



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM

No. **088**, s. 2024

February 8, 2024

RESEARCH AND INNOVATION GUIDELINES

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
All Others Concerned

1. Pursuant to Republic Act No. 11293 otherwise known as the “Philippine Innovation Act” and DepEd Order No. 16, s. 2017 entitled, “Research Management Guidelines” and in support to the realization of the Regional Education Development Plan (REDP) strategic direction on Nurturing Innovation and Culture for Excellence (NICE), this Office, through the Schools Governance and Operations Division (SGOD) and Policy, Planning, and Research Division (PPRD) hereby issues the **Research and Innovation Guidelines of the Department of Education Region VII-Central Visayas** for the adoption all Schools Division Offices (SDOs) and Functional Division (FDs) of the Regional Office (RO) to give priority to research and development, invention, innovation, and their utilization to ensure knowledge creation and dissemination in basic education.
2. The issuance aims to strengthen the support mechanisms for research and reinforce its link to education processes and advocacies. Specifically, it establishes a systematic procedure of utilizing research results, interventions, and recommendations in the formulation of sustainable solutions to address educational issues through innovation.
3. As such, this issuance shall provide guidance to Research and Innovation Committee (RiCom), Heads of Office or Approving Authorities, Research and Innovation Coordinators, and Researchers and Innovators in the management and conduct of research studies as well as formulation of innovation initiatives across various governance levels in the region.
4. In addition, to guide the process, enclosed are the (a) basic education research and innovation agenda, (b) research management guidelines, (c) innovation development process flow, (d) innovation report form, and (e) innovation evaluation form.
5. Furthermore, these said guidelines shall take effect immediately upon their issuance. All other related issuance, rules and regulations, and provisions that are inconsistent with these Guidelines are repealed, rescinded, and modified accordingly.
6. For questions and clarifications, please contact the Policy, Planning, and Research Division (PPRD), Department of Education-Regional Office VII, Government Center, Sudlon, Lahug, Cebu City at loc.734 or through email at pprd.ro7@deped.gov.ph.
7. Immediate dissemination of and strict compliance with this Memorandum is directed.

WILFREDA D. BONGALOS PhD CESO V
Schools Division Superintendent 

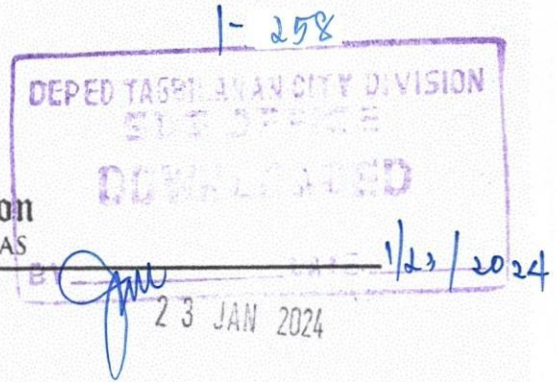
WDB/EQA/SGOD/MCC/mapd



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Republic of the Philippines
Department of Education
 REGION VII - CENTRAL VISAYAS



Office of the Regional Director


REGIONAL MEMORANDUM

No. 078 s. 2024

RESEARCH AND INNOVATION GUIDELINES

To: Schools Division Superintendents
 Assistant Schools Division Superintendents
 All Others Concerned

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SALUSTIANO T. JIMENEZ JD, EdD, CESO V
 Director IV
 Regional Director

STJ/FYA/PPRD/BDT/smtc



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DepEd Tayo Region VII



region7.deped.gov.ph

Enclosure A

BASIC EDUCATION RESEARCH AND INNOVATION AGENDA

Themes	Topics	Priority Areas
Teaching and Learning	<ul style="list-style-type: none"> Curriculum Development and Delivery Learning Resource Management Admission, assessment, retention and promotion of learners ICT Integration in Education GAD, inclusive education, DRRM 	<ul style="list-style-type: none"> curriculum, numeracy and literacy, teaching and learning strategies, 21st century skills, learners and learning outcomes learning resource standards, management system for learning resources classroom assessment, system assessment, authentic assessment, placement and promotion of learners digital learning, digital learning resources, gender responsiveness, inclusive education, learning recovery
Development of Learners	<ul style="list-style-type: none"> Child and Learner Protection Learner's Welfare and Support Services Gender and Development Inclusive Education Disaster Risk Reduction Mngt Interagency collaboration and external partnerships 	<ul style="list-style-type: none"> protection measures, health and safety standards in schools, physical and mental well-being of learners rights-based approach in basic education gender responsiveness inclusive digital education learners' disaster preparedness partnership for health and social programs
Human Resource Development	<ul style="list-style-type: none"> Recruitment, Selection, Placement and Promotion Learning and Development Performance Management, Rewards and Recognition Employee Welfare and Support Services 	<ul style="list-style-type: none"> hiring and recruitment policy process, competency standards (CS), assessment of CS per position professional development system and programs, capacity-building and training RPMS, PPST, rewards system, PRAISE in DepEd wage and benefits, protection and promotion of employees' rights (support mechanisms for personnel)
Governance	<ul style="list-style-type: none"> Basic Education Planning Fiscal and Resource Management and Procurement Policy Development Program and Project Management Research Management Monitoring and Evaluation (M&E) Information System and Knowledge Management Organizational Structure School Governance Establishment and management of facilities of public schools and learning centers Regulation of and support to private schools and other learning institutions Information Communication and Technology Communication and Publication Standards Administrative and Records Management Gender and Development Disaster Risk and Reduction Management Interagency Collaboration and External Partnership 	<ul style="list-style-type: none"> planning process and procedures, procurement processes, standards & procedures, implementation of SEF policies, fund allocation to operating units policy development process, feedback mechanisms management of programs and projects research mngt process (research culture across governance levels), sustainability of AR interventions M&E system (utilization of M&E findings in the dept) data and information management protocols, intellectual property rights in DepEd, office mandates, functions, and structure, school structure implementation of the school-based mngt (SBM) establishing, merging, conversion, separation, and naming of public schools, titling of school sites, school environment and learning regulation of non-DepEd schools and learning institutions information system in DepEd (effect to the delivery of service and operations, implementation of DepEd Computerization Program) website management, public relations, DepEd advisories administrative management policy and process review gender mainstreaming in governance processes DRRM implementation (DRRM programs, teachers' capacity in managing disaster-risk/ crisis rel. situations) Coordination and partnership mechanisms (brigada eskwela, existing coordination and partnership mechanisms for policy and program development)

Source: Basic Education Development Plan (BEDP) 2030 - Policy and Research Agenda

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RESEARCH MANAGEMENT GUIDELINES/ CYCLE

SPECIAL PROVISIONS OF THE POLICY

Researchers are subject to the highest ethical standards as they will be working with learners and their immediate environment. They shall also ensure that their work is original. In support of this, the Department will establish a Research Ethics Committee (REC) and issue a corresponding policy on evaluating compliance to research ethics. This is to ensure protection of respondents to basic education research. Anyone found to have violated research ethics will be blacklisted from availing of any other research grant mechanism in the Department.

The new policy also includes provision on the execution of Memorandum of Agreement (MOA) and authorship and ownership of the completed research.

MONITORING AND EVALUATION OF THE POLICY

PS-PRD, PPRD-RO in close coordination with the Quality Assurance Division (QAD) in the regional office, and the SGOD at the division level will conduct structured monitoring of the research management processes and research initiatives at the national, regional, division and school level. They will provide feedback for the improvement of the whole policy. The PRD-PS with PPRD-RO shall also conduct an annual review of the effectiveness and efficiency of the policy in achieving its objectives. After three years, PRD-PS will conduct a policy review for the revision of this policy. Feedback from the monitoring and evaluation (M&E) will be reported during the Program Implementation Review (PIR).

RESEARCH PARTNERSHIPS

DO No. 16, s. 2017 encourages the engagement of external stakeholders in promoting and strengthening the culture of research in DepEd.

Various institutions that research committees at every governance level may partner with are the following:

- Academic and Research Institutions
- Local and State Universities and Colleges (LUCs/SUCs)
- Development partners
- Non government organizations (NGOs)
- Civil Society Organizations (CSOs)
- Government Agencies
- Indigenous Cultural Communities (ICCs)
- Local Government Units (LGUs)

Areas for partnerships include but is not limited to the following:

- Capacity building
- Resource sharing
- Research grants and funding
- Research collaboration

RESEARCH MANAGEMENT GUIDELINES
DO 16, s. 2017

DepED Australian Aid

Policy Research and Development Division – Planning Service

Department of Education
2nd Floor, Teodora Alonzo Building, DepEd Complex, Meralco Avenue, Pasig City

ps.prd@deped.gov.ph
(02) 635 3976

DepED Australian Aid

What is DepEd Order No. 16, s. 2017 all about?

Is a set of guidelines that provide guidance in managing research initiatives in the national, regional, schools division, and school levels. It introduces support mechanisms for research such as funding, partnerships, and capacity building. It improves the fund-sourcing mechanisms, and reinforces the link of research to education processes through research dissemination, utilization, and advocacy. The new policy signed and made effective on 20 March 2017, also contains mechanisms for accessing and utilizing available resources for research, as well as for related initiatives with external stakeholders.

POLICY ISSUANCES IN SUPPORT OF THE RMG

DepEd Order No. 11, s. 2017
Establishment of the Policy Development Process in the Department of Education promoting evidence-based policy formulation.

DepEd Order No. 35, s. 2016
Basic Education Research Agenda outlines the research priorities of the Department.

RESEARCH COMMITTEES

Research committees will be set up at each governance level to provide guidance on research directions particularly in aligning such initiatives with the national and local Basic Education Research Agenda. The committees will lead the calls for proposals, evaluation, approval and grant of available funds for research proposals, partnerships, and dissemination of results.

- 🏠 National Research Committee
- 🏢 Regional Research Committee
- 🏫 Schools Division Research Committee

DO No. 16, s. 2017 specifies the composition, roles, and responsibilities of the committees per governance level.

The Research Management Cycle

DO No. 16, s. 2017 set out guidelines for every step of the research management cycle at every governance level consisting of the following:

- 1 **Call for Research Proposals**
Dissemination, advocacy and capacity building activities to engage prospective research proponents and submission of required documents for evaluation.
- 2 **Evaluation of Proposals**

Initial Screening assessment of eligibility of submitted documents and provision of technical inputs	Committee Evaluation evaluation of proposals based on criteria and scoring rubric
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- 3 **Notification of Results**
Informing proponents of the results of the evaluation to identify ways forward for the approved or disapproved research proposal.
- 4 **Implementation of the Research**
In implementing the research proposals, the following activities will be conducted and/or considered:

• Progress monitoring and technical assistance by the research managers	• Request for changes and extension due to valid extenuating circumstances by the researcher
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- 5 **Submission and Acceptance**
Evaluation of submitted deliverables and outputs for acceptance or additional requirements and/or recommendations.
- 6 **Dissemination and Utilization**
Conduct of research conferences, research forums, and policy forums, as well as publication of research journals and bulletins for wider dissemination and utilization of research is encouraged.

Evidence should be heavily used in the development of:

- policies
- frameworks
- programs and projects
- plans
- training programs
- instructional materials

For schools, research results may be disseminated and utilized through existing mechanisms such as but not limited to:

- Learning Action Cells (LAC)
- In-Service Training (INSET)
- School Governance Councils (SGC)
- Enhanced School Improvement Plan
- Annual Implementation Plan (AIP)
- School Report Card (SRC)

3 Archival

Setting mechanisms to archive all completed education researches together with other relevant documents and data sets.

4 Monitoring and Evaluation

PRD, PS, PPRD, RO, and SGOD shall conduct MSE of the entire research management cycle to continuously improve the management of research in their respective governance levels.

FUND SOURCES

A. BASIC EDUCATION RESEARCH FUNDS

The Basic Education Research Fund (BERF) is a research grant facility for DepEd personnel to fund their research / action researches. The fund is managed by the Central and Regional Office. Guidelines as to the scope and application process for the grant is specified in DO 16, s. 2017.

B. OTHER FUND SOURCES

Other fund sources include, but are not limited to, **local funds** and the **Special Education Fund (SEF)**, as stipulated in Section 4.1.4.1 of the Joint Circular JC No. 1, s. 2017 of DepEd, DBM, and DILG.

Enclosure C

INNOVATION DEVELOPMENT PROCESS FLOW

The **innovation initiative** must be an *adjunct, byproduct, or offshoot* of an **action research** or **basic research study** conducted and completed through the Basic Education Research Fund (BERF) Grant Facility, Non-BERF initiative, or RO-initiated research engagement per DepEd's Policy and Research Program (PRP). Hence, the said research studies serving as bases for the innovation initiatives must be approved and verified first by the Head of Office or the designated Research and Innovation Committee (RiCom) per DepEd Order No. 16, s. 2017, RMG. In particular, the research management guidelines/cycle should be followed in the evaluation and approval of research proposals and reports. Accordingly, the innovation development process flow will be adhered to in translating these research reports into innovation reports and outputs to ensure a systematic and evidenced-based process of improving educational practices or resolving problems in any operating unit as well as in reinforcing the link of research to educational processes and advocacies. In view thereof, after the implementation of the Research Management Cycle, proponents must observe the Innovation Development Process Flow that is stated below:

Preparation and Submission. The BERF Grantee(s) or Non-BERF Proponent(s) shall prepare the innovation initiative(s) as an offshoot of the conducted *action research* or *basic research studies*. Thus, after the conduct of the research study per RMG, the proponent(s) shall submit the intended innovation initiative(s) (either in hard or electronic copies) to the designated research and innovation committee upon the endorsement of the immediate supervisor(s). The requirements include (i) a completed action or basic research report and (ii) an innovation report and output.

