly centralized in most educational institutions and this is certainly the case at the Philippine Normal University Agusan campus. Using a different model (CPAR), I have explored planning a curriculum starting from the grassroots level to specifically include the faculty and students, building up a collaborative working team for the purpose of developing an achievable curriculum outcome suitable to the local context of the Agusan community.

This chapter presents the collaborative participatory process (CPAE) curriculum model that evolved through the curriculum development process of creating a multicultural teacher education curriculum. The change in the title of the model, from CPAR to CPAE has been made to better reflect the key principles of the process as it evolved through the

curriculum development emphasizing the significance of empowerment. The research started with an initial curriculum model presented in Chapter 1, to guide the process of curriculum development. The main purpose of the research was to explore a collaborative participatory (CPAR) process model for developing a locally responsive curriculum in a teacher education program. The initial model was applied in the actual curriculum process and later modified following the analysis of participants' responses in curriculum meetings and interviews. The final model depicted in Figure 4.1 represents the way in which the curriculum development outcome was achieved through CPAE.

The CPAE curriculum development model depicts three phases that are common to most curriculum development models: Planning, Implementation and Evaluation (Oliva, 2009). Curriculum planning is the initial stage where the curriculum makers establish the plan. It is the "thinking or the design" phase (Oliva, 2009 p.22). Curriculum design in most curriculum models reviewed in Chapter 2 is subsumed in curriculum planning. Curriculum implementation is the translation of the plan into action. Evaluation is the monitoring phase of the process and the assessment of the curriculum and its implementation. These phases or processes in curriculum development, as suggested by the literature, were found to be relevant to the Agusan context and so were retained in the final collaborative participatory model presented in Fig. 4.1.

Additionally, in this CPAE model, curriculum design is separated as another major phase of curriculum development. Beyond the inclusion of these structural phases of curriculum development, the CPAE model needed to represent the underlying principles of a collaborative, participatory, action-oriented and empowering approach to curriculum development; principles regarded as core features of a *bottom-up* model.

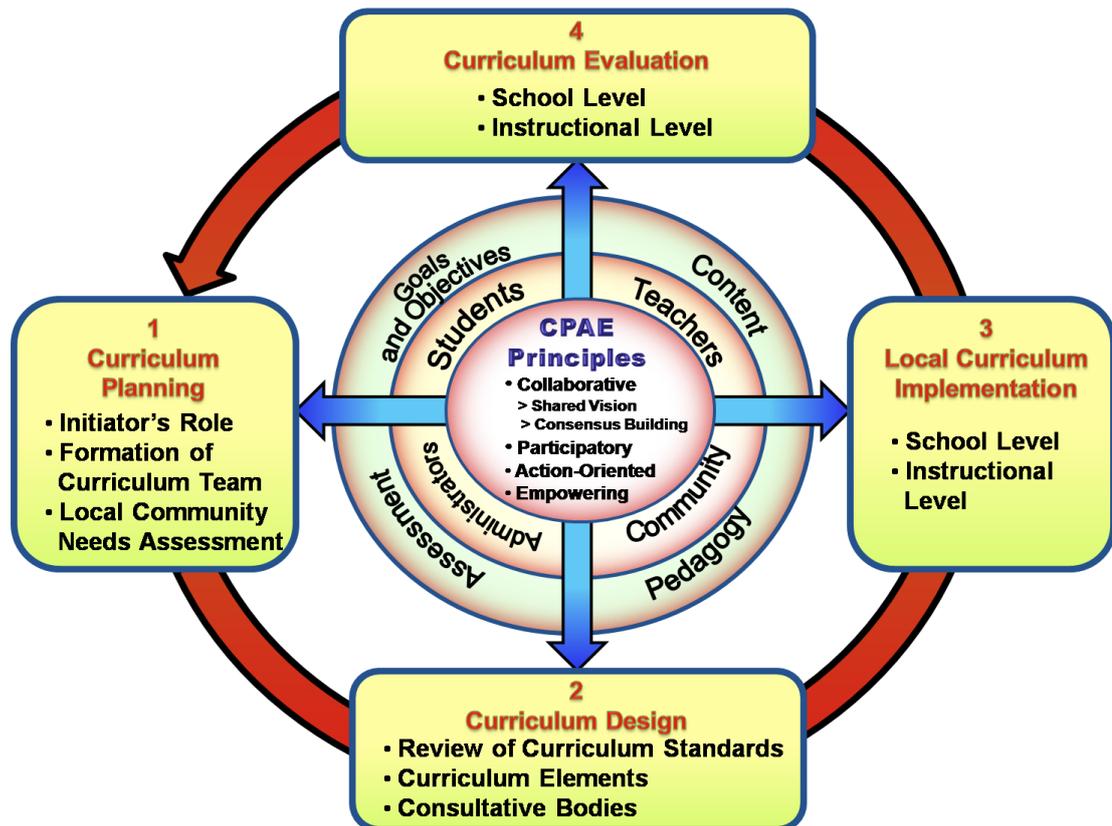


Figure 4.1: CPAE Curriculum Development Model

The chapter will cover the discussion of the CPAE curriculum model with CPAE principles as the core of a *bottom-up* approach to curriculum development and how each of the CPAE principles permeates all elements and phases of curriculum development. The succeeding sections of the chapter will also explain the emergence of other significant features of the CPAE curriculum model and draw attention to the elements embedded in each phase of curriculum development that made it a collaborative, participatory and empowering process.

#### 4.1 Collaborative Participatory Process (CPAE) Principles

In the initial curriculum model, I proposed to investigate the use of a collaborative participatory approach to curriculum development applying the CPAR principles (Creswell, 2003; Gaventa, 2001; Kemmis & McTaggart, 2003; Reason & Bradbury, 2001; Stringer, 2004) outlined in Chapter 2. The pre-conceived notion of collaboration in the development of a

local curriculum in this study was a question of “Who should be directly involved?” as curriculum planners. In planning the curriculum, “What kind of curriculum would be suitable to the local context of Agusan?” These two questions were significant in my thinking about applying the principles of collaborative participatory action research in curriculum development. CPAR renamed as CPAE principles were appropriate to be the core of making a local curriculum since the target curriculum was purposively oriented towards the inclusion of the marginalized group in the local community, in the case of this study, the indigenous students who are enrolled in the teacher education program of the Agusan campus. This explains the central feature of the collaborative participatory process (CPAE) model applying the principles of collaborative action research.

To reiterate, based on the four CPAE principles guiding the curriculum development, the process should be: Collaborative, Participatory, Action-oriented and Empowering. The aim of the initial collaborative participatory model was to expand “knowledge production” in curriculum development (Gaventa, 2001 p.71) through the collaboration and active participation of curriculum stakeholders. Collaboration meant directly involving teachers and students who were untapped but significant people in curriculum decision making for they knew their own local context. The participatory principle was realized in the work of the curriculum development team through the active participation of faculty and students alongside the administrators. The action-oriented principle was applied in the creation of the multicultural curriculum outcome. CPAE principles promote collaboration and democratic participation of the participants that lead to their empowerment. The empowering principle of action research opened up a greater awareness to curriculum stakeholders involved and mobilized them to initiate actions. Freire proposed that when people become conscious of their own oppressive conditions, the more they become “beings for themselves” (Freire, 1998, p.70) to take the responsibility for their decisions and actions (Freire, 1998; 2005; Shor, 1996). In the Agusan curriculum development context, when faculty members and students

are directly involved in curriculum decision-making, they became more empowered and committed to their teaching and learning. The centrality of CPAE principles is recognized in the CPAE model by their placement within the core; the arrows indicating their influence throughout the curriculum development process.

The final collaborative participatory process model maintained the CPAE principles as the core of the model, hence the name of the model. In addition to the CPAE principles drawn from action research literature, it is noteworthy to present the other elements that emerged as relevant to the collaborative participatory approach to curriculum development. What makes curriculum development collaborative and participatory as experienced by the participants involved in the curriculum process? These two elements are shared vision and consensus building, which were subsumed in the collaborative principle and considered to be part of the core in this CPAE model. The CPAE process enabled the curriculum team members to achieve a common goal according to the shared vision that was made clear at the beginning of the curriculum development process. During subsequent meetings, there were differences in the way of thinking that led to disagreements between some participants but at the end of the meeting the team, guided by its shared vision, achieved the desired goal. This made consensus building an important element of a collaborative participatory curriculum decision-making.

In summary, shared vision and consensus building were not included in the initial model but were found to be essential elements of the collaborative principle using a *bottom-up* approach to curriculum development and have been identified as core components of the final CPAE model.

#### **4.1.1 Shared Vision**

In this final CPAE curriculum model, shared vision was added to CPAE principles as another important aspect of collaboration. It was a prerequisite to the instigation of the

collaborative project. I started with my vision as a curriculum practitioner to design a curriculum responsive to the Agusan community, as I believe, like Dewey, the aim of education is for social improvement (Dewey, 1938; 2004). I wanted to collaborate with people having the same vision. Collaboration is a major tenet of action learning with small teams working together on the same objectives of solving a problem (Dillenbourg, 1996). So in this research, I started the first curriculum meeting with a focus group about the participants' vision for the self as an educator and their vision for PNU Agusan campus. As a facilitator of the meeting, I wanted participants to start talking about themselves for the purpose of getting to know the vision of others in the curriculum team. As expected, most of the responses given were connected to their professional development and how they would like to pursue their career advancement in the university such as obtaining a PhD, or having more training and experience in their area of specialization.

A specific interest for me as a researcher was to find out if part of their vision included responding to the needs of Agusan province and Caraga region in the larger context, particularly the students coming from diverse cultural backgrounds. I believe that when the curriculum team shares a vision, there would be synergy or coherence to do the work leading to the achievement of a positive outcome. When all the members of the curriculum team work more collaboratively to realize a shared vision, the reform that we would like to make in the curriculum will result. Without a shared vision, any reform may not have a positive powerful impact (Levin & Marcus, 2007). According to Macdonald and Purpel (1987, p. 192):

Any model of curriculum planning is rooted in a cluster of visions – a vision of humanity, of the universe, of human potential, and of our relationship to the cosmos...what is of the most extraordinary import, of course, is which particular vision we decide to choose, for the choosing of a vision allows us to become that vision.

My expectations were realized regarding this visioning activity. Most of the responses provided by the curriculum team members noted the vision leading to the purpose of creating a multicultural curriculum for the PNU Agusan campus as a way of responding to the needs of the local community. The vision was stated by administrators, faculty members and students in slightly different ways but leading to the same vision for the local campus to cater to the needs of the students from different cultural groups. Here are some examples of vision shared by the participants:

PNU will have a complete educational learning experience. It will offer a multicultural curriculum. PNU- Agusan campus will be the center of teacher education not only in Agusan but also throughout Mindanao region (S1, CDM1).

PNU Agusan Campus 10 years from now will continue to build an institution that would cater to the needs of the students from different culture and do its best for the general welfare of the community. PNU Agusan Campus will continue to produce quality teachers that will make the institution a center of excellence (A4, CDM1).

Ten years from now, an institution that will produce quality teachers and socio-culturally, all-knowing teachers for a better world (T1, CDM1).

PNU must have a curriculum that would be based or centered on multicultural- that would be responsive to our culture unlike other curriculum with cultural bias. (S2, CDM1)

I have a vision here that I think it is good to create a curriculum that would produce teachers who have well understanding of the different cultures to facilitate transformation effectively considering global standards, at the same time preserving their specific culture (T3, CDM1).

The vision presented by most of the participants as educators was probably drawn from one of the mission objectives of the Agusan campus which states, “To come up with educational programs intended for the marginalized sectors and indigenous groups in the community”(PNU Agusan mission statement, 2002). One teacher participant noted this during the discussion of the visioning activity in the first curriculum development meeting:

I think, that’s also in line with our vision, mission, goals, and objectives to cater to the needs of marginalized sector and indigenous people in the community. (T3, CDM1)

Although there was an institutional mission of the Agusan campus and a professional vision of selected faculty members to cater to the needs of the marginalized people in the local community, this vision had not yet materialized in practice. It remained a vision on paper and

in the minds of a few faculty members since nobody had actually taken the move to translate the vision into a curricular reform. The former Vice- President for Academics of the PNU system provided an idea to create a multicultural curriculum and make this as a flagship project of the Agusan campus. One faculty member of the Agusan campus had conducted research (Tampus, 2002) in line with the vision but the implementation of the Agusan curriculum at the starting point of this study remained patterned from the PNU main campus.

#### **4.1.2 Consensus Building**

Another important aspect of collaboration that emerged in the actual curriculum development process was consensus building. Although the collaborative participatory process model initially introduced to the curriculum team emphasized collegiality as an element of collaboration, in this study the curriculum team was also composed of independent individuals who have the capacity to think and make their own choices. There were two instances in the curriculum meetings where members of the curriculum team clashed in opinions because of their independent way of looking at things. The question was how to solve the conflict in these two situations.

Some form of conflict is essential to any change effort (Donnelly, 2009). In the context of curriculum development in this research, the existence of conflict cited earlier made the collaborative work of the curriculum team more productive. Some members of the curriculum team were motivated to think deeply about the concept being discussed in the first case. Other curriculum team members were able to play a new role in order to solve conflicting views between members. For instance, the administrators played the role of mediator. The initiator also helped the administrator to mediate and clarify the issues in order to achieve a consensus decision. In this instance, consensus building emerged as an essential aspect of a collaborative curriculum reform. The administrator and the initiator helped each

other to remind the participants about the shared vision of the curriculum team and the desirable goal for the changes in the Agusan curriculum. This provided enlightenment to the conflicting views of the participants in order to arrive at a consensus decision. Consensus building was the positive result of the conflict that surfaced between the participants. A consensus is needed in curriculum decision making to manage conflict and deal with differences in order to achieve the desired curriculum outcome. In achieving a consensus for a curriculum decision, the ideas of teachers, students and administrators should be considered (McNeil, 2006). Those ideas presented and deliberated on by the curriculum team members became the basis of mutual decisions. Thus, in every curriculum meeting, when an important decision had to be decided upon, members of the curriculum team, especially the assigned facilitator, became sensitive and prompted to ask all curriculum team members for their approval of a decision or action in order to achieve a positive outcome.

## **4.2 The Curriculum Stakeholders**

The second layer of the core of this curriculum development model represents the involvement of curriculum stakeholders, not only the curriculum leadership of administrators but also the inclusion and participation of faculty members, students, and members of the community such as school leaders, teachers and parents. The hallmark of success in this collaborative participatory model is emphasized by the joint effort of curriculum team members who are regarded as indispensable in the whole process of curriculum development.

Many curriculum authors have emphasized the centrality of the role of teachers as key persons in curriculum development. Even though teachers are empowered whenever they take part in decision making processes such as curriculum making (Oliva, 2005) providing opportunities for them to get directly involved in curriculum development and decision-making does not always happen. For example, in England and Wales, teachers are currently

expected to implement a curriculum, which is directly imposed on them (Kelly, 2004). However, research is clear that for teachers to implement a curriculum effectively at the classroom level they must be committed to it. One way of getting their commitment is to become part of the curriculum development process. Despite strong literature recognizing “teacher as leader” (Darling-Hammond, 1999 cited in Wiles & Bondi, 2007; Fullan, Bennet & Rolheiser-Bennet, 1990; Goodlad, Soder, & Sirotnik, 1990), support for teachers as curriculum makers has been minimal. Research has consistently shown that when teachers believe they have influence over instructional decisions they consider significant, they try to show their ability to implement those decisions and harvest positive outcomes from them (Goddard, 2002, cited in Wiles & Bondi, 2007; Henson, 2006; Oliva, 2005). In other words, when teachers are directly involved in curriculum decision-making they will become empowered in teaching that curriculum (Henson, 2006; Kelly, 2004; McNeil, 2006; Oliva, 2005; Wiles & Bondi, 2007). The evidence for this in my research will be presented in the empowerment of teachers in the next Chapter.

This CPAE curriculum model also includes students’ voice in the curriculum making process. Students are direct recipients of the curriculum and future implementers of the school curriculum at the classroom level in their local community schools. In reality, they are participating both directly and indirectly in the curriculum process. Generally, their feedback regarding their programs is solicited in the forms of surveys. Student graduates are sometimes also asked for their suggestions on how their learning needs and job opportunities were met by the teacher education institution. However, student participation is mostly limited to answering survey questionnaires. Students in this study were considered in the collaborative approach to curriculum development, in spite of administrators and faculty members’ initial feelings of reluctance regarding the students’ direct involvement. This study showed the value of students’ involvement in the development of the curriculum in terms of the input of their experiences and perspectives about some multicultural issues that will be discussed in

Chapter 5. The students' community-based knowledge was a good source of curriculum design (Sleeter, 2005). In this study, it was the students' experiences of their local culture that contributed to the design of the multicultural curriculum. Other curriculum writers have cited the empowerment of students as a result of their pro-active involvement or contribution to the curriculum (Henson, 2006; Kelly, 2004; Oliva, 2005).

In this CPAE curriculum model, community members are included as another significant group of people that should be part of the curriculum decision-making. Just like the faculty members and students, members of the community also have a significant role to play in curriculum development. Members of the community such as school leaders, local school teachers, indigenous students and their parents provide important feedback to the curriculum content based on their experiences in the local community and the viability of the curriculum for the local community's development. In this study, the importance of the local community's participation was confirmed by an exposure trip to the local community described in Chapter 3 for the other members of the curriculum team to experience interacting with local indigenous peoples.

As a whole, the CPAE process model is grounded on collaborative participatory action research principles and depends on the voices of curriculum decision makers. The succeeding sections will discuss the structural components of the CPAE process model following the stages of Planning, Design, Implementation and Evaluation.

### **4.3 Phases of Curriculum Development**

The final CPAE model depicts a distinction between planning and design as two separate major phases of curriculum development. In other curriculum models reviewed in Chapter 2, some suggest components of the process to include the stages of planning, implementation and evaluation. For example, in Oliva's model, the design phase was subsumed in planning (Oliva, 2009). Other models considered the design phase as

curriculum planning and used these two phases interchangeably. In most of the curriculum models reviewed, the planning phase was not well explicated to cover the initial tasks in developing a curriculum. For instance, needs assessment in Taba's model (1962) or situation analysis in Audrey & Nichols Model and Skilbeck Model (Print, 1988) were part of the design phase but were not exactly labelled as the planning phase of curriculum development. Hence, the different curriculum models depict the principles and procedures of how the curriculum planners viewed the curriculum as it relates to the specific context and particular approach to curriculum making. As the purpose of this CPAE model is to suit the needs of the local schools in the Agusan context and to highlight the CPAE principles that guided the process of curriculum development from the beginning, planning was separated from the design phase of the curriculum. Curriculum planning in the final CPAE model was viewed as an initial process to undertake collaboration with the target school and the people in the local community. The design phase involved the actual making of the curriculum through the actions of people selected to make up the collaborative curriculum team. The whole process of creating the desired curriculum was discussed in Chapter 3 as a way also of collecting data.

### **4.3.1 Curriculum Planning Phase**

#### **4.3.1.1 Initiator's Role**

The creation of the multicultural curriculum was made possible through the collaborative efforts of the participants in this project. However, as the researcher I was the key person who initiated the collaborative project. In the initial curriculum model, I was represented in the paradigm as a researcher being the initiator of the collaborative project. I did not include the direct involvement of the community members since I initiated participation of the community after having assessed their local needs in a previous study (Reyes, 2004). Clearly, my role as a researcher-initiator was essential in starting the process of change in the Agusan

campus curriculum. One teacher participant (T3) confirmed this important role of the initiator to start the “ball rolling” in order to mobilize people in the community to take the project seriously in order to achieve a successful outcome. This role made it clear that there must be an initiator in planning any collaborative action project. In this collaborative project, the initiator was a teacher researcher, a key person in a grassroots model to curriculum development (Taba, 1962; Wiles & Bondi, 2007). However, in adopting this CPAE model, other curriculum stakeholders could be an initiator of the project. For instance, it could also start from a school leader or an administrator of a particular local school. But the teachers and students must be directly involved to adhere to the principles of the *bottom-up* approach.

As a researcher-initiator of the collaborative project, I had two big ideas in mind when I started to think about the research problem. I wanted something practical for my alma mater and I wanted something concrete that will contribute to the social improvement of the Philippine society, specifically in a local place where social improvement is badly needed. The multicultural curriculum as a topic came about as a result of my first exposure to Agusan province in Mindanao as part of my Masters fieldwork (Reyes, 2004). It was then too broad for the topic of research as to what would be a culturally relevant curriculum. As a practitioner, I began to be interested in culture and education, and I thought of curriculum as an important vehicle for the transfer of culture and education. This was when the collaborative project was conceived. I had a strong motivation and interest in the topic as a researcher. Strong motivation is of paramount importance for an initiator since working on a collaborative project entails a sustained period of commitment and investing a substantial amount of time and resources. The visionary leadership of an initiator is a key to start the process of curriculum change, so this role is identified and given a place in the final CPAE model.

### **4.3.1.2 Formation of Curriculum Team**

Forming a curriculum team is an important aspect in the planning of any local curriculum using this CPAE model. This is an important step in the planning stage of the curriculum to identify curriculum makers who should plan the target curriculum considering the criteria for their roles and the selection process. In this CPAE model, there should be a balance of administrators, teachers, students and members of the community (teachers, parents, and school leaders) as far as possible in order to craft the curriculum according to the desired goals and objectives. The criteria for selecting the participants would depend on the suitability in the local context of the curriculum elements to be developed and the role each participant would play in developing the curriculum. For this study, it meant that there should be equal involvement of faculty members, administrators, and students setting criteria for the curriculum team's selection considering the elements of curriculum: aims and objectives, content, pedagogy and assessment. Curriculum stakeholders to be selected must reflect the needed expertise in these areas of curriculum development. Content would vary in terms of the target subject matter or course program. The results of this study (Chapter 5) will show that faculty members were needed more to formulate aims, course content, pedagogy and assessment strategies. It is also the teachers' role to take into account the nature of the learners and the community where the learners belong (Haas, 2010; McNeil, 2006; Wiles, 2009). Students' most valuable contributions were knowledge of the local culture and their experiences in the local campus. Students are in the best position to explain the advantages and deficiencies of the present curriculum according to their learning experiences (Haas, 2010; Oliva, 2009). The administrators' significant contribution was in terms of policy making although they also had capacity according to their own area of specialization as educators. It is also an important role of the administrators to offer recommendations or consolidate contributions from teachers and students to work out a plan of action (Haas, 2010; Kelly, 2009). Members of the community, such as teachers, parents and school leaders,

had significant input in terms of their local community's experiences, values and beliefs and the viability of the curriculum. According to Haas (2010), education transmits not only knowledge but also values and beliefs at the same time. Some parents are concerned whether the curriculum gives students pride in their ethnic background (Haas, 2010) so that they would prefer to stay in their local community (Reyes, 2004). These topics in the curriculum content are family and community matters, therefore, parents and other members of the community must be involved in curriculum planning to define some important focus of the curriculum.

#### **4.3.1.3 Local Community Needs Assessment**

The significance of local community needs assessment was explained in the initial curriculum model in Chapter 1. Adopting the scanning of the environment (Longstreet, 1993) is an initial start to make a plan for the development of a local curriculum. A relevant local curriculum will meet the needs of the target local community. So, when the local needs assessment for this study was patterned based on the *bottom-up* model (Taba, 1962; Wiles & Bondi, 2007) it created space for the needs of the faculty who would use the curriculum, and the community it would serve, to be considered.

According to Oliva (2009), needs of learners, society and the subject matter must be addressed in curriculum planning. These needs should be considered in the statements of educational aims in which the framework of the curriculum must be anchored. In this study we specifically considered the needs of the indigenous students enrolled at PNU Agusan campus and the needs of Agusan local community, which is mainly inhabited by different ethnic groups. Pre-service teachers must be made aware of the local community's problems and must be provided with skills in order to solve some of the problems. This is in response to the community needs (Oliva, 2009). This is also one major role of being an educator and a catalyst of change. Curriculum reform policy

succeeds when initiated by people who fashion solutions for their real problems (McNeil, 2006). When graduates are not prepared and skilled to meet the expected conditions of the local community, they tend not to return to their local community. This was the situation for Manobo graduates from PNU Agusan as revealed in my previous research; the majority did not serve their local community. Instead, they sought employment in other major cities and nearby urban schools (Reyes, 2004). In the light of this finding, it is important to assess the needs of the local community and design the curriculum in accordance with the identified local needs. According to Freire's notion of social reconstructionism (cited in McNeil, 2006) in designing a course, there should be an examination of the causes for such instruction, thus rediagnosing the perceived needs. Needs assessment aims to identify the needs of the learners and the local community not being met by the existing curriculum in order to serve as the basis for curriculum plan and revision. It is an initial activity in the planning phase of curriculum development in order to identify the curriculum focus. It is also a starting activity before the curriculum goals and objectives are considered.

### **4.3.2 Curriculum Design Phase**

#### **4.3.2.1 Review of Curriculum Standards**

The review of national curriculum standards is a significant consideration in designing any local curriculum. In the Philippines, the minimum requirements of the Commission on Higher Education for a teacher education curriculum (any Commission on Education for other localities) need to be considered in the design of the local curriculum. No curricular reform could be made without aligning the desired curriculum to the national curriculum standards. In the case of the Philippine Teacher Education requirements, graduates of BSE (Bachelor of Secondary Education) or BEE (Bachelor of Elementary Education) programs have to pass the licensure examination for teachers. The faculty members and administrators

in the curriculum team who were concerned about making changes in the existing curriculum mentioned this reality. As a result, the curriculum team's decision to make curriculum reform for the Agusan campus was not fashioned to deviate and be totally independent from the national and PNU main standards. The multicultural curriculum was designed to be an infusion (See Chapter 6) integrating the expected national competencies of a prospective teacher and not as a newly created BSE or BEE program. There was deliberation in the review of curriculum standards among the curriculum team members, and the collaborative participatory nature of the CPAE model was evident in the review process every time the curriculum team arrived at an important curriculum decision.

#### **4.3.2.2 Elements of the Curriculum**

The main elements of the curriculum in a teacher education program are considered in this CPAE model: The goals and objectives of the program content, pedagogical and assessment strategies are represented in the model as the third layer of the core. These elements were the sources for designing the courses of study for instruction following the structural components of General Education Courses, Professional Education Courses and Specialization Courses as mandated by the national standards of teacher education curriculum in the Philippines (CHED Memo No.30). Although there were prescriptions by the national government in the Philippines to align general education courses, and other professional education courses, the proposed Agusan curriculum was achieved and owned by the curriculum stakeholders as a workable outcome of their collaborative engagement in the curriculum process. The result of this curriculum ownership will be discussed in the next chapter and the multicultural outcome will be presented in Chapter 6 of this thesis. The action-oriented principle of the CPAE model was at best work in the process of creating the multicultural outcome (see Chapter 6).

### **4.3.2.3 Consultative Bodies**

The creation and participation of consultative bodies emerged as an important component of a collaborative process and this feature of the model has been made explicit in the final CPAE model. This was one situation when consensus building as part of the collaborative participatory nature of the CPAE model was evident among the participants. The curriculum team considered consultation from the academic community for curriculum reform in two ways. First, the idea was to form a consultative group, which we referred to as a reference group composed of curriculum critics and decision makers in the Agusan campus in order to get their critical comments and suggestions. The curriculum team thought that it would be easier to get the approval of the general faculty for the intended curriculum reform once the hierarchy of the Agusan academic community were consulted on the intended curriculum changes. The curriculum team members agreed in one of the curriculum meetings to have an initial presentation before the general consultation to the whole academic community.

Another consultative body in curriculum reform is the general assembly of faculty members who would be the implementers of the proposed curriculum. The extended part of the curriculum development meetings in this research was the presentation of the multicultural curriculum outcome to the general faculty in order to elicit further suggestions and seek their approval for the curriculum changes. It was decided by the curriculum team to present the proposed multicultural curriculum outcome after the revision based on the suggestions of the critics in a separate session with the reference group. The curriculum reform did not end with the multicultural content integration of the curriculum team in the Agusan teacher education program since only selected curriculum members craft the changes in the curriculum. There should be dissemination of information for its utilization particularly to those who would be actual implementers of the curriculum at the classroom level. Administrators, faculty members and the researcher, as agreed upon by the curriculum team, made the collaborative presentation of the curriculum outcome to the general faculty. There was again deliberation

on the proposed changes and some faculty members raised issues on the changes in terms of time schedule, structure of the content integration and the resources such as books to be able to implement the sample syllabus in the classroom. Members of the curriculum team helped each other to defend the changes in the curriculum and answer the queries of the faculty members. Finally, the faculty assembly arrived at a consensus, approving the changes for its possible implementation.

The *bottom-up* model also acknowledges the fact that consensus in curriculum decisions is likely to be unattainable when teachers are mainly the source of curriculum reform (Kelly, 2009; Wiles & Bondi, 2007). This study reached a similar conclusion. The curriculum team members in this study were not confident with the curriculum outcome without consultation with the hierarchy of the Agusan campus and the implementers of the proposed curriculum, the general faculty. The different curriculum models reviewed in Chapter 2 did not include any consultative body. The role of the consultative body was made clear by the curriculum team so it was placed as part of the structural components of the final CPAE curriculum model.

### **4.3.3 Curriculum Implementation Phase**

The implementation phase is the action component of curriculum development where the action-oriented principle of CPAE model is clearly embedded. In the experience of designing the multicultural curriculum for the local context of Agusan, the curriculum team foresaw two workable implementations of the multicultural outcomes: (1) at the school level and (2) at the instructional level.

#### **4.3.3.1 School Level**

From the organizational or administrative point of view, there should be a school wide implementation by the Academic Director. Multicultural curriculum reform, to be more effective, should be implemented spreading a multicultural consciousness among all

members of the faculty and members of the student body. In this case, the whole school system like the PNU Agusan campus was brought together to enact the expected educational reform (Banks, 2008; Nieto, 2004). The first intended curriculum reform was a multicultural content integration into selected courses of the Agusan teacher education program. The curriculum team decided the content integration to be the starting point of a curriculum reform in the Agusan curriculum. However, after creating the multicultural content integration in the selected teacher education courses, there was a question of how this could be implemented by the faculty members at the classroom level. Therefore, the curriculum team decided to create sample syllabi in the three components of the teacher education program to serve as models for the implementation of the faculty at the classroom level.

In the final CPAE model, implementation of a local curriculum is represented as occurring for the whole school system. It is important that any curriculum reform made by the school or university should convey a curriculum wide consciousness of what the reform is all about and promote its implementation. This means setting up a system for the school to implement the revised curriculum. There could be the creation of a curriculum council/committee that would set up policies and procedures for the curriculum implementation. This curriculum council/committee could also be responsible for the monitoring and evaluation of the curriculum at the school level. The school head, such as university dean or school principal could be the overseer of the curriculum implementation at this level.

#### **4.3.3.2 Instructional Level**

Instructional level implementation in this CPAE model refers to the actual conduct of teaching the courses with multicultural infusion. However, the curriculum team had created only sample syllabi. The full classroom implementation has to be decided upon by the administrator of the Agusan campus and the faculty who are committed to the promotion of multicultural education. There is further work to be done in order to translate the

multicultural outcome for its effective implementation. Examples of other curriculum tasks to be undertaken include writing workshops on syllabi making with multicultural infusion; identifying pedagogical and assessment strategies for ethnic students; creation of teaching materials such as modules with multicultural content integration; and trialling of syllabi and modules for classroom instruction.

The instructional level implementation for general curriculum purposes entails the actual teaching of the revised curriculum by the teachers using the course syllabi or teaching guide. The teachers at the classroom level are the best implementers of curriculum reform. It will depend on their commitment to teach the revised curriculum to the students for its effective implementation.

#### **4.3.4 Curriculum Evaluation Phase**

The curriculum development process would never be complete without curriculum evaluation. It is for this reason that a curriculum evaluation phase, even though it was not accomplished in this research, should be included as an important component of the CPAE curriculum model. It is the action-oriented nature of the CPAE model to continue the curriculum process up to the evaluation of the curriculum product as well as the process itself. After the actual implementation of the curriculum outcome, the curriculum team needs to evaluate the curriculum. Evaluation could be done at both the school level and also at the instructional level from the actual teaching of the faculty or teachers involved in promoting the collaborative project. At the school level, this is where those accountable for developing quality school programs are represented in the CPAE model. In the Agusan context, the current responsibility lies within the administration. So teachers' implementation of the curriculum (instructional level) would provide important feedback, along with that of students, to the school administrators for its success or future reengineering. Both evaluation results would be important sources to the revision of the curriculum if there would be a need

to do so. Evaluation results would be inputs for revising the curriculum, considering educational trends and pressing needs of the local community after a prescribed (e.g. four years in the Philippines) of its implementation.

The CPAE curriculum model is cyclical in approach rather than linear. It is process-oriented. It will depend on the action, reflection and interaction of people enacting the new curriculum. In this CPAE model, it refers to the interaction among administrators, teachers and students. It emphasizes the equally significant roles of both teachers and students with the administrators. It is a *bottom-up* model since the curriculum development could start from the capacity of teachers as curriculum planners and developers, which is similar to the curriculum models of Taba (1962); Atweh (2007) and Wiles & Bondi (2007). The teachers and students who would soon become prospective teachers could start the ‘ripples of change’ (Atweh, 2007) as both curriculum developers and implementers as well. Evidence of these ‘ripples of change’ will be discussed in the next chapter from the experiences of teachers’ and students’ empowerment. The curriculum development process does not end as long as there is a need for curricular reform suitable to the needs of the target community and the demands of educational trends of present times. The process is similar to Oliva’s (2009) cyclical model of curriculum-instruction relationship. In this model, instructional decisions are made after curricular decisions, which in turn are modified after instructional decisions are implemented and evaluated. The process is continuous, iterative and evolving. It is conceived as a circle that revolves, causing continuous adaptations and improvements of both curriculum and instruction.

## **4.4 Chapter Reflections**

In this chapter, I have presented the CPAE curriculum model with modifications made based on the results of the curriculum process. The use of CPAE model is an innovation to curriculum development in teacher education. CPAE model could be considered an

eclectic model for it combines the phases and elements of curriculum development with the principles and cycles of collaborative participatory action research. CPAE model draws from the strengths of other curriculum models reviewed in this research. Although the CPAE model emerged from the context of the Agusan campus and the Philippines, the principles and general structural components are similar to most *bottom-up* models created by other curriculum authors. However, some curriculum elements in this CPAE model are new and the curriculum process is different since it was made suitable for the school local context. The active involvement of teachers and students in the collaborative project showed that a *bottom-up* model in creating a curriculum for a local context is feasible and desirable. Other universities with local campuses or even local community schools could use this CPAE model, particularly its collaborative principles, and modify to suit their school and subject matter needs. The CPAE model could easily guide any curriculum planner or initiator in leading a local curriculum following the processes described in this model. The CPAE model of curriculum development proved to be an effective model for empowering the participants, especially teachers and students. Some evidence of participants' empowerment will be presented and discussed in the next chapter.

# CHAPTER FIVE

## PARTICIPANTS' EMPOWERMENT

### 5.0 Introduction

The exploration of the collaborative participatory (CPAE) process was assumed to empower every individual involved in curriculum development. The results are presented in this chapter to answer the second major question that I raised in this study:

*Research Question 2: What indicators are there that a collaborative participatory (CPAR) process of curriculum development succeeds in empowering the participants?*

I argued at the beginning of this research that when curriculum development is collaborative and participatory in approach, or using the *bottom-up* model, it will contribute to the empowerment of the individual participants. This was a proposition from a novice qualitative researcher interested in curriculum planning for teacher education development. Therefore, the study aimed to employ inclusivity in participants' involvement by purposively selecting the more or less active faculty and students as stated in Chapter 3 in order to investigate the success of the collaborative participatory model. This will serve as a point of comparison on how some curriculum members changed their views or perspectives after they were involved in the collaborative process of curriculum development.

Towards the end of our curriculum team journey, I would say, my proposition became part of the team's reality. The participants' views confirmed some indicators of empowerment aside from the concrete evidence of having the multicultural curriculum itself as the product of the collaborative action project. One indicator was a story recalled through research diaries:

After the first semester of the academic year (2008), I went back to Manila (capital city of the Philippines) for a semester break. I wanted to give time to the members of the curriculum team to see if they are really motivated and decided to push through with what we have accomplished. I told them that I'm already done with my data collection and it was for them to continue the project if they would like to. I

negotiated with my process observers asking them to tell me if there would be some initiatives or development associated with what we have done in the curriculum team. I got two messages of successful empowerment. First, I received a text message from the Academic Director herself, asking me permission if she can cite our output as an ongoing part of a development project in the revision of their curriculum. She told me, she was invited by the Commission on Higher Education to represent their local campus and report on the present status of their curriculum. I said, yes of course, the product is yours to utilize and develop for the benefit of the local schools in the region. Second, during the mid break of the semester, one of my process observers informed me, "We are going to have a workshop on curriculum following the sample infusion we did during your fieldwork". The Academic Director led this initiative again. I asked my process observer to take notes of the proceedings so that I could figure out the process. (Research Diary, 29 October 2008)

These two instances clearly indicated that individual empowerment on the part of the campus administrator took place as a result of the collaborative action project we did for the Agusan campus curriculum. It was evident that empowerment took place at the administrator's level in trying to initiate and push through with the outcome of the collaborative project at least in the context of curriculum development. These stories could be supported by evidence of empowerment among the curriculum team members in different levels. A conceptual map (Figure 5.1) of the results on empowerment serves as a guide for the discussion of results in this chapter. The first set of data analyzed is an account of the meaning of empowerment based on the interview responses provided by the curriculum team members. The analysis of sub-categories of their responses resulted to a more definitive meaning of empowerment as perceived by the participants. These results were drawn from the questions raised among the participants during the individual interviews including:

- How would you define empowerment in the context of your involvement in the curriculum development process? and
- Did you observe some indicators of empowerment for those involved in the curriculum development? What are your thoughts about these?