Review and Validation. The research and innovation coordinator or core group shall conduct a review of the submitted research report and innovation output against the eligibility requirements. Paper with incomplete documentary attachments shall be returned immediately to the proponent(s), with technical inputs. For validation, the concerned program owner or process holder per Basic Education Research and Innovation Agenda shall help validate and quality assure the innovation report and output as to compliance to innovation initiative standards and implementation accomplishments, impact, and sustainability/ adaptability/ replicability among others.

Completion and Certification. Once the innovation reports and outputs were reviewed, validated, and quality assured, these shall be endorsed for approval by the Chief Education Supervisor (CES) of the Functional Division (FD) of the RO or Curriculum Implementation Division (CID)/ School Governance and Operations Division (SGOD) of the SDOs. It shall further be recommended for approval by the Chair of the Research and Innovation Committee (RiCom), ARD for the RO and ASDS for the SDOs.

Finally, the proponent(s) will be given a certificate of innovation completion signed by the Head of Office or Approving Authority (RD for RO and SDS for the SDO) through the Policy, Planning, and Research Division (PPRD) and Planning and Research Unit (PRU).

Implementation and Sustainability Strategy. In light of the adoption of the *Research and Innovation Initiative*, mechanisms will be set up to support researchers and innovators. First, DepEd ROVII in coordination with SDOs shall establish a regional research and innovation institutional facility as repository for the wide dissemination of the research results as well as innovation reports and outputs through *bulletins, publications, conferences, forums, and other platforms*. With this, orientation materials will be prepared and distributed to regional and local events. This Basic Education Research and Innovation Agenda and Report dissemination will cover DepEd Region VII's internal and external stakeholders as well as research partners and relevant interested parties to get the active participation of the research institutions and the academe.

Other implementation mechanisms and strategies also include the following:

- (a) **Academic or educational innovative programs** refer to significant improvements in the delivery and production of knowledge, skills, programs and curricula, research infrastructure, and access to quality education among others to produce the human talents and capital needed to compete in the global knowledge economy as well as find solutions to national social development and economic issues.
- (b) **Innovation alliance** refers to the coalition of research and development-based academic or education institutions, and/or research institutions, and other relevant organizations, that have come together to support innovative efforts, alliance encompasses public and private institutions and academe.
- (c) **Innovation centers** refer to centers of competence and innovation activities, either housed in the academic or educational that support collaborative research, development and extension (RD&E) initiatives and innovation-related activities between and among academic or educational institutions. Innovation centers are collaborative partnerships of public and private institutions and academe.
- (d) **Innovation governance** refers to the institutional set-up of the various elements of the regional innovation ecosystem, including the institutional structures and the processes governing policymaking and implementation, including program delivery, monitoring and evaluation, as well as the process of coordination and collaboration across public institutions with relevant stakeholders.
- (e) **Innovation networks** refer to the interconnected system of educational institutions and learning organizations in the knowledge infrastructure that is mainly focused on innovation.
- (f) **Organizational innovation** refers to the development and/or introduction of new or significantly improved methods in business practices, workplace organization or external relations.
- (g) **Policy innovation** refers to the introduction of new or significantly different solutions to policy problems.
- (h) **Process innovation** refers to the development and/or introduction of a new or significantly improved production or delivery method.
- (i) **Product innovation** refers to the introduction of a good or service that is new or significantly improved with respect to its features, applications, characteristics or intended uses.
- (j) **Technology platforms** refer to the self-organized programs or arrangements that allow a wide range of stakeholders to collaborate in identifying common needs and assemble a portfolio of funding sourced from government or industrial sources or a mix thereof to address those needs.

Monitoring and Evaluation. The Regional Policy, Planning, and Research Division (PPRD) in close coordination with the SDO-SGOD-PRUs will lead the regional and local research and innovation initiatives and monitor its progress.

The annual review will also be conducted to assess the progress of the initiative. This will be used to adjust strategies in promoting the conduct of research and innovation activities across governance levels.

Enclosure D

INNOVATION REPORT FORM

I. INNOVATION INFORMATION

Title:
Category:
Innovators:
Beneficiaries:
Time Frame:

II. INNOVATION OVERVIEW

(Introduction Section) *Brief background of the issue/problem addressed/ Reason/s behind the creation of the innovation/ Purpose*

Write the background of the innovation.

Briefly summarize the situation within which the problem exists. Discuss the nature, extent, and salience of the identified problem or issue.

Cite the reasons why this project is necessary. Explain the need to conduct the innovation as a way to address the issue or improve the situation.

State the importance of the innovation to the attainment of the VMCV. Show the educational relevance and timeliness of the innovation.

Explain what needs/problems you are trying to solve, and why these needs or problems are worth solving. You should also provide a brief setting and history behind the project.

Alignment to the DepEd vision, mission, initiatives, and reform

Consistency with previously issued DepEd Orders

Context and Situation (Study Background and Significance)

- What is the general situation and specific circumstance that made you develop your innovation project/program?
- What specific concern, problem, or existing gap/s did the project/program address?
- Why is the situation/ circumstance important? Why is the innovation project/ program significant?
 - The development and utilization of output, practice, policy, or system shall create value to the organization and its clientele; and results in workplace improvement through efficiency in operations, increased production, improved working standards, and/or savings in government spending.
- Are there existing mechanisms that try to solve the problem you identified? If yes, why are they not enough?
- How did your innovation project/program address the gap?

Legal Bases and Department Issuances (Key Studies & Knowledge Gap)

- What are the legal bases/ department issuances of the innovation project/ program?
 - RA 11293 "Philippine Innovation Act"
 - RA 9155 "Governance of Basic Education Act"
 - DO 16, s. 2017 and DO 26, s.2021 "Research Management Guidelines"
 - CV RDRC "Central Visayas Regional Development Research Council"
 - DepEd ROVII's NICE "Nurturing Innovation and Culture for Excellence"

Give the overview of what the project/program is all about. The problem you want to address. State the rationale, the reason for conducting it and the existing scenarios that justify its conduct. What prompted the project?

Objectives and Outcomes

State explicitly what goals the project has achieved.

Present the reasons for doing this project as well as state its objectives.

State the goals and objectives being achieved by the said innovation initiative.

- What are the specific objectives, target outcomes, and desired impacts of the innovation project/program?
 - What does the project/ program hope to achieve?
 - What strategies were implemented to meet the objectives?
 - What are the long-term effects of the project/ program?
 - What were the program's significant impacts on the clientele in particular and in the organization in general?
 - How did the project improve or promote the workplace processes as to:
 - *operations; efficiency in operations*
 - *production; increased production*
 - *working standards/ conditions; improved working standards*
 - *savings in government spending or expenditures?*

Describe the specific objectives of the innovation project/program. Objectives should be consistent with the expected results/ outcomes and impact of the innovation project/program.

*State explicitly what the project aims to achieve. What does this project seek to achieve?
What will this project contribute to achieving the institution's higher aims ...*

III. INNOVATION DESCRIPTION

(Innovation Section: The Solution to address the Problem/ Issue)

Project Description

Detail the plan on how the project objective was addressed.

- **What is your innovation project/ program all about?**
State the innovation project/ program being implemented to address the problem or issue.
- **Why are you doing this innovation project/ program?**
Explain in detail the rationale, extent, and limitation of the innovation. Support its plausibility as a way to address the problem or issue.

Project Beneficiary/-ies

Include the group who directly and indirectly benefited from the innovation initiative.

- **Who are the beneficiaries of the project/ program?**
Define and describe who and what groups benefitted from the project and the kind of benefits they derived. If there are indirect beneficiaries, they may be cited as well in this section.

Project Work Breakdown and Task Time Estimates

Specify the implementation stages of the project, start to finish (pre-implementation, actual and post implementation)

- **What have you done? How did you do it?**
Work Plan/ Implementation Procedure
Create (state or indicate) a detailed project schedule. Make a list of tasks that you performed for this project, make sure that the list is complete enough and the task is broken down (for adoption and replication purposes). Detail the components of the projects based on the pre-, actual, and post-implementation stages.

Project Cost/ Budgetary Requirements and Resources Needed

How was the innovation project being managed, who were the persons involved, their specific roles and functions, what resources were needed, how much was the project cost and what were the sources of funding?

- **What were the resources needed? How much did it cost?**
*Resources Needed/ Resource Utilization
Cost Estimates/ Cost & Budget Sources*
- **Where was the project implemented? How long did it take?**
Study Locale and Timeline

Explain the overall concept underpinning the innovation project/ program.

Describe the relationship with any other collaborations or related projects by partner agencies.

INNOVATION STATEMENT

The innovation initiative aims to:

State the goals and objectives (to be) achieved by the innovation initiative.

IV. IMPLEMENTATION PROCEDURE (PROCESS FLOW)

(Pre-Implementation, Actual Implementation, Post-Implementation)

Implementation mechanisms aligned with mandates of DepEd offices across governance levels

(Process Flow/ Framework – Project/ Program Organizational or Management Structure – Timeline of Implementation – Resource Utilization – Cost & Budget Source – Deliverables/ Outputs – Perf. Indicators)

Work Breakdown and Task time Estimates – Project Deliverables – Project Risk Mngt – Project Cost (Budget and Sources)

- State the activities undertaken. Describe the entire process of how the innovation was conducted or implemented. Provide specific details as to pre-, actual, and post-implementation phases/ steps.
 - *What are the specific steps or activities being undertaken before, during, and after the implementation phases?*
 - 4 Pre-Implementation Phase. *Accomplish the preliminary part of the innovation project/ program.*
 - *What actions were taken before the conduct of the project/ program?*
 - *What were before implementing the innovation?*
 - 4 Implementation Phase. *Employ the program to the target clientele/ project/ program beneficiaries.*
 - *What were the different activities undertaken?*
 - *How is the innovation or model being utilized?*
 - 4 Post Implementation Phase. *Assess the effectiveness of the innovation project/ program.*
 - *How did you put in place the continuous monitoring, evaluation, and sustainability plan of the project/ program?*

PHASES & ACTIVITIES <i>(Before, During, After)</i>	TIME DURATION <i>(Timeline of Implementation)</i>	PERSONS INVOLVED <i>(Roles and Responsibilities)</i>	RESOURCE UTILIZATION <i>(Human, Material, Financial)</i>	COST & BUDGET SOURCE <i>(SEF, MOOE, Donation, Personal Fund)</i>	DELIVERABLES/ OUTPUTS <i>(report/document, prototype, video, website, software, etc.)</i>	PERFORMANCE INDICATORS/ MOV <i>(workshop completed, software released and output validated)</i>
Pre-Implementation Phase						
1.						
2.						
3.						
Actual Implementation Phase						
1.						
2.						
3.						
Post Implementation Phase						
1.						
2.						
3.						

*Provide full details on the innovation project/ program phases and activities with their overall methodology

**Describe in detail the persons involved and their roles and responsibilities as well as target clientele and beneficiaries

***Provide specific details on time duration/ timeframe of implementation, resource utilization, cost and budget source etc

****Provide a list of deliverables or expected outputs (report/document, prototype, videos, websites, software, etc.)

*****MOV (Milestones): workshop completed, software released and validated by the user group, etc.

V. PROGRESS MONITORING AND EVALUATION

(The setting of outcomes, indicators, and M&E structure)

State the processes, persons involved, and the monitoring tool/s used to track the stages of implementation of the innovation initiative.

Monitoring is essential to track the development and efficacy of the innovation initiative. Likewise, this serves as basis for the improvement and enhancement of the project.

Date of Monitoring	Process Monitored	Person Involved/ Responsible	Significant Milestone(s)	Issues/ Challenges	Action Taken by Innovator	Technical Assistance (TA) Provided

(Describe how the progress was monitored and evaluated throughout and at the end of the project. Formulate clear indicators for objectives and results.)

VI. RISK MANAGEMENT PLAN

(The anticipated risks and mechanisms to address them)

- What are the risks/ factors that hindered the successful implementation of project activities and achievement of project outputs and outcomes?
- What are the measures taken to mitigate the adverse effects resulting from such risks?

Description of Risk (Possible Risk)	Impact (L/M/H)	Likelihood (L/M/H)	Mitigation Measures

Describe risks – *plausible events or issues* - that could have adverse impacts on the ability of the activity to achieve its objectives.

*The likelihood is the estimated probability that the risk will materialize even after taking account of the mitigating measures put in place.