Analysis of the multiple responses given by the participants generated sub-themes and some specific indicators of empowerment. Figure 5.1 provides an overview of indicators of empowerment, as experienced by participants in two different ways: individual and collective empowerment as the main emerging themes. Each theme generated sub-themes which emerged from the analysis and clustering of several indicators provided by the participants from the individual interviews and curriculum meetings. Each of the boxes in this conceptual map is discussed in the succeeding sections of this chapter.

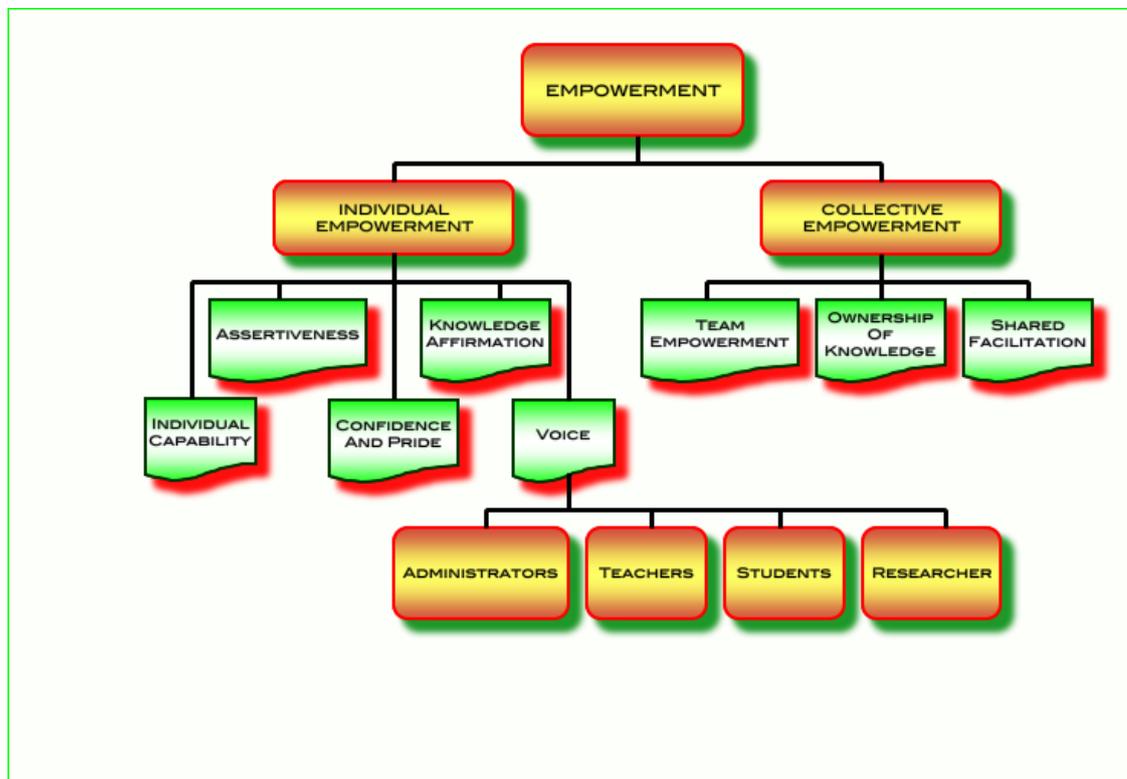


Figure 5.1: Conceptual Map of Participants' Empowerment

## 5.1 Meaning of Empowerment

Since empowerment was the main theme that emerged in the analysis of data in this research, I reviewed literature on empowerment as noted by other authors in the field. In business and management, empowerment as a term has been used as a powerful tool that

requires individuals in the organization to make appropriate decisions for improving processes or products that lend contributions to organizational objectives (Scarnati & Scarnati, 2002). Empowerment in the political arena provides political voice to marginalized and underrepresented groups such as women, poor people, and indigenous groups (Ellsworth, 1989; Freire, 2005). Empowerment is “a capacity to act effectively in a way that fails to challenge any social or political position” (Ellsworth, 1989, p.307). From the educational perspective, empowerment was viewed in the context of professionalization of teaching by providing structures to empower teachers. Mertens and Yarger (1988, p.35) viewed empowerment of teachers as having the “basic authority and power to practice their teaching based on professional knowledge”. Empowerment does not mean adding more workload to teachers but is synonymous with autonomy (Gonzales & Short, 1996 cited in Wiles & Bondi, 2007). Dewey’s (1938) view of empowerment focused on the cultivation of personal character traits of the students by providing actual experience and education.

Much has been written on teacher’s empowerment as a process to improve classroom situations but little has been written about the empowerment of teachers and students in the context of actual curriculum development. Empowerment in the context of this research calls for the active involvement of teachers and students for a new mode of curriculum leadership: teachers and students as curriculum decision makers and administrators as facilitators rather than directors of curriculum planning. Providing an avenue for teachers and students to make their voices heard by taking part in the curriculum decision making process is geared towards empowerment. The findings of this research will contribute to the literature on empowerment in the context of curriculum development and improvement using the *bottom-up* approach.

Analyzing the definitions provided by the curriculum team members in this research during individual interviews, empowerment could be achieved in two different ways through (1) individual, (2) collective. First, for those participants who already felt empowered (as in the cases of two campus administrators and two teacher participants), empowerment was perceived in an individualistic sense or situated within a person. These people can “stand on their own feet” in terms of their participation and decision making without seeking affirmation from other members of the team. Their attributes, drawn from previous exposure and experiences, as suggested by their professional background, were brought into the process of curriculum development and exposed the confidence in their personal knowledge.

The notion of individual empowerment is clearly stated by one teacher participant who talked about empowerment referring to self-development. “Empowerment is enabling one to be self propelled, enabling one to recognize his/her potentials, enabling one to sort of stand on his/her own two feet or to be free and democratic in the way he or she is developing herself into a better person or teacher” (Interview with T3). Empowerment in this context is defined in terms of personal attributes and seems to relate to individual motivations. This notion of empowerment relates to Dewey’s (1938) perspective on empowerment by learning to draw on the person’s inner resources. This intrinsically motivated meaning of empowerment is related to the perception provided by one administrator who said that empowerment is taken from the root word “power”,

It is something like being able to say something and contribute something from what you believe in and then being able also to convince people to believe in what you believe in (Interview with A3).

The participants’ perception of empowerment reflects the individual capability of every person to demonstrate an externally motivated ability when given the situation or an opportunity to share or contribute something that can be recognized by others.

Another facet of empowerment, demonstrated by the second group of participants who were considered as less active members of the team based on participants' selection criteria, revealed that empowerment can be achieved through a collective process. This group perceived empowerment as a collective effort of the team. It is the collectivist orientation of the process and the support provided by the team members that was enabling their sense of empowerment. Their ideas or contributions made them feel empowered once recognized or acknowledged by other members of the curriculum team. As a result they experienced belongingness or being included as part of the team. As noted by one teacher participant, "When members of the group cooperate and collaborate, we feel empowered" (Interview with T1).

In both ways (individual or collective), there are suggestive results of empowerment for getting the participants involved through the collaborative participatory process of curriculum development. The indicators of empowerment yielded from the data will be presented here one by one, starting with individual empowerment assumed at the beginning of my study.

## **5.2 Individual Empowerment**

Analyzing the patterns of responses provided by the participants during the individual interviews and drawing inferences from the process of curriculum meetings from the first meeting to the last *vis á vis* the content and context of the focus group discussions, I was able to get indicators of some participants' individual empowerment to come up with often overlapping sub-themes of (1) individual capability, (2) assertiveness, (3) confidence and pride, (4) knowledge affirmation, and (5) voice.

### 5.2.1. Individual Capability

This sub-theme relates to the personal knowledge, beliefs and experiences and strong personality of the person that empowers him/her to share ideas and opinions to the group. One teacher participant (T1) clearly stated that individual capability was recognized as an indicator of her individual empowerment from the involvement in the curriculum making process:

I have capacities such as my skills as a curriculum implementer. I feel empowered. At least I am one of the members who created it, designed it, and of course, I am very proud. I know now how to become an effective implementer of this multicultural curriculum. I liked the feeling when we collaborated, shared ideas with members of the group. (T1, Interview).

This individual capability is associated with the ability to share valuable knowledge and experiences. It is also manifested in behaviors such as voluntary participation to be the first one to share ideas in the meeting as noted during the first curriculum meeting when the perceived active teacher participant (T3) raised her hand (in video, CDM1) and volunteered to share her responses regarding her vision as a teacher and for the future of the Agusan campus in ten years. Individual capability was also evident through the expression of personal views. There were many instances throughout the whole curriculum process where some teachers and administrators expressed what was on their minds. Many powerful words suggest their individual and independent thinking that influenced the decisions of other members of the curriculum team. One case was T3:

<sup>1</sup>I was thinking of the term... transition, since before the mainstreaming there should be transition, transitioning where these needs of the newcomer will be identified and the people managing the mainstream are well-equipped to deal with the situation. (T3, CDM1)

It's a matter of being able to explain to the pupils that their race, their tribe is a great tribe. I always tell my students that even if we have a finer or whiter complexion, we owe our roots from these Aetas, whether we like it or not we are from Aetas. And so

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<sup>1</sup> Normal font for English language quotes. *Italics* font for Filipino (national language). **Bold** font for Cebuano (local language). ***Bold and italics*** for Manobo (Indigenous language)

the greatest race in our country or in Asia and so probably when we will be able to understand our roots we have a better perspective towards one another. (T3, CDM1)

The expressions of ideas of T3 during the discussion in the first curriculum meeting as stated above clearly indicate the power of her words through personal knowledge. Teacher 3 showed capacity to provide the ideas or make comments based on her personal and professional experiences. These words are powerful and command respect from the other members of the curriculum team. I am surprised, looking at the patterns of who was talking and whose ideas were dominating in most of the curriculum meetings. The individual capability particularly associated with independent thinking was perceived to be an empowered individual by the curriculum team members. When people like T3 expressed comments or opinions in the group, more often than not, their ideas were respected and accepted by the team members. This was also true with Teacher 1 and Administrator 3. In fact during the individual interviews, the less active administrator, teachers and students were unanimous in their acknowledgement of looking up to others in the team as the empowered ones. They have provided such comments referring to both empowered administrator (A3), and teachers (T3, T1) in the team:

Yes, Ma'am... (T3) is very much empowered. She really has the power. She is empowered because it's already innate in her. Ma'am is already confident because she also has plenty of ideas and experiences. And so she really has many things to share. And she can even convince others. Ma'am (A3) also has bright ideas or even Sir (T5), he has also points including Ma'am (T1). (T2, Interview, translated)

Individual capability develops out of positive moral and confidence derived from professional experiences. The empowered administrator in the Agusan local campus had more exposure and professional experiences, not only by way of her roles and responsibilities in the local campus but outside the local campus and the province of Agusan where the university belongs. It is a privilege of an administrator occupying the higher position to be exposed to many professional opportunities. For instance, in the case of the academic director, in my interview with her, I found out that she was consistently

an achiever since her early years of schooling and had many exposures to seminars and conferences and scholarships (one as PROBE - Project for Basic Education scholar in Australia) outside the local campus in order to develop her competence as a policy maker and professional teacher.

The ability to share ideas as part of the individual capability of a person was also associated with the notion of strong personality as perceived by the less active administrator, teachers and students. The less active administrator clearly stated this during the interview:

Yes, they are empowered to interact and share ideas to the group because their personality is strong. Sometimes if you have the idea, then they will say, ah, that is not the idea, this is the correct one. (A2, Interview)

The empowered administrator and teachers influenced the decision of the curriculum team members because of their perceived strong personality. One example is Administrator 3 who other than her position has a strong personality because of her capability and professional achievements. Administrator 3 was perceived by most of the team members to have a greater sphere of influence to persuade or convince others. The personal attributes of A3 made her a strong leader and moved the team members to do the curriculum tasks assigned to them. Being able to influence others to work is a good indicator of individual empowerment. The ability to influence the decision in curriculum development was respected by the team members, especially the less active administrator who is under her direct supervision in the organizational structure of the Agusan campus. Five participants in the curriculum team, two teachers, one administrator and two students mentioned the empowered administrator as having a strong influential personality that makes her more empowered.

Upholding strong personal beliefs was also associated with the individual capability of some participants. Teachers and administrators as well had a lot of personal beliefs and associated experiences to share. In fact the beliefs and experiences they provided were useful inputs to the curriculum outcome. It was perceived by one teacher participant (T4)

that personal and professional experiences and stronger beliefs are associated with age and the length of service as educators or administrators in the Agusan campus. Age and length of service added to the administrators' and teachers' individual capability and sense of empowerment. Teacher 4 noted this in our conversation during the interview: "They are superior because they are already here for a long time" (T4, Interview).

The length of time spent in Agusan by some administrators and teachers provided them more understanding and experiences of the local community which formed part of their personal beliefs. Their experiences were further enriched by the social interaction with the people in the community, such as the students, colleagues and other significant people in the local community. Here is a well-explicated example of sharing in the second meeting by Teacher 3:

T3: I've been here since 1968. A good part of my life was spent here. So I consider myself an Agusan Del Sur resident. I remember that there were natives here across where most of them stay there. Then they were made to transfer to stay somewhere else. The place has to be a PNU area. All the while, the place was sold to newcomers that will inhabit the place. Even if I'm not part of this *Kamayo* (an ethnic group), my heart bleeds for them because I doubt if they were remunerated well with the land that they parted with themselves. So that is always the expression of the *Kamayos* here they used to live there. "The place used to be ours". That empathy with them that they were cheated of the land that they own. (Excerpt from CDM2, 18 June 2008)

Administrators also shared a lot of their family beliefs, values and rituals. Exposing their family beliefs and values among their teacher subordinates and students could be an indicator of individual empowerment. Although the Filipino culture of interacting with people is more personalistic in approach, it was not a Filipino tradition to expose personal beliefs and family background to people who do not have close relationships. However, when an appropriate situation motivates the person to share or confide family matters, this time a Filipino would do the sharing. Filipinos confide personal and family beliefs and values in order to establish good relationships. Here is an example of an administrator (A4) talking about familial beliefs and rituals:

Ahh...I would like to share a practice shared to us by my parents who are *Boholanos* (an ethnic community) wherein if ever we are going to establish a house or build a house, we are observing a ritual like for instance for every post ahh...we have to place coins and then we also include **butong** (young coconut) when we transfer to the new house--- (Excerpt from CDM2, 18 June 2008, translated)

On the part of the student participants, it took them a lot of courage to share ideas about their personal beliefs and experiences during the first two curriculum meetings, when they exhibited silence and listening (in videos) rather than speaking and joining the discussion about the topic. However, in the latter part of the curriculum meetings, the student participants were observed to be more active when talking about their own personal beliefs and experiences. They contributed a lot in the multicultural content when they started to talk about their cultural identity and personal experiences in the local culture. The indigenous student participant for instance shared for the first time about herself when asked by the facilitator at the first curriculum development meeting:

As a member of the *Manobo* tribe, I feel discriminated because they are thinking that *Manobos* are like this (unclean) when in fact we are not. *Manobos* are discriminated. That's why I am shy about my identity. But Ma'am L... told me that, "You should be proud that you are a *Manobo*". That's why starting that day I already have accepted that I am a member of that tribe (*Manobo*). (Excerpt from CDM1, 11 June 2008, translated)

The dynamics of the collaborative participatory approach encouraged most of the participants to share their family beliefs, values and traditions. This was particularly evident among the curriculum team members, administrators, teachers and students, in one of the curriculum meetings discussing their experiences in their local culture and community. There were many instances during the curriculum meetings and focus groups when members of the curriculum team shared their personal beliefs and experiences. This particularly happened when the discussions centered on the multicultural content of the curriculum. The sharing of each participant's experiences enriched the content of the curriculum and once their beliefs and experiences were considered, they felt empowered in the process.

The ability of the students to express their own ideas and opinions and to become a part of the whole process was also an observable manifestation of individual capability. It gave them confidence and pride in accomplishing the curriculum outcome. The administrators and teacher participants particularly noted this notion of individual capability for the more active student participant from her involvement and behavior which was consistently observed. In fact, the process observer also noted it during one of the curriculum meetings when we were about to finish the curriculum output. The process observer comments:

S2 shows evidence of empowerment in her involvement during the critiquing session of the syllabus. It seems she's not anymore intimidated to talk and to give her personal individual comments in the presence of the teachers. Teachers are amazed that S2 raised such a comment. (Taken from fieldnotes of CDM 9, 20 August, 2008)

The sub-theme of individual capability could be summarized with the following indicators: personal and professional knowledge and experiences; exposition of family beliefs, values and traditions that enable them to share valuable ideas and personal views particularly in the local culture; strong personality including personal attributes such as age and length of service. The personal knowledge and attributes of the participants gave them a sense of individual empowerment when shared with the members of the curriculum team, especially when the knowledge or experience shared contributed to the content of the multicultural curriculum.

### **5.2.2 Assertiveness**

This was another emerging sub-theme of individual empowerment. In the whole process of curriculum development there were instances when selected members of the curriculum team showed assertiveness through their words and behavior. Being assertive is not part of the local culture of the Agusan campus and the local indigenous community such as the Manobos. This was described during the individual interviews with participants when they were asked to talk about their organizational culture. According to most of the participants,

including my process observers, people in the Agusan campus value peace and harmonious interpersonal relationships. Since PNU Agusan campus is just a small community, personal relationships are valued to be a strong reason for most of them to stay in the academic community. One administrator (A3) stressed this point during the interview:

Culture of PNU Agusan is a peace loving culture in the sense that we do not see much conflict. Actually if you take a look at history of PNU, I mean about relationships because we are only a small community. If there are some misunderstandings, misconceptions, they are always resolved. I would really say peace loving in the sense that we do not have major conflicts compared with other branches (referring to other PNU local campuses) because there is nothing that we cannot talk about. Although there are some instances also we felt short changed but beautiful things that are associated with working at PNU aside from the salary overpower these circumstances. (A3, Interview)

Maintaining harmonious interpersonal relationships was perceived to be a positive value of the organizational culture, however, it also created a negative effect on the conforming attitude of the Agusan community when it comes to decision-making. For instance, there is a tendency for the faculty members to conform to what was decided for them particularly when it concerns academic decisions including the curriculum implementation. This practice was evidenced from the words of one administrator when she said, “members of the community must abide by whatever is dictated to us” (Interview, A1). My two process observers also confirmed in one of our informal conversations after a curriculum meeting that in most of the academic meetings when a decision was needed, there was a tendency for the faculty members to raise a hand for the affirmative vote without saying their critical comments. Making an argument and long deliberation on certain academic decisions is an indicator of assertiveness, a behavior that might create conflict and emotional upheaval. Similarly, people who make critical comments are perceived as oppositionist. One teacher participant (T3) made a remark on this, saying:

I am very open with my thoughts and my opinions or sometimes they probably consider me outspoken and will probably affect my performance so I'm not probably the only one who has that kind of personality. I just believe in the fact that I tried to share the best I could with my colleagues and if there is discontentment I cannot do anything about it (T3, Interview).

Being outspoken or insistent was one way of asserting oneself according to Teacher 3 in her statement above. In one of the focus groups within the curriculum meeting, another teacher participant also demonstrated this. The discussion was in the context of the definition of the local community. The team had arrived at an acceptable definition for the purpose of developing the curriculum when a teacher participant expressed her dissatisfaction with the agreed definition of the group. She had this to say:

...but I would like to insist my definition, the one I gave last meeting that local community is a group of say community where majority of that group is ethnic, belonging to ethnic group majority if not 100 % are ethnic. (T1, Excerpt from CDM3, 25 June 2008)

Expressing disagreement was also an indicator of assertiveness for the teacher participants. This was particularly observable from the perceived empowered teacher participants who expressed their disagreements openly. Although teachers (faculty) of the local campus are generally polite and more conforming to the norms and the decision of the majority, there are some teachers who have the confidence to speak their minds just like this teacher participant (T3). However, other members perceived speaking out as being in opposition or a person who has a different personality. In one of the curriculum meetings, this particular teacher strongly expressed her disagreement to the other teacher who seemed to refute some comments to change or make a revision in the syllabus that they were able to produce in the small group. Each of them was actually asserting that she was correct. The other teacher could not help expressing her direct disagreement:

I beg to disagree. You should be flexible. Meaning you abide by the majority, so you are involved, you get flexible, you adapt yourself, and you get adjusted. (T3, Excerpt from CDM5, 16 July 2008)

Standing up for what one believes is right and making critical comments on the content of the curriculum was also an opportunity for the teacher participants to develop assertive skills for making one's decision heard by the team members, especially the administrator. It was easy for the teachers to give critical comments to the students or even to colleagues in the university. However, the administrators are well respected in the local culture of Agusan, not

only by virtue of age but the position or designation they occupy. The organizational structure of the Agusan campus is hierarchical just like any other academic institution. The Agusan campus organizational culture creates a collegial and more personal approach to interpersonal relationships being a small community. However, when it comes to official functions and other concerns of the academic community, the position has a bearing on what the administrators say or do. It could be the reason why most teachers are hesitant to give critical comments about the work of the administrators. For instance, during the critiquing of the syllabi as an output of the small group workshop, one of the teacher participants had to excuse herself from making comments about the output of the group since the leader of that small group was occupying a higher position in the local campus. This was one good opportunity to assert oneself in terms of curriculum decision making even if the higher authority did the work. One teacher participant commented:

I will stand up. Nothing personal, it's just for the sake of work. In the reference, I am expecting that this is all about Educational Technology in Language Teaching, if you can see the first reference here is Language Teaching Methodology – focus about language teaching. (T3, Excerpt from CDM9, 20 August, 2008 translated)

Standing up for what is 'right' is also related to the ability to reason. The indigenous student participant cited this ability. Contrary to what she learned from her local culture, her involvement in the activities in the local campus, like her experience of being a member of the curriculum team, enhanced her ability to reason in order to stand firm for what she believed is right.

In values, Ma'am, my Grandma tells me, "Ah, you have only studied in PNU; you are already like that now". In our place, I always reason out for what I believe is correct because in our place (indigenous community), whatever is told to us by the elders, that's always what is right. (S2, Excerpt from CDM1, 11 June 2008, translated)

This ability to reason out is one of the indicators of assertiveness. Other indicators are standing up for what is right and making critical comments; expression of disagreement and being outspoken or insistent to the idea presented to the curriculum team. Although some of these indicators might appear to be personal attributes of some empowered members of the

curriculum team, the collaborative participatory nature of the curriculum process provided the venue for enhancing their assertiveness as a result of their involvement in the curriculum process.

### **5.2.3 Confidence and Pride**

The student participants mostly expressed this indicator of individual empowerment although the less active administrator and teachers also gained confidence from the collaborative curriculum process. The students' perception of individual empowerment is more on confidence building for having an authority to make the curriculum as a result of their actual involvement in the curriculum process. According to the students, giving them the opportunity to be part of the curriculum team allowed them to exercise their opinions that gave them the feeling of individual empowerment. The indigenous student in the curriculum team had this to say, "I have the chance to speak out my opinions on certain things. It is listening to what I am saying" (Interview with S2).

The remark given by the indigenous student is a leap from her thoughts and feelings about her position being a student, particularly an indigenous one, as expressed during the first curriculum meeting, from a feeling of inhibition and inferiority which was anchored in some cultural biases and discrimination. This indigenous student felt inferior when she entered the local campus of Agusan. She expressed a feeling of inferiority in the presence of the authority figures, especially the teachers and administrators. She preferred to be passive and quiet during the first meeting. Furthermore, being passive is an inherited trait from her local indigenous culture since reasoning out or making an argument is impolite for them. The other two non-indigenous students also expressed their feeling of inferiority and fear to talk in the presence of their teachers and local campus administrators. It was clearly stated by the two students during the interview:

Every time we have sessions, it enters my mind to quit because I feel shy. Every time I could not participate, I feel guilty. Actually we don't know about this. I felt I could only

contribute a little here. But I'm doing my best to understand the discussion but we could not interact because they are already talking so, we are shy to interact with them because they are already in the position. (S1, Interview translated)

It's difficult that you were going to think what would be the best for the research. What I have to impart so that it would be clearly suitable. And I find it very difficult because I'm afraid that the members of the group would not accept my ideas. I was thinking then that they would not, believe me because I'm just a mere student and they are professors. (S3, Interview translated)

During the individual interview there was also confirmation that the student participants were empowered by their involvement in the process. They learned some skills from the curriculum team members. They felt confident expressing their ideas even in front of the teachers and administrators. They felt proud being members of the curriculum team and for a job well done. One student participant put emphasis on this during the interview:

I was able to butt in to the teachers and join the discussions. I also suggested in our small groupings. It's a nice feeling. I feel great that I am like talking to the teachers. Actually, I am empowered for what we have done. I gained that confidence. I could feel that the teachers do not think about me as a student or that they are on a higher level. I did not feel in the group that they are teachers and I am only a student. (S2, Interview, translated)

These were some thoughts and feelings expressed by the student participants narrating about their individual empowerment as a result of their involvement in the collaborative participatory curriculum process. Furthermore, even the less active student participant mentioned in her interview that she felt a little confidence and very proud of her unusual experience after going through the curriculum development process. Student 1 shared her feeling:

That's why I'm very happy because we are already finished and I have a little bit empowered feeling. Just a little bit of confidence. And I do not boast myself that I have this experience but I just make it an unusual experience for myself. That's why, I felt so, overwhelmed when you called our names (referring to participants' acknowledgement) during the meeting (general meeting of the faculty), "Oh, my God, I'm proud facing the teachers (exclaimed)." (S1, Interview)

### **5.2.4 Knowledge Affirmation**

The final indicator of individual empowerment that emerged from the collaborative process was knowledge affirmation. One administrator perceived empowerment as an idea in mind,

and even if the idea is not shared orally with the group but was verbalized by another member, then she is already empowered. This is another indicator of individual empowerment on the part of the less active administrator. I assumed that administrators would always be at the forefront of every discussion. This assumption was confirmed by the active involvement of the perceived empowered administrator by the participants during the first curriculum development meeting. It was the empowered administrator who dominantly shared in the discussion. For instance when discussing the topic on indigenous students in the campus, the empowered administrator told the teacher participants what to do to their students to instill among them the pride of their cultural identity. The administrator was telling the teacher that they should teach their students to be assertive of their cultural identity. Contrary to this, the less active administrator whose notion of empowerment needed affirmation remained silent from the first to the succeeding curriculum meetings. She only started to talk and share her ideas after she was given the opportunity to be the facilitator of one curriculum meeting.

There was an indication that knowledge affirmation was important for some members of the curriculum team especially the less active administrator, teacher and student participants, particularly if those who were perceived as persons in authority because of their academic experience, exposure and position would affirm the knowledge. In the process of curriculum development, when the idea of the less active member of the team was presented to the whole curriculum team and it was accepted and supported particularly by the empowered member of the team, the less active participant felt a sense of empowerment. Some members of the curriculum team expressed this during the interview. An example was shared by A2:

At first, for me as if I could not speak because I have always that negative feeling to myself. What if the idea I will share to the group will not be accepted? After listening to the one who is contributing or sharing to the group, I realized that I have also my idea similar to the idea verbalized by one of the members of the group (referring to empowered member) so I just keep silent because she shared it already as if I have proven myself. I still have the idea because the idea shared by this member is similar to my idea. But in the latter part of our sessions, I was given the chance to speak, when I

was requested to be the facilitator. My feeling was that-it's also possible. I could also do what others have done. (A2, Interview translated)

Knowledge affirmation emerged as an indicator of individual empowerment in the process of discussion by members of the curriculum team. The less active members of the curriculum team felt empowered by the affirmation of the other members of their knowledge contribution in the curriculum. This finding is supported by Barksdale (1996), that the development of empowerment is affected by interaction with different people. Barksdale cited, in the context of teacher empowerment, teachers have to feel that what they are doing is worthwhile based on the feedback provided by their colleagues in the profession.

It was not only the less empowered participants who needed feedback through affirmation of the other curriculum team members. Even the perceived empowered members of the curriculum team did not boast of their own individual empowerment unless appreciated by the members of the curriculum team. They believed themselves to be empowered when acknowledged by the members of the team and other significant people in the Agusan campus. For instance, during the interview, I directly informed three of the participants, one administrator and two teachers, that their names were mentioned by their team members to be the empowered participants in the collaborative project. Knowing the appreciation of their colleagues made them feel happy and proud but they would not directly show behavior or words of boastfulness for being looked up to by their team members. They were reticent to speak of their own achievements. In fact, one administrator (A3) made a joke as a reply, "I am perceived to be empowered? Those people who said it were my friends" (Interview with A3).

### **5.2.5 Voice in Curriculum Making**

Another way of examining data for evidence of empowerment was to consider the contributions of the participants in curriculum decision-making that gave them 'voice'. In the review of relevant literature concerning curriculum development (Henson, 2006;

Kelly, 2004; 2009; McNeil, 2006; Oliva, 2005; 2009; Wiles, 2009; Wiles & Bondi, 2007) it was noted that stakeholders' voices should be a significant part of the curriculum development process. Voices in making curriculum decisions helped to achieve empowerment. However, in actual practice, more often than not, it is the dominance of the administrators' voice that feeds the important decisions to every curriculum in schools. This reality is shared with different countries where centralized curriculum making has always been a practice for educational institutions, following a top-down approach (Kelly, 2004).

The administrators' leadership role as policy makers authorizes them to become the primary decision makers of curriculum development. However, in the real sense of how the curriculum in school actually works, it would be the teachers and students who should have the stronger voice being the implementers, and end users, respectively, of the curriculum. It is one aim of this research to give more emphasis to the voices of the teachers and students in curriculum planning and development. Results in the preceding sections showed that the actual involvement of teachers and students could make a difference in curriculum decisions. However, this research does not disregard the significant role of the administrators in the process. In fact, although my aim as a researcher was to provide a process that could allow space for the empowerment of both the teachers and students following the *bottom-up* approach of curriculum development, the results also showed empowerment of the less active administrator in the curriculum team. I will provide evidence, based on the collected data.

#### **5.2.5.1 Administrators' Voice**

The administrators' voice in the curriculum development is obviously an indicator of individual empowerment by virtue of their legitimate power and position being administrators of a certain university. Given the designation in the organizational structure

of a university system, for example, as an academic director in the Agusan campus, this administrator usually takes the leadership role of crafting the curriculum for the local campus. She is supposed to take the responsibility to coordinate and move teacher subordinates as a collective body. In a hierarchical and bureaucratic system of education such as the one in the Agusan campus, it was the academic director who led the way for the feasibility of revisiting their curriculum and making a revision in order to accommodate the needs of the local communities in Agusan. Fortunately, I had an easy way of starting this collaborative research project with the community because it was the academic director with whom I initially collaborated, and who also believed that their curriculum should be independent of the main campus and should be designed for the local context.

The initial collaborative efforts happened at the administrators' level through an initial agreement with me during the time of my proposal presentation, that this research would be feasible and could make a significant contribution to the Agusan community. It was the leadership effort of the academic director to recommend people to compose the curriculum team and it was also her coordination to find a way by which the curriculum team could regularly meet. I observed during the first few meetings that the curriculum team members were attending only because the academic director requested them to do so. Initially, I did not have the authoritative influence as a researcher for the administrator and teacher participants to follow me. I would say that the visionary leadership of the academic director was an official instrument for the members of the curriculum team who decided to be part of the collaborative project.

The exposure, training and experience in the field inside and outside the local campus are important sources of the administrators' voice to curriculum planning and development. It enhances their individual capability as discussed earlier to share information, to exercise

professional judgment about the content and pedagogy, as well as assessment of the curriculum. In most of the curriculum meetings where the content and technical knowledge, such as policy making, is the much-needed input, it was the empowered administrator who did the greater and final share of decision-making. Analyzing the proceedings of the curriculum meetings revealed that the empowered administrator contributed most in terms of sharing ideas and information throughout the process of curriculum development. One valuable response taken from curriculum meeting transcripts is cited below to indicate the empowerment of the administrator to decide over the academic matters of curriculum planning. This was part of the discussion regarding the critiquing of topic for inclusion and exclusion in the proposed syllabus with multicultural infusion:

I would like to ask about the infusion of the topic letter C regarding parent-teacher in students' learning. Because it's already part of curriculum development, there is a separate topic for that, yes, I think that can also be found in the models of curriculum development, parent-teacher involvement in students' learning, yes, so, I don't think we have to include that, it's already a part of the existing syllabus. (Excerpt from CDM 6, 30 July, 2008)

Yes, I agree with Prof. X in the sense that there is no separate course for BEE (Bachelor of Elementary Education) as regards preparation and evaluation of instructional materials so there's no other course where you are going to have this topic except for PED (Professional Education) 4 which is educational technology. (Excerpt from CDM 6, 30 July, 2008)

Aside from the voice of the administrators in terms of mastery of content and professional experience as policy makers, the administrators' demonstrated empowerment was in acting out their role as mediators during the curriculum meetings specifically when there were clashes of opinions in curriculum making. In one of the curriculum meetings there was discussion about multicultural infusion in the syllabus between the two teacher participants. The critiquing part of the session turned into a more heated discussion between the two teacher participants claiming that each one of them was right in her point of view. In this unexpected incident, it was the administrator (A3) who took the mediating

role when emotional tensions were building up among the participants. No one had the courage to mediate except for the administrator with a higher position in the campus. The realization of this mediating role for an administrator that was triggered by the incident was encapsulated during the interview:

Even if we have clashes in opinions and ideas, I still believe that our colleagues are knowledgeable about diplomacy, what to do under these difficult circumstances because it has never happened in my experience in the meetings because of clashes of opinions I think the administrator really should have a hand when things like this occur. So that even if there are clashes of opinions there should be somebody who is going to mediate, who is going to let them feel that something should be done. And resolve the issue rather than left the issue hanging. It is what we did during our session. When we get out of the session room, we did not have any question unanswered. Even if we have questions during discussions, but with the proper way of dealing these things, we were able to go out of the session room with no questions left unanswered. I mean, that is speaking for me. (A3, Interview)

Apart from the mediating role of the administrators, they also guided the decision making process when they took the facilitation role. All the administrators were given the opportunity to facilitate a curriculum meeting if not the presentation of a particular task or curriculum outcome. The empowered administrator served as a facilitator to the bigger group such as the curriculum meetings with the presence of the reference group and the presentation of the curriculum outcome (general teacher education curriculum) to the general faculty. She was nominated by the curriculum team members to do the task. Another notable voice of the administrator in this research as a result of the collaborative participatory process was the successful facilitation of the less active administrator that gave her an opportunity to verbalize her ideas to the whole curriculum team. This was the administrator described in the earlier section who needed knowledge affirmation before she could convince herself to share her thoughts. The chance for her to be nominated as a facilitator allowed her to discover about herself that she could also be one “voice” just like the other members of the curriculum team if given the opportunity. She strongly made this point during the interview as mentioned earlier.

The participation of the administrators in the collaborative curriculum planning further enhanced their legitimate power and strengthened their voices in making curriculum decisions. Although the innate attributes of some administrators having a strong personality coupled with relevant training and expertise in the field, as mentioned earlier, contributed to their sense of individual empowerment, there were also indicators of empowerment that emerged from the collaborative participatory process. The collaborative curriculum development process provided more experience and exposure to the administrators to see their other significant roles. The collaborative participatory process allowed them to take the facilitation role and not the usual traditional authoritative role. The administrators also expressed their “voice” unexpectedly in taking their mediating role. These two important roles promote collegiality rather than authority and yet they had a positive social influence on the curriculum team members. The administrators’ sense of empowerment did not only derive from their innate ability or legitimate power and authority but giving the administrators voice in a collaborative curriculum development also contributed to their sense of empowerment such as earning the respect of their subordinates in the campus and making influential curriculum decisions.