(Detail the significant risks and delineates the plans to alleviate or control them. Make sure to address each risk's likelihood of occurring as well as its impact on the project.)

VII. EXPECTED RESULTS/OUTCOMES/IMPACTS

(State the immediate gains and results that can be anticipated with this innovation project.)

Results/ Gains/ Outcomes	Target Beneficiaries

VISIBILITY

(Describe visibility and its dissemination plan to maximize the innovation in the academic and research community such as *press releases, publishing pre-prints, posters, presentations, and video clips of the innovation*)

VIII. SUSTAINABILITY PLAN

(Describe how to secure sustainability and how you see the potential for growth of your activity)
(Describe strategies for sustainability.)

- How did the organization sustain the project/ program?

Functional Structure. *Existence/ functionality of project management structure, its roles and function.*
(Project Owners/ Program Implementers, Program Management Structure, Process Flow and Procedure)

Management Structure/Project/Program Organization and Staffing

Committee	Responsibilities	Person-In-Charge

Mechanism. *Process or Procedure Established on Planning, Implementation, Monitoring and Evaluation, Continuity, etc.*
(Implementation Plan & Monitoring and Evaluation)

Next Step	Time Frame	In-Charge	Output

What are the specific measures to sustain the project?
 What future actions will be done to ensure sustainability of the project?
 What enhancement or modification of the project will be done for greater impact or outcomes?
 What are the linkages with other initiatives and reforms in the sector and other development and governance concerns?

IX. REFERENCES (List of Cited References)

X. ANNEXES (Other Relevant Information and Documentation)

- Photo documentation of the project/ program implementation
- Memoranda, Endorsements, Transmittal Letters, and other pertinent documents relative to the conduct of the innovation
- Implementation Plan
- Accomplishment Report
- Others (*Research Report/ Innovation Report and Output, Certification of Innovation Implementation as well as Dissemination, Utilization, and Adoption*)

Enclosure E

INNOVATION EVALUATION FORM

NAME OF PROPONENT/S:

OFFICE: _____
 Date Submitted: _____
 Received by: _____

Instructions: Examine the innovation report and output carefully and for each given indicator, assess the extent to which the report or output meets the evaluation criterion:

INDICATORS	STANDARD RATING DESCRIPTION	WEIGHT	SCORE
A. Innovation Report (50%)			
Overview (Brief background of the issue/problem addressed/ Reason/s behind the creation of the innovation/ Purpose)	<i>Context and Situation:</i> It states the study's background (general situation/ specific circumstance, problem/ issue) and the significance (timeliness and educational relevance) of the innovation initiative as the study focus. <i>Key Studies and Knowledge Gaps:</i> It mentions previous studies conducted or existing mechanisms implemented that tried to solve the problem identified and why these were not enough to address the existing gaps. <i>Objective and Outcomes:</i> It describes what is the innovation initiative all about and explains the rationale or the reason/s for conducting it and/or the existing scenarios that justify its conduct. It also states the specific objectives, target outcomes, and desired impacts.	5%	
Description (The solution to address the education problem/ issue; Details on how the project objective will be addressed; Explain the overall concept underpinning the innovation project/ program.)	<i>Project Description:</i> It states the innovation project/ program implemented to address the problem or issue. It also explains in detail the rationale, extent, and limitation of the innovation as well as supports its plausibility as a way to address the given situation. <i>Project Beneficiaries:</i> It defines and describes who and what groups benefitted from the project and the kind of benefits that were derived. If cases of indirect beneficiaries, they were cited or mentioned as well in the section. <i>Project Work Breakdown and Task Time Estimates:</i> It indicates a detailed project schedule and specifies the implementation stages of the project, from start to finish (pre-, actual, and post-implementation). <i>Project Cost/ Budgetary Requirements and Resources Needed:</i> It provides details on how was the innovation project being managed, who were the persons involved, their specific roles and functions, what resources were needed, how much was the project cost, and what were the sources of funding.	5%	
Statement	It states the goals and objectives to be achieved by the innovation initiative.	5%	
Implementation Procedure/ Management Structure/ Resource Utilization/ Performance Indicators (The implementation mechanisms aligned with mandates of DepEd offices across governance levels.)	It reflects the <i>Process Flow/ Framework – Project/ Program Organizational or Management Structure – Timeline of Implementation – Resource Utilization – Cost & Budget Source – Deliverables/ Outputs – Performance Indicators</i> <i>Phases/ Activities:</i> *Provide full details on the innovation project/ program phases and activities with their overall methodology. <i>Persons Involved:</i> **Describe in detail the persons involved and their roles and responsibilities as well as target clientele and beneficiaries. <i>Time Duration, Resource Utilization, Cost and Budget Source:</i> ***Provide specific details on time duration/ timeframe of implementation, resource utilization, cost and budget source etc. <i>Deliverables/ Outputs:</i> ****Provide a list of deliverables or expected outputs (report/document, prototype, videos, websites, software, etc.) <i>Performance Indicators:</i> *****MOV (Milestones): workshop completed, software released and validated by the user group, etc.	10%	
Program Monitoring and Evaluation (The setting of outcomes, indicators, and M&E structure)	It states the processes, persons involved, and the monitoring tool to be used to track the stages of implementation of the innovation initiative. It also provides details on the tracking of the development and efficacy of the innovation project/ program that serves as the basis for the improvement and enhancement of the project including significant milestone(s), issues/ challenges, action taken by the innovator, and technical assistance (TA) provided. It describes how the progress was monitored and evaluated throughout and at the end of the project. It formulates clear indicators for objectives and results.	5%	

INDICATORS	STANDARD RATING DESCRIPTION	WEIGHT	SCORE
Risk Management Plan (The anticipated risks and mechanisms to address them.)	It details the significant risks and delineates the plans to alleviate or control them. It also addresses each risk's likelihood of occurring as well as its impact on the project.	5%	
Expected Results/ Outcomes/ Impact (The immediate gains and results that can be anticipated with this innovation project.)	It presents the specific gains, results, and outcomes that can be anticipated with the innovation initiative and the corresponding target beneficiaries.	5%	
Visibility (The dissemination plan to maximize the innovation in the academic and research community.)	It describes visibility and its dissemination plan to maximize the innovation in the academic and research community such as press releases, publishing pre-prints, posters, presentations, and video clips of the innovation	5%	
Sustainability Plan (The description of how to secure sustainability and the potential growth of the activity.)	It states future actions to be done to sustain the innovation implementation like how the organization will sustain the innovation initiative through the establishment of functional structure, management structure/ project/program organization and staffing and other mechanisms.	5%	
B. Innovation Output (50%)			
Effectiveness	It achieves the objectives or solves the targeted problems.	10%	
Efficiency	It uses time and resources for the intended task or purpose. It accomplishes the targets with a minimum amount or quantity of waste, expense, or unnecessary effort. It streamlines workflow and increases efficiency in operations by optimizing time, resources, and efforts by eliminating unnecessary steps, reducing redundancies, and prioritizing tasks that are critical to the successful completion of a project or procedure.	10%	
Timeliness	It facilitates the timely delivery of work services and faster transactions that result in enhanced and sustained client satisfaction.	10%	
Productivity	It introduces a product, service, process, technical specifications, components, or tools that is/are new or enhanced concerning its features, applications, characteristics or intended uses and/or different solutions that significantly increase the production or improve the delivery method.	10%	
Quality	It promotes new or significantly improved methods in the workplace organizations or external relations that foster the standardization of processes and protocols which in turn ensures that critical steps are consistently followed, best practices are adhered to, and that potential errors or oversights are minimized, leading to improved working standards or conditions.	10%	
TOTAL SCORE			

Other Comments: (Please write your comments and recommendations on the innovation report and output not captured in Factors 1-2. Use an additional sheet if necessary).

1. _____
2. _____
3. _____

(Please sign below and at the back of each page.)

I certify that this evaluation report and recommendation are my own and have been made without any undue influence from others.

Evaluator: _____ Signature: _____
Signature over Printed Name of Evaluator

Position: _____ Date Signed: _____



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

08 JAN 2024


REGIONAL MEMORANDUM

No. 029 s. 2024

UTILIZATION OF SIMPLIFIED RESEARCH GUIDES FOR RESEARCH PROPOSALS AND REPORTS AND ADOPTION OF INNOVATION TEMPLATES AND FORMS

To: Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned


1. The Department of Education Region VII-Central Visayas hereby issues the **Simplified Research Guides for Research Proposals and Reports as well as Innovation Templates and Forms** for adoption and utilization of all concerned DepEd Region VII personnel who are interested in conducting research and innovation. This is pursuant to DepEd Order No. 16, s. 2017 entitled, "Research Management Guidelines" and in compliance with RA No. 11293 otherwise known as the "Philippine Innovation Act".
2. The said research guides and innovation forms aim to provide guidance for those who intend to conduct research studies (BERF, Non-BERF, and RO-initiated researches) and formulate corresponding innovation initiatives through their respective divisions and research committees. Correspondingly, these guides and forms may help teaching, related teaching, and non-teaching personnel in writing research proposals and reports and in translating research results and findings into offshoot or byproduct innovation projects and programs. Similarly, research managers as well as SDRC and RRC secretariat members may utilize these in the initial paper evaluation and provision of technical assistance.
3. These research guides and innovation forms can be accessed through <https://region7.deped.gov.ph/r-and-d/research-resources/> under the Research and Development (R&D) tab of the regional office website as well as through DepEd ROVII's Research Managers' R&D Google site and PPRD's Research Management Portal.
4. In addition, these research guides and innovation forms are properties of DepEd Region VII. The outputs are products of methodical approach of "developmental research". Moreover, prior to its official release, the PPRD and/or the process holder/ program owner conducted orientation cum consultation with the 20 SDOs as well as selected RO personnel. Henceforth, as these form part of the institutional format and guidelines of the entire region to continuously promote and strengthen its culture of research and innovation, all its content, in whole or in part, are not for sale and shall not be used for any profit-generating activities. Violation by any individual or organization will be dealt with accordingly.
5. For more information, all concerned may contact the **Policy, Planning, and Research Division (PPRD)**, Department of Education (DepEd) Regional Office VII (ROVII), Government Center, Sudlon, Lahug, Cebu City at loc. 734 or through email at pprd.ro7@deped.gov.ph.
6. Immediate dissemination of and strict compliance with this Memorandum is directed.


SALUSTIANO T. JIMENEZ JD, EdD, CESO V
Director IV
Regional Director

SEI/EYA/PPRD/BEIT/smtc



Doña M. Gaisano St., Sudlon, Lahug, Cebu City
Telephone Number: 639457623193 local 700

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Double-space whole title page

Place title 3 or 4 lines down from top of page

SWRITES: A Simplified Guide in Crafting Action Research Proposals

Center entire title page

Extra line between title and author name

Researcher's Name: She Writes

Affiliation: DepED ROVII-Policy, Planning, and Research Division

Type of Research: An Action Research Proposal

presented to the

Research Committee: Regional Research Committee (RRC)

for

(Non)-BERF Year: Non-BERF 2024/ RO-initiated Research CY 2024

Standard font (no bold, no italic) for all other title page elements

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TITLE PAGE ELEMENTS

- Paper Title
- Researcher's Name
- Affiliation
- Type of Research
- Research Committee
- BERF, Non-BERF, or RO-initiated

TITLE PAGE SETUP

Seventh edition APA Style was designed with modern word-processing programs in mind. Most default settings in programs such as Academic Writer, Microsoft Word, and Google Docs already comply with APA Style.

- **Margins:** Use 1-in. margins on all sides of the page (top, bottom, left, and right).
- **Font:** Use a legible font. Many fonts are acceptable, including 11-point Calibri, 11-point Arial, 12-point Times New Roman, and 11-point Georgia. The default font of your word-processing program is acceptable.
- **Line spacing:** Use double-spacing for the entire paper (including block quotations and the reference list). Do not add blank lines before or after headings. Do not add extra spacing between paragraphs.
- **Paragraph alignment and indentation:** Give your text straight edges on both sides of the paragraph, left and right or have the text "justified". Indent the first line of every paragraph of text 0.5 in. using the tab key or the paragraph-formatting function of your word-processing program.

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 Center entire title page

Commented [a3]: TITLE PAGE FONT
 Standard Font



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Declaration of Absence of Conflict of Interest	
Research Proponents' Profile	

Commented [SMC4]: The Table of Contents includes all the major divisions of the paper, including subsections. The relationship between major divisions and minor subdivisions should be shown by the appropriate use of capitals and indentations.



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Chapter 1

INTRODUCTION

Context and Rationale

What is your study all about? What is the general situation or circumstance that makes you develop your proposal? The action research (AR) proposal presents a general description of the problem or issue as its focus of inquiry. Why is this situation or circumstance important? In addition, it shows the educational relevance and timeliness of the identified problem as well as discusses the nature, extent, and salience of the issue. Also, the said proposal explains the need to conduct the AR as a way to address the issue or improve the situation. Furthermore, it elaborates the different aspects of the AR setting showing in depth and critical analyses of the problem you want to solve or explore.

What do other authors say about your study? The proposal cites previous studies related to the present research with sources that are properly acknowledged. Additionally, it discusses and synthesizes the viewpoints and issues underlying the current study. The related literature/s are critically evaluated to identify inconsistencies in current knowledge that the study intends to address.

What is the gap in your study? This part of the introduction addresses the gaps or limitations in the current body of knowledge. It is important to identify these gaps for they provide the rationale of the proposed research. The more gaps will be identified, the stronger the paper is.

What do you intend to do? State the aims of your proposed study or research undertaking.

Why is your study important? Who will benefit? How? What is expected from your study? Here, you need to articulate the purpose and significance of the proposed research. This is where you will explain why the study is necessary and how it will contribute to the existing body of knowledge. Will it solve a particular problem? Will it offer a new way of thinking? Will it give a new direction towards enhancement of practice? Will it develop a new prototype, model, process, tool, etc.?



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Text begins as a new paragraph.

Commented [a8]: Paragraph 1: BACKGROUND OF THE STUDY
(Mention the research topic)

Commented [SMC9]: Paragraph 2: KEY STUDIES
(Summarize what is known)
What are the current or relevant topics and literature related to this situation or circumstance?

Commented [SMC10]: KNOWLEDGE GAP
(Indicate the research gap)
What are the gaps in the existing literature?
What makes the study different from previous studies?

Commented [SMC11]:
(Mention the objective)
How will you address the gap?

Commented [SMC12]:
Significance of the research
(Mention the significance)
Why will you do this study?

Commented [a13]:
What would be the potential contribution or insight of the research?



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Action Research Question

How can the use of *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTTES)* as a simplified guide aid in the crafting of action research proposals by that of the *Basic Education Research Fund (BERF)/ Non-BERF Proponents* of DepEd Regional Office VII Program Owners per Policy and Research Program?

OTHER EXAMPLES

Will the use of *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTTES)* as a simplified guide increase the number of crafted action research proposals by DepEd Region Office VII Program Owners per Policy and Research Program?

How to increase the knowledge and competence of the Technical Working Committee (TWC) Members on evaluating submitted action research proposals using the *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTTES)* as a simplified guide?

How to enhance the content and substance of the crafted action research proposals of DepEd Region VII Program Owners using *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTTES)* as a simplified guide?

How effective is the *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTTES)* as a simplified guide to DepEd Region Office VII Program Owners/ BERF and Non-BERF Proponents, in terms of increasing the number of crafted action research per Policy and Research Program?

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Text begins as a new paragraph.

Commented [a15]: What question(s) would you answer?

The action research states the aim, objective, or general research question(s). The research question(s) specify the action research variable(s) or the focus of inquiry. Key elements of the research question(s) are reflected in the title of the proposal or report. The research question(s) logically proceeds from the context of the inquiry. It is clearly related to the identified problem or issue, and conveys the desired change or improvement.

Commented [a16]: INTERVENTION (action, action, innovation, strategy, intervention)

Commented [SMC17]: OUTCOME (expected behavior, performance, or skill)

Commented [SMC18]: PARTICIPANTS

Commented [a19]: INTERVENTION

Commented [SMC20]: OUTCOME

Commented [a21]: PARTICIPANTS

Commented [a22]: If the action research question is complete with the basic elements (action or intervention – participants – outcome of the study), finding answers to it is clear.

Commented [a23]: Interrogative Statement (Reflective Inquiry)

- What is the gap, problem, issue?
- What kind of disposition, intervention, or strategy do you use to address the gap, problem, issue?
- Who are the study participants?
- What is the expected outcome?

Commented [a24]: INTERVENTION

Commented [a25]: PARTICIPANTS

Commented [SMC26]: OUTCOME



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Proposed Innovation, Intervention, or Strategy

The AR proposal mentions the proposed innovation, intervention, or strategy to be tried out to address the problem or issue. It also outlines when and where the innovation, intervention, or strategy will be undertaken, and who will be involved. The activities undertaken are stated. In addition, the rationale, extent, and limitation of the intervention, innovation, or strategy should be explained in detail. Its plausibility as a way to address the problem or issue is given support.

Pre-Implementation Phase. Accomplish the preliminary part of the research. (The proponent/s *analyze the priority needs, create the initial action research proposal/ craft or develop the innovation, intervention, strategy or material; accomplish the documentary attachments; present the proposal to the management; seek for endorsement and request for approval; complete the proposal based on the recommendations; submit the complete proposal for committee evaluation; edited the proposal based on the suggestions from the committee evaluation; submitted the edited proposal to the RRC together with the signed memorandum of agreement or MOA.*)

Implementation Phase. Employ the strategy to the target participants. (The proponent/s *orient the research participants as to the study's nature, scope, and timeline; seek the participants' free, prior, and informed consent and address other ethical concerns; implement the strategy or employ the intervention or innovation; document the process of implementation, make appropriate changes and adjustments, and assess the progress using the strategy or intervention.*)

Post Implementation Phase. Assess the effectiveness of the strategy. (The proponent/s *consolidate the results; tally and compute the data using the appropriate statistical tools; analyze and discuss the results; prepare the remaining parts of the report for completion; review the entire work and subject it to critiquing and evaluation; submit the paper to the research committee for final presentation; edit it based on the results of the final presentation; finalize the research report; disseminate and utilize the results; present the results and share the findings and recommendations for utilization; prepare for archival and online publication, etc.*)

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 Text begins as a new paragraph.

Commented [a28]: What is the innovation, intervention, or strategy all about?
 When and where will it be undertaken?
 Who will be involved?

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What are the actions to be taken prior to the conduct of the study?

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What are the different activities to be undertaken during the implementation of the innovation, intervention, or strategy?

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What are the results of the pre-assessment and the post-assessment?
 How are you going to manage the post-assessment results?
 What are the next steps to be undertaken or the ways forward after determining the results especially if there are target end users or study participants who did not meet expectation(s) or achieve the set standards or intended outcomes?
 What is the overall assessment of the program implementation?
 How will you put in place the continuous monitoring, evaluation, and sustainability plan of the project/ program?



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ACTION RESEARCH METHODS

This chapter presents and discusses the research design, participants and/or other sources of data and information, data gathering methods, data analysis plan, and ethical considerations. These are explained in detail so that the researchers who will embark on similar work or endeavor can replicate the methods as they are planning to conduct or implement similar interventions.

Research Design

This research will employ a descriptive design as it shall discuss and describe the various parts of the research writing process and elaborate how to do them in a very simple and understandable language (Faryad, 2018). Descriptive analysis shall be applied to explain the basic features of the research writing process (Garcia & Fombona, 2015). Descriptive method is also very useful in providing basic summaries of the chapters and sections (Al Raqqad et al., 2017).

Participants/ Sampling and/or Other Sources of Data/ Information

The AR proposal states the target participants and/or other sources of information (*ex: learners, teachers, teaching-related or non-teaching personnel; documents, realia, learners' products, others*). In addition, it provides the details (*number, characteristics, sampling procedure*) and/or other sources of data and information. The proponent also gives a clear rationale for their inclusion in the study.

Data Gathering Procedure

The AR proposal presents a general description of the method(s) to be employed for gathering the data. Details of the data gathering method(s) will be provided: the specific kinds of data, how and when they are collected (*ex: pretest and posttest scores*). Research instruments, if any, are described

Commented [a32]: Level 1 Heading: Centered, Bold, Title Case

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 What is the design of your study?
 -Descriptive, Evaluative

1. State your research approach.
2. Define your research approach.
3. Explain why you choose this approach.

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1. Define the characteristics of the participants.
2. Describe the sampling technique.
3. Explain the rationale behind selecting the participants and how they relate to the research objectives and questions.
4. Provide information on the sample size and how it will be determined.
5. Identify potential limitations and considerations.

Commented [a37]: Who or what are the sample for your study?
 Why do you choose this/ these samples?
 How many? How do you select your sample?

Commented [SMC38]: What are the other sources of information?

Commented [a39]: What sampling technique would you employ?

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1. Write an overview of data collection methods.
2. Write the details about the participants.
3. Write the step-by-step description of data collection process.





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(*ex: test, scale, survey questionnaire, checklist, interview guide, others*). The paper also explains why the selected data gathering method is suited to the nature and purpose of the action research. In addition, the data gathering method should be aligned with the research question. Research instruments, if any, are appropriate for obtaining the desired kind of data/ information. Hence, the proponent needs to describe briefly the methods supported by references to research applying the methods in similar situations.

Pre-Data Gathering. What will you do before gathering the data?

Actual Data Gathering. How will you administer the tool? What are the possible sources of data? Who (office/ personnel) is responsible in gathering the data? How frequent will you gather these data?

Post Data Gathering. How will you gather or retrieve the data? How will you organize the gathered data? How will you manage and utilize the data? Who are the possible users of the data (internal and external) and what re the possible uses of these data?

Data Analysis Plan

The AR proposal presents a general description of how the to-be gathered data/ information will be analyzed. It provides the necessary details of the method(s) of the data analysis. Moreover, it specifies the techniques (*ex: quantitative/ statistical, qualitative, or both methods*), as well as tools (*ex: software*) to be employed. The selected method of data analysis should be appropriate to the nature of the data/ information that will be gathered and for addressing the research questions. Hence, the data analysis needs to be credible as it uses quantitative (*statistical*) and/or qualitative (*thematic analysis*) tools that are appropriate to the problem issue and research design to analyze data. Thus, the proponent briefly describes the data analysis technique supported by references to research applying the analysis in similar situations.

Commented [a41]: What tool would you use in gathering your data?
Assessments - Surveys - Observations - Statistical datasets - Document analysis - Interviews / focus group discussions - Etc.

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1. Explain the data analysis approach.
2. Describe the step-by-step process based on the approach.
3. Summarize.

How would you analyze the data?
What statistical method will you use?
What model or style will you use?



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Ethical Considerations

The researcher(s) adhere strictly to the ethical guidelines and principles in conducting this study involving human subjects (students/ pupils/ learners), and vulnerable sectors. Moreover, the risk-benefit ratio will be properly weighed and assessed that the procedures conducted in school are still part of the routine activities and expected actions in the teaching-learning process. Hence, the study is ethically sound to begin with. The aspects below will also be ensured.

Informed Consent. It shall be made clear to the participants that their participation in the study is voluntary and that they are not compelled to participate should they believe that this it will be detrimental to their interest. Furthermore, the participants will be informed that the research is conducted solely for academic purposes and the data gathered from them shall be exclusively used for such purpose.

Confidentiality Pledge. The researcher(s) will ensure the confidentiality of the gathered data relative to the personal information of the participants of the study and that these shall not be disclosed to the public at any cause. This is being guaranteed by the following activities:

- The names of the participants will be replaced by codes.
- The sheet containing the name of the participants will be removed and be kept or destroyed when no longer needed for the research.
- The researcher is the only person who has the sole access to the code's master list.
- Files containing research data is password protected and encrypted to keep the data safe.

Authorization to Access Private Information. The interest of the participants will be protected by Republic Act 10173 also known as the Data Privacy Act of 2012, henceforth, any pertinent data or information of the participants of this study will not be accessed, transported, or copied without the approval and consent of the Regional Research Committee (RRC).

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An informed consent document is typically used to provide subjects with the information they need to make a decision to volunteer for a research study.

1. A statement that the project is research and participation is voluntary.
2. A summary of the research, including purpose, duration, and list of procedures.
3. Reasonable, foreseeable risks or discomforts.
4. Reasonable, expected benefits.

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Privacy, Confidentiality, and Anonymity

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American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

American Psychological Association. (2022). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-ards/reference-examples.pdf>.