#### **5.2.5.2 Teachers' Voice**

The teacher’s voice in terms of decision-making was clearly evident as an important aspect of the curriculum development process. Empowerment is integral in the decision making process (Lieberman, 1989). This study shows that when curriculum decisions are made at the local level involving the faculty in the university and the teachers from the field, they can become more empowered. According to one teacher participant (T1), the teachers should be the front liners in designing the curriculum. Since they will be the ones to utilize and implement it then they should be given the primary decision making role as

to what to include in the curriculum in terms of content, pedagogy and assessment. Feedback from the teachers in the field (according to T1, Interview) confirmed that the teachers were not previously involved in constructing and designing the curriculum. Thus, this collaborative project gave them a real experience of involvement that gave them a sense of accomplishment. This is also emphasized by Teacher 3 during the interview:

It made me realize that there are things in my life as a teacher that for me it was very impossible to accomplish. But then with this activity it has happened unexpectedly, just like making multicultural education as part of the curriculum. I don't know what to do. I am happy with the accomplishment, with this experience. (T3, Interview)

The expression of a sense of accomplishment as being part of the curriculum team formed a "ripple effect" (Atweh, 2007) starting from the nucleus going out to the prospective teachers, other in-service teachers (basic education teachers) and faculty members in higher learning who are teaching outside the Agusan campus when the faculty of the Agusan campus would be invited as guest lecturers. This is a very strong indication of the empowered voice of the teachers as a result of some realizations and unexpected experience. These thoughts were further revealed during the interview with Teacher 3:

From time to time some teachers from the university are invited as lecturers so if they are given freedom to present topics, they can always fall back on this new idea and in a sense enlightening other members of the teaching profession to give attention to these people who are members of our society who had probably been left out in terms of the culture that they have. (T3, Interview)

The confidence of the teachers to be heard could be gleaned from their competence or expertise in the areas of specialization or discipline and pedagogy. All the teacher participants did a lot of sharing when the topic of a meeting was concerned about the content of their discipline. For instance, during the discussion of the content about the Manobos, one teacher was able to talk about history and culture as part of her expertise in the discipline:

There is a certain topic studying the culture of the specific ethnic groups in the local community. So, for example, culture...ahh...of course, we are going to have first the history of the *Manobo*. After the history, then culture. The culture that is really specific

to the *Manobo*. The question is, "Is it only the *Manobos* who reside in Prosperidad?" (T1, Excerpt from CDM 4, 02 July 2008)

Teacher participants also did a lot of sharing when it came to pedagogy or other technical courses where they could contribute according to the specific courses that they teach:

I would like to suggest before we go to the details of infusion, can the group suggest also models as to how to infuse? We are now in the details of competencies but we do not have something like models for infusion. What are we going to follow? What model? I mean, how are we going to infuse multicultural content? Can we create models first? (T1, Excerpt from CDM4, 02 July 2008)

The competencies of teachers in the content and pedagogy are associated with their professional experiences outside the Agusan local campus. As a matter of fact, the teacher participants who would do most of the sharing of ideas were those who had exposure to some training, seminars, and conferences outside the local campus. These teacher participants were also being selected to represent the local campus at the meetings in the PNU main campus. Their professional background indicates that they were also achievers in their own area of specialization and in their basic school education and undergraduate degree.

The competency of the teachers to make instructional materials like modules gave them a voice in curriculum making and this, in turn, made the teacher participants feel empowered.

As one teacher participant (T1) emphatically put it during the workshop on syllabus making:

For me, it's still necessary Ma'am because in Professional Education, there are areas which are very important. For example, developing and using instructional materials is a very important topic in curriculum development. (T1, Excerpt from CDM6, 30 July 2008)

Teacher 3 also had a similar experience of having the feeling of empowerment in terms of material making related to multiculturalism that she introduced to her students in research.

This is in fact one measure of empowerment that she expressed during the interview:

....so the time of empowerment that I felt is when we enjoyed working with trying to give a sort of spotlight with one of the cultures of Filipinos. So when my students and I were looking for topics in research, I told them, we can do material making. I introduced or enlightened them about multiculturalism so they are also convinced of the importance of giving equal recognition of their co-tribe and they got excited with having identified or having familiarized themselves with inputs or inventions of other cultures. (T3, Interview)

The ability to give critical comments and reactions to the discussions on curriculum content is another indicator of teachers' voice in curriculum making. For instance, the comments and reactions provided by the teacher participants in the discussion about curriculum standards, syllabus making, and strategies for teaching were relevant inputs to the successful achievement of a multicultural curriculum responsive to the Agusan context. The empowered teacher participants could give direct and critical comments verbally even in the presence of all the team members or with the expanded group of participants. Hence, the less active teacher participants were observed to summon the courage of sharing what they know and what they believe is "right" (in terms of course content) during the small group discussion or workshops. This result could be attested by Haas (2010) who cited the important role of teachers to stand for what they believe and be able to present recommendations for curriculum improvement.

One notable case to show the process of hearing a teacher's voice when she finally speaks is revealed by Teacher 4. Teacher 4 was perceived to be less active by the administrators (the academic and the head of her department) when she was invited to be part of the curriculum team, but noted by the administrators also to contribute to the group in ways that she did not do before. This was noted earlier in the discussion about the confidence of the participants. Her voice figuratively was not "too loud" to be heard by the members of the team because she rarely verbalized her thoughts with confidence. This was one teacher participant who seemed to seek social approval for her comments. However, the opportunity given to her to be part of this collaborative project made her "stick her neck out" in order to contribute something to the team. She felt shy sitting there as a member of the team without contributing something for the benefit of the work of the group. She gained a little confidence towards the end of the curriculum process when she made a point to share her thoughts and fight for her ideas (they were talking about her specialization subject) to the

empowered teacher in her small group. When she was able to do it, she even contributed further by deciding to change a part of the syllabus outside the small group session. She felt elated when her ideas during the syllabus making were accepted and considered as part of the syllabus output of her group. She narrated her experience and realization in the process during the interview. This is an excerpt of her narration that emphasizes the point:

In our group, Ma'am (T3), she likes to dominate her ideas. If you give questions, she gets angry. But one time, I told her, Ma'am wait, it should be like this, I will explain to her. Maybe this is what we should use. She said, ok, ok, thanks (laughing), she accepted my suggestion. It only happened that she accepted because it's Economics, and that is my area of specialization.

I'd like to improve our outputs I wanted to improve through the suggestions of others. When I think the suggestions are not proper, and then I will not accept, I mean, I will explain to them, that this is how it should be. So this is the benefit (of the process) you would know how to accept the suggestions of others. (T4, Interview translated)

As a whole, the teacher's voice in the curriculum could be summed up in their competency and expertise in the area of specialization, pedagogy and assessment that gave them confidence and contributed to their sense of individual empowerment. Giving the teachers a voice to curriculum decisions such as expressing their critical reactions further enhanced the competence and skills of the empowered members of the curriculum team and provided an opportunity for the less active teachers to also get involved and be empowered.

### **5.2.5.3 Students' Voice**

I argued at the beginning of this research that students should also be given an opportunity to be heard in curriculum development. This innovation was explored as a curriculum team in the collaborative participatory process of curriculum development. The students are the end users of the curriculum so they should really be involved in curricular decisions that will affect them; in this context, curriculum issues that would affect them as future teachers. More importantly, the curriculum should be tailored to fit their needs and the needs of the community that they will serve when they teach the children in the local

communities. The results of this research show positive outcomes in terms of students' involvement. Although there were limitations to the extent of their participation, nonetheless, the students' participation contributed in significant ways to the collaborative curriculum process.

In common with the teacher participants, the student participants shared more in the curriculum content than the technical knowledge of curriculum development. They also did their part in expressing ideas particularly related to their experiences from their local culture and their community. They were observed (in videos) to be more confident when talking about their way of life, beliefs, values and rituals. The indigenous student participant in particular was the most active, especially talking about her beliefs and rituals in her local community. She held beliefs and had experienced rituals she shared with the curriculum team that were seen as valuable for the assessment of local needs of the community and the multicultural content that should be infused in the different courses:

Yes, when my grandma gets sick, she told me, "The *divatas* are angry with me because I do not give what they want. We will make offer to the *divatas* such as killing pig, white hen, or white rooster...like that. (S2, Excerpt from CDM2, 18 June 2008, translated)

...because that *buya* system could not be abolished as a tradition to preserve the culture of the *Manobos*. *Buya* System is a marriage practice where the parents of both parties arrange the marriage of their children. A minor or a woman as young as 11 or 12 years of age can marry as approved by the parents. Marriage can be tribal, civil, or church wedding. Church marriage is to be officiated by a priest or pastor. Civil can be done through a licensed *datu* (tribe chieftain), meaning, authorized by the Supreme to conduct the wedding ceremony. Tribal marriage is also through a *datu*. It is a very lengthy ceremony with the purpose of developing several values like patience, understanding, cooperation, respect, and loyalty. (S2, Excerpt from CDM5, 16 July 2008, translated)

Similarly, the other student participants could share their views on some community issues especially if that was a real experienced event in their own local community. For instance, they talked about family clannishness, celebration of festivals in their town or fiestas in their *barangays*, (referring to the smallest unit of community or political organization in the Philippines) or indigenous issues such as land grabbing and family

feuds. Here are some examples of the issues they shared with the curriculum team during the curriculum meetings:

I can cite some examples, ma'am. Ahm...in our community, there is a land grabbing because...ahm...the **dumuduong** (settlers) of that place will exchange the land with just one bottle of Kulafu or Tanduay (beer). (S2, Excerpt from CDM2, 18 June 2008, translated)

In addition to what Ma'am (T4) said, it is really true in our *barangay* that **Manobos** are fond of asking for food because I observed that whenever there is a *fiesta*, (feast in celebration of patron or saint) they always go there and they are fond of bringing food from the *fiesta* to their house or "bring house". (S4, Excerpt from CDM2, 18 June 2008, translated)

**Manobos**...ahh...the natives are fond of asking something. This is very true in our community also but as what I've observed, though it's negative, but they are very family-oriented. (S3, Excerpt from CDM2, 18 June 2008)

This sharing of experiences from their local culture and the local community provided useful feedback for the teachers and administrators in thinking about the multicultural content of the curriculum. In fact the teachers and administrators during the interviews appreciated the presence and involvement of the student participants because they validated the perceptions of the teachers and administrators towards the people in the indigenous community particularly the Manobos. The students' experiences confirmed accurate perspectives and corrected misconceptions especially for the teachers who had not experienced mingling with the indigenous groups and held some cultural biases against them. The articulation of voices of students about their views and concerns were worthy of consideration. One administrator commented:

Even the students have a part in expressing themselves about the content and example of the activity. (A1, Interview)

Another teacher participant commented on the participation of the students. This empowered teacher was observed to work well independently and yet appreciated even the contribution of the student participants in the curriculum team. She verbalized this insightful learning from the process during the interview:

...And then they took initiative in interpreting instructions given to them and then the others also even the student members stood up and express their opinion or become a part of the whole process since they got involved. (T3, Interview)

The appreciation of the teachers as well as the administrators about students' views supports the need to make students' involvement a significant part of the curriculum development process. Students have knowledge and are capable of sharing valuable ideas (Donnelly, 2009) and they have plenty of ideas when they talk about their local culture and identity. They have also the ability to provide reactions in terms of their university experiences regarding infrastructure and facilities conducive for learning. In the process of the collaborative project, the empowered student participant (S2) had the courage to make comments and reactions during syllabus making in the context of cultural biases to the indigenous community. Again, this is related to the experiences of her cultural community and speaks of something about her cultural identity. However, the reaction came out of her learning from the discussion and the collaborative process. To recapitulate, this student participant reacted to her group's output and was able to share her reactions to the big group discussion:

Ah, it is not really like that, Ma'am (responding to the facilitator), because my concept is that when the syllabus is read by the mainstream students, they would say that in course goals as if there is specification. In the multicultural communities or groups, they could probably see some biases, because all the course goals give emphasis to the multicultural (indigenous), though I don't have in mind that the mainstream students are more superior. (S2, Excerpt from CDM9, 20 August 2008)

However, there were also limitations in terms of the capacities of the student participants. They had not been afforded the technical-know-how of curriculum development. They did not have the technical skills and competence that teachers have in developing the syllabus or critiquing the content, aims and objectives and pedagogy of the teacher education programs. When the curriculum meetings had something to do with these topics, the student participants were quiet and listening most of the time. They were given the menial tasks, or the "nitty-gritty" of being part of the curriculum team or the small

group work. For instance, one student participant was given the task of writing on the board the responses given by the other participants during the discussion. In small groupings, student participants were assigned to encode the output or do other note taking roles. In later meetings, the more active student participants were given more challenging roles. Teachers in the small groupings also asked the student participants about their opinions. For instance, the more active student participant was observed to join the discussion of the group. One student participant (S3) was asked by the teacher facilitator to recapitulate or review the preceding session as the starting point of the curriculum meeting.

Overall, the contribution of the student participants might not be seen as equal to the work done by the teachers and administrators; however they played their part to make the curriculum whole, more useful and realistic for them (both the indigenous and non-indigenous teacher education students). Their perspectives provided a good instrument for validating what should be the multicultural content of the curriculum and how it should be workable for their utilization. The positive side of the results is the confidence that they were building for themselves as a result of the collaborative curriculum process. This confidence could be a starting point to spread their wings of individual empowerment when they become teachers. As student participants expressed during the interview:

It is really a privilege for me to be one of the curriculum development team members. This experience would do well on myself and become confident in the culture where I belong or I am from. (S2, Interview)

I am so overwhelmed being a part of this curriculum development because I know that I should be equipped with different ideas, and I can use it in the real classroom setting. Now I became aware that as a teacher, I should have a thorough understanding with regards to becoming an effective teacher of different individuals. So this curriculum development activity is a worthy experience I should treasure as a future multicultural teacher. (S1, Interview)

#### **5.2.5.4 Researcher's Voice**

The researcher was given voice in this research being one of the faculty members of the PNU system who could also contribute in designing the elements of the curriculum. Instead of focusing on the voice alone which might overlap with the teacher's voice discussed earlier, I will discuss my roles in this collaborative action project. I served two major roles and other subsumed roles in the collaborative work of developing a multicultural curriculum in this research. The first major role was as the researcher undertaking this investigative project leading to a thesis completion. The second was as a leading participant and practitioner of curriculum development. The duality of these roles complemented each other and at times conflicted during the course of the inquiry.

From the beginning of the research, I acted as the researcher and facilitator of the curriculum process. I had to be the convener in order to start the collaborative project. Before the first assembly of the curriculum team, I followed the protocol for working on a project in collaboration with PNU Agusan campus, talking first with the administrators for approval. I assumed the major role as the facilitator in each of the three curriculum development meetings that combined with focus groups. In another two meetings, I played a supporting role to the main facilitator. I initiated the first meeting as a focus group to gain ideas on how the curriculum team wished to start and proceed in the process. I committed myself to share facilitation with the participants, though at times I felt constrained by my agenda to see the direction of the curriculum process. After two consecutive meetings, I encouraged other participants to volunteer to facilitate, thus relinquishing my major role as facilitator. This is a collaborative-participatory principle that I expected to see happening in the group as we proceeded with our tasks.

When other team members were facilitating the curriculum process, I was able to take a role of participant observer. As a participant, my voice in the curriculum planning was heard because I have background knowledge in multicultural education as well as pedagogy and

assessment. I also shared the vision of PNU Agusan for its commitment to produce culturally committed teachers. This is the practitioner side of me as a curriculum developer that influenced the process of our collaborative work. As an observer of the process, there were times when I silently observed the curriculum team members during the discussion or during the small group workshop.

While the sharing of facilitation and leadership was effective in enacting the process of curriculum development, it also posed some problems to me as a researcher changing to the role of a participant. At times, there were research areas that I might have captured if I were the facilitator and perceived to be important issues to my research. For instance, during the third meeting facilitated by an administrator, I would have liked to explore some important issues related to the social context of my research during the discussion of local community but since I was not the facilitator, these issues were left unfinished. Assuming the role of a facilitator seemed to give voice to curriculum making in this part of the process. On the other hand, the apparent getting “off track” also brought color and insightful feedback to the collaborative process. When such incidents happened, some members of the group were waiting for my intrusion in the process as a knowledgeable researcher. In fact, one of the teacher participants commented after the session (taken from my process observer’s comment which she felt hesitant to tell me) that I do not know what I am supposed to do; I am supposed to be the researcher and should lead the curriculum team to what we need to accomplish. The same teacher participant also commented in a succeeding meeting that it is impossible for me as a researcher to be there without knowing what to do.

I realized in this collaborative process my duality and shifting roles as a researcher and a participant. Although I had the ability to raise issues for discussion along with other participants, I had to be satisfied as a participant in some cases to try to see from the outside view of the process. If I were to be at the center stage, I would be influencing the direction of the discussion that I was so reluctant to do. The questions I raised and the comments I made

obviously come from my theoretical orientation or from my emerging theoretical framework. Thus, I refrained from expressing all my ideas; I considered this to be violation of collaborative participatory principles and practice. I needed to see the other perspectives of the participants also talking about their own ideas and eliciting their own frame of reference. At times, I needed to content myself with being silent in the group while observing and internally processing what was going on. It was sometimes dispiriting to receive negative feedback and give other members of the curriculum team an impression that I am an incompetent researcher and facilitator in that team. However, it helped the collaborative process to play this role at some points. It allowed other curriculum team members the chance to lead. During the third meeting, when I did not do anything about the administrator's facilitating faltering, it was the academic director and other members of the curriculum team who took the initiative to help the facilitator to be more focused. When it did happen, I resumed a researcher role, tried to synthesize the process, and reminded the curriculum team that it was well done as the collaborative work of the team.

In the latter stages of the curriculum process, when members of the team felt more comfortable to express their views, I shifted my role from a participant to a facilitator or at times as a researcher. I inhabited two distinct, sometimes different but related "worlds" – my world as a researcher and my world as a participant and practitioner of curriculum development. I had a problem distinguishing these two worlds at the start and along the way. Would it be the curriculum process as part of the problem I was investigating or the curriculum outcome as part of my desire to produce something valuable as a participant and practitioner? Eventually, the process itself dictated how I should play the role in different stages and degrees of relationship with other participants. I had more liberty in shifting my roles when members of the curriculum team had already bonded with each other and disclosed their personal values and beliefs. There were also times during the curriculum process when my two worlds intersected in order to accomplish a particular task in the

curriculum. For instance, there was one session when I played the role of the participant during the first half of the meeting and in the other half I played the role of the researcher because I saw the need to facilitate the process that would be helpful to my research inquiry. The insightful learning I had was to become aware of what role to play arising either on the issue or the process and take that role as necessary and when needed.

The role of the researcher could be relevant in the CPAE model being an initiator of the collaborative action project. In this research, it was the researcher who instigated the actual process of developing the multicultural curriculum following the CPAE principles. However, the researcher's voice is not the sole voice that must be heard in the spirit of CPAE principles. Voices of a range of curriculum members are essential in developing the curriculum for a local campus or school. There should be democratic participation of all curriculum stakeholders as discussed earlier. In this respect, any curriculum stakeholder with a visionary leadership could start and play the role of the researcher as an initiator of the collaborative action project. The shared vision that made the project real often emerged from the personal vision held by individuals within an organization (Donnelly, 2009). This initiator's role was discussed in Chapter 4 as an important element of the final CPAE model linked with the relevance of having a vision to start a worthwhile collaborative project for a local campus of a university.

In the preceding sections, I have presented and discussed findings from the data that are indicative of individual empowerment. The notion of individual empowerment emerged from the "I" language used by the participants, interpreted as an individuality concept, when referring to the knowledge and experiences gained from the collaborative experience. The narrations of individual participants provided evidence that they were empowered by the collaborative participatory process. It could be encapsulated in a statement, "As an individual, I (administrator, teacher or student) was empowered by the

collaborative process". At the end of the process, the participants, including administrators, teachers and students, became personally aware of different levels of individual empowerment they experienced in the process. The pre-existing attributes of the empowered participants such as individual capability, personal and professional knowledge were further enhanced by the collaborative curriculum experience. On the other hand, there were cases of individual empowerment that emerged, as experienced by the less active participants, in the collaborative process such as building of pride and confidence, knowledge affirmation and assertiveness. The impact of the participants' individual empowerment will be taken into consideration in the succeeding chapters and will provide future implications and recommendations of the study.

In the next section, collective empowerment will be discussed as a result of the curriculum team members' involvement in small group workshops and as a member of the whole curriculum team.

### **5.3 Collective Empowerment**

At the collective level, there was evidence of empowerment of the participants when in the small group and empowerment of the whole curriculum team members as they took their part and contributed to the completion of a specific curriculum task or output. Collective empowerment was achieved by members of the curriculum team at the end of the curriculum development process. Some behavior (in videos) was observed while the participants were involved in the small group tasks in several curriculum meetings. Activities like small group discussion on identification of learning competencies and the making of syllabi encouraged particularly the less active teacher participants and the student participants to be more active and share the work. This was also observed by the administrator who mentioned in her interview the noticeable active participation of the teacher participants and the students in the small group work:

Yes...the others that were the first time. I mean... can I mention Ma'am (T4) is one type of person who can share only to somebody who is seated beside her but to say her ideas in front of the public, we seldom hear her say that. Yes, ma'am (T4). Even (T2), she gives her share during informal discussions but for formal discussions like what we did last Wednesday, it was something. That is why every time I told them, it was already your turn to facilitate and then they will say, "Yes Ma'am, we are going to prepare for that". (A3, Interview)

Yes, like in the case of (S2), (S2) has been a very important part of the team, and (S3). Probably not much for the others. During our small group discussion groupings, they were also able to give their share. They were also able to let us feel that they exist. (A3, Interview)

There are cases of teacher participants who feel empowered in the small group discussions or during the workshops where their expertise in the content of the discipline or pedagogy had been considered by their group mates. One case is the narration of T2 during the interview comparing her feelings and behavior while in the curriculum team and in the small grouping:

She thought (referring to the administrator) that I could contribute something. But sometimes, I am ashamed; sometimes I could not share, during our session (whole team). So I asked myself, "What can I contribute here?" But in our sessions (small group) that we have, I feel satisfied with our output. Although during our sharing (whole team) I could not sometimes share something. But during our workshop (small group) I can, I have shared. (T2, Interview translated)

...That is my feeling, sometimes, that's why when we went out of this room I told to one of my companions, Ma'am, what is that session, I didn't say anything today. Ma'am, I feel guilty. What is it that I can contribute here? I found out later on that there are activities where we can share like the small group discussion, making of the syllabus, identification of the competencies, yes, like those.)(T2, Interview translated)

Working collaboratively with curriculum team members led some of the teacher participants to feel empowered as a member of the team. Team members shared specific tasks on several occasions. For example, most of the curriculum outputs were undertaken in small group workshops and presented to the whole curriculum team afterwards for critiquing and validation in order to arrive at a decision. And for the presentation of the curriculum to the general faculty, the participants found the team approach to be effective and empowering. Teacher 2 during the interview strongly stressed this point:

As a group we will be more empowered rather than doing it (curriculum output) individually. (T2, Interview)

Collective empowerment was observed among the participants and generated sub-themes of (1) team empowerment, (2) ownership of knowledge, and (3) shared facilitation. The experiences of the participants in curriculum development will be described in the succeeding section that provided indicators for collective empowerment and led to the emergence of these sub-themes.

### **5.3.1 Team Empowerment**

The first experience of team empowerment occurred with the exposure trip to the local school community where every member of the curriculum team was paired with another member to gather the needed data and input for the infusion in the curriculum content. The participants called it the “buddy-buddy system”. It would be better to go to Esperanza National High School as a team working in pairs. The whole task was coordinated as a team so that each one would be confident of the information that they would be getting from the teachers, administrators, indigenous students and their parents in the local community. The process was similar to the inductive method of teaching, where elements have to be drawn in order to come up with the whole piece of work later. The experience of each participant during the exposure trip was a significant contribution to the completion of the assigned task. I observed the active participation of paired groups undertaking the tasks assigned to them. I noted in my research diary (dated 9 July, 2008) that when the curriculum team members worked simultaneously and collaboratively there was a bonding among the team members while travelling along the road to our destination. It was probably one of the reasons for the successful achievement of the travel purpose and objectives. The performance of the curriculum team members was also

evident by the field reports they presented to the whole team in the next scheduled meeting after the exposure trip.

Further evidence of team empowerment was shown through team teaching in facilitating a particular curriculum meeting coupled with lecture presentations. For instance, curriculum meeting 8 was the first time when the two less active teacher participants were given the chance to facilitate the session. They were only encouraged to do the job when they knew that it would be a team teaching activity and not an individual facilitation. I joined the two teacher participants in presenting this session since it was a combination of lecture discussion on pedagogy and assessment and the workshop for multicultural infusion in the teacher education syllabi. Teacher (2) presented on pedagogy while I did the presentation on assessment. Teacher (4) led the critiquing of the workshop for the syllabi with multicultural infusion. It was a very long session that extended to the next meeting in order to finish the critiquing of the syllabi. Towards the end of the curriculum meeting, the team decided to do the collaborative presentation to the general faculty. The two teacher participants here felt empowered after facilitating the session since it was a first time experience for them to do this. Working collaboratively as a team was perceived by these two teacher participants (T2 and T4) as a powerful influence when trying to promote decision making as a collective effort of the curriculum team. In the context of the curriculum output presentation, these two teacher participants realized that it would be better to work as a team when seeking approval from other members of the academic community who were not part of the curriculum development process. This was strongly emphasized during the interview with Teacher 2:

I think Ma'am with the group the way we did our presentation with our output. We tried our best that the group will really agree with the changes in our syllabus although that syllabus is not yet implemented. We were able to make them approved the implementation of the changes. And so this is already an indicator that we have power as a group; we have influenced or convinced the body or the faculty.) (T2, Interview, translated)

In the same presentation of the curriculum output to the general faculty, Teacher 4 observed that the other teacher member of the team (T3) was becoming more supportive of the objective of the curriculum team to get the approval of the general faculty. This is the teacher who was perceived by the curriculum team members as the most critical and aggressive member of the team during the whole process of curriculum development. However, when the team presented the output, Teacher 4 mentioned, during the interview, that Teacher 3 was providing support to the team members or what she termed in Filipino language as “*kampi*”. T4 said:

What we have done is already empowerment because we made it, the group made the competencies, then, the content, it is empowerment right? (T4, Interview translated)

Yes, that's it. But during the presentation, I can sense that Ma'am ... (T3) is making “*kampi*” to the team. In the Cebuano language it means **Laban mi sa imo**. (T4, Interview translated)

It was observed and commented on as well by the administrator (A3) as empowerment of the participants as a team to be able to share the curriculum output to the general faculty.

To put emphasis on what she said:

...when they (less active teachers and administrator) did their share... although there was a feeling of inadequacy for others... but the fact that they were able to open up, they were able to share and even present in front of the many, I think that is an indication of empowerment. (A3, Interview)

In the socio-cultural context of the Filipino society, “*kampi*” means having somebody to lean on to provide support or having someone to stand by your side and not leaving you behind. In the context of curriculum development when the teacher participant used the term, it means that Teacher 3 was very critical of providing comments during the process of curriculum development and even more critical of the other member to whom she had conflict with. Yet, during the presentation of the output, she provided more support to the curriculum team by defending the content of the curriculum output and helping the team members in answering the questions of the general faculty. This gesture made the other

members of the curriculum team feel empowered by the support given by the other team members especially the already empowered ones.

Team empowerment was particularly observed during the last few meetings when the less active team members became more comfortable in working with small groups in the presence of empowered administrators and teachers. This was especially the case for the student participants. In summary, the indicators of team empowerment were paired grouping or the "buddy-buddy system", team teaching and team support in presenting the curriculum output in the general assembly of faculty.

### **5.3.2 Ownership of Knowledge**

Ownership of knowledge emerged as a sub-theme of collective empowerment, particularly claiming the multicultural curriculum as a product of a collaborative effort of the team. At the beginning of the presentation of this chapter, I related a story about how the administrator, who happened to be the academic director at the same time, demonstrated ownership of the curriculum. Although it was really part of my orientation to the whole curriculum team, that the curriculum itself will be their own product which they can utilize as their own work, it was only through the feeling of belongingness and involvement of the curriculum members in the whole process of curriculum development that the claim for the ownership of knowledge intensified. One very clear expression could be gleaned from the interview with one administrator (A3):

We did everything and there is the sense of ownership, something like that. And then there is the sense of fulfillment, it's something like this is ours. This is inherently ours, this is for us and this is also for our students. (A3, Interview)

...there was this sense of ownership and then because those who are at the bottom, those who are actually directly involved know better the situation rather than people who are actually a distance apart from the real scenario telling us what to do, telling us how to develop our curriculum. (A3, Interview)

From the words of this administrator, the sense of ownership also validated the importance of adopting the *bottom-up* approach in curriculum development since those

who were directly involved know better their local situation and the needs of the people to be addressed in the curriculum. This result is similar to Zais's (Oliva, 2009 p.58) "grass-roots model" of curriculum decision-making. Zais, said:

The grass-roots model of curriculum engineering is initiated by teachers in individual schools, employs democratic group methods of decision making, proceeds on a "broken front", and is geared to the specific curriculum problems of particular schools or even classroom (Oliva, 2009 p. 58).

It is evident that the collaborative participatory process that allows the curriculum team members to be part of the team and explore their knowledge provided them with realistic experiences that enabled them to have a sense of curriculum ownership. Owning the knowledge provides a feeling of fulfillment for something that is achieved, such as the multicultural curriculum outcome. It engendered more pride and confidence among the participants for completing a worthwhile project. Even the initially less active administrator, and teacher participants claimed ownership of the curriculum as a result of the collaborative experience. Two teacher participants put emphasis on pride and confidence during the interview:

We feel empowered because it is us who did it; I'm part of designing it so I could implement it correctly. (T1, Interview)

Yes, it was really a good experience for us. We were acknowledged as teachers who are directly involved of what we are doing with our students here in Agusan. So, the infusion is good, we can tell what we need to infuse because we base on what is happening here in Agusan. We can say that the curriculum is a product of our work. (T4, Interview translated)

Student participants had the same feeling after completing the assigned task. The joy of completing such an unusual task and performing a different role made them appreciate that they were selected to be part of the curriculum team. During the interview with them, there were also indicators of increased ownership compared to their feeling at the beginning of the collaborative project where they expressed feelings of inadequacy for their lack of competency in doing such work. The changes in the feelings and thoughts of the student participants could be attributed to their involvement in the collaborative

participatory process. Here is a response of one student participant during the interview after her involvement in the curriculum team:

What we did was a good approach to curriculum development. Because not only the administrators designed the curriculum but we, students were also involved. We were able to share our sentiments as students because we are the persons who are mainly affected by the curriculum. We had the chance to say our ideas on what is best for us according to the standards of the PNU system. (S1, Interview, translated)

The curriculum emerged from the “bottom” from the community. Then, it came out of opinions and “brains” of the majority. I would say there was no manipulation. It was beautiful because it was collaboratively done. (S1, Interview, translated)

Based on the preceding discussion of results, belongingness and involvement in curriculum development, feelings of achievement, pride and confidence are all indicative of ownership of knowledge as experienced by members of the curriculum team.

### **5.3.3 Shared Facilitation**

Another sub-theme of collective empowerment that has emerged from examining records of the collaborative participatory process is shared facilitation. Facilitation exemplifies a non-traditional leadership role. According to Wiles (2009), curriculum planning has to take a unique leadership role. This kind of curriculum leadership is not about telling, deciding or ordering change or exerting power over people. Curriculum leadership is about a facilitating process that the curriculum leaders take in building collaborative teams, in order to achieve a common purpose. It is more of exercising power in working with people.

The collective responses of curriculum team members indicate that the collaborative participatory approach to curriculum making was successful in distributing facilitative leadership in the process of working with different curriculum tasks. Initially, as the principal researcher, I initiated the process of setting up the curriculum team, orienting the team members regarding the project and facilitating the first two curriculum meetings. During the second curriculum meeting, when I felt that members were starting to feel at ease and

familiar with the work, I asked for a volunteer to facilitate the next meeting. When a member of the group successfully did the facilitation, other curriculum members felt encouraged to accept the challenge of facilitating in the succeeding meetings when the curriculum team members nominated them.

In the organizational culture of the Agusan campus, it seems that no one will volunteer to do a job unless nominated by someone else or by the group. Hence, being nominated as a team leader or facilitator normally earns high respect and prestige. At the end of every meeting, when the assigned facilitator asked who would be the next facilitator, everyone looked at each other (in video). Then, they demonstrated the “*pakiramdaman*” first of one another. “*Pakikiramdam*” in the Filipino concept, “**Paminawon**” in their dialect or the local context of Agusan community means not verbalizing one’s thoughts and feelings in an immediate straightforward manner but, trying to get a feel or sense first of the other members in the group. In this curriculum-making context, trying to sense whether someone wants to be a facilitator or if somebody likes it, she would still prefer to be nominated by her colleagues. The administrator (A3) initiated the nomination of the senior administrator participant to be the second facilitator. In the succeeding meetings, members of the curriculum team were happy nominating other members of the curriculum team until such time that we also tried to nominate the less active members of the team. I observed in most of the curriculum meetings that the facilitator was also happy to do the job when the group nominated her. Understandably, the student participants did not try the facilitation role since the work of the curriculum team was becoming more difficult and too technical towards the end of the curriculum meetings.

The participants who facilitated demonstrated signs of empowerment through this role because the curriculum team members provided them encouragement and support. According to my personal observation as a participant, the empowered participants

showed more confidence in the art of facilitating the sessions, as in the case of the two administrators (A3 and A4) and teachers (T3 and T1). However for the other administrator (A2), the chance to be the facilitator gave her more confidence towards the latter part of the working sessions. It was an opportunity for her to speak her mind and show also the ideas that were on her mind but not yet articulated because others were already saying the ideas. According to this administrator during the interview, there was still a feeling of inadequacy but the fact that she was able to share and talk in front of her colleagues and other members of the team could be considered an achievement for her. She told me during the interview that her personality is more like that, passive and quiet. Yet, the chance to facilitate gave her the feeling of confidence that she could also do such a challenging role just like the administrator (A3) and teacher (T3) whom she felt are already empowered by virtue of their strong personalities.

Taking up the challenge of being assigned to facilitate group activities was perceived by one teacher participant (T3) as an indicator of empowerment. Not everyone has the courage to face the academic community, especially when the role to perform is a first time experience. For the beginners, there was a feeling of inadequacy and yet there was pride once a successful facilitation had been done as measured by the expected outcome of a meeting or workshop. Most teacher participants revealed that this curriculum leadership challenge was a first time experience to do the facilitating role. They were not given the opportunity to take such a leadership role in the local campus especially when it concerned academic tasks. According to one of my process observers, the teachers were not given the chance to become the leader discussant since most of the department heads or selected active teachers were assigned to do the task. Besides, the higher authority already made most academic decisions from the main campus so there was not much deliberation during the local campus meetings. For this reason, most of the teachers have

been reluctant to express their views or comments on certain academic matters. This is a reason behind one teacher participant who expressed her happiness tremendously for being part of the curriculum team and acting as one of the facilitators. She even shared her experience to her husband after the sessions. She had this story to share during the interview:

I told my husband, *Aba* (Filipino expression); I have a different experience now. He asked, why? I said, "We are the ones making our curriculum". He said, "ah ok, so what are you doing there?" I was able to do facilitation. I am telling him the story, although he does not know about it (laughing). (T4, Interview, translated)

The chance to facilitate also gave the teacher participants opportunities to enhance their ability to design the curriculum. According to one teacher participant (T1), the process of facilitating was more difficult than teaching or giving a lecture because one does not know what the people will say. It is more difficult when one does not have the grasp of knowledge in the area of facilitation, and at the same time working with people having different backgrounds and personalities. However, the experience of facilitating in one of the curriculum meetings made her realize that she could develop the ability to do it and possibly apply such knowledge to the same situation if ever she would be invited to work on another curriculum. This teacher participant (T1) provides an example of her insightful learning during the interview:

...what we do as facilitators were to be caught sometimes because of the different ideas like different personalities, different background, prior knowledge. (T1, Interview)

Collective empowerment was achieved by the curriculum team when they talked in terms of the "we" language with the demonstration of the following indicators: team empowerment where every member of the curriculum team provided encouragement and moral support for any curriculum task accomplished and presented by the whole curriculum team. This support and encouragement was also shown in the shared facilitation particularly for the less active participants who did their best out of moral

support of curriculum team members. Collective empowerment suggests team building and creation of synergy among the members of the curriculum team. The synergy created among the team members sounded like saying, “We were empowered as a team by the collaborative process”. Collective efforts of the curriculum team were further recognized in the accomplishment of the multicultural curriculum outcome. The pride and recognition of all curriculum team members as a collective body every time the collaborative project was presented to other people or group outside of the curriculum team is an indication of communal ownership of knowledge. The knowledge the curriculum team members claimed to own was presented in the multicultural curriculum outcomes in the next chapter.

## **5.4 Chapter Reflections**

In this chapter, I have discussed the analysis of empowerment as one of the main themes in my study. In this presentation, each sub-theme was supported by the narration of thoughts, feelings and experiences of the participants from the curriculum meetings and focus group discussions or individual interviews. The cases of teachers' and students' empowerment have also been presented here.

Generally speaking, the whole process of curriculum development ran smoothly enabling the curriculum team to achieve the expected curriculum output and the participants' empowerment that was envisioned at the beginning of the collaborative project. The findings of this research provided evidence on individual as well as collective empowerment of the participants as a result of the collaborative participatory process. The participants' empowerment gave voice to significant people (especially the less active administrator, teachers and students) in curriculum development. The voice of the participants, particularly teachers and students, was evident in their contributions to the successful creation of the multicultural curriculum outcome describing the changes made

in the Agusan teacher education program. These multicultural outcomes will be discussed in the next chapter.

# CHAPTER SIX

## MULTICULTURAL CURRICULUM OUTCOMES

### **6.0 Introduction**

This chapter outlines changes made in the teacher education curriculum as a result of the collaborative participatory curriculum development process. While evaluation of the curriculum outcome was beyond the scope of the thesis, it was nevertheless considered important to report on the “final” product as an essential component of the ongoing action research. It was one aim of the research to create a multicultural curriculum to meet the needs of the Agusan local community. The multicultural curriculum aims and purposes were cited in Chapter 1 in the implementation phase of the curriculum development model framework.