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REFERENCE LIST ELEMENTS

- alphabetically sorted
- hanging indent
- double spaced

Italics on reference entries either on the title (e.g., web pages, books, reports) or on the source



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APPENDICES

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Action Research Questionnaire/ Tool
Action Research Work Plans and Timelines/ Gantt Chart
Cost Estimates
Plans for Dissemination and Utilization
Transmittal Letter
Application Form and Endorsement of Immediate Supervisor(s) of the Proponent(s)
Declaration of Anti-Plagiarism
Declaration of Absence of Conflict of Interest
Research Proponents' Profile



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OFFICE MEMORANDUM

PPRD-2024-008

08 JAN 2024

To: **Atty. Fiel Y. Almendra, Assistant Regional Director**
All Functional Division Chiefs, RRC Members
Regional Research Committee (RRC) Secretariat
All Others Concerned

**UTILIZATION OF SIMPLIFIED RESEARCH GUIDES FOR RESEARCH PROPOSALS
AND REPORTS AND ADOPTION OF INNOVATION TEMPLATES AND FORMS**


1. The Department of Education Region VII-Central Visayas hereby issues the **Simplified Research Guides for Research Proposals and Reports as well as Innovation Templates and Forms** for adoption and utilization of all concerned DepEd Region VII personnel who are interested in conducting research and innovation. This is pursuant to DepEd Order No. 16, s. 2017 entitled, "Research Management Guidelines" and in compliance with RA No. 11293 otherwise known as the "Philippine Innovation Act".
2. The said research guides and innovation forms aim to provide guidance for those who intend to conduct research studies (BERF, Non-BERF, and RO-initiated researches) and formulate corresponding innovation initiatives through their respective divisions and research committees. Correspondingly, these guides and forms may help teaching, related teaching, and non-teaching personnel in writing research proposals and reports and in translating research results and findings into offshoot or byproduct innovation projects and programs. Similarly, research managers as well as SDRC and RRC secretariat members may utilize these in the initial paper evaluation and provision of technical assistance.
3. These research guides and innovation forms can be accessed through <https://region7.deped.gov.ph/r-and-d/research-resources/> under the Research and Development (R&D) tab of the regional office website as well as through DepEd ROVII's Research Managers' R&D Google site and PPRD's Research Management Portal.
4. In addition, these research guides and innovation forms are properties of DepEd Region VII. The outputs are products of methodical approach of "developmental research". Moreover, prior to its official release, the PPRD and/or the process holder/ program owner conducted orientation cum consultation with the 20 SDOs as well as RO personnel. Henceforth, as these form part of the institutional format and guidelines of the entire region to continuously promote and strengthen its culture of research and innovation, all its content, in whole or in part, are not for sale and shall not be used for any profit-generating activities. Violation by any individual or organization will be dealt with accordingly.
5. For more information, all concerned may contact the **Policy, Planning, and Research Division (PPRD)**, Department of Education (DepEd) Regional Office VII (ROVII), Government Center, Sudlon, Lahug, Cebu City at loc. 734 or through email at pprd.ro7@deped.gov.ph.
6. Immediate dissemination of and strict compliance with this Memorandum is directed.


SALUSTIANO T. JIMENEZ JD, EdD, CESO V
Director IV
Regional Director

STI/ENY/PPRD/EDT/smtc



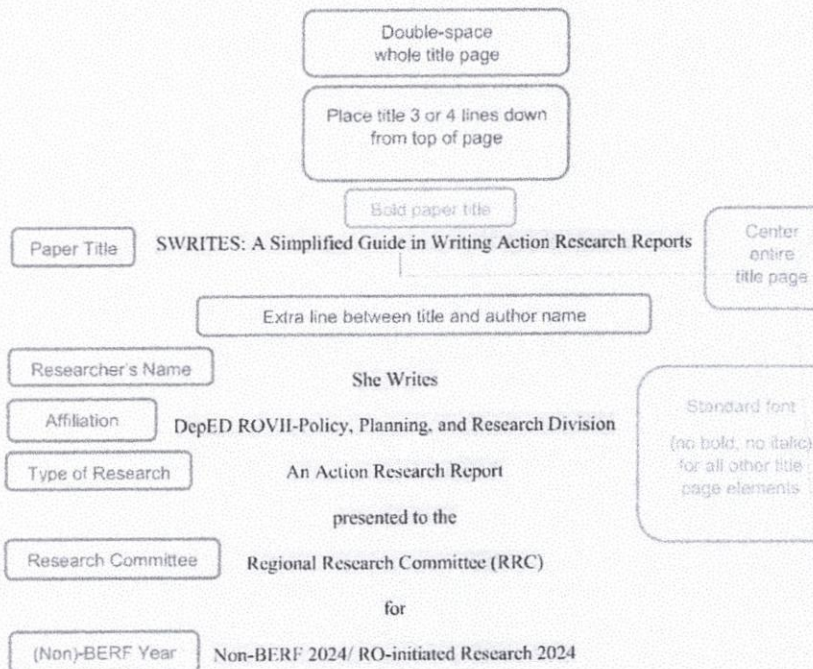
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TITLE PAGE ELEMENTS

- Paper Title
- Researcher's Name
- Affiliation
- Type of Research
- Research Committee
- BERF, Non-BERF, or RO-initiated

TITLE PAGE SETUP

Seventh edition APA Style was designed with modern word-processing programs in mind. Most default settings in programs such as Academic Writer, Microsoft Word, and Google Docs already comply with APA Style.

- **Margins:** Use 1-in. margins on all sides of the page (top, bottom, left, and right).
- **Font:** Use a legible font. Many fonts are acceptable, including 11-point Calibri, 11-point Arial, 12-point Times New Roman, and 11-point Georgia. The default font of your word-processing program is acceptable.
- **Line spacing:** Use double-spacing for the entire paper (including block quotations and the reference list). Do not add blank lines before or after headings. Do not add extra spacing between paragraphs.
- **Paragraph alignment and indentation:** Give your text straight edges on both sides of the paragraph, left and right or have the text "justified". Indent the first line of every paragraph of text 0.5 in. using the tab key or the paragraph-formatting function of your word-processing program.

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Center entire title page

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Standard Font



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**SUPPLEMENTAL WRITING RESOURCES FOR INNOVATIVE TECHNIQUES AND ENGAGING STRATEGIES
 (SWRITES): A SIMPLIFIED GUIDE IN CRAFTING ACTION RESEARCH PROPOSALS**

SHE WRITES
 s.writes@deped.gov.ph

DepEd Regional Office VII

ABSTRACT

The first and second sentences answer the “**what**” of the research. The first sentence should mention the **core content** of the paper. The third sentence answers the “**why**”. It details the objective of the research, or what it aims to do. The 4th to 5th (*may vary*) sentences should cover the **methodology**. It should answer the question “**how**”. If possible, you should describe and combine the methodology in two sentences. The 6th to 7th sentences are the **results** section, also known as **findings**. Include a statement of the significance of the results (*if possible, make it a single sentence*). The last sentence is the **conclusion** which interprets what you have found in the study and states the overall implications of your results.

Keywords: Action Research, Simplified Guide, Pre-Experimental Approach, Cebu, Philippines

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 (Inverted Pyramid Format)

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 Author's Information &
 Institutional Affiliation

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 Structured Format (5 Topical Areas)
 and Word Count (150-200) required

Commented [a7]: BACKGROUND/ INTRODUCTION
 What is the study/ project about?

Commented [a8]: PURPOSE OR AIM
 Why is this study/ project needed?

Commented [a9]: METHODS
 What did you do? How was it found?

Commented [a10]: RESULTS
 What are the most important/ impactful things you found
 in the study/ project? What was found?

Commented [a11]: CONCLUSIONS/ IMPLICATIONS
 What do the results of the project/ study mean?

Commented [SMC12]: Keywords: (4 aspects)
 discipline where the study can be categorized;
 construct or concept investigated; methods and/or
 process; Geography



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ACKNOWLEDGMENT

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•Not so verbose

It is important to acknowledge your work supervisors, statistical advisers, and others who have helped (e.g. colleagues who have offered support and provided data). In addition, any funding bodies should be mentioned like the BERF Program Facility Grant. It is also customary to refer to those who have had to "put up" with you during the process of writing the research – usually family and friends!!!



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Commented [SMC14]: Conventionally, there should be a **Table of Contents**, followed by a *List of Tables* and a *List of Figures*. The table of contents includes all the major divisions of the paper, including *subsections*. The relationship between *major divisions* and *minor subdivisions* should be shown by the appropriate use of capitals and indentations.



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Chapter 1

INTRODUCTION

Context and Rationale

What is your study all about? What is the general situation or circumstance that makes you develop your research output? The action research (AR) report presents a general description of the problem or issue as its focus of inquiry. Why is this situation or circumstance important? In addition, it shows the educational relevance and timeliness of the identified problem as well as discusses the nature, extent, and salience of the issue. Also, the said report explains the need to conduct the AR as a way to address the issue or improve the situation. Furthermore, it elaborates the different aspects of the AR setting showing in depth and critical analyses of the problem you want to solve or explore.

What do other authors say about the study? The report cites previous studies related to the present research with sources that are properly acknowledged. Additionally, it discusses and synthesizes the viewpoints and issues underlying the current study. The related literature/s are critically evaluated to identify inconsistencies in current knowledge that the study intends to address.

What is the gap in the study? This part of the introduction addresses the gaps or limitations in the current body of knowledge. It is important to identify these gaps as they correspondingly provide the rationale of the research. The more gaps were identified, the stronger the paper is.

How did you address the gap? State how did you address the problem or area of concern.

Why is the study important? What is expected from the study? Here, the purpose and significance of your research are articulated. This is where you as the proponent(s) explains why the study is necessary and how it contributed to the existing body of knowledge. Did it solve a particular problem? Did it offer a new way of thinking? Did it give a new direction towards enhancement of practice? Did it develop a new prototype, model, process, tool, etc.?



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Commented [a18]: Paragraph 1: BACKGROUND OF THE STUDY (Mention the research topic)

Commented [SMC19]: Paragraph 2: KEY STUDIES

(Summarize what is known)

What are the current / relevant topics and literature related to this situation / circumstance?

Commented [SMC20]: KNOWLEDGE GAP

(Indicate the research gap)

What are the gaps in the existing literature?

What makes the study different from previous studies?

Commented [SMC21]: (Mention the objective)

What did you intend to do?

Commented [SMC22]: Significance of the research

(Mention the significance)

Why did you do this study?

Commented [a23]: What is the potential contribution or insight of your research?



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Action Research Question

How can the use of *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide aid in the crafting of action research proposals (or writing of action research reports) by that of the DepEd Region Office VII Program Owners/ BERF and Non-BERF Proponents per Policy and Research Program?

OTHER EXAMPLES

Will the use of *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide increase the number of crafted action research proposals (or completed action research reports) by DepEd Region Office VII Program Owners per Policy and Research Program?

How to increase the knowledge and competence of the Technical Working Committee (TWC) Members on evaluating submitted action research proposals (or completed action research reports) using the *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as simplified guide?

How to enhance the content and substance of the crafted action research proposals (or completed action research reports) of DepEd Region VII BERF Proponents using *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as simplified guide?

How effective is the *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide to DepEd Region Office VII Program Owners/ BERF and Non-BERF Proponents, in terms of increasing the number of crafted action research proposals (or completed action research reports) per Policy and Research Program?

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Commented [a25]: What question(s) did you answer?

The action research states the aim, objective, or general research question(s). The research question(s) specify the action research variable(s) or the focus of inquiry. Key elements of the research question(s) are reflected in the title of the proposal or report. The research question(s) logically proceeds from the context of the inquiry. It is clearly related to the identified problem or issue, and conveys the desired change or improvement.

Commented [a26]: INTERVENTION (solution, action, innovation, strategy, intervention)

Commented [a27]: OUTCOME (expected behavior, performance, or skill)

Commented [a28]: PARTICIPANTS

Commented [a29]: INTERVENTION

Commented [a30]: OUTCOME

Commented [a31]: PARTICIPANTS

Commented [a32]: If the action research question is complete with the basic elements (a-*focus or intervention* –participants, *outcome of the study*), finding answers to it is clear.

Commented [a33]: Interrogative Statement (Reflective Inquiry)

- What is the gap, problem, issue?
- What kind of innovation, intervention, or strategy do you use to address the gap, problem, issue?
- Who are the study participants?
- What is the expected outcome?

Commented [a34]: INTERVENTION

Commented [a35]: PARTICIPANTS

Commented [a36]: OUTCOME



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Innovation, Intervention, or Strategy

The action research report mentions the innovation, intervention, or strategy being tried out to address the problem or issue. It also outlines when and where the innovation, intervention, or strategy was undertaken, and who were involved. The activities undertaken are then stated. In addition, the rationale, extent, and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support.

Pre-Implementation Phase. Accomplish the preliminary part of the research. (The proponent/s analyzed the priority needs, created the initial AR proposal/ crafted or developed the innovation, intervention, strategy or material; accomplished the documentary attachments; presented the proposal to the management; sought for endorsement and requested for approval; completed the proposal based on the recommendations; submitted the complete proposal for committee evaluation; edited the proposal based on the given suggestions; submitted the edited proposal to the RRC together with the signed memorandum of agreement or MOA).

Implementation Phase. Employ the strategy to the target participants. (The proponent/s oriented the participants as to the study's nature, scope, and timeline; sought the participants' free, prior, and informed consent as well as addressed other ethical concerns; implemented the strategy or employed the intervention; documented the process of implementation, made appropriate changes and adjustments, and assessed the progress using the strategy or intervention).

Post Implementation Phase. Assess the effectiveness of the strategy. (The proponent/s consolidated the results; tallied and computed the data using the appropriate statistical tools; analyzed and discussed the results; prepared the remaining parts of the report for completion; reviewed the entire work and subject it to critiquing and evaluation; submitted the paper to the research committee for final presentation; edited it based on the results of the final presentation; finalized the report; disseminated and utilized the results; presented the results and shared the findings and recommendations for utilization; prepared for archival and online publication, etc).

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Commented [a38]: What is the innovation, intervention, or strategy all about?
 When and where is it undertaken?
 Who were involved?

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What are the actions taken prior to the conduct of the study?

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What are the different activities undertaken during the implementation of the innovation, intervention, or strategy?