There was a sense of fulfilment to see what we had accomplished as a team in this research though it may not yet be complete. At least, this was a visible outcome that served as a starting point for the collaborative action research project. It was one of the CPAE principles to translate the institutional and shared vision of the curriculum team into practice. The collaborative effort of the curriculum team had borne fruit in terms of a multicultural curriculum outcome. As a researcher, I wanted to plant a seed of legacy that would live on in the minds and hearts of the Agusan community. I would like to reiterate the starting point of thinking about creating this multicultural curriculum for the local campus of Agusan. I wanted to continue what I had touched on in my Masters program when I did my fieldwork with the Manobo students of Agusan. The main recommendation of the study was to revisit the curriculum and work on it to become culturally responsive (Reyes, 2004). In this study, I found out that individual efforts had been made by a few faculty members to consider the Manobo students’ needs in their

teaching. However, these individual attempts were just the beginning of the development of a culturally responsive curriculum. The curriculum, including content of the syllabi and the teaching methods, still needed to be reviewed in consideration of students' cultural background. I personally wanted to see this process to be incorporated in revisiting the Agusan campus curriculum and translate the multicultural goal into a culturally responsive curriculum. In doing so, it would reflect the kind of identity the prospective teachers must have, as graduates of the university (Reyes, 2004).

Creating a multicultural curriculum was a vision that was shared by the academic community of Agusan campus. I explained in the discussion of the CPAE model in Chapter 4, the importance of having a shared vision in order to plan for a curriculum development. Re-thinking the Agusan teacher education curriculum needed the collaborative effort of the whole academic community. As an interested researcher, I wished to collaborate with people who shared this vision of constructing a multicultural curriculum to be utilized by the Agusan local campus.

In the previous chapter I described some indicators of empowering the participants involved in this study. From another perspective, the desired curriculum outcome could in its own way be credible evidence of the successful exploration of the collaborative participatory process that this research primarily aimed for. The multicultural curriculum in the Agusan teacher education program proved to be a concrete outcome of the collaborative participatory process. As well, in the process of exploring the collaborative participatory process, the results also yielded a curriculum process at the instructional level that is workable in terms of infusing multicultural concepts in the teacher education curriculum syllabi. This chapter presents the curriculum outcomes as two-fold: (1) the multicultural curriculum outcome, and (2) the curriculum infusion process that led to the creation of the sample syllabi in the three components of the

teacher education program: general education, professional education and specialization. This chapter answers another significant question of the study, “To what extent does the CPAE model achieve its purpose to provide a locally responsive curriculum suitable for a local campus of a teacher education university?”

## **6.1 Changes in the Agusan Teacher Education Program**

In response to the mission of the Agusan campus to improve its curricular program in order to meet the felt needs of both the mainstream and marginalized sectors of the local community, a multicultural curriculum was envisaged as the outcome of a collaborative action project. The purpose of multicultural education is not only to cater for a marginalized group, but to also raise the mainstream students’ cultural sensitivity to other ethnic students on the campus (Kitano, 1997; Nieto, 2004). This was the basis of the multicultural education framework where the decision for Agusan curriculum changes was made by the curriculum team. To achieve this purpose, a multicultural infusion (Gay, 1997) was opted by the curriculum team rather than creating a separate program as a course of specialization as I originally imagined it as a researcher.

Table 6.1 presents the summary of changes made in the existing curriculum that produced the Agusan curriculum standard after infusing multicultural standards and that aligned with the PNU teacher education curriculum main campus standards presented in Chapter 1. In addition to the PNU vision of an empowered teacher (PNU Teacher Education Curriculum Model, 2005) now the Agusan campus curriculum framework envisioned an empowered multiculturalist teacher. As one Agusan director emphasized during deliberations about curriculum changes in the meeting with a reference group, the Agusan campus curriculum now has a “multicultural flavor” (field notes 06 August, 2008). This ‘envisioned multicultural teacher’ was described by the curriculum team in terms of the knowledge, attitudes and values, and skills needed by every pre-service teacher from the Agusan campus after

completing a four-year Bachelor course in Elementary or Secondary Education. Details of existing PNU competencies can be found in Appendix 8.

**Table 6.1: PNU Agusan Curriculum Before and After Curriculum Development**

<b>Teacher Education Component: General Education (Educated Person)</b>	
<i>Existing PNU Curriculum Standard</i>	<i>Proposed Agusan Multicultural Curriculum Standard</i>
<p><b>General:</b> Demonstrates an understanding of culture, and the impact of change</p>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of local history/history of tribal and ethnic groups</li> <li>• Demonstrates an understanding of the political history of locality</li> <li>• Displays awareness of relevant laws of the different ethnic and tribal groups</li> <li>• Keeps abreast with current trends and issues of local community</li> <li>• Demonstrates an understanding and background knowledge of different cultural rearing practices</li> </ul>
<p><b>General:</b> Explores the roles of culture and the arts in societies</p>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the different cultural practices and life ways of different ethnic groups</li> <li>• Explains the aesthetic contributions of different ethnic groups in Agusan</li> </ul>
<p><b>General:</b> Examines human values and belief system</p>	<ul style="list-style-type: none"> <li>• Appreciates and respects the cultural values and belief system of the different ethnic groups</li> <li>• Demonstrates fairness in dealing with multicultural students</li> <li>• Demonstrates open-mindedness to local ways of thinking</li> </ul>
<p><b>General:</b> Understands the self and human interactions</p>	<ul style="list-style-type: none"> <li>• Shows commitment and patience in teaching multicultural/ethnic students</li> </ul>
<p><b>Changes:</b> Inclusion of local, political history/history of tribal and ethnic groups, Current trends and issues of local community, Understanding of different cultural rearing practices, Specifying cultural practices and aesthetic contributions of different ethnic groups in Agusan, Emphasizing appreciation and respect for cultural values and belief system of different ethnic groups, fairness with multicultural students, open-mindedness to local ways of thinking, commitment and patience in teaching ethnic students</p>	

Table 6.1 (cont)

<b>Teacher Education Component: Professional Education (Reflective Practitioner)</b>	
<i>Existing PNU Curriculum Standard</i>	<i>Proposed Agusan Multicultural Curriculum Standard</i>
<ul style="list-style-type: none"> <li>• Draws from a wide repertoire of strategies and adapt them to fit the instructional context</li> <li>• Initiates activities that encourage school-home-community partnership and engages in educational activities that promote personal renewal and social transformation</li> <li>• Connects school and classroom activities with student homes, work places, and the community</li> <li>• Utilizes indigenous knowledge system to enhance education</li> <li>• Explores responsive and effective alternative systems in delivering education</li> <li>• Shows commitment to the principles of peace, justice, freedom, and human rights</li> <li>• Seeks to improve the educational practices within one’s own school setting by conducting inquiries to serve students more effectively, and generates knowledge that enhances the discipline</li> <li>• Maintains and updates the teacher’s knowledge base on educational trends and innovations</li> <li>• Creates and selects a variety of evaluation strategies that provide information about student learning, that are aligned with the curricular goals, and that assist students in reflecting on their own progress</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use local and indigenous instructional materials</li> <li>• Demonstrates teaching methods/strategies for multicultural education</li> <li>• Actively involves oneself in the cultural activities of the local community</li> <li>• Critically aware of what is happening in the local environment</li> <li>• Can adapt to local lifestyles and practices</li> <li>• Develops local and indigenous materials for teaching multicultural students</li> <li>• Provides classroom atmosphere that respects ethnic diversity</li> <li>• Be conscious of equity issues with ethnic students</li> <li>• Demonstrates skills in ethnographic research</li> <li>• Uses variety of authentic/alternative assessment strategies responsive to the cultural context</li> </ul>
<p><b>Changes:</b> Localization of teaching methods, strategies and the use of instructional materials, Active involvement in cultural activities of local community, Awareness of local environment, Adaptation of local lifestyles and practices, Equity issues with ethnic students, Focus on ethnographic research, Use of alternative assessment strategies responsive to cultural context</p>	
<b>Teacher Education Component: Specialization (Responsive Specialist)</b>	
<i>Existing PNU Curriculum Standard</i>	<i>Proposed Agusan Multicultural Curriculum Standard</i>
<p><b>General:</b> Manifests expertise in the content of the discipline</p> <p><b>General:</b> Applies the appropriate method of inquiry in the discipline</p> <p><b>General:</b> Shows how knowledge in the discipline can be relevant to contemporary life</p>	<ul style="list-style-type: none"> <li>• Keeps abreast with multicultural issues in education</li> <li>• Recognizes the significance of multicultural education and is able to integrate it with the content of the discipline</li> </ul>
<p><b>Changes:</b> Integration of multicultural content and issues with the content of the discipline</p>	

In summary, the Agusan campus curriculum aims to produce multiculturalist teachers who have acquired competencies in the three components of the teacher education program: General Education, Professional Education and Specialization. As an educated multicultural person, PNU Agusan graduates must have not only national and global understanding of current educational trends and issues but also an understanding of the local, political history and culture of the ethnic groups in their own local community including beliefs, practices, customs, traditions, values, rearing styles and learning styles. PNU Agusan graduates are also expected to demonstrate commitment, fairness and patience in dealing with ethnic students. As reflective multicultural practitioners, PNU Agusan graduates must use and localize teaching methods, strategies and instructional materials and provide alternative assessment strategies suitable for diverse students in the local community or at least address the indigenous learning systems such as Manobo students in the classroom. PNU Agusan graduates can also be agents or mediators of multicultural issues by actively participating in the local activities of the community. The research to be conducted by the Agusan faculty and students must focus on ethnographic research to include local lifestyles and practices and solve multicultural problems with ethnic students. As a responsive multicultural specialist, PNU Agusan graduates should be able to promote multicultural education by infusing multicultural content and issues into the content of the discipline he or she will be teaching.

Following the changes in the learning competencies of PNU Agusan campus, the curriculum team identified the multicultural content for infusion and the courses by which multicultural content and issues could be infused. Table 6.2 describes the multicultural content and issues for infusion in selected courses of the three components of Agusan campus teacher education curriculum. Details of the multicultural content

and issues can be found in Appendix 9. Competency-based standards can be formulated based on the column on multicultural curriculum standards.

**Table 6.2: Multicultural Content for Infusion in Selected Courses**

<b>Proposed Agusan Multicultural Curriculum Standard</b>	<b>Multicultural Content for Infusion</b>	<b>Courses for Multicultural Infusion</b>
<b>Teacher Education Component: General Education</b>		
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of local history/history of tribal and ethnic groups and their contributions to society</li> </ul>	A. Local History <ol style="list-style-type: none"> <li>1. Characteristics of Different Ethnic Groups</li> <li>2. Ancestral Origin</li> <li>3. Contribution to Society               <ol style="list-style-type: none"> <li>a. Political System</li> <li>b. Economic</li> <li>c. Socio-Cultural</li> <li>d. Religion</li> </ol> </li> </ol>	PED 1 (Foundations of Education) HIS 1 (Philippine History) SS 2 (Economics Education)  Humanities 1
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the political history of locality</li> <li>• Displays awareness of relevant laws of the different ethnic and tribal groups</li> </ul>	B. Political History/Laws of Ethnic Groups	SS 1 (Philippine Government and Constitution)
<ul style="list-style-type: none"> <li>• Keeps abreast with current trends and issues of local community</li> </ul>	C. Current Trends and Issues <ol style="list-style-type: none"> <li>1. Migration/Emigration to Urban Areas/Displacement</li> <li>2. Retrieval of Ancestral Lands</li> <li>3. Awareness of the Conservation of Resources</li> <li>4. Literacy/ Education/Indigenous Language</li> <li>5. Assimilation of Other Cultures</li> </ol>	SS 5 (Issues & Problems in Contemporary Society)
<ul style="list-style-type: none"> <li>• Demonstrates a working knowledge on the use of the indigenous language</li> </ul>	1. Panitikan at Wika ng Iba't-ibang Rehiyon ng Bansa	F2 (Literatura ng Filipino)
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the different cultural practices and life ways of different ethnic groups</li> </ul>	1. Different Cultural Practices and Life ways of Ethnic Groups Family	PED 1 (Foundations of Education) PED 2 (Child and Adolescent Development)  Humanities 1
<ul style="list-style-type: none"> <li>• Explains the aesthetic contributions of different ethnic groups in Agusan</li> </ul>	2. Aesthetic Contributions	
<ul style="list-style-type: none"> <li>• Appreciates and respects the cultural values and belief system of the different ethnic groups</li> </ul>	1. Human Values <ol style="list-style-type: none"> <li>a. Respect of Elders</li> <li>b. Respect of Religious Symbols</li> <li>c. Respect of Ecology</li> </ol> 2. Belief System	VE 1 (Values Education)

Table 6.2 (cont)

Proposed Multicultural Standard	Agusan Curriculum	Multicultural Content for Infusion	Courses for Multicultural Infusion
<ul style="list-style-type: none"> <li>• Demonstrates fairness in dealing with multicultural students</li> <li>• Demonstrates open-mindedness to local ways of thinking</li> <li>• Shows commitment and patience in teaching multicultural/ethnic students</li> </ul>		<ol style="list-style-type: none"> <li>1. Relationship with Multicultural Students- awareness of cultural diversity/differences, tolerance, appreciation</li> <li>2. Local Ways (Open-mindedness)</li> <li>3. Commitment in Teaching Multicultural Ethnic Students</li> </ol>	<p>VE 1 (Values Education)</p> <p>SS 2 (Economics Education) Pers Ed 1 (Teacherhood) G-PSYCH 1 (General Psychology)</p>
<b>Teacher Education Component: Professional Education</b>			
<ul style="list-style-type: none"> <li>• Develops and uses local and indigenous strategies and instructional materials</li> </ul>		<ol style="list-style-type: none"> <li>1. Local and Indigenous Materials: Its Uses and Characteristics</li> <li>2. Making use of Local and Indigenous Instructional Materials</li> <li>3. Demonstration Teaching Using Local and Indigenous Materials</li> </ol>	<p>PED 4 (Educational Technology)</p> <p>PED 6 (General Principles and Methods of Teaching 2)</p>
<ul style="list-style-type: none"> <li>• Actively involves oneself in the cultural activities of the local community</li> </ul>		<ol style="list-style-type: none"> <li>1. Multicultural Activities of Different Ethnic Group</li> <li>2. Immersion in Multicultural Activities</li> <li>3. Peace Education</li> </ol>	<p>PED 18 (Practicum)</p> <p>PED 1 (Foundations of Education) PED 13 (Development in Education)</p>
<ul style="list-style-type: none"> <li>• Encourages parent-teacher involvement in support of student learning</li> </ul>		<ol style="list-style-type: none"> <li>Parent-Teacher Involvement in Students' Learning</li> </ol>	<p>PED 18 (Practicum)</p>
<ul style="list-style-type: none"> <li>• Utilizes appropriate alternative system strategies in multicultural educationn</li> </ul>		<ol style="list-style-type: none"> <li>Strategies in Multicultural Education/Culturally Diverse Students</li> </ol>	<p>PED 6 (General Principles and Methods of Teaching 2)</p>
<ul style="list-style-type: none"> <li>• Provides classroom atmosphere that respects cultural diversity</li> </ul>		<ol style="list-style-type: none"> <li>Classroom Management for Culturally Diverse Students</li> </ol>	<p>PED 6 (Principles &amp; Methods of Teaching 2) PED 18 (Practicum)</p>
<ul style="list-style-type: none"> <li>• Demonstrates skills in ethnographic research</li> </ul>		<ol style="list-style-type: none"> <li>Ethnographic Research</li> </ol>	<p>PED 14 (Introduction to Research)</p>
<ul style="list-style-type: none"> <li>• Uses variety of authentic/alternative assessment strategies responsive to the cultural context</li> </ul>		<ol style="list-style-type: none"> <li>Authentic Assessment, Strategies/ Tools Responsive to Cultural Context</li> </ol>	<p>PED 7 (Assessment and Evaluation of Learning) PED 9 (Curriculum Development and Instructional Planning) PED 6 (General Principles and Methods of Teaching 2) PED 11 (Alternative Education)</p>

Table 6.2 (cont)

Proposed Multicultural Standard	Agusan Curriculum	Multicultural Content for Infusion	Courses for Multicultural Infusion
<ul style="list-style-type: none"> <li>Uses ways to monitor effects of teaching on student learning</li> </ul>	H.	Ways to Monitor Effects of Teaching of Students' Learning (Performance, Portfolio Assessment and Rubrics and other ways)	PED 7 (Assessment and Evaluation of Learning) PED 6 (General Principles and Methods of Teaching 2) PED 9 (Curriculum Development and Instructional Planning)
<b>Teacher Education Component: Specialization</b>			
<b>BSE (Bachelor of Secondary Education) English</b>			
<ul style="list-style-type: none"> <li>Keeps abreast with multicultural issues in education</li> <li>Recognizes the significance of multicultural education and is able to integrate it with the content of the discipline</li> </ul>		<ul style="list-style-type: none"> <li>Barriers in Foreign Language Acquisition</li> </ul>	S-Eng 27 (Introduction to Language)
		<ul style="list-style-type: none"> <li>Contrastive Analysis</li> <li>Use of Indigenous/Local Resources</li> </ul>	S-Eng 28 (Preparation & Evaluation of Instructional Materials)
		<ul style="list-style-type: none"> <li>Available Local Translated Genres</li> </ul>	S-Eng 14 (Speech & Stage Arts)
<b>BEE (Bachelor of Elementary Education)</b>			
		<ul style="list-style-type: none"> <li>Fauna and Flora Varieties in Locality</li> </ul>	CEC-S1 (Elem. Botany & Zoology)
		<ul style="list-style-type: none"> <li>Home and Family Living</li> <li>Money Management</li> </ul>	CEC HELE (Home Economics & Livelihood Education)
		<ul style="list-style-type: none"> <li>Beliefs and Concepts of Health</li> <li>Health and Sanitary Practices</li> </ul>	CEC S4 (Science & Health Curriculum & Strategies in Teaching)

Table 6.2 also represents the final curriculum outcome created by the curriculum team to serve as a guide for Agusan faculty members' intended multicultural infusion in their courses. BSE (Bachelor of Secondary Education) English and BEE (Bachelor in Elementary Education) are examples of multicultural infusion in the specialization. Other specialization courses offered by Agusan campus with intended multicultural infusion can be found in Appendix 9. The courses for infusion were identified to guide teachers on how to appropriately infuse multicultural content in a particular course. This summary table became the basis for the multicultural infusion in the sample course syllabi designed by the curriculum team members in a small group workshop. The

curriculum team decided on the process of making the exemplar syllabi with multicultural infusion as an initial implementation of the curriculum changes.

## **6.2 Multicultural Infusion Model in Teacher Education Curriculum**

The infusion process model (Figure 6.1) was designed by the curriculum team based on the suggestion of one teacher participant (T1) to create a model for multicultural infusion in the three identified sample syllabi for general education, professional education and specialization. Other components of the model were drawn from Kitano's model for multicultural course and syllabus change in postsecondary courses in the United States such as the instructor's multicultural goals and course elements and syllabus (Kitano, 1997). This is understandable because the Philippine teacher education program was patterned after the US model. The first step in the infusion model was the identification and understanding of the course goals and the multicultural goals taken from curriculum standards or competencies. The multicultural goals would be the basis of the multicultural content for infusion in the specified course for integration. The curriculum team decided to adopt one dimension of multicultural education from Banks (Banks, 2005; Banks, 2010), content integration. In this dimension, teachers use content and examples from different ethnic groups to illustrate key concepts, principles or theories of their course or discipline. The infusion should be authentic rather than contrived. For instance, one teacher participant cited the example of using local resources in the community to explain a particular concept. The next step was to identify the desired level of change or perspective that teachers would like students to attain in their course. This could be seen in writing the course objectives; whether it is conceptual (cognitive domain), attitudinal (affective domain) or behavioral (psychomotor domain). The modes of infusion as decided upon by the curriculum team

could be natural, meaning the multicultural content should be infused throughout the course as a natural vehicle for multicultural content integration because the content of the discipline suits issues on multicultural education. For instance, social sciences courses could infuse multicultural content naturally because the discipline discusses societal issues and it includes race, or ethnicity. In disciplines such as Mathematics and other technical professional education courses for instance, a teacher could provide an example situation in order to infuse fairness in dealing with ethnic students in teaching about the concept of fractions.

Pedagogical and assessment strategies for multicultural students also need to be considered when multicultural infusion of content is applied. To be culturally responsive in the teaching practice, the teacher should be able to use a varied instructional activity which means they need to have a wide “repertoire of strategies” for a diverse classroom (Villegas & Lucas, 2002). The use of varying strategies for multicultural students was also discussed by the curriculum team in one of the meetings focusing on pedagogy. However, it was just a glimpse of pedagogy because there was lack of time to discuss the suitability of pedagogical strategies to address the diversity of students. Another important aspect of multicultural infusion is the use of varied approaches to assessment of multicultural students. The curriculum team also discussed assessment in one of the curriculum meetings. It was suggested by one teacher participant (T3) that assessment could also be different for students with differing ethnicity. This was valid since indigenous students like the Manobos of Agusan were more holistic in their views and approach to learning (Reyes, 2004). The faculty should be able to identify the needs and strengths of diverse students in order to help them grow academically and assessment strategies should be authentic for this matter (Villegas & Lucas, 2002). Pedagogical and assessment strategies are two important

elements of the curriculum that need to be examined closely as curriculum developers work on the implementation of the proposed multicultural curriculum. In the meantime, the curriculum team developed exemplars for other faculty members to trial in their classrooms.

Following the infusion process model (Figure 6.1), the curriculum team was able to design sample syllabi with multicultural infusion in the Professional Education course (Prof. Ed.6 – Principles and Methods of Teaching); Specialization course (Eng 28 – Preparation and Evaluation of Instructional Materials); and General Education course (SS 2 – Economics Education). Sample syllabi are reproduced in Appendix 10.

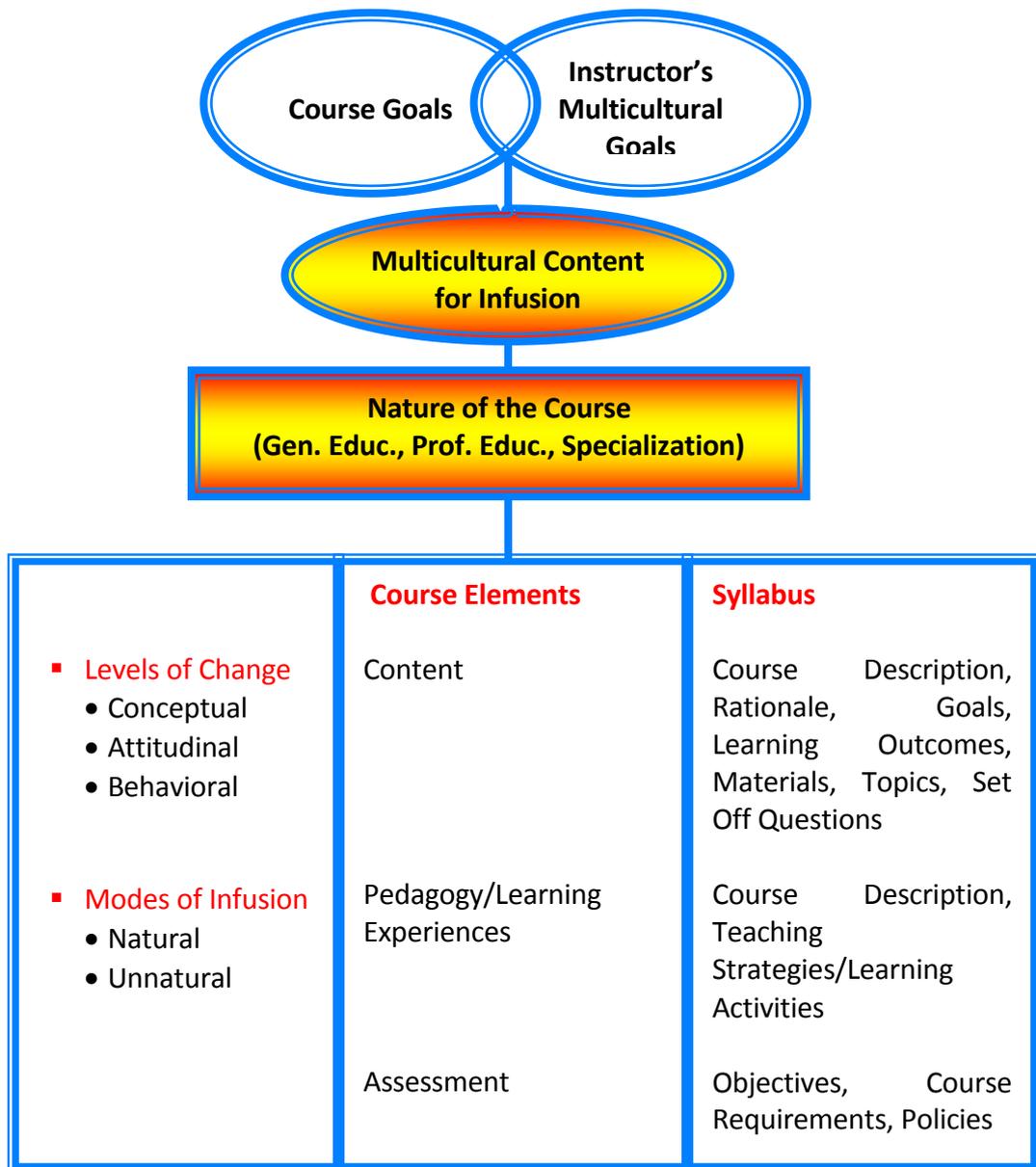


Figure 6.1: A Model for Multicultural Infusion in Teacher Education Course Syllabus (Model inspired by Kitano, 1997 p. 21)

The multicultural infusion model was successful in terms of developing the exemplar course syllabi. The curriculum team members were happy with the multicultural outcomes and the learning acquired in the process of producing all curriculum outputs in small group workshops and as a whole team. One teacher participant commented, “We successfully finished all the expected outcomes because many heads are better than one. And this is one benefit we got from the collaborative experience” (T2, Interview).

The multicultural curriculum outcomes presented here are the product of the curriculum team in the ten meetings outlined in Chapter 3. The CPAE process that produced the multicultural outcomes emerged in the actual designing phase of the curriculum development process, which is the core, and the major phase of this thesis. This thesis has boundaries and could not include the actual implementation of the curriculum outcome. However, the entire process of curriculum development does not end here and the successful implementation of the CPAE model has to keep the work ongoing with more tasks to be undertaken for the actual implementation of the proposed multicultural curriculum. This is where the action component of the CPAR principles will be realized. The planning stage started with a shared vision, this vision was translated into a concrete multicultural curriculum, and implementers in practice can use this curriculum for the next phase, its implementation. The whole process of curriculum development takes cyclical steps of planning, reflecting, and acting. There will need to be more reflections from the curriculum decision makers as to how the work started by the curriculum team might be structured and implemented. There were indications from empowered participants of the curriculum team to continue the work in their own individual efforts and capacity, as cited in Chapter 5. However, the collaborative and participatory principles have to be embedded throughout the whole system for these to be a sustained implementation of the curriculum that will see its impact in the local community. This would be the time when theory has made its way into actual practice.

At the completion of the curriculum outcome by the curriculum team, I was able to witness further actions on the part of the Agusan campus administration to pursue what we accomplished as a curriculum team. I mentioned the story in Chapter 5 about the empowerment of the administrator to decide on initiating a workshop on syllabi making with multicultural infusion for other courses following the exemplars created by the

curriculum team. The workshop was held during the semester break after we finished the curriculum meetings and presented the curriculum outcome to the general faculty. Another evident action was the trialling of sample syllabi with multicultural infusion in teaching the students during the following semester. I was able to observe three classes considered for that trial in the latter part of my fieldwork in Agusan in February 2009 for the purpose of validating some of my transcripts. Again, this was a good reflection that an action had been implemented at the classroom level. However, any action cannot be sustained without the concerted effort of the whole school system including other administrators and faculty members. More tasks need to be organized; more people in the Agusan campus need to be mobilized and more involvement in the implementation phase of curriculum development is needed.

### **6.3 Chapter Reflections**

In this chapter, I presented the multicultural curriculum as the final outcome of the curriculum team and how the team developed the infusion to selected courses in the Agusan teacher education program. Sample course syllabi in the three components of the teacher education curriculum, as exhibited in Appendix 10 provide a ‘bird’s eye view’ of the successful exploration of the collaborative participatory process used to create such curriculum outcomes. The creation of the multicultural curriculum provided the content and context for understanding the significant contributions made by each group of curriculum members discussed in Chapter 5. The multicultural curriculum outcome is considered as well in the chapter that follows on conclusions and recommendations of this research.

# CHAPTER SEVEN

## CONCLUSIONS AND RECOMMENDATIONS

### 7.0 Introduction

This collaborative research project was undertaken at a teacher education university with a local campus, namely the Philippine Normal University (PNU), where the mainstream teacher education curriculum has not considered the diverse needs of indigenous students, particularly the Manobos in the local Agusan campus. This prompted my interest in collaborating with the Agusan campus to initiate a project on curricular reform, one of my Masters thesis' recommendations (Reyes, 2004), to create a culturally responsive curriculum for the PNU Agusan campus. The purpose of creating a multicultural curriculum for PNU Agusan also responds to one of the mission statements of the campus to cater to the needs of the marginalized sectors of the community. As a response to this educational purpose, creating a multicultural curriculum became the action research project of this study.

Principles of collaborative action research were applied to ameliorate the existing curriculum practice. A central feature of the collaborative principle was the creation of a curriculum development team to become the prime movers in crafting a multicultural curriculum for the PNU Agusan campus. The aim was to involve under-represented yet important stakeholders of the curriculum particularly the teachers, referred to in the literature as the *bottom-up* model in curriculum development (Taba, 1962). It was argued in this research that the local curriculum to be utilized by the Agusan campus should directly involve teachers in curriculum planning and decision-making.

An additional important feature of the collaborative participatory curriculum development model was the active and direct involvement of students with background knowledge of indigenous communities. In a *bottom-up* approach suggested by most literature (Atweh,

2007; Kelly, 2009; Taba, 1962; Wiles & Bondi, 2007), the importance of the role of the teachers in curriculum development has been emphasized. Some literature (Henson, 2006; Kelly, 2004; Oliva, 2005; Wiles, 2009) pointed out the important role of students in the curriculum process, but I did not come across a curriculum model where students had been directly involved as part of the curriculum process. This research made it possible for the students to be part of the curriculum decision-making by giving them the actual experience of the curriculum planning and development process. It was an expectation of this thesis that the pro-active role of both teachers and students in developing a local curriculum would lead to their empowerment through their democratic participation. So, examining the effectiveness of the initial CPAR curriculum development model in empowering the participants involved was a key aim of this research. Exploring the effectiveness of the collaborative curriculum model became the theory building part of this research, for its contribution challenged and reversed the existing practice of curriculum development in a local teacher education university in the Philippines.

This research study combined two research methods: collaborative action research, which guided the curriculum development process and the grounded theory approach that was used for the data analysis. Based on the literature reviewed, an initial curriculum model was developed to guide the research. Distilled from the initial literature, action research principles (Kemmis & McTaggart, 2003; Reason & Bradbury, 2001; Stringer, 2004) emphasized features suitable for uplifting the conditions of the marginalized people in the community that defined the *bottom-up* model, thus making the action research principles the core of the initial curriculum development model (CPAR). Towards the end of the collaborative project, an alternative curriculum development model (CPAE) was conceived as an effective process to develop a locally responsive curriculum after analyzing the data using the grounded theory approach.

This chapter presents the conclusions and recommendations for curriculum development in teacher education programs arising from the aims of the research: 1) to explore a collaborative participatory process model of curriculum development and explain its relevance and potential for developing a local teacher education curriculum; 2) to provide a rich description and analysis of participants' empowerment resulting from the collaborative participatory curriculum development process and 3) the creation of a multicultural curriculum in a teacher education program as an outcome of the collaborative participatory process. In addition, the chapter also presents some reflections on the research process and implications for future collaborative research, adding to the literature on collaborative curriculum development research.

## **7.1 Conclusions**

### **7.1.1 The Collaborative Participatory (CPAE) Process Curriculum Development Model**

The CPAE curriculum development process model offers an alternative *bottom-up* approach for creating a curriculum that is feasible and desirable in a local context. The following points summarize the important features of the CPAE model in developing a local curriculum.

Representing the CPAE principles as the core that permeates all elements and phases of curriculum development differentiates this model from other curriculum development models. The collaborative principle encouraged the involvement of faculty members and students as significant decision-makers of the curriculum. Literature has shown the importance of teachers as key players in curriculum planning using the *bottom-up* model. For example, Taba's grassroots model and Atweh's ripples reform model. This research extended collaboration to include students' involvement. The participatory principle in this model was brought to fruition through the active participation of the teachers and the

students alongside the administrators. Through the active involvement of curriculum decision-makers, the collaborative action project achieved its envisioned outcome of a multicultural curriculum for the Agusan campus.

The importance of all curriculum stakeholders is acknowledged in this CPAE model. Every member of the curriculum team: administrator, teacher, student, member of the community was indispensable to the curriculum development process. Together, they worked as a cohesive team to achieve a positive result. Knowledge, personal and professional experiences, and the skills of every group of participants in the curriculum planning and development contributed to the outcome of the collaborative project. Any administrator or teacher could act as an initiator of an intended curriculum reform. In this research the initiator was the ‘researcher-teacher’. However, in applying the CPAE model in another local community or another context, it could be a teacher or an administrator.

The formation of a collaborative curriculum team with active involvement of teachers and students is a powerful feature in the CPAE model and on this basis it is recommended to include representative teachers and students in the design of a local curriculum. The formation of teams of teachers and students could start from those who are willing to participate in a collaborative curriculum reform. However, one limitation of the model could be its inception in a tertiary setting that is highly individualistic, with little work on collaborative projects or with teachers who are resistant to change (Henson, 2006). There were a few faculty members who seemed to be resistant at the beginning of this research. It would then be a challenge for curriculum leaders or initiators to develop the collaborative skills of the team members through capacity building in order to start the ripples of change (Atweh, 2007).

The collaborative approach to curriculum development fosters collegiality (Henderson, 1995). Collaborative curriculum development enabled all members of the curriculum

team to network with each other, to exchange views and critically examine their collective outcome. The result was team empowerment, which was synergistic; the ideas of one member could stimulate the others within the team, generating a wide range of possibilities far exceeding what one person could normally formulate or achieve. Collaborative efforts of the curriculum team enhanced critical reflection on the curriculum outcome as well as the collaborative process. All curriculum team members, especially teachers and students, in their involvement became actively critical of their curriculum decisions and judgments. The collaborative process and democratic participation of the team members promoted constructivist learning as part of the curriculum development work. Collaboration and democratic participation were promoted in the curriculum process from the beginning until the end, giving each member of the curriculum team equal rights in terms of participation and decision-making. The collaborative curriculum development was also attentive in the deliberate exchanges of ideas among curriculum team members when making judgments about the curriculum outcomes. As a result, and in support of the thesis, the multicultural curriculum developed through the collaboration of curriculum stakeholders from the Agusan local campus was more 'grounded' in inquiry, integrated, and socially sensitive than a curriculum developed by higher authority or individuals far from the realities of their local community.

This research clearly identified shared vision and consensus building as important elements of the collaborative principle. These two elements added the human dimension to curriculum planning and development. Shared vision made it possible for the curriculum team to focus on and achieve a common goal for the intended curriculum reform. Consensus building made it possible for members of the curriculum team to manage conflict in curriculum decision-making and deal with individual differences of members in order to achieve the desired curriculum outcome.

As a structural component of a collaboratively developed curriculum, it was found that the planning phase is an important and distinctive phase separate from the actual curriculum design phase. Most of the literature on curriculum models describes the steps for actual curriculum design, for example, Taba Model (Taba, 1962); Tyler Model (Tyler, 2004); Weinstein and Fantini Model (Brady, 1990; Print, 1988); and some of them included needs assessment as part of the design, for example, Gagne Model (Brady 1990; Print, 1988); Oliva Model (Oliva, 2009); Skilbeck Model (Print, 1988); Taba Model (Taba, 1962). However, in this CPAE model, planning is an initial phase that includes the local community needs assessment as an important part of the intended curriculum reform. It is also a complex task that needs to occur before the actual design of curriculum elements. Prior planning and proper needs assessment is foundational for the CPAE curriculum design and its effective development.

The presence of a consultative body is also an important aspect of this CPAE model. In this research, there were two consultative bodies: the reference group and the general faculty. Consultation was found to be a significant feature of a collaborative process of curriculum decision-making. Consultative decision-making, while enhancing the worth of the persons who were consulted, added to the credibility and integrity of the work of the curriculum team. The curriculum team became more confident when the administrative officials of Agusan campus and the general faculty were consulted about the intended curricular reform. Consultative bodies could reinforce the decisions regarding the work of the curriculum team.

The CPAE model used in this research is process-oriented, inductive and cyclical. The eclectic design of the CPAE model borrowed the elements and strengths of the different *bottom-up* curriculum models, and applied the principles of collaborative action research.

The collaborative action research component of the model suggests cycles of action, reflection and interaction among the curriculum stakeholders enacting the curriculum reform. It emphasizes the processes on the basis of CPAE principles for each stage of curriculum planning and development. The CPAE model is not prescriptive because it depends on the interaction of the people in the target local community that would be involved in the curriculum team. More importantly, the process of curriculum development will depend on the local assessment of the needs of the people involved. The CPAE model acknowledges that curriculum development is a continuous, iterative and evolving process. Since the CPAE model depends on the process, it could be time consuming and this is a potential limitation. It would depend on the planning of the involved teachers; students and administrators to determine how much time could be allowed to collaborative curriculum planning. The heart of the CPAE process is developing the curriculum as envisioned and experienced by curriculum planners. Although the time element could be a constraint, weekly or bi-monthly curriculum sessions could replace the weekly deliberations made in this research during the curriculum development meetings. To achieve the intended curriculum outcome, the challenge for curriculum planners and developers is to give their commitment to collaboration by making time to engage in curriculum deliberations that are both personally and collectively satisfying.

This research provided evidence for the potential of the CPAE model to empower participants involved and its effectiveness in designing a multicultural curriculum for PNU Agusan campus. To establish its effectiveness in wider contexts, other local campuses of PNU (Lopez, Isabela and Cadiz) could also design their own local curriculum following this collaborative approach based on their own local context needs. Further, other colleges and universities with local campuses could adopt this CPAE model

to design their local curriculum. The application of the CPAE principles as proposed in this model, and the structural components of curriculum development could be made suitable to other courses of study. Curriculum planners can also test the applicability and usability of the CPAE model in developing a local curriculum in other subject areas.

### **7.1.2 Participants' Empowerment through the CPAE Process Model**

The teachers' and students' empowerment was realized through the CPAE curriculum development model. Evidence of individual as well as collective empowerment of the participants as a result of applying the CPAE model in curriculum development was presented in Chapter 5. Empowerment in the context of this research was highlighted by the active involvement of faculty and students for a new mode of curriculum leadership. The participative principle of CPAE directly involved the teachers and students from the beginning until the end of curriculum design. The engagement of the participants in this collaborative curriculum development had an impact on their personal and professional growth as faculty or students. Human development is one benefit of the personal dimension of an action research project (Noffke, 2009). The CPAE model provided a 'space' for faculty and student 'voices' to be heard. This can be seen to contrast with the conventional *top-down* model, wherein the administrators are the curriculum directors. The CPAE curriculum model revealed that administrators could also work as co-planners and equals with the faculty and students, contributing as facilitators not just as primary curriculum decision-makers. This represents an important shift in the way curriculum leadership may be viewed in Philippines teacher education. The CPAE model clearly supports the potential of a *bottom-up* approach, particularly in developing a local school curriculum.

An important outcome of using the CPAE model is that it empowered the less active participants of the curriculum team. The administrators were empowered by virtue of their legitimate authority along with some active faculty members who had professional training and related academic exposure outside the university. The results of this research showed that by exposing the less active participants to a different approach to curriculum development they felt more empowered in the process. Similarly, the students who felt inferior by thinking about ‘student status only’ in the Agusan campus had a chance to mingle and work with the faculty members and administrators and felt empowered by the CPAE process. The significant ‘voice’ of teachers and students is a paradigm shift from their traditional roles in the local campus. Rather than absorbing or adopting the ‘voice’ of the perceived powerful leaders in the academic community like the local campus administrators, the teachers and students can draw from their inner resources and speak with their own voices. To become the generators of knowledge in the curriculum rather than merely recipients of a ready-made curriculum for their implementation and use is an individual achievement for empowerment of both teachers and students. If more teachers and selected students would be given a chance to experience the same process and participation in curriculum design and development, there would be a chance for others to be similarly empowered. Specifically, participants experienced individual empowerment in terms of individual capability, assertiveness, confidence and pride, knowledge affirmation, and ‘voice’ in curriculum decision making as discussed in Chapter 5.

The CPAE model envisioned individual empowerment of the participants. However, the results also indicated collective empowerment of the participants in the process, which was particularly achieved through small group workshops, shared facilitation and the collaborative presentation of multicultural curriculum outcomes. The multicultural curriculum outcomes gave the participants a sense of ownership of the curriculum that

added to the collective empowerment as a team. The team spirit of empowerment provided encouragement and morale support to each team member for accomplishing a specific curriculum task. These indicators of successful empowerment of the curriculum team could be attributed to the effectiveness of the CPAE model as reflected in the experiences cited by the participants in Chapter 5. The use of this CPAE model could also provide similar results when applied by curriculum planners in designing another curriculum.

### **7.1.3 Multicultural Curriculum Outcomes**

This research showed that a multicultural curriculum could be achieved through the use of the CPAE model of curriculum development. Chapter 6 presented the concrete manifestation of successful reform of the PNU Agusan campus curriculum. The curriculum team made the changes in the Agusan teacher education program by incorporating multicultural content in courses where integration was possible. Some of the learning competencies needed by PNU Agusan graduates to become multicultural in perspective, with sensitivity to the needs of other ethnic students particularly the Manobos, were incorporated and made explicit in the proposed Agusan campus curriculum. Moreover, the extent of teachers' and students' participation in the curriculum development process made it possible to think further on the curriculum implementation. A multicultural infusion process model was developed as a result of the collaborative process, with "many heads thinking as one", a very strong indicator of a collaborative principle. Results of the work on curriculum design included sample syllabi in the three components of the PNU teacher education program: General Education, Professional Education and Specialization.

Implementation is an important phase of curriculum development in the CPAE model that this research has initially addressed. As an initial implementation of the multicultural

curriculum, the curriculum team created sample syllabi and at least three teachers trialed sample syllabi in their classes. However, in implementing the multicultural curriculum, there are more tasks to be done before its full implementation. I would like to pursue this by raising questions to challenge the administrators and faculty of Agusan campus regarding its institutionalization for proper implementation that will serve as the trademark of the PNU Agusan campus teacher education curriculum:

1. Regarding implementation at the institutional level - Would the administrators recommend and adopt this multicultural curriculum deviating from the PNU Manila campus curriculum? Would it be recommended to the PNU Board of Regents (policy decision making body) for its adoption and implementation?
2. Regarding implementation at the classroom level - Would the faculty be willing to accept the changes in the current syllabi they are using to accommodate the multicultural infusion in their course content?
3. Regarding the process of curriculum implementation - Should there be a structure set up or guidelines for the purposive and systematic multicultural infusion in the teaching of teacher education courses? What should be done in order to achieve this?

The challenges would inspire the PNU Agusan campus administrators and faculty to think of continuing work for the Agusan teacher education curriculum and viable strategies for its effective implementation. The curriculum team has laid down the foundation of the changes for the Agusan curriculum to make it culturally sensitive to the different ethnic students in the local campus. However, following Bank's (Banks, 2010) multicultural education framework, the curriculum outcomes achieved only the first dimension of multicultural education, multicultural content integration. More detailed curriculum work

needs to be done to make the curriculum outcome beneficial to the whole Agusan community specifically to the ethnic students.

The design of the multicultural curriculum will contribute to the sustainability and continuity of local culture, knowledge and learning, as an important aspect of cultural identity particularly of the Manobo students. The faculty members are expected to infuse the identified multicultural content in their courses with dedication and commitment to promote multicultural education for ethnic diversity. Pedagogical and assessment strategies need to be identified as part of the successful infusion of the multicultural content in the three components of the teacher education program (Villegas & Lucas, 2002).

Due to time constraints and the limitations of this research, the curriculum team did not undertake a number of specific tasks regarding the multicultural curriculum outcome. The curriculum team achieved multicultural infusion at the institutional level but took only the initial step at the instructional level for the faculty members' benefit. Further necessary steps must be done for its effective implementation. The PNU Agusan campus administration should initiate and continue the unfinished work, such as planning a writing workshop for faculty to revise and update their existing syllabi infusing the multicultural content and trialling these syllabi with infusion in the classroom. Workshops must include pedagogical and assessment strategies which are very important elements of a multicultural curriculum. An evaluation trialling the multicultural infusion in the classroom could be the basis for the full implementation of the multicultural curriculum for the Agusan campus that would eventually differentiate it from the PNU main campus.

This research has shown CPAE to be an effective process to develop a local teacher education curriculum. CPAE principles could be applied in all the remaining tasks for the multicultural curriculum development. Engagement of more faculty members and students is

encouraged in continuing the work for the Agusan campus curriculum development. Other faculty members and student representatives could also be given a chance to take the lead role based on an insight of the Academic Director that other faculty members could also lead if given a chance, not only relying on the abilities of those who have visible academic potentials.

#### **7.1.4 Reflections on a Mixed-Method Approach to Curriculum Development Research**

Although this research did not test the effectiveness of research methodology, it could also contribute to the literature on methods of educational research regarding curriculum development in teacher education. I would like to reflect on the process of combining qualitative research methods, which has been referred to as a mixed-method approach in curriculum development research. In the literature, the notion of a mixed-method research is commonly a combination of quantitative and qualitative approaches (Creswell, 2003; Johnson & Christensen, 2004; Punch, 2005; Silverman, 2010). In this research, I followed the grounded theory of consulting relevant literature after data analysis to avoid having the literature color the analysis (Charmaz, 2006; Glaser & Strauss, 1967). During the initial literature review, I was not focusing on studies that combined action research and grounded theory since it was hard to know which literature was relevant. The initial action research project was intended only for a change in the curricular program of the Agusan campus, the participants knew more of their situation than I as the researcher. As the study progressed, assumptions were developed and tried out, while in the process and later on understanding grew out of actions taken. This is an example of an applied action research that does not structure itself as occurs in other disciplines (Dick, 2007). In this study, I combined two qualitative methods, using action research study applying the action research principles in developing a local curriculum and the grounded theory approach of data analysis and literature review. Realizing the strengths of this

combination, I became interested in finding literature similar to what I have done in this research and, to this end, I would like to describe the insights gained from using the mixed-method approach in this research.

Lessons were learned combining these two qualitative approaches: collaborative action research and grounded theory. One approach compensates for the possible weakness of another approach, thus turning the weakness into a possible strength. For instance, action research methodology operates on the practical side of curriculum development, while the grounded theory approach provides the theoretical orientation of the research project. Action research did not provide the procedure for data analysis but provided the principles on how the curriculum development process might proceed. For instance, the intended curricular reform was local to the Agusan community; an action research process was needed to be responsive to this local situation. The teachers, students and administrators of the Agusan campus were directly involved forming the curriculum team. The curriculum team met together to analyze the local issues and plan for action in terms of curricular reform. The collaborative participatory principles of action research also provided a collegial environment on how the participants in the project should be treated with equal rights and work as co-equals with those who have position in the university. The grounded theory method on the other hand provided the step-by-step procedure for coding and analyzing the data after fieldwork for further reflection and action. The grounded theory approach guided the analysis during fieldwork of the researcher's notes, videos and fieldnotes of the process observers to design the next step of the curriculum process. After fieldwork, grounded theory provided the systematic coding, sorting and the thematic representation of data that led to theory building (Strauss & Corbin, 1998). Combining the two methods proved to be an effective process for researching curriculum development. The development of a multicultural curriculum for the Agusan campus was

the action research component and the CPAE model that emerged from the process of developing the multicultural curriculum was the theory building stage of the research. Learning from the combination of these two approaches in curriculum research, I agree with Dick (2007) that grounded theorists and action researchers considering the strengths of both approaches can borrow from each other's methods, techniques and skills to expand the relevance of these combined methods in research theory and practice.

## **7.2 Future Research**

The thesis offers possibilities for future collaborative research arising from the CPAE model. Further examination of the CPAE model for its usability and generalizability to other contexts is encouraged. In this research, the change for the curriculum using the CPAE model was locally and specifically intended for the Agusan campus. It would be of particular interest for other researchers to test the CPAE model with other local tertiary schools where teachers prefer to engage productively doing individual work rather than working in a team or when teachers are resistant to change. Would the CPAE model be beneficial to this kind of situation in another tertiary school to initiate a curriculum reform? In this research, the organizational culture of the Agusan campus conformed to the collaborative principle since it is a small academic community that values harmony and most of the faculty have conformist attitudes (in Chapter 5). The usability of the CPAE model in a school where teachers are resistant to change needs to be tested.

Testing the usability of the CPAE model in other courses could be another area of interest for collaborative research. In this research, adopting the action research principles as the core of the model is suitable for the purpose of developing a multicultural curriculum for a teacher education program. If the CPAE model were used for other curricular aims and purposes, would it yield the same positive result? For instance, would using the model to design a curriculum in other disciplines result in the same way as the Social Sciences?

The research provided evidence for the effectiveness of using the CPAE model to empower the participants involved. The collaborative action research enabled the faculty to formulate and act upon their own curriculum concerns. Their involvement in a collaborative curriculum research moved them beyond their traditional perceptions, from their biases about indigenous students to their understanding and motivation to make the Agusan curriculum broader to students' cultural needs and concerns. The students' involvement ameliorated their feelings of inferiority and the CPAE process made them aware of their inner potential; they could work as equals with their teachers by sharing their personal knowledge and experiences in the local culture. The changes in the perceptions and attitudes of both faculty members and students could be another topic of a future collaborative research after the implementation of the multicultural curriculum in the classrooms.

The CPAE curriculum model could be trialled as classroom-based research by teachers interested in other curriculum design issues. Teacher educators may conduct research relevant to curriculum issues they wish to address in the classroom. Since the CPAE model uses action research principles, it could be utilized by teachers to inquire about their own teaching and improve their practice. When conducting a collaborative action research, teachers may collaborate with colleagues, department heads and students. For instance, there could be collaborative research on curriculum instruction of the same course being taught by different teachers in one department. Using fieldnotes as a record of everyday teaching experiences and how the students react to the course comparing with the experiences of colleagues could be a source of rich data for improving the instruction of the course and the teaching-learning process. There could be a meeting for the analysis of experiences involving the head of the department and representative students. The

prospective research can contribute to the improvement of curriculum instruction in the classroom.

In summary, the CPAE model offers possibilities for future collaborative curriculum research both at the institutional and instructional levels. As suggested, the collaborative curriculum process could be tested to develop a curriculum for a local school or a curriculum to be used by teachers for specific classroom instruction purposes.

### **7.3 Concluding Remarks**

The CPAE model developed in this research widens the perspective about curriculum development and collaborative research. This is not to say that the CPAE model offered in this research is superior to other curriculum models. Contemporary curriculum planners have tried to follow classical models or combine different elements of the models also with considerable success (Oliva, 2009). In curriculum development practice, there is no universally accepted model particularly if the model is *bottom-up* since it is based on the analysis of needs within any specific context. The use of any curriculum model must be suitable for a specific educational purpose. The CPAE model made it possible to successfully empower the participants involved and to achieve the educational aims of a local teacher education university. Using the CPAE model entails a paradigm shift on the part of curriculum planners, from using an existing *top-down* to a *bottom-up* approach of collaborative curriculum development and to build a team of curriculum developers rather than individuals. To sustain and ensure the use of CPAE model, a policy reform agenda can be recommended to Education Departments (CHED and DepEd) to include teachers from the field and representative students in the development of the curriculum. This CPAE model, like other models developed by educational researchers, contributes to the literature on curriculum development and collaborative action research.

# APPENDICES

## APPENDIX 1: REQUEST/APPROVAL LETTERS

### LETTER OF REQUEST

December 2007

Dr. Lucila B. Langanlangan  
Executive Director  
Philippine Normal University  
Agusan Campus  
*Dear Dr.Langanlangan,*

This is to request your permission to conduct my fieldwork in your campus from May 2008-March 2009. This is part of my research leading to the production of a thesis on the subject of creating a multicultural curriculum development model in the Philippines teacher education program using collaborative participatory action research (CPAR). The aim of the project is two-pronged: 1.) To create a multicultural teacher education curriculum development model in the Philippines using collaborative participatory action research. 2.) To design a multicultural education curriculum for pre-service teachers as a program of study. Agusan campus will benefit from this project by pioneering the multicultural education curriculum in the region.

It would be appreciated if you would assist me in this project, by allowing the heads of your departments, members of your faculty and some students to join the curriculum development team. There would be approximately 10 meetings for this purpose. There would also be selective interviews of the participants.

Be assured that there would be no disruption of classes. Any information provided will be treated in the strictest confidence. The identity of participants in this project will not be revealed and the confidentiality of all the documents and data will be respected and maintained.

I am willing to answer any further enquiries you may have concerning this research project. Please contact me at the address above.

Thank you in anticipation for your approval.

Yours sincerely

Wilma Reyes  
PhD Candidate  
School of Education, Flinders University



REPUBLIKA NG PILIPINAS  
Republic of the Philippines  
PAMANTASANG NORMAL NG PILIPINAS  
Philippine Normal University  
**Agusan Campus**

December 21, 2007

**The Dean**

School of Education

Flinders University

South Australia

**Sir:**

Greetings from the Philippine Normal University, Agusan Campus, Prosperidad, Agusan del Sur!!!  
In the name of the administration of this campus university in Agusan, approval is granted to Miss Wilma this campus as her partner to further her educational endeavor and rest assured utmost cooperation be extended to her when she finally comes to the campus.

We look forward to a favorable working relationship towards this end.

Thank you very much and more power.

Very truly yours,

LUCILA B. LANGANLANGAN Ed.D.  
Executive Director



## LETTER OF REQUEST

27 June 2008

Mr. Rolly Catacata  
School-In-Charge  
Esperanza National High School  
Esperanza, Agusan del Sur

*Dear Mr. Catacata,*

I am Wilma Reyes and I am a PhD student in the School of Education at Flinders University.

Presently, I am undertaking my research leading to the production of a thesis on the subject of creating a multicultural curriculum in the Philippines teacher education program using collaborative participatory model of curriculum development. This project is in collaboration with the Agusan campus of Philippine Normal University. The aim of the project is to involve administrators, teachers, and students in developing the multicultural curriculum that will be responsive to the needs of the local communities.

It would be appreciated if you would assist us in this project, by allowing the members of the curriculum development team to visit your school on July 9, 2008. The purpose of our school visit is to observe some classes and interview selected students, teachers and parents. The data that will be gathered will help us enrich the content of the curriculum that we are making for the cited purpose.

Be assured that any information provided will be treated in the strictest confidence. The identity of participants in this project will not be revealed and the confidentiality of all the documents and data will be respected and maintained.

Thank you in anticipation for your approval.  
Yours sincerely

Wilma Reyes  
PhD Candidate  
School of Education, Flinders University

Noted by:  
Lucila B. Langanlanguan, Ed.D  
Executive Director  
Philippine Normal University  
Prosperidad, Agusan Del Sur

## APPENDIX 2: SBREC APPROVAL

Flinders University and Southern Adelaide Health Service  
SOCIAL AND BEHAVIOURAL RESEARCH ETHICS COMMITTEE

Room 105, Registry Building, Flinders University,  
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### FINAL APPROVAL NOTICE

Principal Researcher: Ms Wilma Reyes

Address: 22 Kiley Court, St.Marys, SA 5042

Title: Creating a Multicultural Curriculum Development Model in the Philippines Teacher Education Program Using Collaborative Participatory Action Research (CPAR)

Project No. 4077 Approval Expiry Date: 28 February 2011

The above proposed project has been **approved** on the basis of the information contained in the application and its attachments.

In accordance with the undertaking you provided in your application for ethics approval for the project, please inform the Social and Behavioural Research Ethics Committee, giving reasons, if the research project is discontinued before the expected date of completion.

You are also required to report anything which might warrant review of ethical approval of the protocol. Such matters include:

- serious or unexpected adverse effects on participants
- proposed changes in the protocol; and
- unforeseen events that might affect continued ethical acceptability of the project.

In order to comply with monitoring requirements of the *National Statement on Ethical Conduct in Human Research* (March 2007) an annual progress and/or final report must be submitted. A copy of the pro forma is available from <http://www.flinders.edu.au/research/Office/ethics/socialbehavioural.html>.

Sandy Huxtable  
Secretary  
Social and Behavioural Research Ethics Committee  
29 February 2008

cc: Prof Rosalind Murray-Harvey, School of Education  
Dr Pam Bartholomaeus, School of Education

NB: If you are a scholarship holder and you receive funding for your research through the National Health & Medical Research Council please forward a copy of this letter to the Head, Higher Degree Administration and Scholarships Office for forwarding to the NHMRC.

## APPENDIX 3: LETTERS OF INTRODUCTION

### LETTER OF INTRODUCTION

February 2008

Dear Sir/Madam

This letter is to introduce Wilma Reyes who is a PhD student in the School of Education at Flinders University. She will produce her student card, which carries a photograph, as proof of identity.

She is undertaking her research leading to the production of a thesis or other publications on the subject of creating a multicultural curriculum development model in the Philippines teacher education program using collaborative participatory action research (CPAR). The aim of the project is to involve administrators, teachers, students, and the researcher in developing the curriculum for the Agusan campus of Philippine Normal University.

She would be most grateful if you would volunteer to assist in this project, by participating as member of the curriculum development team, and granting an interview, which covers certain aspects of this topic. Your participation as a member of the curriculum development team will include 10 meetings of approximately 2 hours for each meeting. Not all participants will be interviewed. The interview is expected to take one hour and the focus group is expected to run for not more than 2 hours in at least 5 of the meetings. The meetings and interview will take place at the conference room of the campus or a designated classroom provided by the Office of the Director for Academics.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. You are, of course, entirely free to discontinue your participation at any time or to decline to answer particular questions.

Since Wilma intends to make a tape recording of the interview, and video record the curriculum team meetings, she is seeking your consent, on the attached form, to record the interview and, to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your name or identity is not revealed, Only Wilma and her supervisors will view the videotaped recordings. It may be necessary to make the tape recording available to secretarial assistants for transcription, in which case you may be assured that such persons will be advised of the requirement that your name or identity not be revealed and that the confidentiality of the material is respected and maintained.

If you have any enquiries concerning this project please contact me at the address given above.

Thank you for your attention and assistance.

Yours sincerely,

Professor Rosalind Murray-Harvey (PhD)  
Associate Dean (International)  
School of Education, Flinders University

<p>This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. For more information regarding ethical approval of the project the Secretary of the Committee can be contacted by telephone on +61 8 8201 5962, by fax on + 61 8 8201 2035 or by email <a href="mailto:sandy.huxtable@flinders.edu.au">sandy.huxtable@flinders.edu.au</a></p>
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## LETTER OF INTRODUCTION

**FEBRUARY 2008**

Dear Sir/Madam

I am Wilma Reyes and I am a PhD student in the School of Education at Flinders University.

Presently, I am undertaking my research leading to the production of a thesis or other publications on the subject of creating a multicultural curriculum development model in the Philippines teacher education program using collaborative participatory action research (CPAR). The aim of the project is to involve administrators, teachers, students, and the researcher in developing the curriculum for the Agusan campus of Philippine Normal University.

I would be most grateful if you would volunteer to assist in this project, by granting an interview, which covers certain aspects of this topic. The interview is expected to take one hour, 10-11 am at the conference room of the campus or a designated classroom.

Be assured that any information provided will be treated in the strictest confidence and you will not be individually identifiable in the resulting thesis, report or other publications. You are, of course, entirely free to withdraw from the interview at any time or to decline to answer particular questions.

I intend to make a tape recording of the interview, therefore I am seeking your consent, on the attached form, to record the interview and, to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your name or identity is not revealed. It may be necessary to make the tape recording available to secretarial assistants for transcription, in which case you may be assured that such persons will be advised of the requirement that your name or identity not be revealed and that the confidentiality of the material is respected and maintained.

If you have any enquiries concerning this project please contact me at the address above.

Thank you for your attention and assistance.

Yours sincerely

Wilma Reyes  
PhD Candidate  
School of Education, Flinders University

<p>This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. For more information regarding ethical approval of the project the Secretary of the Committee can be contacted by telephone on +61 8 8201 5962, by fax on + 61 8 8201 2035 or by email <a href="mailto:sandy.huxtable@flinders.edu.au">sandy.huxtable@flinders.edu.au</a></p>
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## APPENDIX 4: CONSENT FORMS

### CONSENT FORM FOR PARTICIPATION IN RESEARCH

(BY FOCUS GROUPS)

I .....

being over the age of 18 years hereby consent to participate in the focus groups for the research project on creating a multicultural teacher education curriculum in the Philippines using collaborative participatory action research.

1. I have read the letter of introduction provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio/video recording of my information and participation.
4. I am aware that I should retain a copy of the Letter of Introduction and Consent Form for future reference.
5. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the focus group sessions at any time and I am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
  - I may ask that the audio and video recording be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.

**Participant's signature.....Date.....**

I certify that I have explained the study to the participant and consider that she/he understands what is involved and freely consents to participation.

**Researcher's name.....**

**Researcher's signature.....Date.....**

*NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation, as appropriate.*

**CONSENT FORM FOR PARTICIPATION IN RESEARCH  
(BY TEAM MEETINGS)**

I .....

being over the age of 18 years hereby consent to participate as member of the curriculum development team for the research project on creating a multicultural teacher education curriculum in the Philippines using collaborative participatory action research.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio/video recording of my information and participation.
4. I am aware that I should retain a copy of the Letter of Introduction and Consent Form for future reference.
5. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and I am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
  - I may ask that the audio and video recording be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.

**Participant's signature.....Date.....**

I certify that I have explained the study to the participant and consider that she/he understands what is involved and freely consents to participation.

**Researcher's name.....**

**Researcher's signature.....Date.....**

*NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation, as appropriate.*

CONSENT FORM FOR PARTICIPATION IN RESEARCH

(BY INTERVIEW)

I .....

being over the age of 18 years hereby consent to participate in an interview as requested for the research project on creating a multicultural teacher education curriculum in the Philippines using collaborative participatory action research.

1. I have read the letter of introduction provided.
2. I agree to audio recording of my interview.
3. I am aware that I should retain a copy of the Letter of Introduction and Consent Form for future reference.
4. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the interview at any time and I am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
  - I may ask that the audio recording be stopped at any time, and that I may withdraw at any time from the interview without disadvantage.

**Participant's signature.....Date.....**

I certify that I have explained the purpose of the interview to the participant and consider that she/he understands what is involved and freely consents to be interviewed.

**Researcher's name.....**

**Researcher's signature.....Date.....**

*NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation, as appropriate.*

## **APPENDIX 5: INTERVIEW GUIDES**

### **Interview Questions**

#### **For Teachers**

1. Tell me a little about yourself, your teaching background?
2. What experience up until now, have you had in curriculum development?
3. What are your thoughts/feelings about this Collaborative Participatory curriculum development experience?
4. (prompt) Have there been any (other) benefits for you as a team member? (prompt) Have there been any difficulties?
5. Did you see any difference in the approach to curriculum development before and after being involved in this project?
6. As a result of being involved in the team is there anything that could/will be different for you as a teacher?
7. Did you observe some indicators of empowerment for those involved in the curriculum development? What are your thoughts about these?
8. How would you define empowerment in the context of your involvement in the curriculum development process?
9. How would you describe the bottom-up process of curriculum development? What are your thoughts and feelings about the responsiveness of the bottom-up process / collaborative-participatory approach in designing local school curricula?

#### **For Students**

1. Tell me a little about yourself, your experiences here in Agusan as a student?
2. What are your thoughts/feelings about the curriculum development experience?
3. (prompt) Have there been any (other) benefits for you as a team member? (prompt) Have there been any difficulties?
4. As a result of being involved in the team is there anything that could/will be different for you as a student?
5. Did you observe some indicators of empowerment for those involved in the curriculum development? What are your thoughts about these?
6. How would you define empowerment in the context of your involvement in the curriculum development process?
7. Is it a rewarding experience for you to be directly involved in the curriculum development process for the first time?
8. How would you describe the bottom-up process of curriculum development? What are your thoughts and feelings about the responsiveness of the bottom-up process / collaborative-participatory approach in designing local school curricula?

#### **For Administrators**

1. Tell me a little about yourself, your teaching and administrative background?
2. What experience up until now, have you had in curriculum development?
3. What are your thoughts/feelings about this curriculum development experience?
4. What are your thoughts and feelings having students as members of the curriculum development team?

5. Did you see any difference in the approach to curriculum development before and after being involved in this project?
6. As a result of being involved in the team is there anything that could/will be different for you as an administrator?
7. Did you observe some indicators of empowerment for those involved in the curriculum development? What are your thoughts about these?
8. How would you define empowerment in the context of your involvement in the curriculum development process?
9. How would you describe the bottom-up process of curriculum development? What are your thoughts and feelings about the responsiveness of the bottom-up process / collaborative-participatory approach in designing local school curricula?

## APPENDIX 6: SAMPLE INTERVIEW TRANSCRIPT

### Interview\_Admin3\_ 02 September 2008

WR: Good afternoon, Ma'am. I have follow up questions after the sessions. I have at least 9 questions.

#### **Q1. First, please tell me a little about yourself, your teaching and administrative background.**

AA: Teaching and administrative background? About myself? I'm 38 yrs. old. I'm married. I have 2 kids and I have been with the Philippine Normal University Agusan campus for 17 yrs. so I started teaching here after graduation. That was in 1991. Right from the start, I have been teaching already courses in languages like language teaching, literature and for 5 yrs. I taught Humanities and then Music. In 2000, I was chosen as the head of the Department of Arts and Social Sciences. At that time, languages and Social Sciences were actually one. It was only about 4 yrs after the two were split into the Department of Arts and Social Sciences and the Department of Languages, Linguistics and Literature. So for three years, I was the head of the Department of Arts and Social Sciences. After which, I was again a full time faculty of the institution and then I became the Director for Academics in 2007, last year, January 2007. So part of my function as Director for Academics is to look into the academic programs and then faculty loading, faculty assignments and so with student loading and other faculty and student concerns.

WR: You became the head of the department for 1 term?

AA: Yes, as head of the Department of Arts and Social Sciences for three years. That was during the time of Atty. Garcia. And when she retired, there was also a change of the heads in the different departments, so it was agreed that there will be no re-nomination and so my term was not extended for another term.

WR: What about your educational background?

AA: I finished my Bachelor's degree in Secondary Education in English with specialization in Music in Philippine Normal College then in Manila.

WR: with specialization in Music?

AA: yes

WR: Ah, ok, minor?

AA: Yes, it's just like minor in Music, that's why when I, during my first three years, I also taught Music and the Humanities because there was limited number of faculty members that time. Now for my educational background – I finished my BSE major in English and specialization in Music in 1991, and then in 1994, I finished my MA in English at the University of San Jose Recoletos, Cebu City. Then for 6 months that was in 1997 I underwent training in Language Teaching in Australia and then I finished my PhD in 2002, at Urios College now Fr. Saturnino Urios University.

WR: So you graduated from PNC as Cum laude?

AA: Yes

WR: And then I also heard that you graduated from the Laboratory School?

AA: Yes, PNC Laboratory School

WR: elementary as Valedictorian?

AA: Yes, mam

WR: and high school as Valedictorian also?

AA: In Urios High School, private school

WR: You were a consistent honor student during your school days and an achiever up to this time.

AA: An underachiever?? (laughing)

**Q2. What about your experience in curriculum development? Have you had any experience in curriculum development?**

AA: As regards developing a curriculum per se, I do not have that experience except for other curriculum concerns like development of instructional materials, ah, writing essays and reports. These are just my experiences about curriculum development. But as regards curriculum development just like what we did, the sessions with you, that was my first time because in the past when I was still the head of the department and then now that I am the director for academics, when there are problems and concerns about curriculum, we are just invited to go to Manila, and then we can have our share also of what we are doing here but as regards formal development of curriculum and what courses we are going to include and then what year should these courses be given, I do not have that experience.

**Q3. I see. And so again what are your thoughts and feelings about this curriculum development experience?**

AA: Ahh, thoughts and feelings, I am very happy to be part of the team. And it is really an experience because – although I am teaching curriculum development in the undergraduate. These are just theories, these are just readings that we have. I do not have really a first hand experience as to how to go about these things. And so when I became a part of the research team, I had the feel, the experience working with others, sharing thoughts and ideas and there is this sense of accomplishment at the end we were able to do something. At first, it seems like the curriculum is far phased very difficult but when we are in the process in the end, there was a realization that we can make it ano? It is not actually something that is really for the specialist only to do, we can do our share so hopefully we can have this already to be used in the institution and the syllabus will be revised with the infusion of the multicultural education. Based on the way our colleagues received our presentation last time, positive naman ano?

WR: Have there been any benefits to you as a team member?

AA: Yes, the experience itself is already a benefit. Working with you is a benefit, with the students. At least the students will realize that we do not just see them as students but also as our partner in the curriculum development. The experience really is a benefit. Yes.

WR: Are there any difficulties in the process?

AA: Difficulties? Probably, as regards schedule only and then handling differences in ideas. Because sometimes, when you feel that others cannot accept your ideas, sometimes, you feel discouraged. But you also have to consider the fact that not at all times, whatever is it that you want to be included will be included so eventually after listening to others, giving their share then you will realize that there is a better option and a better idea.

**Q4. This is the first time that students are involved in curriculum development right? So what are your thoughts and feelings about this?**

AA: It is something new and it is also an eye opener in the sense that we always see our students as the recipient of the curriculum. We do not see them as our partners in developing the curriculum. When they did their share, they also give us their experiences, and then we realized that we could also make use of what they can give us. And we realized that they could also be our partners. We learn from them, they also learn from us.

WR: Ok, did you see any difference in the approach to curriculum development before and after being involved in this project?

AA: Before, we speak of curriculum development as solely for the experts and then we just...

WR: When you say for the experts...you are referring to whom?

AA: In our setting, I am referring to the administrators particularly to those who are in Manila because we just received the curriculum that is given to us. We follow everything from the main except probably for the syllabus and the strategies but as regards prescribed subjects, when do we open the subjects, we get this from Manila. But after we did our research, we developed our curriculum so there is this more sense of fulfilment in the sense that everything came from us, our needs are considered, our parts are considered, what we believe are also considered.

**WR: and did you feel empower? Is there some kind of empowerment in that sense?**

AA: Yes. Like after we did everything and there is the sense of ownership? Something like that. And then there is the sense of fulfilment, it's something like this is ours, noh. This is inherently ours, this is for us and this is also for our students. What we actually envision when the students graduate after they have this curriculum, then we are able to produce multiculturalist educators.

WR: But you were already empowered even before and even before the experience in this curriculum development. In fact you were cited by some of the members of the team that when you are going to share your ideas and then they felt that you are a more empowered person in the process. What are your thoughts and feelings about this?

AA: about their comments?

WR: Yes, about their comments. They say that you have brighter ideas and you are already empowered. I think you are already empowered even before being part of the group. You were also cited by some of the participants.

AA: Ahh. These are my friends. It's flattering to hear this because sometimes it takes other persons to make you realize your worth because you know Filipinos that we are, we are always having this feeling of being small like that but sometimes we also realize that we have contributed something, which probably others were not able to do. Maybe they were not given a chance but in my case opportunity was probably there to show how empowered, (laughing). Aside from these participants are my friends, (laughing).

**Q8. How would you define empowerment in the context of your involvement in the curriculum development process?**

AA: Empowerment ..Let's have this from the root word power noh? It is something like being able to say something and contribute something from what you believe in and then being able also to convince people to believe in what you believe in because even if you have many things to share then nobody is going to believe you, you are only empowered from your point of view but not from the others.

**Q7. Did you observe some indicators of empowerment for those who are involved?**

AA: Yes, like those who are involved? Like when they did their share ..Like when they also, although there was a feeling of inadequacy for others probably but the fact that they were able to open up, they were able to share, even present in front of the many, I think that is an indication of empowerment.

WR: Was that the first time to present for the others?

AA: for the others? Yes. The others that was the first time. I mean.. Can I mention Mam Sarong is one type of person who can share only to somebody who is seated beside her but to say her ideas in front of the public, we seldom hear her say that. Yes, si ma'am Sarong. Even Mrs. Matondo. She gives her share during informal discussions but for formal discussions like what we did last Wednesday, it was something. That is why everytime I told them, uy, it was already your turn to facilitate and then they will say, "Lagi ma'am, so ma'am we are going to prepare for that". Kasi si Ma'am Wilma, we cannot say no.

WR: Ah, ok, what about the students? Any indicators of empowerment?

AA: Yes, like in the case of Rowena, Rowena has been a very important part of the team, Oliver. Probably not much for the others. During our small group discussion groupings, they were also able to give their share. They were also able to let us feel that they exist.

**Q6. So, as a result of being involved in the team, is there anything that could be different for you as an administrator?**

AA: ah, as an administrator. In the past, I always bank on people whom I think could do a difference. Sometimes I missed considering the others. Meaning I always involve those who are always visible. But the experience now with the research with you, I realized that there are

others also who have potentials. There are others also who have something to share. It's just that they are not given a chance. So that was the chance when they became a part of the team. That was the chance for me to see that they are there and probably in the next activities that we are going to have, I can be wider in my perspective in choosing people to involve.

WR: just like the experience of Prof. Matondo?

AA: Yes and Prof. Sarong.

WR: Actually, her perception is that you selected her because she has something to share. Perhaps she can contribute something to the group. I think, that was another side of the coin. Because you said that she is one member of the faculty who is quite shy, passive rather than active? Her own perspective is that, Maybe I am very lucky.