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What is the overall assessment of the program implementation?
 How did you manage the assessment results?
 What are the next steps to be undertaken or the ways forward after determining the results especially if there are target end users or study participants who did not meet expectation(s) or achieve the set standards or intended outcomes?
 How did you put in place the continuous monitoring, evaluation, and sustainability plan of the project/ program?



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Chapter 2

ACTION RESEARCH METHODS

This chapter presents and discusses the research design, participants and/or other sources of data and information, data gathering methods, data analysis, and ethical considerations. These are explained in detail so that researchers who will embark on similar work or endeavor can replicate the methods as they are planning to conduct or implement similar interventions.

Research Design

This research employed a descriptive design as it discussed and described the various parts of the research writing process and elaborated how to do them in a very simple and understandable language (Faryad, 2018). In addition, descriptive analysis was applied to explain the basic features of the research writing process (Garcia & Fombona, 2015). Descriptive method is deemed useful in providing basic summaries of the chapters and sections (Al Raqqad et al., 2017).

Participants/ Sampling and/or Other Sources of Data/ Information

The action research report states the target participants and/or other sources of information (*ex: learners, teachers, teaching-related or non-teaching personnel; documents, realia, learners' products, others*). The details are provided (*number, characteristics, sampling procedure*) and/or other sources of data and information. The proponent also gives a clear rationale for their inclusion in the study.

Data Gathering Procedure

The action research report presents a general description of the method(s) employed for gathering data. Details of the data gathering method(s) are provided: the specific kinds of data, how and when they are gathered (*ex: pretest and posttest scores*). Research instruments, if any, re

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What is the design of your study?
-Descriptive, Evaluative

1. State your research approach.
2. Define your research approach.
3. Explain why you choose this approach.

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1. Define the characteristics of the participants.
2. Describe the sampling technique.
3. Explain the rationale behind selecting the participants and how they relate to the research objectives and questions.
4. Provide information on the sample size and how it will be determined.
5. Identify potential limitations and considerations.

Commented [SMC47]: Who or what are the sample for your study?
Why did you choose this/ these sample/s?
How many? How did you select your sample?

Commented [SMC48]: What are the other sources of information?

Commented [a49]: What sampling technique did you employ?

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described (*ex: test, scale, survey questionnaire, checklist, interview guide, others*). The report explains why the selected data gathering method (s) is suited to the nature and purpose of the action research. The data gathering method is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/ information. Hence, the proponent briefly describes the AR methods supported by references to research applying the methods in similar situations.

Pre-Data Gathering. What did you do before gathering the data?

Actual Data Gathering. How did you administer the tool? What were the sources of data? Who (office/ personnel) is responsible in gathering the data? How frequent did you gather these data?

Post Data Gathering. How did you gather or retrieve the data? How did you organize the gathered data? How did you manage or utilize these data? Who are the possible users of the data (internal and external) and what re the possible uses of these data?

Data Analysis

The action research report presents a general description of how the gathered data/ information are analyzed. Details of the method(s) of the data analysis are given. Techniques (*ex: quantitative/ statistical, qualitative, or both methods*), as well as tools (*ex: software*) to be employed are specified. The selected method of data analysis is shown to be appropriate to the nature of the data/ information gathered and for addressing the research questions. Hence, the data analysis is credible as it uses quantitative (*statistical*) and/or qualitative (*thematic analysis*) tools that are appropriate to the problem/issue and research design to analyze data. Thus, the proponent briefly describes the data analysis technique supported by references to research applying the analysis in similar situations.

Commented [a51]: What tool did you use in gathering your data?
Assessments - Surveys - Observations - Statistical datasets - Document analysis - Interviews / focus group discussions - Etc.

What technique did you choose to collect your data and why were they the most appropriate? Why?

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1. Explain the data analysis approach.
2. Describe the step-by-step process based on the approach.
3. Summarize.

How did you analyze the data?
What statistical method did you use?
What model or style did you use?



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Ethical Considerations

The researcher(s) adhered strictly to the ethical guidelines and principles in conducting this study involving human subjects (students/ pupils/ learners), and vulnerable sectors. Moreover, the risk-benefit ratio was properly weighed and assessed that the procedures conducted in school are still part of the routine activities and expected actions in the teaching-learning process. Hence, the study is ethically sound to begin with. The aspects below were also ensured.

Informed Consent. It has been made clear to the participants that their participation in the study is voluntary and that they were not compelled to participate should they believe that it was then detrimental to their interest. Furthermore, the participants were informed that the research is conducted solely for academic purposes and the data gathered from them were exclusively used for such purpose.

Confidentiality Pledge. The researcher(s) ensured the confidentiality of the gathered data relative to the personal information of the participants of this study and that these data were not disclosed to the public at any cause. This is being guaranteed by the following activities:

- The names of the participants were replaced by codes.
- The sheet containing the name of the participants were removed and kept or destroyed when no longer needed for the research.
- The researchers were the only persons who have the sole access to the code's master list.
- Files containing research data is password protected and encrypted to keep the data safe.

Authorization to Access Private Information. The interest of the participants is protected by Republic Act 10173 also known as the Data Privacy Act of 2012, henceforth, any pertinent data or information of the participants of this study were not accessed, transported, or copied without the approval and consent of the Regional Research Committee (RRC).

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1. Introduction.
2. Identify the anticipated ethical issue.
3. Refer to relevant literature.
4. Outline the strategies employed.
5. Conclude.

Commented [a57]: Obtain the ethical approval.

What did you do to prevent harm, ensure informed consent, address privacy, and avoid deception in your research?

Consider your participants:

- Confidentiality of data/ information
- Parent consent
- Informed consent from adult participants

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An informed consent document is typically used to provide subjects with the information they need to make a decision to volunteer for a research study.

1. A statement that the project is research and participation is voluntary.
2. A summary of the research, including purpose, duration, and list of procedures.
3. Reasonable, foreseeable risks or discomforts.
4. Reasonable, expected benefits.

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Privacy, Confidentiality, and Anonymity

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DISCUSSION OF RESULTS AND REFLECTION

This part presents both in tabular and textual manner the data gathered from the results of the pre-assessment (*before the intervention*) and post-assessment (*after the intervention*) of the study participants. The data were treated with appropriate statistical test and were analyzed and interpreted to determine the answers to the action research question posted. In addition, this chapter also shares the reflections during and after the implementation of the study's intervention.

Table 1 presents a clear, coherent, and concise summary of the results to Research Question 1. In this summary, you will need to include the respective descriptive statistics. For the descriptive statistics, you'll want to present the measures of central tendency (e.g., *mean, median, mode*), depending on the type of data you collected. Make sure that you cover the measures of central tendency for all variables in your study. Be sure to label all tables with clear and simple titles, and reference accordingly. Make sure that you present all relevant findings, even if they are not statistically significant or not what you were hoping for. Lastly, clearly and briefly state how the findings answer Research Question 1.

Number	Table 1	Table number		
Title	<i>Proponents' Research Competence on Writing AR Proposals before the Intervention</i>			Table title
Table Elements	Areas	Mean	SD	Verbal Interpretation
Body (rows and columns)	Rationale of the AR			Same font as paper in table body
	AR Question			
	AR Methods			
	AR Work Plans and Timelines			
	Cost Estimates			
Note (optional)	<i>Composite Mean</i>			Same font as paper in table text

Note.

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 (The heart of your paper, keeping other parts connected and relevant)

Commented [SMC62]: SECTION LABEL.

Commented [a63]: Add introductory statement.

DISCUSSION

- 1. Interpretation.** Highlight the main findings without repeating numbers and present the take home messages.
- 2. Previous Studies.** Discuss how your findings compare to prior studies, trying to emphasize what is unique.
- 3. Implications.** Be explicit how your findings can impact and improve instructional practice or work process.
- 4. Strengths and Limitations.** Discuss methodological strengths and weaknesses, trying to mitigate limitations.
- 5. Research Implications.** Suggest future directions of the inquiry and knowledge gaps.
- 6. Conclusion.** Highlight your unique findings in this important section; state explicitly how your study can improve process and practice.

- Summarize the main findings.
- Interpret the results.
- State the study's implications.
- Compare your findings with previous research.
- Address limitations.
- Suggest further research.
- Conclude.

Results

Presentation of findings
 Data analysis and interpretation
 Support for research question

Discussion

-Interpretation and implication of the results
 -Comparison with existing literature
 -Limitations of the study
 -Recommendations for future research

Conclusion

- Summary of key findings
- Contributions to the field
- Practical implications and applications
- Reflections on the research process





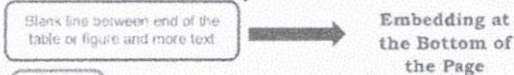
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The research competence level of proponents after the intervention is shown in **Table 2**.

The findings of this study clearly show that ... INTRODUCTION

One explanation for ... EVALUATION

The study was limited by ... CONCLUSIONS



Commented [a64]: -Summary
 -Compare findings with previous literature
 -Implications
 -Limitations; possible problems with the methods used
 -Recommendations for action
 -Recommendations for further study
 -Conclusions

-Provide highlights of the results
 -Discuss the literature in which your results impact
 -Discuss other results in relation to existing literature
 -Provide novel insights

Table 2
Proponents' Research Competence in Writing AR Proposals after the Intervention

Table Alignment	Areas	Mean	SD	Verbal Interpretation
Left-align table itself and end; Left-align leftmost column	Rationale of the AR			
	AR Question			
	AR Methods			
	AR Work Plans and Timelines			
	Cost Estimates			
	<i>Composite Mean</i>			

Table 3 reveals the difference between the proponents' research competence level

before and after the intervention. *{Sample Only}*

Table 3
Comparative Analysis of the Proponents' Research Competence in Writing AR Proposals before and after the Intervention

Table Line Spacing	Areas	Before the Intervention	After the Intervention
	Rationale of the AR		
	AR Question		
	AR Methods		
	AR Work Plans and Timelines		
	Cost Estimates		
	<i>Composite Mean</i>		

Commented [a65]: -statement of the main result
 -(un)-expected results
 -comparison with the literature
 -explanations (of results)
 -limitations of (methodology)
 -generalizability
 -conclusions

Commented [SMC66]:
 1. Present the Important Results. Summarize each relevant result, both positive and negative. Include descriptive statistics (like means and standard deviations). Visual elements like graphs, charts, and tables can be helpful, but only if they directly relate to your results. Make sure you give clear titles and labels for these visuals. If you have additional visuals that are less directly related, consider adding a separate figure and table list.
 2. Connect to the Research Question. Explain how each result is related to your research question or if it supports your hypothesis. You can briefly mention any unexpected results, but save any speculation about their meaning or consequences for the discussion and conclusion sections.



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Embedding at the Top of the Page

Table 1 presents a summary of the key findings from your study in one or two concise yet cohesive paragraphs. Also, highlight the overall key findings in relation to your research questions.

Callout in text before table or figure

Some examples of the kind of language you'd use here include: *The data suggest that: The data support oppose the theory that...; and The analysis identifies...*

Blank line between end of the table or figure and more text.

Table or figure is at top of the page

Table 1

Number of Crafted AR Proposals per Policy and Research Program Before the Intervention

	F	%
Action Research Proposals		
Total		

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Commented [SMC68]: SECTION LABEL

Commented [a69]: Add introductory statement.

1. Summarize the main findings. Provide a concise summary of your main findings. Start by highlighting the most important and significant results that directly address your research question. You can use subheadings or paragraphs to organize and presents different aspects of your findings.
2. Compare your findings with previous research. Discuss how your findings compare or contrast with the existing literature. Identify similarities and differences between your results and previous studies. Explain any discrepancies and provide possible reasons for the differences.
3. Interpret the results. Analyze and interpret your findings in light of the research question and objectives. Explain the implications of your results and how they contribute to the broader understanding of the topic. Discuss the theoretical and practical implications of your findings and any potential applications or recommendations.
4. Address Limitations. Acknowledge the limitations of your study. Discuss any potential biases, sources of error, or constraints that may have affected your results. This demonstrates a critical evaluation of your research and helps to contextualize the findings.
5. Suggest Further Research. Identify areas that require further investigation based on the limitations or gaps in your study. Propose potential research directions that can build upon your findings or address unresolved questions. This highlights the contribution of your research to the field and helps guide future studies.
6. Conclude. Summarize the key points discussed in the discussion section, emphasizing the main findings, their interpretation, and their implications. Avoid introducing new information or data in the conclusion.

Commented [a70]: This section may look different for qualitative and quantitative research projects. For example, qualitative research may report on "themes and concepts", whereas quantitative research may touch on "correlations and causal relationships".





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RESULTS AND DISCUSSION

The interpretation of the findings and explanation of what they mean within your context is shown in Table 2. At its core, the goal of this section is to assess how your findings compare to those of the existing research (i.e., the studies cited in your literature review chapter). By doing this, you'll communicate what the data means in your context, and you'll position it in relation to existing studies (i.e., does it align or misalign with existing research?). Keep in mind that even if your findings contrast with the existing research, you still need to include these in your discussion. In fact, findings that contrast with the existing literature are often the most interesting and noteworthy, so don't shy away from these. They can be fantastic mark earners.