AA: Yes. Initially. That was better. Because probably she might think that I was involved because of like this and like that. In a way when you are going to look at the personalities of the others, it was I think an honor for her to be part of the curriculum team, Dr. Diano for example and the heads of the different departments. So it was something like. Why.. Maybe I am already in that level that is why I was considered. That is why when she asked me "ma'am, how is it that I became a part of the team of Ma'am Reyes". So I said..because we believe that you can be a factor to the sexes of the study". Because how can I tell her to her face, these were the characteristics.. that's why it's you we considered you and then she said, ah ma'am probably because of my experience with the Dep ed especially when I was in Loreto, which is also a composition of students coming from different ethnic background. Sabi ko, hay thank you, she has this notion of positive...

WR: ah that is why she got that idea when you told her.

AA: Of course, I could not correct her in saying, No, we are just looking for someone...

WR: Of course, that was a good experience for her. That's a price knowing that it was the first experience for most of them.

AA: for the study, yes.

**Q9. So how would you describe the bottom-up process of curriculum development?**

AA: The bottom up process of curriculum development is more enriching probably in the case of those who are involved from the bottom. Yes, because as I said again, there was this sense of fulfilment, there was this sense of ownership and then because those who are at the bottom, those who are actually directly involved know better the situation rather than people who are actually distance apart from the real scenario telling us what to do, telling us how to develop our curriculum. It was enriching, it was also practical in the sense that you are doing something which is really realistic which is near experiences.

**Q10. What are your thoughts and feelings about the responsiveness of the bottom up process in designing a local school curriculum?**

AA: What are my thoughts? I think, bottom up process model of curriculum development should really be encouraged, I think, it's high time for us because in our system, in the way the educational system works, it is always top down. I mean it is high time for us to adapt the

model especially that we are looking for something that will be beneficial for the recipient of this curriculum. In a way, this will make sense to them; it will make sense to us. So for example, if we are going to have the infusion, as the result of the bottom up model, our students will really have a wider grasp about what they are going to be, what they are going to handle when they become teachers in the future.

WR: In that kind of process, sometimes there were also personal conflicts, because of differences in personalities and also ideas and opinions, so what are your thoughts and feelings about this? Like, is it difficult to mediate for example, from the perspective of an administrator? And then you are going to make use of the same process let us say in doing a curriculum for the university? Sooner or later you can adapt the model you said. And what would be your thoughts about this? Let us say you encounter the same problem just like what we had in the past session?

AA: Well, in our situation, I think, even if we have clashes in opinions and ideas, I still believe that our colleagues are knowledgeable about diplomacy, what to do under this difficult circumstances because it has never happened in my experience in the meetings because of clashes of opinions. I think the administrator really should have a hand when things like this occur. So that even if there are clashes of opinions there should be somebody who is going to mediate, who is going to let them feel that something should be done. And resolve the issue rather than left the issue hanging. It is what we did during our session. When we get out of the session room, we did not have any question unanswered. Even if we have questions during discussions, but with the proper way of dealing these things, we were able to go out of the session room with no questions left unanswered. I mean, that is speaking for myself.

WR: Very well said. So for how long have you been teaching here at PNU?

AA: 17 yrs. you can start calculating my age (laughs)

### **Q11. What made you decide to stay here at PNU?**

AA: It's a very touchy question. In a sense that it will involve personal feelings about work and other people. What made me decide to stay in PNU because I love to teach, I love teaching. I love my students especially during the times that I feel like quitting and transferring elsewhere. So when I am with my students I realize that these students need me and I also need them. There is a sense of fulfilment at the end of the day. And then the colleagues, because here .. We are only a small community. So there are things that we can just talk among us even if we have differences in opinions and we can just tap each others shoulders and we can talk for a while after which we decided that whatever we discuss, it's just between the two of us. Although there is some instances also that we felt short change but these circumstances are overpowered by beautiful things that are associated with working at PNU aside from the salary. We are receiving here higher salary compared to the others. Then, the working hours that we have to spend here because if we can just have not to have an extra, we can just work for five hours, that is really something.

WR: Yes, but with your track record, you can have more opportunities outside? Considering the salary, considering better position.

AA: As I said, I still have to teach. I cannot imagine myself for now doing something else aside from teaching probably dealing with people not as students but probably as

subordinates or as colleagues, like that. Because when you teach, you also study. When you study, you learn again. You do not just relearn, you learn other things and you realize that there are other things for you to learn aside from other things that you missed teaching in the past session and then you have to add these things.

WR: Do you see yourself retiring here?

AA: For now, I cannot say. Probably, I can still give myself 5 years but to see myself as retiring from my work still connected at PNU, I could not say. Because of the distance I have to travel. That is actually one consideration that I have and for health reason because I am not getting any younger. But for now I do not have yet plans of transferring to any institution because as I said again I still love the place, I still love the people, noh.

WR: So you can also see yourself to be on top management at least for the next five years?

AA: Not yet. I do not see myself.

WR: Why not? You are already next in line, ma'am.

AA: Because when I think of the many responsibilities associated with the position of the Executive Director, the way I understand the work, it's very taxing. A lot of people expect a lot from you. And then, I cannot say that I can give my full attention to the work, especially that my children are growing up. Because even the position of the Academic Director is something that I did not expect. But when you are there already, circumstances would eventually push you to accept the position. So for now, I cannot directly say no or yes but I would say it depends probably to some circumstances and some people like when you become the Vice President for Academics (laughs).

WR: How would you describe the culture of PNU Agusan?

AA: The culture of PNU Agusan? In general? The culture of PNU Agusan is .. How would I say it? Culture of PNU Agusan is peace-loving culture in the sense that we do not see much conflict. Actually if you take a look at history of PNU, I mean about relationships. If there are some misunderstandings, misconceptions, they are always resolved. What else? Peace loving as I said that again and then what else, I would really say peace loving in the sense that we do not have major conflicts compared with other branches because there is nothing that we cannot talk about. Probably because we are all open to communication. Yes, and then what else?

WR: How many faculty members do you have?

AA: 50 faculty members and 17 staff, both contractual and regular. And then 9 security guards so you see very small community not even reaching 100.

WR: ok, and the number of students?

AA: 1,500 or 1,800. Because we are trying to limit the number of students, yes from first year to fourth year including the ctl.

WR: Final question, ma'am. What are your programs as an academic director of this institution? How would you project yourself for the next two years?

AA: Probably, next 1 year na lang yata. 3 years lang yata kami. Up to 2010 noh. Yes, as regards programs, I think, what I really see is our students and faculty members to be able to extend help to other institution in other barangays as we have started adopt a barangay in order to provide emergent literacy and so we are now into that bringing our help, our programs to other schools in the barangays only in public high schools and public elementary schools and also private high schools. And I think, this is one thing; aside from the fact the we also gain from that in our nbc, (laughs). The teachers will also realize that they do not have to confine themselves in the four corners of the classroom but they can also help others. How do I see myself in the next two years? Still doing the things that I am doing now. And probably should be bent in pursuing the infusion of multicultural education. Yes, because I think, though we sense a positive response from the faculty last Wednesday, but I think there is really a need to have separate sessions for them to have a better understanding of this thing, di ba? Now, probably, we can do that at the end of the semester when we revise again our syllabus for the second semester.

WR: So you are going to push through with it?

AA: Yes, kay sayang if not sustained.

WR: So like you are going to do some workshops for syllabus making for other faculty members who were not involved in the process?

AA: Yes, for those faculty members who are handling those courses that we have identified where we can infuse multicultural education. Ganun na lang siguro.

WR: Ok, other plans?

AA: Other plans? For the future? No plans.

WR: Thank you, ma'am.

## APPENDIX 7: SAMPLE CURRICULUM MEETING TRANSCRIPT

### 5<sup>th</sup> Curriculum Development Meeting (Part 1) July 16, 2008

MQA: Uhm...good afternoon. I think we'll...we should start now. Ahm...for the last meetings, we defined local community as mix...mixture of different ethnic groups having diverse prac--ethnic...culturally diverse group with ahh...different practices. Ahm...and so, there is a need that ahh...we answer the...those needs of the people of the local community where they are ethnically diverse. So...but...but the question is there is a question how capable are our teachers in building meaningful bridges across cultural systems and how could we build bridges across cultural borders. We believe that this research will answer the question and so we are here gathered now to have some curricular reforms. (Chuckles) Curricular reforms ba 'yan? In the end of our sessions, we say we are expected to...our output, we expect that we will have an output of ahh...something like a curriculum for multicultural teachers so we could produce teachers who are multiculturally...multicultural teachers who can handle multiculturally diverse students. So we aim to uhm...culturally responsive teaching. Okay. So...and the last meeting...we will review first about what we did last meeting. We discussed about the needs assessment of the local community and there were competencies that we form—formulated and the...some of the competencies were...were from...we have to consider the National Goals or the CMO 30, the CHED Memorandum 30, and the...we also refer to competencies found in Philippine Normal University ahh...curriculum or PNU competencies. I'd like to call someone to have a recapitulation of the past discussion...session. Baka may nakalimutan ba. What we did last meeting.

Oliver: So--

MQA: The time of Dr. Diano's kuan (kuwan)...Dr. Diano has facilitated.

Oliver: So...ahm...we discussed about infusion, what to infuse in the curriculum, and the reason that we studied the curriculum standard of the Philippine Normal University and we find it out that there are some ahm...standards that are still the general...general or general...in general terms. That is why we are going to...the body agreed that so we could make a more specific ahm...curriculum standards and how can we able to make a specific curriculum standards, we ahm...give some competencies that will be added in the ahm...curriculum. So, we stated the different domains, those knowledge, attitudes, values, and skills, and by that, we know that we can make a...a more specific ahm...competencies.

MQA: Okay. I'd like you to refer to Table 1. Probably that's our output for the last sessions. Table 1, problems, needs of local community. In the first column, you have there problems, needs assessment of curriculum team members and the next is the problems, needs by the ahh...this is ano, from Dr. Tampus's research. Then ahh...the...the last column, the problems, needs by Miss Reyes...in the research of Miss Reyes. So, we, after analyzing the competencies, we know that there are lots of lacking competencies pa, di ba? So, in this afternoon, we will continue identifying some competencies that are lacking. So, ahh...we will be open with more suggestions to you ahh...more competencies. So we will add more competencies. The last time ahh...meeting, we went to Esperanza National High School and ahh...we interviewed some parents and teachers, the IP students, and we had class

observations. Ahm...I'd like that we'll have a short reflection or narration of what we did there so that what you have shared to us, your experiences, we'll pick up some competencies if there are so that we will add those competencies in our table here. Please ahh...look at Table 4. It's the latest table na nagawa natin ahh...ano...for competencies. We have there the general education, the PNU competency/ curriculum standard, third column, PNU-Agusan multicultural competency/curriculum standard, and we identified courses for multicultural infusion. Di ba, that's what we did last meeting? Our output last meeting but before we went to Esperanza. Okay. So, of course, the feedback of...from the...can be added to... So we go first with the...with your experiences at Esperanza. Ahh...Dr. Abrea will start.

AA: I will read all I have encoded. Ahm...interview with teachers of Esperanza National High School. I had a chance to interview three teachers, Mrs. Visayan, handling Araling Panlipunan, Mr. Miguel Ellaso, Mathematics teacher, and Mrs. Marilou Raganit-Kanashero, a language teacher. Esperanza National High School is situated at the heart of the town of Esperanza. At present, it has 42 teachers, permanent and on contractual basis, and three support staff that take care of about 119 students for now because it's expected that the enrollees will dwindle at the end of the...within or at the end of the school year. The student populace is a composition of ethnic groups, mostly Higaonons and Manobos and migrants from neighboring regions. Visible in the school environment is the support of the LGU as gleaned from infrastructures, scholarships offered to indigenous students, and other means of aids, monetary among others. Moreover, the LGU has provided a Higaonon community to the Higaonons who were displaced from San Vicente, a barrio of the town declared as "No Man's Land" because of the peace and order situation.

So I went directly to ask the question as regards description of the lumad learners because the teachers said that most of those who belong to the lower sections are the lumad learners. The learners belong to the lower sections. If these...if there are those who belong to the science class, only a few. Common observation also is the dwindling attendance to the class and habitual tardiness. Some cannot finish the school year. Marriage is one factor for dropping out because they still practice the so-called...so called arranged marriage. Moreover, the learners are inhibited to participate in classroom activities, programs, among other things. Another observation is older entry to school for some students. Meaning, they are not at the right age when ahh... they will send entry to school. Some are older than the expected age. These could be attributed to the following factors: most of them come from the far-flung barrios where fare is costly. Ahm...500, that is one way, another 500 going back. So, allowance does not arrive on regular basis. So students will resort to paid labor like peddling, trisikad driving, and running errands for others, which, of course, will eventually eat up most of their time. For those who lived within the town, reasons for absences and tardiness may include taking care of younger siblings in which there are "many" siblings since they do not also practice the so called family planning, helping parents in planting, harvesting, etc. Another factor: I will lump na lang ha? The value of education is not deeply rooted in them. This can be traced back in the elementary experiences when their teachers' attendance was not regular also because of the distance. So ahm...some said that teachers during elementary would come on a Monday ahm...morning and arrive late and then leave on a Friday probably at one o'clock in the afternoon because of the distance from the workplace to their houses. Students are not exposed to extra-curricular activities. Participation is limited to cultural dances. So when they are asked to sing pop songs or when they are asked to perform modern dances, they are inhibited because they are not exposed to these. They are more at home with house-related chores like "mangguna" (weeding), "magkabo" (fetching water), and "manglampas" (grass-cutting). They would volunteer to do all these ahh...work which we would consider as menial jobs. Another ahh...factor is language. Language becomes a barrier because the first language is Higaonon or Manobo and then the second

language would be...would be Cebuano. And then, Filipino and English become now a foreign language. And so, there is also inhibition to recite in the classroom because they are shy to share speaking Filipino or English since they have a very strong accent and intonation in the first language. Example, this oftentimes mimicked by their classmates, like “Wa!”, “Tambalo!” Ahh... “Ano ba pangalan mo?” This is what the teachers said. Lessons are also hard to grasp because of the language barrier. Another: some lessons are in conflict with their traditions like marriage, gender roles, religion. They themselves have no deeper understanding of their own culture and when another practices are introduced, they become confused. Education is sometimes a factor to alienation to their own culture. Example, in their community, shouting is a means of communication. I think that is because of the distance to our...from one house to the other. In school, they are asked to minimize noise and they are always associated with ahh...the ones making noise. Another example, they do not have chairs at home, di ba? In school, they would put their feet, I know this is a literal translation in English but I do not know how to put this in English, they would put their feet on the chair even in the...in...in school.

RO: Magkaon? (When eating?)

AA: Hindi. Kahit hindi magkaon (even when not eating). Even when they are attending their classes. Itongtong ba (ipapatong). That is the word. Itongtong ang tiil sa chairs (ipapatong ang paa sa upuan) because they are not aware that this is not supposed to be according to the standards of the majority. At present, Mrs. Kanashiro organized “Young Higaonon Organization” which aims to assist the indigenous students to adjust to the new environment without sacrificing their own culture. It also wants to provide a “sense of belonging” for them so that they will not feel discriminated or trivialized. This is taken from the sharing I had with the teachers.

MQA: So we will pick up some conflicts and hindrances here so that later we’ll identify what ahh...competencies shall be added to our curriculum to answer those needs, that there’s ano...local practices--

AA: --yes...

MQA: --the arranged marriages, the socio-economic status, social security status, then the language, their own language, ethnic language...sige...the gender, religion also, the alienation to own culture.

AA: And then the value of education.

MQA: Ahh...how did they value education, the parents, how parents value education. But then we had ahh...a solution mentioned a while ago that some teachers, I mean a teacher, organized a group for the...

AA: A young Higaonons’ organization.

MQA: So what shall we write or what shall we label? Solution or...?

AA: Yes.

MQA: Siguro solution. Okay. So basing on the...on the...unsa pa ni (ano ba ito)...narration on the...oh, yeah...mamaya na...any competency that you have identified for...so...so...that we can add the competency?

LM: Probably I'm not equipped with the competencies but I would like to relate pero maybe there are competencies or problems that would come up. Okay. Ahh...still in Esperanza National High School, the...we'll listen to you first.

MQA: Ay, sandali po, another experience 'yan? Your experience?

LM: Yes, my experience.

MQA: Kasi...kasi...ano...what I said a while ago is we do analyze muna kay Dr. Abrea's testimony or we will add na lang. Ah, sig, i-add na lang siguro. I-add na lang muna. Sig, ma'am.

LM: Okay. So still in Esperanza National High School and the class, which I've observed, was Second Year-Burgundy and ahh...under the adviser Penny Ongot. But the class that I've observed was English class and then ahh...it was handled by Mrs. Florinda Costales. Now, the...the...a topic at that time was the 25 frequently occurring prefixes and it started with a review of the prefixes which I think the review is too long than the regular class, no? Usually the review should only be 10 minutes or the subject matter was...was very short only while the review was too long. Now, ahh...I observed there without any comment, just observing. I also ahh...I also hear and saw students laugh when words are mispronounced, so then...and then when a student can't read the words correctly. So after that, from these...from these observations, I formulated questions to be asked after the class. The questions were what difficulties were encountered by the students, by the teacher, what difficulties were encountered...encountered by the students and the teacher during the English class, how the students react on the intonation patterns of the members of the class, and then how will you handle students who can't pronounce English words according to the teacher's standards and the students' assistance in defining some difficulties. And then whose ahh...I asked also attendance in the classroom. So these were the following ahh...questions I formulated while ahh...before the actual...actual interview with the teacher after the kanang class because after 45 minutes, ahh...rather after one hour, we have a face-to-face interview with Prof—ahh...Mrs. Costales, the English teacher. And then later on, it was joined by the adviser. So these are the questions raised and then the answers of...of the teacher. So I asked them ahh...the component of the, of course, the component of the class...of the class. And then she said there were eight because there was headcount actually when I was there. There were eight students who are Higaonons out of 49. So meaning, seven or seven...seven percent out of or eight out of 49 students were Higaonon while the rest are Warays, Cebuanos, and they call them as Bisaya although they are Waray, Cebuano, and Ilongo. And then ahh... I asked the teacher whether students, if ever students will mispronounce words and then the teacher said she will do the modeling, and then if there were students who would laugh, ahh...the teacher would tell the students, "do not laugh because it is our second language." So ahh...there was now kanang...the kanang...the need. The students, although they will smile, but kanang there is...there are no more inhibitions whether these students comes from the Higaonons or from the Cebuano group. Ahh...I asked also the question how many of those students would recite, whether the Higaonons or the...or the Cebuanos. And then the teacher said there was no distinction anymore. Meaning, the Higaonons are already accustomed to recitation in the class. So it's only the kanang few members of the class, not the Higaonons. Those who are silent are those

ahh...similar with...with an ordinary class wherein those who are silent are those that are not kanang...kanang less, not 'yong slow learners, can consider as slow learners. And then the difficulties in teaching the language, English language, according to her, the teachers lack the vocabulary but she is to...she will shift the language into Filipino if the students kanang don't know the meaning. Ahh...and I was asking about the financial status of the students. She said it's not the Higaonons that are the kanang less...less kanang--

JD: --fortunate.

LM: --economic status because ahh...to them, it's the Cebuanos...the Cebuanos who are economically and financially handicapped. Ahh...why? And then on the part of the Higaonons, yes, it's true that these Higaonons come from the kanang far distance wherein that they...ahh...I asked also how far is that far and then the teacher said, I asked the adviser, the teacher said the...the Higaonons would spend as much as 800. That's why they don't go home regularly. It's the parents of the Higaonons who would bring the kanang support...financial...financial support from the farthest kanang place to the...to their own children in that Esperanza. So the Higaonons as parents are very supportive according to the adviser. Ahh...then ahh...I asked also the economic status of the students there and then most of the parents' income is at average but those that are not from the place, kanang mga unsa ni ('yong mga ano)...ahm--

RO:--dayo (migrants).

LM:--dayo or they're displaced, no? Displaced families are those Rizalians kuno (daw) nga (na) who are economically low...low income. Then ano pa? Now, with regards to the question whether the Higaonons are shy, the...according to the adviser of the second year class, when these Higaonons were still first year, of course kuno, the...these students were very shy. But in the long run, while...while they were already second year, their being shy is kanang nag-decrease. Okay. So, and then, I asked the teacher how come that these students' being shy has decreased. The teacher said that they are participating...ahh...they are integrating rather the kanang content of multiculturalism in their...in their class and...and...and then I said, "Paano?" And then while there are incidents kuno nga the...while...ahh...cultural groups are mentioned, when these students kuno would ahh...when they were yet first year, ahh...to the teacher said maulaw na sila magpaila na sila Higaonon (nahihiya silang magpakilala na sila ay Higaonon) or they are...they are shy to tell the class that they are from Higaonon and then because of the integration of the teacher, the kanang...the acceptance of the culture kanang is already increasing. And then...and then I asked the teacher, "How did you integrate multiculturalism in the classroom?" And according to the teacher...she said that ahh...for instance, what are those plants and animals that are found in your own ahh...environment that is not found in the...in the environment of Esperanza itself. So because of that kanang the...the students were quick to answer the plants and animals found in their own place, kanang Higaonon na almost pure na Higaonon. So the teacher supports nga okay. So kanang kuan kuno, that's a very...parang the...the teacher is appreciating when the Higaonon students would try to point out those kanang plants and animals which are only found in their places. So in this way, the kanang...the attitude of those Higaonons are...were...no...ahh...little by little were diminishing, okay?

MQA: What attitude, ma'am? The attitude of--

LM: --ahh...excuse me. Another. So...and then I asked them--

MQA: --decreasing attitude na ano, ma'am?

LM: Ha?

MQA: Decreasing attitude na ano?

LM: Meaning 'yong ahh...when these students before, kining (itong) Higaonon, because I was...I was ano...I was pinpointing the Higaonons because I know that there are so many Higaonons in...in Esperanza. So the attitudes of these Higaonons or the...the kanang ethnic group...that kind of ethnic group kanang before they cannot...they cannot ahh...they are shy to tell the...to tell the world that they came from that Higaonons.

MQA: The attitude of being proud of their ethnicity.

LM: Oo. But now...oo...yes...but now, they are already...they can...they are already trying to show...they are now already proud. It's because in the class, it was integrated by the teacher especially in kuno Biology, for instance, in Biology wherein the teacher is pointing out the plants and animals which are found only in Higaonon environment and which are not found in the kanang...in the Esperanza kanang community where the school is located. So those are just the examples kuno of how the teacher is trying to solve the kanang problem among the Higaonons to...to appreciate their own culture. That is just one of the...kanang one of the remedy or solution.

MQA: Ahh...what is that, ma'am? Giving the...a chance to...

AA: Making use of the local resources.

MQA: Making use of the local resources. 'Yong hindi naisulat kanina? 'Yong--

RO: --organize group.

MQA: Ahm...you're just trying to have a duplication of this kasi while we go back to this, Dr. Abrea mentioned about ahh...alienation to own culture. And then Dr. Montil mentioned about being...the shy attitude because of ethnic identity.

LM: Because the...the students were already second year high school. But when they were yet first year, they are ashamed to show their own culture or to point out that they are from the Higaonon tribe. But when they're already second year ahh...those barriers are already kanang diminishing. Those attitudes were diminishing. It's because the teacher ahh...the teacher, no? The teacher itself, especially the first year high school teachers like Miss ahh...Mrs. Pening Lem—limot, of the...of the Higaonons not to be shy of their own culture.

MQA: So the...the...the at—shy attitude...the shy attitude with this, with Dr. Abrea's alienation to own culture. But answered already. By making use of local resources.

LM: Especially in kanang...one of the kanang...she was referring to the Biology class because she was...she was the teacher.

MQA: Instructor of Biology. There was also mention about language that ahh...they got problems with intonation, diction, and mention about vocabulary--

AA: --expressions.

MQA: --expressions.

FQ: The term is difficulty in expressing.

MQA: Ahh...sige, difficulty in expressing.

FQ: Difficulty in expressing the content of the subject because they are not used to the English language.

MQA: Vocabulary.

LM: Though the teacher said...she said it's not really that...it's not really the problem of the children who belong to the Higaonons but in fact even those to the Cebuanos.

MQA: Because her students are diverse.

LM: Oo. Eight out 49.

MQA: Culturally diverse. There are Higaonons, there are...

AA: What section is that, ma'am? Because--

LM: --Burgundy

AA: Is that Einstein section or a crack section or...? Ahh...homogeneous na.

LM: Heterogeneous.

AA: Heterogeneous.

MQA: There was also mention of their economic status. Then ahh...

LM: Ang kuan lang kuno (Ang ano lang daw)...ang economic status sa those who are not from the place, sa kadtong mga dayo, kanang even students kuno are kanang nagbangkero sila (ang mga migrants, kahit estudyante ay nagbabangkero). Oo, they are...most of them are...pero the...the students who are engaged in the kanang magbangkero are those students who belong to the Bisaya tribe, not the Higaonons, kay (kasi) these students from the Higaonon tribe are well-supported by their parents. And I was asking nga who among the students are always absent in the class whether it's the Higaonon or the other tribes. And then the answer of the...kuan na lang, it's now the...the adviser who answer me because the teacher...English teacher cannot sup—give me da—data so it's the...adviser said that it's the kanang the tribe of the Cebuanos that are kanang economically stable so they are those students also who are always absent in the class.

MQA: Was there mention, ma'am, about the effect of the socio-economic status--

LM: --yes.

MQA: --in their ahh...learning-teaching process...in their learning-teaching process?

LM: Yes. That's why...that's why most of those who are always absent are those belonging in the kuan economically low...financially kanang ay...ahh...

MQA: Low performers in the class. Pag low ang economic status, do they perform well in the class--

LM: --no, no--

MQA: --ma'am, or are...are they the...the...the slow learners?

LM: No, no, no. They are not actually slow but they are always absent. So meaning, that there's a relation with the economic status with the absences.

MQA: Attendance but not really their...how do they perform in the class. There was mention also about the...that the parents are...were very supportive. So there's no--

LM: --to the Higaonons.

MQA: --to the Higaonon parents were very supportive. So no...no question...no ahh...problem about supporting their students to school.

FQ: Okay. In addition to Ma'am's...Ma'am Montil's ano...ahh...reaction, ahh...they are not...the parents of the Higaonons are very supportive in the sense that many of them are...were working in the municipality. So that is one reason that I got from the teacher that I have interviewed. So IP students were given much to their needs and priorities compared to other tribes in Esperanza National High School because the leaders were all, in the municipality and in the barangays, were IP's. Then I have observed third year students in Chemistry. Ahh...the only problem met by the teacher is difficulty in expressing the lessons. 'Yon lang talaga. Then most of them are late...late in...'yong responses nila to their lessons are very late compared to others.

MQA: The question there...late in responses...

FQ: Oo. Parang they cannot cope with the normal...normal level ng mga students ba. But there are IP students who are kanang brighter. 'Yon. Oo. 'Yon bang brighter students na who belong to the Higaonon tribes, normal sila pero most of the students, IP students, sa group daw, in a class, can answer but late in responses. Meaning, nahuhuli sila kaysa ibang mga estudyante.

MQA: Late in responses, di sa comprehension.

FQ: Sa comprehension na ano...everytime mag-ask ng question. Oo, mahina talaga sila. Then later na sila makaano...makaunawa sa lesson, after na nakuha na ng iba. So late in responses. 'Yon. Then meron kasi sila dito na teacher na most of...parang...para kasing if you are an IP in Esperanza, parang hindi...hindi 'yon na...na-feel 'yong deprive ka because Esperanza is a school catered to IP's. So 'yon ang sinabi ng teacher and ahh...especially if the students belong to the political line-up of the present leaders. Sinabi rin niya meron din naman daw IP doon but if they belong to the other side, other political line-up, hindi masyadong ano...parang na-alooof sila sa mga ibang IP's na talagang binigyan ng pagkakataon ng gobyerno because they were...most of them were NCIP scholars. So merong scholarship

granted to...to IP students in Esperanza. So merong NCIP scholarship grants daw ahh...to most of the students but those who are able to get this scholarship are those ahh...students who belong to the same political line-up. Then they were briefed daw. Those ahh...good students who are IP's, they were briefed by their parents to study more because they will be...ang leader of Esperanza soon. So 'yon daw ang... 'yong quote-and-quote na sinabi ng teacher. If you are a bright student and you are an IP, parang inano nila na you will become the next leader of Esperanza. 'Yon lang.

MQA: Did you ask about some competencies, ma'am, and skills that an IP teacher should possess?

FQ: According to them, they are integrating multicultural...in fact Ma'am Anunciado was trained in Ateneo ahh...twice para daw i-link 'yong ano nila, lesson nila in Chemistry to...to suit the needs of the IP's. Pero ang nangyari daw, no'ng napalitan na daw no'ng principal, meron talaga silang module na sinusunod na nang palitan daw sila ng principal, parang hindi masyadong bingyan ng pansin ng principal. And the other thing is 'yong photocopying machine daw nila ay nasira kaya di masyadong na-penetrated this year daw 'yong ano. 'Yong pagbago dawn g principal nila sa Esperanza. But before daw, it was really ahh...they were given modules and they were trained in Ateneo to...to suit in daw sa ano...'yong lesson nila in multiculturalism.

MQA: You were...you were interviewing parents, ma'am, no?

FQ: No, no, teacher...teachers. Teacher 'yong sa akin.

MQA: Ahh...yeah...ahh...sig. So nailagay na natin dito 'yong competencies. So ahh...we'll ask Prof. Plaza for the...

ZP: Prof. Sarong and yours truly were tasked to interview parents of the locality. The parents interviewed were Mr. Cesar M. Ganulan, Mrs. Dolly A. Lidanhug, Mrs. Munda H. Hadrague, and Mrs. Dolores M. Sumubol. The four of them are Higaonons. According to them, there are three ethnic tribes in their place, stated as follows: Higaonon, occupying the interior part of the poblacion, Manobo, residing along the coast of Agusan River, and Banwaon, living in between the coast and interior part of the place. Their dialect is Higaonon and they gave us examples like "madagway himasolom" which means "good morning." When asked of a sample vocabulary of Manobo and Banwaon...Banwaon dialect, they answered they don't know because they don't speak the language. The following data/information were taken during the interview: first is on practices, mga kinaiya. On leadership, they have supreme, the highest and the most respected leader who takes charge of the tribal affairs, municipal chieftain and barangay captain, the barangay chieftain and the barangay captain are responsible for government affairs but the decisions to be made will be referred to the supreme for approval. Their beliefs which led them to have festivals: Dumalongdong Festival, conducted once a year and usually after harvest time. The date is flexible and will be based on a situation when needed most. During the celebration, all the datus will gather together or convene to talk about tribal problems and solutions to resolve the presented problems. It is also in this affair that the datus will report on the peace and order situations of

their place or places as well as their projects, progress, and accomplishments. A ritual will be observed during the festivity. A pig will be offered and all the participants will have their fingers dipped into its blood to cleanse their souls from committed mistakes and at the same time seek continuous protection from God and a lasting peace and order and unity among the members of the tribe. After prayer and thanksgiving, the cooked pig will be shared to all of the members and participants of the celebration. They also gave us two minor celebrations: Panumanod, hunting. Prior to hunting, a ritual will be offered by the hunters for the success of the activity. A pig or a chicken is offered as a means of asking permission from the owner to allow them to hunt wild animals for they believed that the hunting areas are owned by those in the other world. After the prayer, the pig or chicken will be partaken, after which hunting will be started. It is their belief that if the hunters are first timers, the first hunt will be for family consumption only, not to be shared to neighbors, for they believed that such practice will lead to a more fruitful hunting in the future. The next hunt or the second hunt will now be shared or can be shared already to neighbors or people in the community. Next is Pangibabasok or farming. The same ritual is observed and the belief that the first harvest will be for the family only, not to be taken out of the house, and the second harvest can be shared already to others. On marriage culture: Buya System- the parents of both parties will arrange the marriage of their children. A minor or a woman as young as 11 or 12 years of...of age can marry as approved by the parents. Marriage can be tribal, civil, or church wedding. Church marriage is to be officiated by a priest or pastor. Civil can be done through a licensed datu, meaning, authorized by the supreme to conduct the wedding ceremony, not anymore through a mayor as officiant. Tribal marriage is also through a datu. It is a very lengthy ceremony with the purpose of developing several values as patience, understanding, cooperation, respect, loyalty, and the like. The interviewees...the interviewees expressed their continued adaptation of the Buya System, not only to preserve this culture but also of its positive effect as follows: first, married couples lived happily ever after; next, strengthened relationships among the tribal groups; third, both husband and wife showed due respect with each other because of their high regard to their parents; fourth, parents of both parties are very much willing to extend assistance whenever a problem arises in the family; fifth, restore/retain the wealth of the family. Their costume especially during occasions: sinabaang biste for men and women. For women, long skirt with beads of necklace. And for the men, the usual attire or style with a handkerchief with colorful beads. Higaonons loved to be identified. It is expressed through their choice of colors and is apparently represented with the color combination of their attire, the red, white, and blue. Red is for bravery, white, purity, blue, sincerity. Their tribal policies, laws: first is respect to tribesmen. Due respect will be afforded to tribesmen. An individual who looks down the tribesmen will be penalized. An amount will be paid for a particular violation or character assassination and if he has no money, he will be imprisoned or else be made to serve the tribe for a period of time. No trespassing. Observance of boundary from one place to another should be strictly followed. If an individual goes hunting and will go beyond boundary lines, he should ask permission or a consent from the land owner to avoid penalty or punishment. Cutting of trees. Cutting of trees is strictly prohibited. Whoever is caught cutting trees will be penalized. However, if it is needed or purposeful, then, a ritual will be observed. A pig or a chicken will be offered coupled with prayer. The offering is sort of payment in cutting down trees. Obedience and respect to parents. To obey and respect the decision of the parents

especially in the choice of a partner in life is valued most by the tribes including the idea that when a husband or wife dies, then, the widow or the widower will marry the brother-in-law or the sister-in-law of the deceased. According to them, the interviewees, their greatest problem is the presence of the “dumagat” or “dayo”, the immigrants, because of their violations of the tribe’s cultural practices, customs, traditions, and the like. The different concepts/ideas they shared to us during the interview are the ones they wanted to be infused or the recommended competencies to be considered in multiculturalism.

MQA: So try to focus to this question, so what are the parents’ problems as regards studies of their children? And that you’ve mentioned about the belief, the customs, they have their own beliefs, customs, practices, values, and...values. Now, can we...isa-isahin natin, ma’am, kung what are the...the conflicts as regards beliefs and their rituals. What are the...the how do they... I mean are there conflicts? It is said that there are no? Can we specify what are particular ahh...problem in terms of beliefs and rituals?

FS: There is no problem in terms of beliefs and rituals, ma’am.

MQA: Are there...what about the...their custom? Their no...no...costume?

FS: Costume.

MQA: Costume. Kasi...kasi may mga costume sila sa kanilang ahh...wala bang problems with regards uniform of the school or the...the...the dress code of the school?

FS: Ma’am, Higaonons are very sensitive to...concerned...they are very, very much willing to support in terms of studies. Ahh...even in the choosing of life partners, gusto nila sila lang talaga. Parang to have the so called security.

ZP: Ahh...ano...their costume as identification will be only during occasions...special occasions of the tribes. Ahh...children who are sent to school will also avail of that school uniform because that is a requirement of the school. So they do not have a problem on the costume.

MQA: What about the policies versus the school policies...the...the...their ethnic policies...the ethnic group policies versus the...the school policies?

ZP: There was no mention also of a problem about their tribal policies and the school policies because their...their children will also adhere to the policy of the school if they are in the school and also adhere to their tribal policy when they are on their locality.

MQA: What about the values? Their values?

ZP: Values?

LM: Can I ask a question?

MQA: Yes, ma'am.

LM: Ahh...it was mentioned by ahh...Prof. Plaza that ahh...the customs and traditions was regard about 'yong "Buya System." Now, "Buya System" is...are these practices also conflict with what is learned in school?

MQA: Oo, ma'am, no? Were there problems with regards the "Buya System? The "Buya System," di ba, kind of practice. Meron bang conflict n'yan sa...sa school na mga...

FS: Now, I think there is no conflict because in general, Higaonons are very, very masunurin. Masunurin sa kanilang mga magulang. Then, of course, they will become masunurin din sa school policies. Now, I don't know sa observation sa students if there are no problems.

FQ: There is no problem kasi whatever is the decision of the...everybody is enjoined to make it.

LM: My question is kuan ba...the...the. "Buya System," di ba that is a custom among the Higaonons. But in the school, ahh...in the school, there are values that are kanang practiced by...by the Cebuanos wherein or in the class where 'yong democracy bitaw nga it's not the...it's not the parents who would...who would make the decision for the child but it's the child who make a decision. But here in "Buya System," the child here is not making the decision. It's the parents' decision on their partners in life. So with that kind of issues and their kind of customs, is it...are there conflicts?

MQA: Ma'am Plaza.

TQD: Ahh...comment.

ZP: Ahh...siya na.

TQD: I was thinking na...I...I...when my...there's an experience na because my sister married as Manobo and then there was a case in their tribe that ahh...that was the one mentioned by Ma'am Plaza kanina, if ever the wife will die, the husband will marry the younger or the elder sister, no? So, that can be a form of incest since ahh...since ahh...we Cebuanos will not practice that. We will not marry our own blood or kahit consanguinity or affinity and ahh...that will affect their...their growing up since they might be retaining some recessive traits, di ba? Kibali mag-asuon gud ta, mag-agaw ta, unsa ba, pero magsuon ta tungod kay ang atong papa isa ra, pero atong mama magsuon (Magkapatid tayo, magpinsan tayo, ano ba, pero magkapatid tayo dahil magkapareho tayo ng ama at magkapatid ang mga ina natin). So something like that. The fact that they are subservient to their tradition, it's probably the role of the teachers to point this out to them, science, na it would be quite dangerous. That's why there will be cases of some Higaonons and Manobos na parang...parang low IQ because of these recessive traits na mura'g (parang) the same blood. You...you...you try to...to...sort of mura'g parente ra mo (Parang relatives lang kayo). Not

only na kanang iyaan giminyoan sa iyang papa, there are even cases talaga na mag-agaw, magtiwas pa jud sila'g minyo, cousins, marriage between relatives. It's the role of the school to probably educate them regarding scientific implications of marrying one's relatives.

(Indecipherable murmurs)

AA: What's that?

FS: The buya.

TQD: Buya, incest, and ahh...Pero sometimes the buya is the parents will try to dictate na you marry your relative. So buya can be a different ano blood but can be within the same blood because my sister made mention of that situation.

MQA: So, for...for our...for Cebuanos, it's not good to marry our own blood, di ba, because there are problems like...like mga...mga mentally retarded...gano'n.

FQ: Share your experience.

AA: Si ano...si Miss Joy.

RO: We do not...we do not ano...marry--

MQA: --within the members of the family.

RO: Oo, within the members of the family. It's not ano, di ba? Meron--

Joy: Meron...may ano din, ma'am, 'yong kahit parang malayo na pero gina-trace gani nila, ma'am? Kung ma-trace nga paryente, mura'g dili pwede. (Kung ma-trace na relatives pa sila, hindi pwede).

ZP: The...the example I made to ask by the elder one, si...si...si Mr. Ganulan, this buya is ano or their children who would marry ahh...from ano...from the other tribes.

FS: Different tribe.

ZP: Not a relative or of the same ano.

AA: I think the reason why tribal marriages or inter-tribal marriages are allowed is in order to foster friendship among the other members of the tribe.

RO: One purpose that the Manobos or the IP's convened, in fact they include the...the youth of today who are a member of that IP, the indigenous group, then they were convening, then they agreed that ahm...they...because that buya system is kanang...kanang dili na mawala. So they agreed na paningkamutan na mabalik na siya. It's because of the trend today that the...the trend of kanang pregnant...premarital sex. Then, 'yan. Gusto nilang maibalik para daw maano sa sakto na marriage ang ilang mga anak. Nagkaroon ng pagpupulong and mga IP at napagkasunduan na pagsisikapan nila na maibalik ang buya system upang maiwasan ang premarital sex, pagpapakasal na buntis, at magkaroon ng maayos na buhay-may-asawa ang kanilang mga anak.)

MQA: I think I heard also with...I heard also that they like...they prefer to revive that buya system daw because...yes...because daw if parents will choose for us, halimbawa for us, whom to marry, then our marriage will be daw ano...maganda and takbo because parents do not choose the partner na hindi mabait at magaling at maganda para sa iyo. Maganda ang future. Magandang-maganda ang future. And if the parents will choose, they will also support whatever problems na they will have. The parents will also support the newly married couple.

FS: According to them, it's already proven na it has a good result.

ZP: Kaya nga they wanted to revive because of mentioned reasons.

MQA: Unlike daw sa Christians na...na we choose our partner...own partners because we love them, with that reason, ang nangyari daw, if there are problems, parents will not support kasi ikaw ang pumili n'yan eh. Kami, hindi namin ano 'yon, approved 'yon. Pag buya system daw, all the problems that you will meet sa inyong marriage daw, you will be supported by the parents kasi nga they choose ahh...your partner. They are the ones. Okay. May i--

ZP: The partners also will be given their chance to know each other.

AA: That's similar to...that's similar to ancient concept arranging marriage in India because according to them, similar also to the Manobo concept and the Higaonon concept, marriage comes first before love, unlike in our concept love comes first before marriage because according to them, you have the whole lifetime to know about our partner after marrying him or her, whereas in our case daw, we get to know our partners first before we will marry him or her. There's no more chance for us to explore our possibilities once we are married.

TQD: But the point is that we heard of some stories na the girl has not...has not yet menstruated and then...and then they already are...are given because of the dowry and then they have just mensed...that include ahh...sex without...without love...without...without all those mga....

AA: (Indecipherable) once nga dug-on na (once the girl has menstruated).

TQD: They really have ano na sex...actual na.

FS: According to those we interviewed, after their marriage daw, ayha (saka) pa nag-court 'yong lalaki sa kanya.

AA: Kaya nga.

TQD: Lagi pero (Oo nga pero)...

FS: After mag--magkuan na dayon (Pagkatapos, mag-sex na). Mga four months pa adisir mag-- (Four months muna ang dadaan bago mag-sex)--

CB: --after--

ZP: Four months.

TQD: I don't think so...I don't think so that the man can...can ano control himself na they really were sleeping in one...one house, one bed...and then he will wait for the woman, for the girl to like her.

CB: According to some of the students we interviewed, ayaw daw nila 'yong buya system. These are the girls, no, because most of the men in their tribe, the Higaonon are tamad. Tapos, hindi nakapag-aral. So pinagpili ko sila. If you would be given the choice, would you like ahh...a Higaonon man to become your husband or non-Higaonon? They prefer the non-Higaonon kasi daw gusto daw nilang makapag-asawa ng professional na ka-level din daw nila kasi sila doon parang--

FQ: --mataas na 'yong level nila eh--

CB: (Nods) Tapos karamihan daw sa mga kalalakihan sa tribe nila, tamad daw. Tapos 'yong isa, sabi n'ya, magkadugo lang daw ang tingin niya sa lahat ng mga Higaonon. All relatives kaya ayaw niya. Kapatid lang. 'Yon.

TQD: Kasi meron ding difference sa demanding the child to marry whom they dictate. It's a...a...parang...not restricting the right to choose. The parents should accept Higaonon or non-Higaonon if they really care for their children kay (kasi) for all we know the parents are just after Higaonons to conserve their identity, at the same time taking care of the forest that the Higaonons supposedly owned but it's untilled. So kanang probably, there is a relative that is needed among the Higaonon nga generation of trying to see the other side of the matter. Although there is no stopping them to having their own tribe but they should be given freedom to choose whom they love and to stay with them throughout their married days.

MQA: Dr. Diano made mention about somebody should try to open their eyes as regards this situation. So I think that's a good competency now for...if you want to produce a multicultural teacher.

ZP: So the teachers...students should display the advantages and disadvantages of this buya system.

FQ: Buya system.

MQA: Open their eyes as to the advantage or ano ba or the strengths of their culture or--

LM: Pero based from the data, they said that the students themselves don't like the buya system so that would be 'yong ano na...'yong how the teacher will process this in the classroom wherein--

FS: --the teacher will give the advantages and disadvantages--

LM:--to process only the advantage and disadvantage.

MQA: So one of the competencies of the teacher...should produce a teacher who has a good understanding of their culture so that she should know how to ano...how to handle the...help them analyze the strengths and the weaknesses of their culture and what has that to do with their survival...ano ba 'yan...or their living.

TQD: I will really ask them about that matter na is it rue na you were meant to marry even before you menstruated and then...and then you say na, “Unya, ma’am, wala koy mahimo, na sugot na lang, uyon na lang mi, unsaon ta man mao may gusto sa akong ginikanan.” (Wala akong magagawa. Papayag na lang ako. Ano bang magagawa ko? ‘Yon ang gusto ng aking mga magulang.) Although it’s not unique of IP’s, it also happens among the dumagats, pero sa ato kay (pero sa atin ay) we’re more aware na it’s not good...but because of love. Ay kini siguro (Ah, ito siguro) it’s happening because they think na that they’re doing it because they’re ignorant of the scientific implication of what they are doing and probably just dictated by their ano...cultural ano...kanang what they have been doing ever since na sometimes they marry their relative. Ingana (Ganoon). Pero iba sa mga dumagats. Dumagats are aware of the implication pero probably they just practice it because of lust di ba, ma’am? Ang Ip’s not because of lust but because of the conservation of their culture. Because that is really true. My sister really told me about it. She has married a Manobo. And there were occasions daw kuno nga it’s happening among the Manobos kay they really think their tribe best so they marry their own tribe. That’s the reason. Just like what the Muslims are doing, the Chinese are doing.

MQA: (Indecipherable) its implication to education?

TQD: Socio kuan...acceptability of practices of marriages and relationships and unacceptable practices, di ba? It is more acceptable to marry other blood than your own and what is unacceptable is to---

CB: --If you look at it in their context, ma’am...

## APPENDIX 8: PNU AGUSAN CURRICULUM BEFORE AND AFTER CURRICULUM DEVELOPMENT

Table 5.1 PNU Agusan Curriculum Before and After Curriculum Development

Teacher Education Component	PNU Curriculum Standard (Existing)	Agusan Curriculum (Proposed)	Multicultural Standard	Curriculum Changes Made
<b>GENERAL EDUCATION (Educated Person)</b>	<p><b>General:</b> Demonstrates an understanding of culture, and the impact of change</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>• Discusses current human problems and concerns and appraises the impact of personal decisions on the current political, economic, social, cultural, and environmental issues and concerns at the local, national and global levels and vice-versa.</li> <li>• Appraises current social issues from a historical and scientific perspective</li> <li>• Engages in activities that respond to political, economic, social, cultural and environmental issues and concerns at the local, national and global levels</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of local history/history of tribal and ethnic groups</li> <li>• Demonstrates an understanding of the political history of locality</li> <li>• Displays awareness of relevant laws of the different ethnic and tribal groups</li> <li>• Keeps abreast with current trends and issues of local community</li> <li>• Demonstrates an understanding and background knowledge of different cultural rearing practices</li> </ul>		<ul style="list-style-type: none"> <li>• Inclusion of local history/history of tribal and ethnic groups</li> <li>• Current trends and issues of local community</li> <li>• Understanding of different cultural rearing practices</li> </ul>
	<p><b>General:</b> Explores the roles of culture and the arts in societies</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>• Explains the aesthetic contributions of culturally diverse group</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the different cultural practices and life ways of different ethnic groups</li> <li>• Explains the aesthetic contributions of different ethnic groups in Agusan</li> </ul>		<ul style="list-style-type: none"> <li>• Specifying cultural practices and aesthetic contributions of different ethnic groups in Agusan</li> </ul>
	<p><b>General:</b> Examines human values and belief system</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>• Approaches ethical dilemmas analytically and use ethical reasoning to a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates and respects the cultural values and belief system of the different ethnic groups</li> <li>• Demonstrates fairness in dealing with multicultural students</li> <li>• Demonstrates open-mindedness to local ways of thinking</li> </ul>		<ul style="list-style-type: none"> <li>• Emphasizing appreciation and respect for cultural values and belief system of different ethnic groups</li> <li>• Fairness with multicultural students</li> <li>• Open-mindedness to local ways of thinking</li> </ul>

Teacher Education Component	PNU Curriculum Standard (Existing)	Agusan Curriculum (Proposed)	Multicultural Standard	Curriculum Changes Made
	<p><b>General:</b> Understands the self and human interactions</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>Increases understanding of the relationship between the self and community including self-awareness and personal responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Shows commitment and patience in teaching multicultural/ethnic students</li> </ul>		<ul style="list-style-type: none"> <li>commitment and patience in teaching ethnic students</li> </ul>
<b>PROFESSIONAL EDUCATION (Reflective Practitioner)</b>	<p><b>(Teacher as mediator of learning)</b></p> <ul style="list-style-type: none"> <li>Draws from a wide repertoire of strategies and adapt them to fit the instructional context</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use local and indigenous instructional materials</li> <li>Demonstrates teaching methods/strategies for multicultural education</li> </ul>		<ul style="list-style-type: none"> <li>Localization of teaching methods, strategies and the use of instructional materials</li> </ul>
	<p><b>(Teacher as worker for change)</b></p> <ul style="list-style-type: none"> <li>Initiates activities that encourage school-home-community partnership and engages in educational activities that promote personal renewal and social transformation</li> <li>Connects school and classroom activities with student homes, work places, and the community</li> </ul>	<ul style="list-style-type: none"> <li>Actively involves oneself in the cultural activities of the local community</li> <li>Critically aware of what is happening in the local environment</li> <li>Can adapt to local lifestyles and practices</li> </ul>		<ul style="list-style-type: none"> <li>Active involvement in cultural activities of local community</li> <li>Awareness of local environment</li> <li>Adaptation of local lifestyles and practices</li> </ul>
	<p><b>(Teacher as Worker for Change)</b></p> <ul style="list-style-type: none"> <li>Utilizes indigenous knowledge system to enhance education</li> <li>Explores responsive and effective alternative systems in delivering education</li> </ul>	<ul style="list-style-type: none"> <li>Develops local and indigenous materials for teaching multicultural students</li> </ul>		
	<p><b>(Teacher as Worker for change)</b></p> <ul style="list-style-type: none"> <li>shows commitment to the principles of peace, justice, freedom, and human rights</li> </ul>	<ul style="list-style-type: none"> <li>Provides classroom atmosphere that respects ethnic diversity</li> <li>Be conscious of equity issues with ethnic students</li> </ul>		<ul style="list-style-type: none"> <li>Equity issues with ethnic students</li> </ul>

Teacher Education Component	PNU Curriculum Standard (Existing)	Agusan Curriculum (Proposed)	Multicultural Standard	Curriculum Changes Made
	<p><b>(Teachers as researcher)</b></p> <ul style="list-style-type: none"> <li>Seeks to improve the educational practices within one’s own school setting by conducting inquiries to serve students more effectively, and generates knowledge that enhances the discipline</li> <li>Maintains and updates the teacher’s knowledge base on educational trends and innovations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills in ethnographic research</li> </ul>		<ul style="list-style-type: none"> <li>Focus on ethnographic research</li> </ul>
	<p><b>(Teacher as Evaluator)</b></p> <ul style="list-style-type: none"> <li>Creates and selects a variety of evaluation strategies that provide information about student learning, that are aligned with the curricular goals, and that assist students in reflecting on their own progress</li> </ul>	<ul style="list-style-type: none"> <li>Uses variety of authentic/alternative assessment strategies responsive to the cultural context</li> </ul>		<p>Use of alternative assessment strategies responsive to cultural context</p>
<b>SPECIALIZATION (Responsive Specialist)</b>	<p><b>General:</b> Manifests expertise in the content of the discipline</p> <p><b>Specific:</b> Engages in activities that respond to local, national, and global issues and concerns</p>	<ul style="list-style-type: none"> <li>Keeps abreast with multicultural issues in education</li> <li>Recognizes the significance of multicultural education and is able to integrate it with the content of the discipline</li> </ul>		<p>Focus on the integration of multicultural content and issues with the content of the discipline</p>
	<p><b>General:</b> Applies the appropriate method of inquiry in the discipline</p> <p><b>Specific:</b> Pursues inquiries that have relevance to local, national, and global concerns</p>			
	<p><b>General:</b> Shows how knowledge in the discipline can be relevant to contemporary life</p> <p><b>Specific:</b> Uses knowledge of the discipline to solve current human problems be it personal, local, national, and global.</p>			



Education Component	Standard	Multicultural Infusion
<ul style="list-style-type: none"> <li>Keeps abreast with current trends and issues of local community</li> </ul>	F. Current Trends and Issues <ol style="list-style-type: none"> <li>Migration/Emigration to Urban Areas/Displacement</li> <li>Retrieval of Ancestral Lands</li> <li>Awareness of the Conservation of Resources</li> <li>Literacy/Education/Indigenous Language</li> <li>Assimilation of Other Cultures</li> </ol>	SS 5 (Issues & Problems in Contemporary Society)
<ul style="list-style-type: none"> <li>Demonstrates a working knowledge on the use of the indigenous language</li> </ul>	1. Panitikan at Wika ng Iba't-ibang Rehiyon ng Bansa	F2. Literatura ng Filipino
<p>General: Explores the roles of culture and the arts in societies</p> <ul style="list-style-type: none"> <li>Demonstrates an understanding of the different cultural practices and life ways of different ethnic groups</li> <li>Explains the aesthetic contributions of different ethnic groups in Agusan</li> </ul>	<ol style="list-style-type: none"> <li>Different Cultural Practices and Lifeways of Ethnic Groups Family               <ol style="list-style-type: none"> <li>Growing up                   <ul style="list-style-type: none"> <li>birth, courtship, marriage, burial and death</li> </ul> </li> <li>Bringing them up                   <ul style="list-style-type: none"> <li>relationship, values</li> <li>others</li> </ul> </li> </ol> </li> <li>Aesthetic Contributions               <ol style="list-style-type: none"> <li>tattooing</li> <li>weaving</li> <li>weaponry</li> </ol> </li> </ol>	PED 1 (Foundations of Education) PED 2 (Child and Adolescent Development)  Humanities 1
<p>General: Examines human values and belief system</p> <ul style="list-style-type: none"> <li>Appreciates and respects the cultural values and belief system of the different ethnic groups</li> <li>Demonstrates fairness in dealing with multicultural students</li> <li>Demonstrates open-mindedness to local ways of thinking</li> </ul>	<ol style="list-style-type: none"> <li>Human Values               <ol style="list-style-type: none"> <li>Respect of Elders</li> <li>Respect of Religious Symbols</li> <li>Respect of Ecology</li> </ol> </li> <li>Belief System</li> </ol>	VE 1 (Values Education)

Teacher Education Component	Multicultural Curriculum Standard	Multicultural Content for Infusion	Courses for Multicultural Infusion
	General: Understands the self and human interactions	1. Relationship with Multicultural Students- awareness of cultural diversity/differences, tolerance, appreciation	VE 1 (Values Education)
	Shows commitment and patience in teaching multicultural/ethnic students	2. Local Ways (Open-mindedness) - Civic consciousness of tribal ceremonies and other aspirations	SS 2 (Economics Education)
		3. Commitment in Teaching Multi-cultural Ethnic Students - Identity awareness/empowerment of students	Pers Ed 1(Teacherhood) G-PSYCH 1 (General Psychology)
		- Use of indigenous materials and tapping indigenous methods and approaches	PED 6 (General Principles and Methods of Teaching 2)
PROFESSIONAL EDUCATION (Reflective Practitioner)	<b>(Teacher as mediator of learning)</b>  • Develops and uses local and indigenous strategies and instructional materials	A. 1. Local and Indigenous Materials: Its Uses and Characteristics Example: bamboo, wood, rattan, coconut, shell, etc.  2. Making use of Local and Indigenous Instructional Materials  3. Demonstration Teaching Using Local and Indigenous Materials	PED 4 (Educational Technology)
	<b>(Teacher as worker for change)</b>  • Actively involves oneself in the cultural activities of the local community	B. 1. Multicultural Activities of Different Ethnic Group Example: Fiesta, Festivals and Rituals  2. Immersion in Multicultural Activities  3. Peace Education	PED 18 (Practicum)  PED 1 (Foundations of Education)  PED 13 (Development in Education)
	• Encourages parent-teacher involvement in support of student learning	C. Parent-Teacher Involvement in Students' Learning	PED 18 (Practicum/Student Teaching)
Teacher Education Component	Multicultural Curriculum Standard	Multicultural Content for Infusion	Courses for Multicultural Infusion

	<ul style="list-style-type: none"> <li>Utilizes appropriate alternative system strategies in multicultural education</li> </ul>	D. Strategies in Multicultural Education/Culturally Diverse Students a. Time-tested b. Innovative	PED 6 (General Principles and Methods of Teaching 2)
	<ul style="list-style-type: none"> <li>Provides classroom atmosphere that respects cultural diversity</li> </ul>	E. Classroom Management for Culturally Diverse Students	PED 6 (Principles & Methods of Teaching 2) PED 18 (Practicum)
	<p><b>(Teacher as researcher)</b></p> <ul style="list-style-type: none"> <li>Demonstrates skills in ethnographic research</li> </ul>	F. Ethnographic Research	PED 14 (Introduction to Research)
	<p><b>(Teacher as evaluator)</b></p> <ul style="list-style-type: none"> <li>Uses variety of authentic/alternative assessment strategies responsive to the cultural context</li> </ul>	G. Authentic Assessment, Strategies/ Tools Responsive to Cultural Context	PED 7 (Assessment and Evaluation of Learning) PED 9 (Curriculum Development and Instructional Planning) PED 6 (General Principles and Methods of Teaching 2) PED 11 (Alternative Education)
	<ul style="list-style-type: none"> <li>Uses ways to monitor effects of teaching on student learning</li> </ul>	H. Ways to Monitor Effects of Teaching of Students' Learning (Performance, Portfolio Assessment and Rubrics and other ways)	PED 7 (Assessment and Evaluation of Learning) PED 6 (General Principles and Methods of Teaching 2) PED 9 (Curriculum Development and Instructional Planning)
SPECIALIZATION (Responsive Specialist)	<ul style="list-style-type: none"> <li>Keeps abreast with multicultural issues in education</li> <li>Recognizes the significance of multicultural education and is able to integrate it with the content of the discipline</li> </ul>		
<b>Teacher Education Component</b>	<b>Multicultural Curriculum Standard</b>	<b>Multicultural Content for Infusion</b>	<b>Courses for Multicultural Infusion</b>
BSE English		<ul style="list-style-type: none"> <li>Barriers in Foreign Language Acquisition</li> <li>Contrastive Analysis</li> </ul>	S-Eng 27 (Introduction to Language) S-Eng 28

		<ul style="list-style-type: none"> <li>• Use of Indigenous/Local Resources</li> </ul>	(Preparation & Evaluation of Instructional Materials)
		<ul style="list-style-type: none"> <li>• Available Local Translated Genres</li> </ul>	S-Eng 14 (Speech & Stage Arts)
BSE Mathematics		<ul style="list-style-type: none"> <li>• Use of Indigenous/Local Strategies &amp; Instructional Materials</li> </ul>	S-Math 25 (Instrumentation & Strategies of Teaching)
BSE General Science		<ul style="list-style-type: none"> <li>• Fauna Varieties in the Locality</li> </ul>	Bio 12 (General Zoology)
		<ul style="list-style-type: none"> <li>• Flora Varieties in the Locality</li> </ul>	Bio 11 (General Botany)
		<ul style="list-style-type: none"> <li>• Use of Indigenous/Local Resources</li> </ul>	Sci. 13 (Strategies & Instrumentation)
BSE HE		<ul style="list-style-type: none"> <li>• Family structure</li> <li>• Roles of Family Members</li> <li>• Beliefs and Practices</li> </ul>	HE 01 (Home & Family Living)
		<ul style="list-style-type: none"> <li>• Available Food Resources</li> <li>• Meal Preparation</li> </ul>	HE 03 (Basic Nutrition)
		<ul style="list-style-type: none"> <li>• Beliefs and Concepts of Health</li> <li>• Sanitary Practices</li> <li>• Health Practices</li> </ul>	HE 06 (Fundamentals of Home Nursing)
		<ul style="list-style-type: none"> <li>• The Use of Indigenous Materials</li> </ul>	HE 07 (Basic Clothing & Related Craft)
		<ul style="list-style-type: none"> <li>• Farming Materials/ Techniques/Practices/ Beliefs</li> </ul>	HE 10 (Fundamentals of Agriculture)
BSE Soc. Science		<ul style="list-style-type: none"> <li>• Making Use of Resources</li> </ul>	SS 8 (Developmental Studies)
		<ul style="list-style-type: none"> <li>• Political Issues &amp; Concerns</li> <li>• Tribal Laws Leadership</li> </ul>	SS 13 (Bureaucracy & Community Relations)
<b>Teacher Education Component</b>	<b>Multicultural Curriculum Standard</b>	<b>Multicultural Content for Infusion</b>	<b>Courses for Multicultural Infusion</b>
		<ul style="list-style-type: none"> <li>• Issues on Racism/ Poverty/Ignorance/ Illiteracy</li> <li>• Ancestral Domain</li> <li>• CARP</li> </ul>	SS 14 (Reading in the Social Science)

BSE Filipino	<ul style="list-style-type: none"> <li>• Use of Indigenous Materials</li> </ul>	S-Fil. 207 (Paghahanda at Ebalwasyon ng Kagamitang Panturo)
	<ul style="list-style-type: none"> <li>• Local Literature Manuscript</li> <li>• Mga Hadlang sa Pagkatuto ng Pangalawang/ Dayuhang Wika</li> </ul>	Fil. 302 (Introduksyon sa Pananaliksik at Panitikan)
BSE PE	<ul style="list-style-type: none"> <li>• Indigenous Art</li> </ul>	PE 308 (Art Education)
	<ul style="list-style-type: none"> <li>• Local Safety/ Preventive Measures/ Remedies</li> </ul>	PE 414 (Safety Education and First Aid)
	<ul style="list-style-type: none"> <li>• Local Sports/Dances</li> </ul>	PE 311 (Research in Physical Education)
BEE	<ul style="list-style-type: none"> <li>• Fauna and Flora Varieties in Locality</li> </ul>	CEC-S1 (Elem. Botany & Zoology)
	<ul style="list-style-type: none"> <li>• Home and Family Living</li> <li>• Money Management</li> </ul>	CEC HELE (Home Economics & Livelihood Education)
	<ul style="list-style-type: none"> <li>• Beliefs and Concepts of Health</li> <li>• Health and Sanitary Practices</li> </ul>	CEC S4 (Science & Health Curriculum & Strategies in Teaching)

## APPENDIX 10: SAMPLE SYLLABI

### SAMPLE SYLLABI with MULTICULTURAL INFUSION

Sample Syllabus in Professional Education

**Philippine Normal University**

Agusan Campus

Department of Education

#### COURSE SYLLABUS

<b>COURSE TITLE:</b>	Principles and Methods of Teaching
<b>COURSE NUMBER:</b>	PED 06
<b>SCHOOL YEAR &amp; SEMESTER:</b>	2008- 2009, First Semester
<b>DEPARTMENT</b>	Education
<b>FACULTY:</b>	Prof. May Q. Apat
<b>COURSE PREREQUISITE:</b>	
<b>VISION, MISSION, GOALS AND OBJECTIVES:</b>	<p>VISION: A Responsive and Performing Philippine Normal University in Mindanao that Produces Teachers for a Better World.</p> <p>MISSION: To support the Vision, PNU Agusan Campus shall:</p> <ol style="list-style-type: none"> <li>1. Institute quality and relevant pre-service and continuing programs in teacher education,</li> <li>2. Produce competent teachers and leaders in education,</li> <li>3. Conduct quality research work aimed at improving its curricular programs to meet the felt needs of the mainstream and the marginalized sectors of the community,</li> <li>4. Undertake extension services to link the campus with the varied sectors of the community, and</li> <li>5. Generate teacher-enhancement programs and materials.</li> </ol> <p>GOALS:</p> <ol style="list-style-type: none"> <li>1. To develop teachers who are self-reliant and responsive to the needs of times, and</li> <li>2. To provide dynamic leadership in the development of programs for would-be teachers, teachers, school managers, and the community.</li> </ol> <p>OBJECTIVES</p> <p>General:</p> <ol style="list-style-type: none"> <li>1. To produce culturally committed technology skilled and globally competitive teachers,</li> <li>2. To equip students with academic competencies and prepare them for professional roles as teachers,</li> <li>3. To Promote research culture that can address issues and concerns towards quality instructions and capability building;</li> <li>4. To strengthen institutional and global linkages, collaboration</li> </ol>

	<p>and networking for the sharing of expertise and resources; and</p> <p>5. To initiate knowledge-based projects for sustainability.</p> <p>Specific:</p> <ol style="list-style-type: none"> <li>1. To come up with educational programs intended for the marginalized sectors and the indigenous groups in the community,</li> <li>2. To institutionalize a continuing program for the development of research proficiency,</li> <li>3. To keep abreast with the curricular and pedagogical and trends, and</li> <li>4. To develop and publish scholarly works, to design multimedia software and produce materials for the presentation and production of the performing and other visual arts.</li> </ol>
<p><b>COURSE DESCRIPTION:</b></p>	<p>This course is designed to provide pre-service teachers an opportunity to acquire and apply knowledge about the complexities of teaching and learning process, flexibility to local lifestyle and practices, utilization of appropriate alternative system strategies in multicultural education and to develop their skills, attitudes and values necessary to become efficient multicultural teachers. They will study and reflect on the different principles and methods of teaching, provide classroom atmosphere that respects cultural diversity, use of variety of authentic or alternative assessment strategies responsive to the cultural context and use of various ways to monitor effects of teaching on student learning as they apply them in diverse classroom context. Furthermore, they will be exposed to research about classical, contemporary and emerging instructional practices with the view of making them informed decision makers and reflective practitioners.</p>

<p><b>RATIONALE:</b></p>	<p>The ability to teach involves more than simply acquiring the methods and strategies of teaching. It entails skills, competencies and passion for teaching. The kind of teacher you become is to a large extent influenced by how you view teaching and the teaching profession. To teach is not only sharing knowledge or facts but also developing individuals to be good citizens. The task is not easy, that's why there is a great need for would-be teachers to master certain competencies in teaching which will eventually make learning more permanent and significant to the students.</p>
<p><b>COURSE GOALS:</b></p>	<p>The course will help students find answer to the following questions:</p> <ol style="list-style-type: none"> <li>1. What is effective teaching?</li> <li>2. What are the characteristics of effective teaching?</li> <li>3. How should lessons be designed to reflect the teaching-learning process?</li> <li>4. How can a teacher provide classroom atmosphere that respects cultural diversity?</li> <li>5. Why a teacher should manifests flexibility to local lifestyles and practices of the people in the community?</li> <li>6. What are the appropriate alternative system strategies in multicultural education?</li> <li>7. What are the authentic assessment strategies responsive to cultural context?</li> </ol>
<p><b>COURSE LEARNING OUTCOMES:</b></p>	<p>Effective teaching requires to have repertoire of strategies and be able to apply them in a situation where they are deemed appropriate. They should be able to help their students integrate ideas learned within and across disciplines to make learning more meaningful.</p> <p>This course is designed to prepare would be teachers to master theoretical knowledge and principles and then integrate them into practice. It also allows students to develop specific methods and strategies when organizing their lessons which will help foster the teaching-learning process.</p> <p>At the end of the course, the student are expected to manifest the following competencies:</p> <ol style="list-style-type: none"> <li>1. Develop a repertoire of effective teaching practices.</li> <li>2. Acquire thorough understanding of the teaching-learning process based on local lifestyles and practices.</li> <li>3. Plan and implement lessons based on theories and principles of effective instruction of multicultural education.</li> <li>4. Use research as a guide to make classroom decisions.</li> <li>5. Engage in reflective planning, implementation and evaluation in teaching process.</li> <li>6. Manifest dispositions of an <b>EMPOWERED</b> teacher.</li> <li>7. Develop a portfolio of the different strategies for multicultural education.</li> </ol>

<p><b>COURSE CONTENT OVERVIEW:</b></p>	<p>Principles and Methods of Teaching is a problem-based course. In this particular professional education course, the students will inquire about the complexities of the teaching –learning process.</p> <div data-bbox="719 344 1445 689" data-label="Diagram"> <pre> graph LR     A[Multicultural Teacher] --&gt; B[Principles and Methods of Teaching Authentic Assessment Strategies]     B --&gt; C[Effective Teaching-Learning Process]     </pre> </div> <p>Pre-service teachers will be encouraged to reflect on various teaching approaches, methods and technique, underpinnings and their application in meeting the various needs of diverse students. It also enables the students to achieve an understanding of the dynamics of teaching both inside and outside of the classroom. The goal is to help the would be teacher develop a well examined personal philosophy of teaching and learning which will guide them in their practice. Grounded on sound theories and rationale it will enable them to respond unique teaching-learning encounters to be, well informed and to be ready to act. In the end, learning session could lead to exciting and challenging episode for both teachers and learners to continue the educational journey with heightened motivation, joy, and success.</p>
<p><b>COURSE REFERENCES:</b></p>	<p>Borich, Gary D. 2004. <i>Effective Teaching Methods</i>. New Jersey: Prentice Hall.  Garcia, Manuel. 1999. <i>Focused On Teaching</i>. Quezon City: Rex Bookstore.  Gregorio, Herman C. 1976. <i>Principles and Methods of Teaching</i>. Quezon City: R. P. Garcia Publishing Co.  Ornstein, Allan. 1990. <i>Strategies for Effective Teaching</i>. New York: Harper-Collins Publisher.  Salandanan, Gloria. 2000. <i>Teaching approaches and Strategies</i>. Manila: Katha Publishing Co. Inc.</p>
<p><b>ADDITIONAL/ SUPPLEMENTARY MATERIALS</b></p>	<p>Multi-media technology, teacher-made support materials, Overhead projector</p>

<b>ASSESSMENT STRATEGIES</b>	<ul style="list-style-type: none"> <li>• <b>Portfolio</b></li> <li>• <b>Situational Test/ Role Plays</b></li> <li>• <b>Developed / Prepared Instructional Materials Using Indigenous Resources</b></li> <li>• <b>Observation</b></li> <li>• <b>Checklist</b></li> <li>• <b>Journal</b></li> <li>• <b>Demonstration</b></li> <li>• <b>Critiquing / Open Forum</b></li> <li>• <b>Pre-Post Conference</b></li> </ul>	
<b>COURSE REQUIREMENTS AND GRADING SYSTEM</b>	<b>REQUIREMENTS</b>	<b>PERCENTAGE</b>
	a. Sharing of reading researches related to the course, Oral and written presentation b. Lesson Planning c. Midterm Exam d. Demonstration Teaching (Final Exam) integrating: <ul style="list-style-type: none"> <li>• Indigenous Instructional Materials</li> <li>• Strategies for Multi-Cultural students</li> <li>• Classroom Management of a Culturally Diverse Students</li> <li>• Portfolio with infusion of multicultural concerns and reflections/significant learning from demonstration</li> </ul> e. Attendance and Participation  <b>TOTAL</b>	25% 15% 15% 35% 10% 100%
<b>COURSE POLICIES:</b>	The following policies will be discussed during the orientation of the course: <ol style="list-style-type: none"> <li>1. Regular attendance and punctuality are to be observed and check in all sessions with the aid of a set plan. Coming to class after 15 min. will be considered late.</li> <li>2. The nature of the course calls for active participation from all students, thus, everybody is expected to participate in all activities in the class.</li> <li>3. Sharing of topics on assigned dates will be strictly followed. Readings may come from different education books and journals; however researches may come thesis and dissertation education.</li> <li>4. Sample lesson plans will be prepared inside the classroom. However demo plans should be submitted one week before the scheduled demo teaching to have ample time in preparing the lessons.</li> <li>5. Demonstration teaching schedule should be strictly observed.</li> <li>6. Final examination will cover the theories and application of principles learned during the entire semester. In case of absence, medical certificate is required to be able to take make up exam.</li> <li>7. Failure to comply with the course requirements would result to incomplete rating which the students need to complete within the next semester.</li> </ol>	

**Course Matrix**

Session No.	Set off Questions	Strategy/ Suggested Activities	Topic
1	What is the course all about? What are you expected to learn? How will you be evaluated? What are the policies that you should observe? What are the course requirements? How is PED 6 related to PNU VMGO?	Brain storming Interactive Discussion	Course Orientation PNU VMGO vs. PED 6
2-3	What is an effective teacher?	Semantic Webbing  Concept Formation	PART 1 Unit 1: The Effective Teacher 1. What is an Effective Teacher?  2. Key Behavior Contributing to Effective Teaching
1-3	What are some of the ways to become an effective teacher?  What are important indicators of teaching effectiveness?  What are the patterns of effective teaching behaviors?	Individual Sharing of Experiences  Presentation of readings from Researches  Observation/ checklist	3. Some Helping Behaviors Contributing to Effective Teaching 4. Teaching Effectively with Diverse Learners and Content 5. The Complexity of Teaching 6. Professional Teaching Standards 7. Your Transition to the Real World of Teaching  Summing Up
4-5	What is a reflective teacher?  How can I adapt my instruction to the needs and abilities of my learners?  What are some of the ways I can use peer group membership to foster the goals of my instruction?	Reporting  Interactive Discussion  Sharing of Experiences	Unit II: Understanding Your Students 1. Why Pay Attention to Individual Differences 2. The Effects of General Intelligence in Learning 3. The Effects of Specific Abilities on Learning 4. The Effects of Prior Achievement in Learning 5. The Effects of Cultural Differences on Learning 6. The Effects of Personality Learning Styles 7. The Effects of Peer Group on Learning 8. The Effects of Home Life and Social Context on Learning 9. Planning to Eliminate Cultural Bias