Table 2. Number of Crafted AR Proposals per Policy and Research Program After the Intervention

	F	%
Action Research Proposals		
Total		

Table 3 presents the difference between the number of crafted AR proposals per Policy and Research Program before and after the intervention.

Table 3. Comparative Analysis on the Number of Crafted AR Proposals per Policy and Research Program Before and After the Intervention

	Before the Intervention		After the Intervention	
	F	%	F	%
Action Research Proposals				
Total				

Commented [a71]:

Below are a few questions to help guide your discussion in this section:

- *What other explanations could there be for your findings?*
- *How do your findings relate with those of previous studies?*
- *If your findings differ from those of previous studies, why may this be the case?*
- *What do your findings contribute to your field of research?*

1. **Provide an explanation**
 -A feasible explanation is ...
 -This trend can be explained by ...
2. **Compare to other research**
 -X is consistent with Y's finding ... In contrast, Y found ...
3. **Evaluate whether the findings support or contradict a hypothesis**
4. **State the bottom line: what does the data mean?**
 -These findings overall suggest ... These data indicate ...

1Write Themes or Categories. Present the major themes or categories that emerged from the data. Provide a concise summary of each theme, using illustrative quotes or examples to support your descriptions. Organizing the themes in the order of their relevance or frequency of occurrence is common.

2Write Supporting Data. To enhance the credibility and transparency of your findings, include selected quotes or excerpts from the participants' responses that exemplify each theme or category. These excerpts should be representative of the data and provide sufficient context.

3Write Subthemes or Variations. If applicable, discuss any subthemes or variations within the major themes. Explain how these subthemes add depth or nuance to the overall findings. Again, use supporting quotes or examples to illustrate these subthemes.



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REFLECTION

Reflection and Action Research: How do they work together?

A question from a student prompted me to try to further *clarify how action research (AR) and reflection work together in practice*. The literature is full of associations between AR and reflection, but it can still be hard to fathom what reflection within AR looks like.

An action research is a deliberate and mindful process which needs data – this is a point that I took from XYZ's work. Sometimes I am asked if 'something' that was done in the run of practice could be framed as action research. Perhaps someone tried a *new teaching strategy*, or introduced a *new assessment technique*, and looking back realized that their work appears to be a bit like AR. In such cases I usually start a discussion to help them understand why ...

*Identify the problem, *Search the literature or interview your colleagues for previous strategies/ interventions used to solve this problem, *Develop a strategy / intervention*

Based on the present situation and pressing factors, there is a need to be reflective in the process of undertaking action research and in the reporting of the work – but what might this mean?

The **cycle of research in Pedagogic AR**, and AR more generally, tends to involve key steps like planning a course of action, undertaking some action and undertaking a form of evaluation - interwoven companion to the much-cited **action research cycle** (Lewin in Smith 2020; Arnold & Norton, 2018).

In detail, the **AR Cycle** helps me understand what is happening in my classroom and identify changes that improve teaching and learning. Action research helps me answer the question, **"What are the benefits of implementing my strategy?"** It helps me find out the *effectiveness of specific instructional strategies, the performance of specific students, and classroom management techniques*. It gives me the benefits of research in the classroom through *modifying my instructional strategies* and trying a *new approach with my students*. Henceforth, I am engaged in trying to figure out what works as I am investigating, implementing, reflecting, and refining my approach.

Commented [SMC72]: Embracing Action Research
What particular instance prompted you to improve "classroom practice" or "work process" with action research ... and tell the story.

...a question, an observation, an experience, an interaction, a study/ test results, a discussion ...

Commented [SMC73]: present previous "key studies" in literature.

Commented [SMC74]: point out the "knowledge gap" to be addressed and *why does this research gap need to be filled?*

Commented [SMC75]: previous studies

Commented [SMC76]: state the "innovation, intervention, or strategy" that you develop and implement as a practitioner based on *previous studies alongside personal experiences, related literature and relevant information, and the legal bases or department issuances*.

Commented [SMC77]: personal experience

Commented [SMC78]: discussion with colleagues and observations

Commented [SMC79]: THE ACTION RESEARCH (AR) CYCLE AND PROCESS

Commented [SMC80]: state the *benefits and advantages* of your strategy

Commented [SMC81]: What are the benefits of implementing action research?



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Chapter 4

ACTION PLAN

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Title: SWRITES: A SIMPLIFIED GUIDE IN WRITING RESEARCH REPORTS

Researcher(s): DepEd Regional Office VII - Policy, Planning, and Research Division

I. Rationale

II. Objectives

III. Implementation Scheme

Objectives	Activities	Time Duration	Person/s Involved	Resources Needed	Budgetary Requirements	Expected Output	Accomplishment Indicators (MOVs)
A. PRE-IMPLEMENTATION PHASE							
1. Conduct pre-assessment survey and analyze priority needs of target participants from the crafting of AR proposals to the writing of research reports.	Pre-assessment Survey and Needs Analysis from the Crafting of AR Proposals and Writing of Research Reports by the Target Participants	January 2024	Researcher	pre-assessment survey form needs assessment form	None	Administered pre-assessment survey Accomplished priority needs' analysis	Approved letter of pre-assessment survey administration Accomplished pre-assessment survey and needs assessment forms
2. Accomplish the preliminary part of the action research study as well as other documentary attachments and necessary requirements.	Writeshop	February 2024	Researcher	computer printer paper pen	None	Chapters 1-2 RO-PPRD-F036 documentary attachments RO-PPRD-F007 to RO-PPRD-F013	Approved letter of pre-assessment survey administration Accomplished preliminary parts of the research, attachments, and other requirements.
3. Develop the AR material, SWRITES or the simplified guide for action research development for researchers and practitioners (as well as research managers and evaluators).	Development, Validation, and Finalization of SWRITES, the simplified guide. <i>Orientation cum consultation with experts on the content and format of the research material.</i>	February 2024	Researcher Content Experts and Validators	SWRITES or the simplified research guide material	None	Accomplished final copy of SWRITES that is validated by content experts.	Approved Office Memorandum on the Conduct of Development, Refinement (Validation), and Finalization of the Simplified Research Guide.



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Objectives	Activities	Time Allotment/ Inclusive Dates	Person/s Involved	Resources Needed	Budgetary Requirements	Expected Output/ Target Outcome	Accomplishment Indicators (MOVs)
4. Present the action research proposal to the Regional Research Committee (RRC) Co-chair and seek for endorsement on the conduct of this RO-initiated action research study in the regional office.	Formal presentation through consultation	March 2024	Researcher, RRC Co-chair, RRC Chair/ ARD, Head of Office/ RD	research proposal	None	Presented research proposal to the RRC Co-chair Endorsed research proposal by the immediate supervisor for the approval of the Head of Office	Presented research proposal to the RRC Co-chair RO-PPRD-F036 Endorsement Letter of the immediate supervisor Letter of approval by RRC Co-chair/ ARD and RD as the Head of Office RO-PPRD-F017
5. Finalize the proposal based on the RRC recommendations and/or edit the content based on the suggestions. Submit the edited proposal to the RRC together with the signed memorandum of agreement (MOA)	Content Editing and Proposal Finalization Paper Submission and MOA Signing	March 2024	Researcher, RRC Co-chair, RRC Chair/ ARD, Head of Office/ RD	research proposal	None	Finalized/ edited and submitted AR Proposal Signed MOA	Finalized research proposal RO-PPRD-F036 RO-PPRD-F036 Signed MOA between the researcher and the Department RO-PPRD-F018
B. IMPLEMENTATION PHASE							
5. Conduct orientation with the study's participants (program owners/ process holders) as to the nature, scope, and timeline of the action research on SWRITES.	Orientation	April 2024	Researcher Target participants/ Program Owners (researchers, practitioners, managers, evaluators)	activity design slide decks handouts samples	None	Accomplished orientation with the study participants of the RO-initiated action research.	Approved Office Memorandum on the Conduct of Action Research Orientation Accomplished activity/ conducted orientation
6. Conduct a Collaborative Writeshop on Crafting Action Research Proposals using SWRITES.	Collaborative Writeshop	April 2024	Researcher Target participants/ Program Owners	SWRITES: The Simplified Research Guide	None	Accomplished collaborative writeshop	Office Memorandum Activity Design RO-PPRD-F075 Certification of Research Implementation RO-PPRD-F027 Documentation
7. Assess and appraise the elements of the crafted AR proposals.	Evaluation Session	April 2024	Researcher Target participants/ Program Owners	Assessment Checklist Appraisal Guide	None	Accomplished action research proposal assessment or evaluation	Assessed AR proposals RO-PPRD-F014 Appraised AR proposals RO-PPRD-F015



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Objectives	Activities	Time Allotment/ Inclusive Dates	Person/s Involved	Resources Needed	Budgetary Requirements	Expected Output/ Target Outcome	Accomplishment Indicators (MOVs)
8. Document the action research implementation using SWRITES as writing guide in crafting AR proposals.	Document the research implementation as part of the latter's portfolio	May 2024	Researcher Target participants/ Program Owners	mobile phone for documentation ICT Resources	None	Documented photos Accomplished Progress Report	Photo Documentations Research Progress Report RO-PPRD-F036
9. Assess the impact of SWRITES as a simplified research guide to increase the number of crafted action research proposals per Policy and Research Program (PRP).	Assessment activity	May 2024	Researcher	Assessment Tool	None	Accomplished assessment activity.	Assessment Tool
10. Record the post assessment of the action research development.	Data recording	May 2024	Researcher	Recording sheet/ instrument		Recorded result of post-assessment	Post-assessment Record
C.POST-IMPLEMENTATION PHASE							
11. Tally and compute the data using intended statistical tools.	Statistical computation	June 2024	Researcher	data computer	None	Completed the tallying and computation of data	Report on Talled Data
12. Present the result of the post assessment.	Result presentation	June 2024	Researcher RRC Co-chair	data	None	Accomplished presenting the result of the post assessment	Documentation Certification of Results' Dissemination RO-PPRD-F025
13. Prepare the remaining parts of paper for completion.	Writeshop	June 2024	Researcher	computer printer bondpaper	None	Accomplished remaining parts of AR paper (Chapters 3-4)	Action Research Report RO-PPRD-F039
13. Review entirely the work and submit for critiquing and evaluation.	Paper review and critiquing	June 2024	Researcher RRC Co-chair	completed paper	None	Submitted paper for critiquing and evaluation	Paper draft with corrections and comments
14. Finalize the paper and ensure the complete parts of the report.	Preparation and submission of completed paper	June 2024	Researcher	completed paper	None	Evaluated AR Report	Action Research Report RO-PPRD-F039 - 041 Assessment Checklist for AR Report RO-PPRD-F031
15. Present the results to colleagues and share the findings.	Research Dissemination	June 2024	Researcher Practitioners Managers	research paper	None	Research presentation done with colleagues	Documentation Certification of Results' Dissemination RO-PPRD-F028



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Objectives	Activities	Time Allotment/ Inclusive Dates	Person/s Involved	Resources Needed	Budgetary Requirements	Expected Output/ Target Outcome	Accomplishment Indicators (MOVs)
16. Present the paper to AR Conference or Research Congress	Paper Presentation	June 2024	Researcher	research paper	None	Presented research paper and results in a conference or forum	Documentation Letter Request for Research Presentation RO-PPRD-F043 Certification of Results' Dissemination RO-PPRD-F026 Certificate of Research Presentation
17. Publish the paper in various platforms like research bulletin, digest, or journal.	Paper Publication	June 2024	Researcher	internet access	None	Accomplished publication of work online	Online publication with the paper posted Letter Request for Research Publication RO-PPRD-F044 Certification of Results' Dissemination RO-PPRD-F026 Certificate of Research Publication
18. Refine the research papers' content and implementation phases for adoption and replication by other research environment or study setting.	Research Refinement Innovation Development	June 2024	Researcher	ICT resources	None	Refined research report and developed innovation report	Research Summary Innovation Summary
19. Validate the research and innovation outputs	Validation of Research and Innovation Outputs	June 2024	Researcher	ICT resources	None	Validated research and innovation outputs	Research and Innovation Reports and Outputs
20. Adoption and replication of research and innovation in different schools and SDOs.	Adoption and implementation of research and innovation outputs	June 2024	Researcher	ICT resources	None	Adopted, replicated, and implemented research and innovation output	Certification(s) of Research Results' and Innovation Output Adoption, Replication, Implementation, and Utilization

Prepared by:

Name and Signature of the Researcher(s)

Noted by:

Name and Signature of Immediate Supervisor(s)



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References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- American Psychological Association. (2022). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>.