Session No.	Set off Questions	Strategy/ Suggested Activities	Topic
	<p>How can I help learners acquire a positive self-concept?</p> <p>What are some ways I can promote family-school partnership in my classroom?</p>		
6-7	<p>Where do instructional goals come from?</p> <p>What are some important educational goals for the next decade?</p> <p>Why do I need behavioral objectives?</p> <p>What are the steps in writing a behavioral objective?</p> <p>What types of cognitive, affective, and psychomotor behaviors will I want to teach in my classroom?</p>	<p>Reporting/Lecture Discussion</p> <p>Group Dynamics</p> <p>Cooperative Learning-Triad</p> <p>Objective Analysis and Classification</p>	<p>Unit III: Goals and Objectives</p> <ol style="list-style-type: none"> <li>1. Standards, Goals and Objectives</li> <li>2. Social Goals for Education Over</li> <li>3. An Overview of Behavioral Objectives</li> <li>4. The Cognitive, Affective and Psychomotor Domains</li> <li>5. Some Misunderstandings About Behavioral Objectives</li> <li>6. The Cultural Roots of Objectives</li> </ol> <p>Summing Up</p>
8-9	<p>How do I use a curriculum guide to plan a lesson?</p> <p>How do I make a unit plan?</p> <p>How do I decide the level of behavioral complexity at which to begin a lesson?</p> <p>How can my lesson provide for student diversity?</p> <p>What is in a lesson plan?</p>	<p>Reading sample plan</p> <p>Lecture</p> <p>Collecting plans</p>	<p>Unit IV: Unit and Lesson Planning</p> <ol style="list-style-type: none"> <li>1. Teacher as Decision Maker</li> <li>2. Decision Making and Tacit Knowledge</li> <li>3. Unit and Lesson Plan</li> <li>4. Making Planning Decisions</li> <li>5. Disciplinary and Interdisciplinary Unit Planning</li> <li>6. Making Lesson Plans</li> <li>7. Events of Instructions</li> <li>8. Example Lesson Plans</li> </ol> <p>Summing Up</p>

<p>10-11</p>	<p>What is direct instruction model?</p> <p>How do I organize lesson content for direct instruction?</p> <p>How can I encourage my learners to actively respond during direct instruction?</p>	<p>Lecture</p> <p>Reading</p> <p>Independent Study</p> <p>Journal Writing</p> <p>Interactive Discussion</p>	<p>Unit V: Direct Instruction Strategies</p> <ol style="list-style-type: none"> <li>1. Categories of Teaching and Learning</li> <li>2. Introduction of Direct Teaching Strategies(facts, rules, Action sequences)</li> <li>3. When is Direct Instruction Appropriate?</li> <li>4. An Example of Direct Instruction</li> <li>5. Daily Review and checking the Previous Day’s Work</li> <li>6. Presenting and Structuring</li> <li>7. Guided Student Practice</li> <li>8. Feedback and Correctives</li> <li>9. Independent Practice</li> <li>10. Weekly and Monthly Reviews</li> </ol>
<p>10-11</p>	<p>What are some ways of promoting the goals of direct instruction in a cult-urally diverse classroom?</p>		<ol style="list-style-type: none"> <li>11. Other forms of Direct Instructions</li> <li>12. Promoting the Goals of Direct Instructions in the Culturally Diverse Classroom</li> </ol> <p>Summing Up</p>
<p>12-13</p>	<p>What is the indirect instruction model?</p> <p>What are constructivist strategies for teaching?</p> <p>How does direct instruction differ from indirect instruction?</p> <p>What teacher-behavior is required for indirect instruction?</p> <p>What are some ways of promoting the goals of indirect instruction in a culturally diverse classroom?</p>	<p>Journal Writing</p> <p>Independent Study</p> <p>Reading</p> <p>Lecture</p> <p>Interactive Discussion</p>	<p>Unit Vi: Indirect Instruction Strategies</p> <ol style="list-style-type: none"> <li>1. The Cognitive Process Of Learning</li> <li>2. Comparing Direct And Indirect Instruction</li> <li>3. Examples Of Concepts, Patterns and Abstraction</li> <li>4. An Example of Indirect Instruction</li> <li>5. Advance Organizers</li> <li>6. Conceptual Movement: Inductive And Deductive</li> <li>7. Using Examples And Non-Examples</li> <li>8. The Use Of Questions To Guide Search And Discovery</li> <li>9. Learners Experience and the Use of Student Ideas</li> <li>10. Student Self-Evaluation</li> <li>11. Use of Group Discussion</li> <li>12. Comparison of Direct and Indirect Instruction</li> <li>13. Promoting the Goals of Indirect Instruction in Culturally Diverse Instruction</li> </ol> <p>Summing Up</p>
<p>14-15</p>	<p>What is an effective question?</p> <p>What are some different types of questions?</p> <p>What is question asking sequence?</p>	<p>Dyad-Cooperative Learning</p> <p>Formulating Questions</p> <p>Picture Analysis Through Asking Questions</p>	<p>Unit VII: Questioning Strategy</p> <ol style="list-style-type: none"> <li>1. What is a Question?</li> <li>2. What are the Purposes of Questions?</li> <li>3. What are the Convergent and Divergent Questions?</li> <li>4. What does the research say about Asking Convergent and Divergent Questions?</li> <li>5. Who are the targets of Questions?</li> <li>6. What Sequence of Questions are Used?</li> </ol>

<p>16-17</p>	<p>How do I ask questions at different levels of cognitive complexity?</p> <p>How do I ask questions that promote thinking and problem solving?</p> <p>What is self-directed learning?</p> <p>How can my learners unleash their imaginative and intuitive capacities through self directed learning?</p>	<p>Interactive Discussion</p>	<p>7. What Levels of Questions are used?              8. How are Probes used?              9. How should you Use Wait Time?              10. Are Questioning Techniques Culture Specific?              11. What are the Common Problems Using Questions?</p> <p>Summing Up</p> <p>Unit VIII: Self-Directed Learning</p> <ol style="list-style-type: none"> <li>1. Self-directed Learning</li> <li>2. Metacognition</li> <li>3. Teacher Mediation</li> <li>4. Functional Errors</li> </ol>
<p>16-17</p>	<p>How do I get learners to accept responsibility for their own learning?</p> <p>What are some cognitive strategies that can help my learners retain order and comprehend new information?</p> <p>How can I engage my learners in problem-based learning?</p> <p>How can I promote the goals of self-directed learning in a culturally diverse classroom?</p>	<p>Interactive Discussion</p>	<ol style="list-style-type: none"> <li>5. Reciprocal Teaching</li> <li>6. Social Dialogue vs. Class Discussion</li> <li>7. The Role of Inner Speech</li> <li>8. Sample Dialogues of Self-directed Learning</li> <li>9. Other Cognitive Strategies</li> <li>10. Project-Based Strategies</li> <li>11. Promoting the Goals of Self-Directed Learning in the Culturally Diverse Classroom</li> </ol> <p>Summing Up</p>

Session No.	Set off Questions	Strategy/ Suggested Activities	Topic
18-19	<p>How do I plan a cooperative learning activity?</p> <p>What roles can I assign to group members?</p> <p>What are some of the ways I can reward good group performance?</p> <p>What are some collaborative skills I can teach my learners?</p> <p>How can I promote the goals of cooperative learning in the culturally diverse classroom?</p>	<p>Interactive Discussion</p> <p>Film Review-Live Demo</p>	<p>Unit IX: Cooperative Learning and the Collaborative Process</p> <ol style="list-style-type: none"> <li>1. Outcomes of Cooperative learning</li> <li>2. Components of a Cooperative learning Activity</li> <li>3. Establishing a Cooperative Task Structures in Your Classroom</li> <li>4. Team-Oriented Cooperative Learning Activities</li> <li>5. Promoting the Goals of Cooperative Learning in the Culturally Diverse Classroom</li> </ol> <p>Summing Up</p>

Session No.	Set off Questions	Strategy/ Suggested Activities	Topic
20-21	<p>What can I do during the first week of school to build a classroom climate of trust and cohesiveness?</p> <p>What can I teach my learners to help discuss and resolve group conflicts of their own?</p> <p>How can I get my class to develop group norms?</p> <p>What types of classroom rules will I need?</p> <p>How might I use the social organization of my classroom to bridge cultural gaps?</p>	<p>Role-Playing</p> <p>Observation</p> <p>Checklist</p> <p>Situational Analysis</p>	<p>Unit X: Classroom Management</p> <ol style="list-style-type: none"> <li>1. Earning Trust and Becoming a Leader the Old-fashioned Way</li> <li>2. Stages of Group Development</li> <li>3. Establishing an Effective Classroom Climate</li> <li>4. Problem Areas in Classroom Management</li> <li>5. Learner Diversity and Classroom Management</li> <li>6. Planning your First Day</li> </ol> <p>Summing Up</p>

Session No.	Set off Questions	Strategy/ Suggested Activities	Topic
21-23	<p>What is an effective classroom management plan?</p> <p>What techniques do effective classroom managers used?</p> <p>Which is more effective in changing the behaviors of learners: reward or punishment?</p> <p>How do I plan a parent-teacher conference?</p> <p>What is a culturally responsive classroom management?</p>	<p>Observation</p> <p>Checklist</p> <p>Situational Analysis</p>	<p>Unit XI: Classroom Order and Discipline</p> <ol style="list-style-type: none"> <li>1. System of Classroom Management</li> <li>2. Humanist Tradition in Classroom Management</li> <li>3. The Classroom Management Tradition</li> <li>4. An Integrated approach to Classroom Management</li> <li>5. The Parent-Teacher Conference</li> <li>6. The Influence of Home and family on Classroom Behavior Problems</li> <li>7. Culturally Responsive Management</li> </ol>
24-25	<p>How can I be sure my test covers what I teach?</p> <p>What is the difference between the norm-reference and criterion-reference test?</p>	<p>Interactive Discussion</p> <p>Test Construction</p>	<p>Unit XII: Assessing Learners: Objectives and Essay Test</p> <ol style="list-style-type: none"> <li>1. Norm-Referenced and Criterion-Referenced Test</li> <li>2. Test Blueprint</li> <li>3. Objective Test Item</li> <li>4. Packaging the Test</li> </ol>
24-25	<p>What are the advantages and disadvantages of the different objective test formats?</p> <p>How can I grade essay test fairly?</p> <p>How will I know if my test measures what it is supposed to measure?</p>		<ol style="list-style-type: none"> <li>5. Validity and Reliability</li> <li>6. Marks and Marking Systems</li> <li>7. Standardized Test</li> <li>8. New Trends and Standardized Testing</li> </ol> <p>Summing Up</p>
26-27	<p>What is a performance test?</p> <p>How do some teachers conduct</p>	<p>Interactive</p>	<p>Unit XIII: Assessing Learners: Performance and Portfolio Assessment</p> <ol style="list-style-type: none"> <li>1. Performance Test: direct Measure of Competence</li> </ol>

	<p>performance assessments?</p> <p>What types of task should I select for a performance test?</p> <p>What is a student portfolio?</p> <p>How can performance test grades be combined with other classroom grade?</p>	<p>Discussion</p> <p>Group Work</p>	<p>2. Developing Performance Test for your Learners</p> <p>3. Portfolio Assessment</p> <p>Summing Up</p>
28-36	<p>What are the strengths and weaknesses of a demonstrator?</p> <p>What are the criteria of effective teaching for culturally diverse students?</p>	<p>Group Work</p> <p>Interactive Discussion</p> <p>Portfolio Making/ reflection</p> <p>Demonstration</p> <p>Observation</p> <p>Critiquing Strengths and Weaknesses</p> <p>Reflection and significant Learning</p> <p>Pre-Post Conferencing</p> <p>Team Teaching</p> <p>Experiential Learning</p>	<p>Part II</p> <p>Lesson Planning</p> <p>Demonstration Teaching</p> <p>With Integration of:</p> <ul style="list-style-type: none"> <li>• Indigenous Instructional Materials</li> <li>• Strategies for Multi-Cultural students</li> <li>• Classroom Management of Culturally Diverse Students</li> <li>• Performance and Portfolio Assessment and Rubrics</li> </ul>
	Final Examination Question		Final Exam
			<p>Completion of Other Course Requirements</p> <p>Catch Up Sessions</p>

Miss Rowena O. Angwas  
Noted:

ZENAIDA L. PLAZA  
Head, Department of Education

Approved:

ADELYNE C. ABREA, Ph.D.

Director for Academics

## Sample Syllabus in Specialization

### PHILIPPINE NORMAL UNIVERSITY

Agusan Campus  
Prosperidad, Agusan del Sur

DEPARTMENT OF LANGUAGES, LINGUISTICS AND LITERATURE

## COURSE SYLLABUS IN S-Eng 28

<b>COURSE TITLE</b>	Preparation and Evaluation of Instructional Materials
<b>COURSE NUMBER</b>	S-Eng 28
<b>SCHOOL YEAR &amp; SEMESTER</b>	2008-2009, First Semester
<b>FACULTY</b>	Rennie C. Saranza
<b>CONSULTATION PERIOD</b>	MTh 2:30- 3:30, Faculty Room
<b>DEPARTMENT</b>	Languages, Linguistics and Literature
<b>COURSE PREREQUISITE</b>	English 12, 13, 16, 18, 20, 21, 23, 24, & 25
<b>VISION, MISSION, GOALS AND OBJECTIVES</b>	<p><b>VISION:</b> A Responsive and Performing Philippine Normal University in Mindanao that Produces Teachers for a Better World</p> <p><b>MISSION:</b> To support the Vision, PNU Agusan Campus shall:</p> <ol style="list-style-type: none"> <li>1. Institute quality and relevant pre-service and continuing programs in teacher education,</li> <li>2. Produce competent teachers and leaders in education,</li> <li>3. Conduct quality research work aimed at improving its curricular programs to meet the felt needs of the mainstream and the marginalized sectors of the community,</li> <li>4. Undertake extension services to link the campus with the varied sectors of the community, and</li> <li>5. Generate teacher-enhancement programs and materials.</li> </ol> <p><b>GOALS:</b></p> <ol style="list-style-type: none"> <li>1. To develop teachers who are self-reliant and responsive to the needs of the times, and</li> <li>2. To provide dynamic leadership in the development of programs for would-be teachers, teachers, school managers, and the community.</li> </ol> <p><b>OBJECTIVES</b> <b>General</b></p> <ol style="list-style-type: none"> <li>1. To produce culturally-committed, technology skilled and globally competitive teachers,</li> <li>2. To equip students with academic competencies and prepare them</li> </ol>

	<p>for professional roles as teachers,</p> <ol style="list-style-type: none"> <li>3. To promote research culture that can address issues and concerns towards quality instruction and capability building;</li> <li>4. To strengthen institutional and global linkages, collaboration and networking for the sharing of expertise and resources, and</li> <li>5. To initiate knowledge-based projects for sustainability.</li> </ol> <p><b>Specific</b></p> <ol style="list-style-type: none"> <li>1. To come up with educational programs intended for the marginalized sectors and the indigenous groups in the community,</li> <li>2. To institutionalize a continuing program for the development of research proficiency,</li> <li>3. To keep abreast with the curricular and pedagogical trends, and</li> <li>4. To develop and publish scholarly works, to design multimedia software and to produce materials for the presentation and production of the performing and other visual arts.</li> </ol>
<b>COURSE DESCRIPTION</b>	<p>This course provides students with knowledge of the principles and techniques, which they apply in developing and evaluating various types of materials for language instruction and independent language learning.</p>
<b>RATIONALE</b>	<p>This course is designed to prepare would – be language teachers to attain greatest possible competence in developing and evaluating instructional materials in language teaching. Textbooks and materials selection criteria are included because textbooks are so pervasive in educational systems throughout the world. The course encourages literacy teachers to develop their own materials and to supplement textbooks. <b>In addition, teachers also need to develop alternative materials making use of indigenous resources.</b></p>
<b>COURSE GOALS</b>	<p>The course will help students seek answers to the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the values and uses of instructional preparation in language instruction?</li> <li>2. What are the different principles and techniques in developing and evaluating materials for language instruction?</li> <li>3. What are the practical considerations in the preparation and evaluation of instructional materials for language learning?</li> <li>4. What are the various sources of indigenous instructional materials?</li> </ol>
<b>INSTRUCTOR'S MULTICULTURAL GOALS</b>	<ol style="list-style-type: none"> <li>1. Students to be kept abreast with multicultural issues in education</li> <li>2. Students to recognize the significance of multicultural education and is able to integrate it with the content of the discipline</li> </ol>

<p><b>COURSE LEARNING OUTCOMES</b></p>	<p>At the end of the semester, the students are expected to:</p> <ol style="list-style-type: none"> <li>1. Explain the values and uses of instructional preparation in language instruction.</li> <li>2. Discuss the different principles and techniques in developing and evaluating materials for language instruction.</li> <li>3. Develop instructional materials using indigenous resources.</li> <li>4. Point-out the value on the use of authentic indigenous materials.</li> </ol>																				
<p><b>COURSE CONTENT OVERVIEW</b></p>	<p style="text-align: center;"><b>Preparation and Evaluation of Instructional Materials</b></p> <div style="text-align: center;"> <pre> graph LR     A[Language Teacher] --&gt; B[•Theories of Language Learning •Approaches to Language Teaching •Importance of Instructional Materials •Authentic Materials •Indigenous Materials •Material Preparation and Development •Instructional Materials Evaluation •Audio-Visual Materials in the Classroom]     B --&gt; C[Evaluation of Prepared Instructional Materials]             </pre> </div>																				
<p><b>COURSE REFERENCES</b></p>	<p>Candin, Christopher (Ed) 1991. Language Teaching Methodology. USA.                  Celce-Murcia, M. 1991. Language Teaching Approaches. USA: Newbury.                  Ferris, Dana R. &amp; Jhon S. Hedgcock.2005.Teaching ESL Composition.USA: Lawrence Erlbaum Associates Inc.                  Nunan, David. 1987. The Language Centered Curriculum. UK: Cambridge University Press.                  Ovanda, Carlos J. et. al.1998.Bilingual &amp; ESL Classrooms; Teaching in Multicultural Context.USA:Mc-Graw-Gil                  Rowntree, Derek. 1995. Teaching Through Self-I Instruction. USA: Nichols Publishing                  Tompkins, G. and Hoskisson 1995. Language Arts: Content and Teaching Strategies. USA.                  Ur, Penny 1996. Course in Language Teaching. England: Cambridge.</p>																				
<p><b>ADDITIONAL/SUPPLEMENTARY MATERIALS</b></p>	<p>Multi-media technology, Teacher-made support materials, Overhead and still projector</p>																				
<p><b>ASSESSMENT STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Situational Test/Role-Plays</b></li> <li>➤ <b>Portfolio</b></li> <li>➤ <b>Developed/Prepared Instructional Materials Using Indigenous Resources</b></li> <li>➤ <b>Journals</b></li> <li>➤ <b>Major Exams</b></li> <li>➤ <b>Quizzes</b></li> <li>➤ <b>Recitation</b></li> </ul>																				
<p><b>COURSE REQUIREMENTS AND GRADING SYSTEM</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">A. Class Participation/Reporting</td> <td style="width: 15%;">25%</td> <td style="width: 15%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>B. Quizzes/assignments</td> <td>15%</td> <td></td> <td></td> </tr> <tr> <td>C. Midterm Exam.</td> <td>20%</td> <td style="text-align: right;">Total</td> <td>100%</td> </tr> <tr> <td>D. Final Exam</td> <td>20%</td> <td></td> <td></td> </tr> <tr> <td>E. Portfolio</td> <td>20%</td> <td></td> <td></td> </tr> </table>	A. Class Participation/Reporting	25%			B. Quizzes/assignments	15%			C. Midterm Exam.	20%	Total	100%	D. Final Exam	20%			E. Portfolio	20%		
A. Class Participation/Reporting	25%																				
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C. Midterm Exam.	20%	Total	100%																		
D. Final Exam	20%																				
E. Portfolio	20%																				

<b>COURSE POLICIES</b>	<ol style="list-style-type: none"> <li>1. A student must be able to attend all class sessions. In case of valid reasons, he/she may be excused from the class; however, absences must not exceed seven times. Tardiness must not exceed 15 minutes after the start of the class.</li> <li>2. No special examination will be given unless the student is able to present a valid excuse.</li> <li>3. Students must be in their prescribed uniform in the classroom except some school activities require them otherwise.</li> <li>4. Course requirements/outputs (materials developed) shall be turned in on schedule.</li> </ol>
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**COURSE MATRIX**

Session No.	Set off Questions	Strategy/ Suggested Activities	Topic
1-5	<p>What are the different theories and approaches to language teaching?</p> <p>What are the needs of the L2 learners?</p>	<p>Brainstorming Group Discussion Buzz Session</p> <p>Role-Playing</p>	<p>1. Introduction</p> <p>1.1 Review on the Theories of Language Learning</p> <p>1.2 Review on the Approaches to Language Teaching</p> <p>1.3 Needs Analysis in Language Teaching</p>
6-9	<p>How are the language arts taught in the classroom?</p> <p>What are the considerations in teaching a second/ foreign language?</p>	Lecture	<p><b>2. Teaching</b></p> <p>Language Arts in a Bilingual Classroom</p> <p>Defining Bilingual Proficiency</p> <p>Dialect Diversity</p> <p>Language Distribution in the Bilingual Language Arts Classroom</p>
10-13	<p>How are texts for language teaching chosen?</p> <p>What local literature might be considered as texts for language instruction?</p>	<p>Guided Discovery Approach Concept map Comic Strip</p>	<p><b>3. Text Selection</b></p> <p>Benefit of Relying on a Textbook</p> <p>Drawbacks in relying on a Textbook</p> <p>Multicultural Literature</p>

<p>14-20</p>	<p>What are the different instructional materials for language instruction?</p>	<p>Center-based Learning Approach Demonstration</p>	<p>4. Audio-Visual Materials in the Language Classroom            4.1 The blackboard            4.2 Flashcards            4.3 Charts and Graphs            4.4 Workbook and Skills book            4.5 Course book            4.6 Overhead Projector            4.7. Movies and Tapes            4.8 Cassettes            4.9 Television            4.10 Computer            4.11 Using the Video in Communicative Grammar Teaching            4.12 The Electronic Mail            4.13 The Internet</p>
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Session No.	Set off Questions	Strategy/ Suggested Activities	Topic
20-27	What are the considerations in materials preparations?	Panel Discussion Community Resources Group Work Demonstration Discussion Practical Work Approach	5. Materials Preparation/Development 5.1 <b>Factors affecting materials</b> <b>Preparation</b> - Nature of the learner group - Purposes of the resource - Teacher's own need and preferences - Practicalities 5.2 Materials and methods 5.3 Adopting Instructional materials
28-34	How are instructional materials evaluated?	Guided Discovery Approach	6. Evaluating Instructional Materials 6.1 Investigating Materials 6.2 Criteria in Assessing Materials
35-36	Evaluation of Prepared Instructional Materials		

Prepared by:

Adelyne M. Costelo-Abrea  
Cornelio L. Labao Jr.  
Fe A. Quisil  
Lovella S. Peronilla

Noted:

**FE A. QUISIL**

Head

Department of Languages, Linguistics & Literature Approved: **ADELYNE C. ABREA,**  
**Ph. D**

Director, Academic Affairs

**Sample Syllabus in General Education**

**Philippine Normal University**

Agusan Campus

Prosperidad, Agusan del Sur

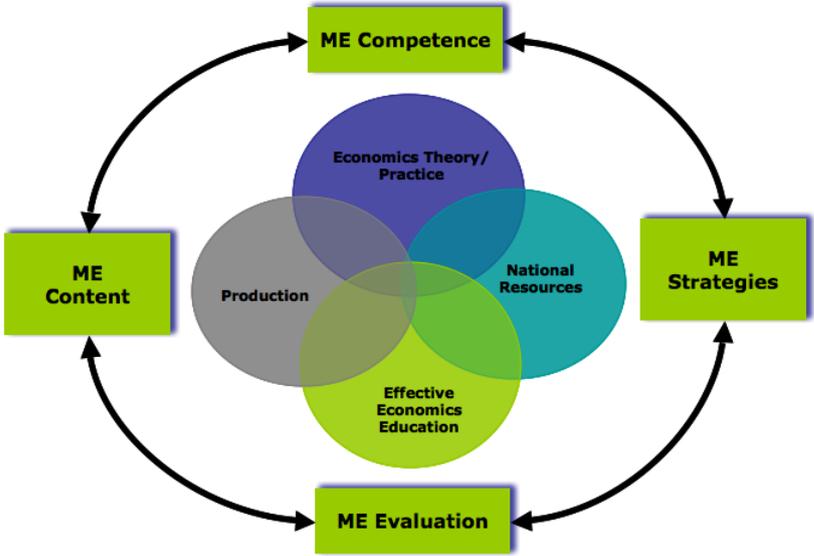
DEPARTMENT OF ARTS AND SOCIAL SCIENCES

**COURSE SYLLABUS**

<b>COURSE TITLE</b>	<b>ECONOMICS EDUCATION (with an Infusion of Multicultural Education Approach)</b>
<b>COURSE NUMBER</b>	G-SS 2
<b>SCHOOL YEAR &amp; SEMESTER</b>	FIRST SEMESTER, SY 2008-2009
<b>FACULTY</b>	Prof. EMELIA A. BALONDO Prof. FE M. SARONG Prof. JOASH A. RAMORAN
<b>CONSULTATION PERIOD</b>	NOON BREAK

<b>DEPARTMENT</b>	ARTS AND SOCIAL SCIENCES
<b>COURSE PREREQUISITE</b>	NONE
<b>VISION, MISSION, GOALS AND OBJECTIVES</b>	<p><b>VISION:</b> A Responsive and Performing Philippine Normal University in Mindanao that Produces Teachers for a Better World</p> <p><b>MISSION:</b> To support the Vision, PNU Agusan Campus shall:</p> <ol style="list-style-type: none"> <li>1. Institute quality and relevant pre-service and continuing programs in teacher education,</li> <li>2. Produce competent teachers and leaders in education,</li> <li>3. Conduct quality research work aimed at improving its curricular programs to meet the felt needs of the mainstream and the marginalized sectors of the community,</li> <li>4. Undertake extension services to link the campus with the varied sectors of the community, and</li> <li>5. Generate teacher-enhancement programs and materials.</li> </ol> <p><b>GOALS:</b></p> <ol style="list-style-type: none"> <li>1. To develop teachers who are self-reliant and responsive to the needs of the times, and</li> <li>2. To provide dynamic leadership in the development of programs for would-be teachers, teachers, school managers, and the community.</li> </ol> <p><b>OBJECTIVES</b></p> <p><b>General</b></p> <ol style="list-style-type: none"> <li>1. To produce culturally-committed, technology skilled and globally competitive teachers,</li> <li>2. To equip students with academic competencies and prepare them for professional roles as teachers,</li> <li>3. To promote research culture that can address issues and concerns towards quality instruction and capability building;</li> <li>4. To strengthen institutional and global linkages, collaboration and networking for the sharing of expertise and resources, and</li> <li>5. To initiate knowledge-based projects for sustainability.</li> </ol> <p><b>Specific</b></p> <ol style="list-style-type: none"> <li>1. To come up with educational programs intended for the marginalized sectors and the indigenous groups in the community,</li> <li>2. To institutionalize a continuing program for the development of research proficiency,</li> <li>3. To keep abreast with the curricular and pedagogical trends, and</li> <li>4. To develop and publish scholarly works, to design multimedia software and to produce materials for the presentation and production of the performing and other visual arts.</li> </ol>
<b>COURSE DESCRIPTION</b>	<p>This course provides the students with the basic economic literacy to become informed citizens in today's world. It is designed to help students begin to understand the complexity of Philippine and global market systems and to grasp current economic events from both macro and micro perspectives.</p> <p>The focus of the course is to enable students to apply fundamental economic concepts to make wise decisions about better financial management and effective participation in the national economy. This is intended as a survey course on economics investigating the following fundamental economic questions:</p> <ol style="list-style-type: none"> <li>1. Who gets what, when and how in the Philippine economy?</li> <li>2. How does the Philippine and global economy work?</li> <li>3. What are the factors facilitating and / or inhibiting Philippine development?</li> <li>4. What must an individual equip her/himself with to effectively and meaningfully participate in the global economy?</li> </ol> <p>The SS2 being a Social Science subject deals with members of the society of which the Indigenous People are one. Multicultural Education (ME) is an approach, which</p>

	will be responsive not only to the concerns of the national economy but also for the concerns of this marginalized group of the region. Henceforth, the development of its lesson activities will infuse said concept using the relative competencies, content, strategies and assessment methods.
<b>RATIONALE</b>	<p>Why should we embark on the study of Economics? First, the study Economics will hold prospective teachers to understand the world they live in. shall have answers from studying Economics to such questions as: Why jobs are easy to find in some areas of the Philippines and hard to find in others? Why is the value of Phil. Peso lower than other developing countries? Second, to study economics will make prospective teachers become more astute in going about our life with many economic decisions. While studying economics will not by itself make us rich, it will give us more tools that may help that endeavor. Third, economics will teach prospective teachers how to assess and choose a better economic policy whether we are voters or decision-makers.</p> <p>A reality that underscores the need for ME in teacher preparation program particularly social sciences in General Education is this country's continuing segregation along ethnic lines producing some major social consequences and curricular implications specifically in the aspects of the local and national economy. Professional preparation of teachers must compensate for this lack of inter-ethnic group interactions (Murey et. al, 1997). Instructional success then depends largely on how capable teachers are in building meaningful pedagogical bridges across these different ethnic systems.</p>
<b>COURSE GOALS</b>	<p>The course will help students seek the answers to the following major questions:</p> <ol style="list-style-type: none"> <li>1. Who gets what, when and how in the Philippine economy?</li> <li>2. How does the Philippine and global economy work?</li> <li>3. What are the factors facilitating and / or inhibiting Philippine development?</li> </ol>
<b>INSTRUCTOR'S MULTICULTURAL GOALS</b>	<ol style="list-style-type: none"> <li>1. What must an individual equip him/herself with to effectively and meaningfully participate in the celebration of diversity/ inclusion towards attainment of national/ global economy?</li> </ol>
<b>COURSE LEARNING OUTCOMES</b>	<p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain core economic terms, concepts and theories as applied in the Phil. and global situations.</li> <li>2. Recognize and show awareness of the marginalized members of the society and cooperatively achieve with them abundant local/ national economy</li> <li>3. Trace the development of the Phil. Economic system in the context of the global economy.       <ol style="list-style-type: none"> <li>3.1 Demonstrate an understanding of the economic history of the locality.</li> </ol> </li> <li>4. Analyze current economic problems/ terms and discuss how they affect Phil. Economic development.</li> <li>5. Be able to assess policies and programs of the Phil. Government using the context of development.</li> <li>6. Apply economic skill and <b>critical thinking skills</b> in making sound and economic decisions and judgments.</li> <li>7. Keep abreast with economic current trends and issues of the local community.</li> <li>8. Demonstrate an understanding of the different cultural practices and life ways of different ethnic groups in relation to economic development.</li> </ol>

<p><b>COURSE CONTENT OVERVIEW</b></p>	<p>Economics education introduces you to the "economic way of thinking." The central fact that underlines Economics is the fact of "scarcity." By this, it is meant that our wants exceed the goods freely available from nature – hence choices must be made among the many things we want. This leads to the fundamental economic questions: What to produce? How to produce? For whom to produce? But Economics is really much broader in scope than this; it is really the study of wise decision-making in all areas of life.</p> <p>Cognizant of diverse people making possible the economy of the nation, the infusion of the multicultural education in terms of its productive competencies, tasks, methods and follow-up activities ensure its stability.</p> <p>The diagram below shows how effective Economics Education will be able to transform ME-aware prospective teachers to be knowledgeable in Economics by contributing to the enhancement of the national resources and production.</p> <p><b><u>MULTICULTURALISM IN ECONOMICS EDUCATION</u></b></p> 
<p><b>COURSE REFERENCE</b></p>	<p>Bermudes, Niel. 2000. <b>Principles of Economics</b>. Quezon City: Grad Printing Center.</p> <p>Karl E. Case &amp; Ray C. Fair. 2000. <b>Principles of Economics</b>. Prentice-Hall, Inc. Phil. Reprint</p> <p>Gabay, Bon Kristoffer et al. 2007. <b>Economics: It's Concepts &amp; Principles</b>. Quezon City: Rex Publishing House.</p> <p>Medina, Roberto. 2003. <b>Principles of Economics</b>. Manila: Rex Publishing House.</p> <p>Murey, et al. 1997. <b>Multicultural Course Transformation in Higher Ed</b>. Boston: Allyn &amp; Bacon Press.</p> <p>Villegas, Bernardo. 2001. <b>Introduction to Economics</b>. Manila: Sinag-tala Publishers, Inc.</p>
<p><b>ADDITIONAL/ SUPPLEMENTARY &amp; OTHER MATERIALS</b></p>	<p>NEDA/ NCSO Issuances, IBON Facts/ Figures; Internets Print-outs</p>
<p><b>COURSE REQUIREMENT &amp; GRADING SYSTEM</b></p>	<p>Class Participation .....25%</p> <p>Project ..... 25%</p> <p>Midterm ..... 25%</p> <p>Finals ..... <u>25%</u></p> <p>Total..... 100%</p>

<b>COURSE POLICIES</b>	<ol style="list-style-type: none"><li>1. Come prepared for school, i.e., study your lessons guided by the syllabus.</li><li>2. Participate actively in class discussions.</li><li>3. Observe intellectual honesty, perseverance &amp; humility.</li><li>4. Be respectful of others &amp; practice professionalism.</li><li>5. Observe class rules for leaving the room, reciting, etc.</li><li>6. The quality of your class interaction counts much as one of the bases of your rating.</li><li>7. You count as a precious member of the society. Have self-confidence &amp; have pride in your ethnicity.</li></ol>
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COURSE MATRIX			
Session No.	Set Off Question	Strategy	Topic
1-3	<p>What is economics all about?</p> <p>What is the scope of economics on the local/ national scene?</p>	Brainstorming & Concept Map	<ol style="list-style-type: none"> <li>1. The Scope and Methods of Economics</li> <li>2. Why Study Economics</li> <li>3. The Scope of Economics: Macro/Micro (Local/ National)</li> <li>4. The Methods of Economics: Positive and Normative</li> </ol>
4 - 8	<p>How does the economy work in general?</p> <p>Why do the local people conduct ceremonies while securing their livelihood?</p> <p>How does the mode of production affect the economy?</p>	Graph analysis	<ol style="list-style-type: none"> <li>1. Economic resources</li> <li>2. Economic scarcity</li> <li>3. Production possibilities frontier</li> <li>4. Opportunity cost</li> <li>5. Economic systems               <ol style="list-style-type: none"> <li>5.1. traditional economic system                   <ol style="list-style-type: none"> <li>5.1.1 local ways (tribal ceremonies)</li> </ol> </li> <li>5.2 command economic system</li> <li>5.3 market economic system</li> <li>5.4 mixed economic system</li> </ol> </li> <li>6. Circular flow of economic activity               <ol style="list-style-type: none"> <li>6.1 Contribution to society</li> <li>6.2 Local Economy                   <ol style="list-style-type: none"> <li>6.2.1 Nomadic way of life</li> <li>6.2.2 Forest dependence</li> <li>6.2.3 Primitive agriculture</li> </ol> </li> <li>6.3 Local Current trends and issues                   <ol style="list-style-type: none"> <li>6.3.1 Awareness of the conservation of resources/ respect of ecology</li> </ol> </li> </ol> </li> </ol>

Session No.	Set Off Question	Strategy	Topic
4-8		Circular Flow Diagram Analysis Chain Story	7. The Phil. Economic System 8. Economic wants & the Filipino citizen
9	Summative Test I	Reflective Journal: Graph Analysis	
10-13	How does the market operate?	Sample Anecdotal Record  Graph analysis	1. Supply 1.1 Supply schedule 1.2 Supply curve 1.3 Supply determinants 2. Demands 2.1 Demand schedule 2.2 Demand curve determinants 3. Market equilibrium 4. Market surplus 5. Market shortage 6. Elasticity Concepts
14	<b>MIDTERM EXAM</b>		
15 - 17	How is the Phil. economy measured?	<b>Multi-media presentation</b>	1. Gross domestic product 2. Gross national product 3. National income accounting

Session No.	Set Off Question	Strategy	Topic
			3.1 Income approach 3.2 Industrial origin approach 3.3 Expenditure approach
18 - 19	How are the criteria of national development carried-out? How does the displacement effect affect the local people? What government measures counteract this?	<b>Community Resources</b>	1. Economic growth 1.1 Migration/ emigration to urban areas, displacement 1.2 Local unemployment 1.3 Assimilation of other cultures 2. Importance of savings & investments in the economy 3. Business cycle 4. National unemployment 5. Inflation 6. Human Development Index 6.1 Literacy/ education/ indigenous language
20 - 23	How important is the role of the government in the Phil. economy?	<b>Field Studies</b> <b>Simulation</b>	1. The government fiscal policy at work 1.1. Phil. taxation system 1.2. National budget 1.3. National debts/ deficits
20 - 28	What are the benefits of the arbitrary and standard forms of currencies? Why is the BSP's role crucial to the Phil. economy?	<b>Cooperative Learning</b>	1. Evolution of Philippine money (Cash craft, etc.) 2. Functions of money 3. Demand for money

Session No.	Set Off Question	Strategy	Topic
			4. Monetary policy 5. How the BSP creates/ control money
29	Summative Test II	<b>Problem-solving</b>	
30 - 35	How is barter trade practiced in the indigenous community? How does the Phil. economy maximize the trade industries?	<b>Role play</b>	1. Local barter trade system 2. Domestic trade 3. International trade 4. Trade barriers 5. Balance of Payments 6. Exchange rates
36	<b>FINAL EXAM</b>		

**Other Assessment Strategies**

-Teacher-made tests like quizzes  
 -Field Trip  
 -Interactive recitation questions  
 -Portfolio

-Document Analysis  
 -Ancestral Domain Mapping  
 -Performance tests

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