Commented [a84]: Centered, Bold, Title Case

Commented [SMC85]: Section Label

Commented [a86]:
REFERENCE LIST ELEMENTS

Alphabetically sorted

Hanging Indent

Double spaced

Italics on reference entries either on the title (e.g., web pages, books, reports) or on the source



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APPENDICES

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Action Research Questionnaire/ Tool

Transmittal Letter for Research Implementation

Certification of Research Implementation

Certification of Research Results' Dissemination

Certification of Research Results' Utilization

Certification of Similarity Index or Turnitin

Financial Report (Summary of Expenses)

Photo Documentation and Other Relevant Research Documents



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ACTION RESEARCH METHODS

This chapter presents and discusses the research design, participants and/or other sources of data and information, data gathering methods, data analysis plan, and ethical considerations. These are explained in detail so that the researchers who will embark on similar work or endeavor can replicate the methods as they are planning to conduct or implement similar interventions.

Research Design

This research will employ a descriptive design as it shall discuss and describe the various parts of the research writing process and elaborate how to do them in a very simple and understandable language (Faryad, 2018). Descriptive analysis shall be applied to explain the basic features of the research writing process (Garcia & Fombona, 2015). Descriptive method is also very useful in providing basic summaries of the chapters and sections (Al Raqqad et al., 2017).

Participants/ Sampling and/or Other Sources of Data/ Information

The AR proposal states the target participants and/or other sources of information (*ex: learners, teachers, teaching-related or non-teaching personnel; documents, realia, learners' products, others*). In addition, it provides the details (*number, characteristics, sampling procedure*) and/or other sources of data and information. The proponent also gives a clear rationale for their inclusion in the study.

Data Gathering Procedure

The AR proposal presents a general description of the method(s) to be employed for gathering the data. Details of the data gathering method(s) will be provided: the specific kinds of data, how and when they are collected (*ex: pretest and posttest scores*). Research instruments, if any, are described

Commented [a32]: Level 1 Heading: Centered, Bold, Title Case

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Commented [a34]: Add introductory paragraph.

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What is the design of your study?
 -Descriptive, Evaluative

1. State your research approach.
2. Define your research approach.
3. Explain why you choose this approach.

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1. Define the characteristics of the participants.
2. Describe the sampling technique.
3. Explain the rationale behind selecting the participants and how they relate to the research objectives and questions.
4. Provide information on the sample size and how it will be determined.
5. Identify potential limitations and considerations.

Commented [a37]: Who or what are the sample for your study?

Why do you choose this/ these sample/s?
 How many? How do you select your sample?

Commented [SMC38]: What are the other sources of information?

Commented [a39]: What sampling technique would you employ?

Commented [a40]: Level 2 Heading: Left-aligned, Bold, Title Case

1. Write an overview of data collection methods.
2. Write the details about the participants.
3. Write the step-by-step description of data collection process.





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applying the analysis in similar situations.

The AR proposal presents a general description of how the to-be gathered data/ information will be analyzed. It provides the necessary details of the method(s) of the data analysis. Moreover, it specifies the techniques (ex: *quantitative statistical, qualitative, or both methods*), as well as tools (*ex: software*) to be employed. The selected method of data analysis should be appropriate to the nature of the data/ information that will be gathered and for addressing the research questions. Hence, the data analysis needs to be credible as it uses quantitative (*statistical*) and/or qualitative (*thematic analysis*) tools that are appropriate to the problem issue and research design to analyze data. Thus, the proponent briefly describes the data analysis technique supported by references to research applying the analysis in similar situations.

Data Analysis Plan

(internal and external) and what are the possible uses of these data?

Post Data Gathering. How will you gather or retrieve the data? How will you organize the gathered data? How will you manage and utilize the data? Who are the possible users of the data? Who will you gather and utilize the data? Who are the possible users of the data? these data?

Actual Data Gathering. How will you administer the tool? What are the possible sources of data? Who (office/ personnel) is responsible in gathering the data? How frequent will you gather these data?

Pre-Data Gathering. What will you do before gathering the data?

methods in similar situations.

proponent needs to describe briefly the methods supported by references to research applying the instruments, if any, are appropriate for obtaining the desired kind of data/ information. Hence, the addition, the data gathering method should be aligned with the research question. Research the selected data gathering method is suited to the nature and purpose of the action research. In (ex: *test, scale, survey questionnaire, checklist, interview guide, others*). The paper also explains why



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 1. Explain the data analysis approach.
 2. Describe the step-by-step process based on the approach.
 3. Summarize.
 How would you analyze the data?
 What statistical method will you use?
 What model or style will you use?

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Commented [SMC42]: Level 5 Heading: Indented, Bold, Italic, Title Case, Period, Text Begins on the same line.

Commented [a41]: What tool would you use in gathering your data?
 Assessments - Surveys - Observations - Statistical datasets - Document analysis - Interviews / focus group discussions - Etc.



Ethical Considerations

The researcher(s) adhere strictly to the ethical guidelines and principles in conducting this study involving human subjects (students/ pupils/ learners), and vulnerable sectors. Moreover, the risk-benefit ratio will be properly weighed and assessed that the procedures conducted in school are still part of the routine activities and expected actions in the teaching-learning process. Hence, the study is ethically sound to begin with. The aspects below will also be ensured.

Informed Consent. It shall be made clear to the participants that their participation in the study is voluntary and that they are not compelled to participate should they believe that this it will be detrimental to their interest. Furthermore, the participants will be informed that the research is conducted solely for academic purposes and the data gathered from them shall be exclusively used for such purpose.

Confidentiality Pledge. The researcher(s) will ensure the confidentiality of the gathered data relative to the personal information of the participants of the study and that these shall not be disclosed to the public at any cause. This is being guaranteed by the following activities:

- The names of the participants will be replaced by codes.
- The sheet containing the name of the participants will be removed and be kept or destroyed when no longer needed for the research.
- The researcher is the only person who has the sole access to the code's master list.
- Files containing research data is password protected and encrypted to keep the data safe.

Authorization to Access Private Information. The interest of the participants will be protected by Republic Act 10173 also known as the Data Privacy Act of 2012, henceforth, any pertinent data or information of the participants of this study will not be accessed, transported, or copied without the approval and consent of the Regional Research Committee (RRC).



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Title Case; Period; Text begins on the same line

1. A statement that the project is research and participation is voluntary.
2. A summary of the research, including purpose, duration, and list of procedures.
3. Reasonable, foreseeable risks or discomforts.
4. Reasonable, expected benefits.

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Privacy, Confidentiality, and Anonymity

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Title Case; Period; Text begins on the same line



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REFERENCE LIST ELEMENTS

-alphabetically sorted
-hanging indent
-double spaced

Italics on reference entries either on the title (e.g., web pages, books, reports) or on the source

American Psychological Association. (2020). *Publication manual of the American*

Psychological Association (7th ed.). <https://doi.org/10.1037/0000105-000>

American Psychological Association. (2022). *APA Style common reference examples*

guide. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>.



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APPENDICES

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Action Research Questionnaire Tool
Action Research Work Plans and Timelines Gantt Chart
Cost Estimates
Plans for Dissemination and Utilization
Transmittal Letter
Application Form and Endorsement of Immediate Supervisors of the Proponent(s)
Declaration of Anti-Fragalism
Declaration of Absence of Conflict of Interest
Research Proponents' Profile





Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

OFFICE MEMORANDUM

PPRD-2024-008

To: Atty. Fiel Y. Almendra, Assistant Regional Director
All Functional Division Chiefs, RRC Members
Regional Research Committee (RRC) Secretariat
All Others Concerned

UTILIZATION OF SIMPLIFIED RESEARCH GUIDES FOR RESEARCH PROPOSALS AND REPORTS AND ADOPTION OF INNOVATION TEMPLATES AND FORMS

1. The Department of Education Region VII-Central Visayas hereby issues the **Simplified Research Guides for Research Proposals and Reports as well as Innovation Templates and Forms** for adoption and utilization of all concerned DepEd Region VII personnel who are interested in conducting research and innovation. This is pursuant to DepEd Order No. 16, s. 2017 entitled, "Research Management Guidelines" and in compliance with RA No. 11293 otherwise known as the "Philippine Innovation Act".

2. The said research guides and innovation forms aim to provide guidance for those who intend to conduct research studies (BRRF, Non-BRRF, and RO-initiated researches) and formulate corresponding innovation initiatives through their respective divisions and research committees. Correspondingly, these guides and forms may help teaching, related teaching, and non-teaching personnel in writing research proposals and reports and translating research results and findings into offshoot or byproduct innovation projects and programs. Similarly, research managers as well as SDRC and RRC secretariat members may utilize these in the initial paper evaluation and provision of technical assistance.

3. These research guides and innovation forms can be accessed through <https://region7.deped.gov.ph/r/and-d/research-resources/> under the Research and Development (R&D) tab of the regional office website as well as through DepEd ROVII's <https://region7.deped.gov.ph/r/and-d/research-resources/> under the Research and Development (R&D) tab of the regional office website as well as through DepEd ROVII's Research Managers' R&D Google site and PPRD's Research Management Portal.

4. In addition, these research guides and innovation forms are properties of DepEd Region VII. The outputs are products of methodical approach of "developmental research". Moreover, prior to its official release, the PPRD and/or the process holder/ program owner conducted orientation cum consultation with the 20 SIDOs as well as RO personnel. Henceforth, as these form part of the institutional format and guidelines of the entire region to continuously promote and strengthen its culture of research and innovation, all its content, in whole or in part, are not for sale and shall not be used for any profit-generating activities. Violation by any individual or organization will be dealt with accordingly.

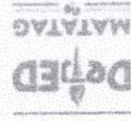
5. For more information, all concerned may contact the **Policy, Planning, and Research Division (PPRD)**, Department of Education (DepEd) Regional Office VII (ROVII), Government Center, Sudlon, Lahug, Cebu City at loc. 734 or through email at pprd.ro7@deped.gov.ph.

6. Immediate dissemination of and strict compliance with this Memorandum is directed.

SALUSTIANO T. JIMENEZ JD, EDD, CESO V
Director IV
Regional Director

SD/PA/PPRD/MT/808

Doña M. Gaisano St., Sudlon, Lahug, Cebu City
Telephone Number: 639457623193 local 700
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Double-space whole title page

Place title 3 or 4 lines down from top of page

Bold paper title

Paper Title

SWRITES: A Simplified Guide in Writing Action Research Reports

Center entire title page

Extra line between title and author name

She Writes

DepED ROVII-Policy, Planning, and Research Division

An Action Research Report

presented to the

Regional Research Committee (RRC)

for

Non-BERF 2024/ RO-initiated Research 2024

Researcher's Name

Affiliation

Type of Research

Research Committee

(Non-)BERF Year

Standard font
(no bold, no italic)
for all other title
page elements

Center
entire
title page

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TITLE PAGE ELEMENTS

- Paper Title
- Researcher's Name
- Affiliation
- Type of Research
- Research Committee
- BERF, Non-BERF, or RO-initiated

TITLE PAGE SETUP

Seventh edition APA Style was designed with modern word-processing programs in mind. Most default settings in programs such as Academic Writer, Microsoft Word, and Google Docs already comply with APA Style.

- Margins: Use 1-in. margins on all sides of the page (top, bottom, left, and right).
- Font: Use a legible font. Many fonts are acceptable, including 11-point Calibri, 11-point Arial, 12-point Times New Roman, and 11-point Georgia. The default font of your word-processing program is acceptable.
- Line spacing: Use double-spacing for the entire paper (including block quotations and the reference list). Do not add blank lines before or after headings. Do not add extra spacing between paragraphs.
- Paragraph alignment and indentation: Give your text straight edges on both sides of the paragraph, left and right or have the text "justified". Indent the first line of every paragraph of text 0.5 in. using the tab key or the paragraph-formatting function of your word-processing program.

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Center entire title page

Commented [a3]: TITLE PAGE FONT

Standard font



SUPPLEMENTAL WRITING RESOURCES FOR INNOVATIVE TECHNIQUES AND ENGAGING STRATEGIES
(SWRITES): A SIMPLIFIED GUIDE IN CRAFTING ACTION RESEARCH PROPOSALS

SHE WRITES
s.writes@deped.gov.ph
DepEd Regional Office VII

ABSTRACT

The first and second sentences answer the "what" of the research. The first sentence should mention the **core content** of the paper. The third sentence answers the "why". It details the objective of the research, or what it aims to do. The 4th to 5th (may vary) sentences should cover the **methodology**. It should answer the question "how". If possible, you should describe and combine the methodology in two sentences. The 6th to 7th sentences are the **results** section, also known as **findings**. Include a statement of the significance of the results (if possible, make it a *single sentence*). The last sentence is the **conclusion** which interprets what you have found in the study and states the overall implications of your results.

Keywords: Action Research, Simplified Guide, Pre-Experimental Approach, Cebu, Philippines



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Commented [SM12]: Keywords: (4 aspects) discipline where the study can be categorized; construct or concept investigated; methods and/or process; Geography

Commented [a11]: CONCLUSIONS/ IMPLICATIONS
What do the results of the project/ study mean?

Commented [a10]: RESULTS
What are the most important/impactful things you found in the study/ project? What was found?

Commented [a9]: METHODS
What did you do? How was it found?

Commented [a8]: PURPOSE OR AIM
Why is this study/ project needed?

Commented [a7]: BACKGROUND/ INTRODUCTION
What is the study/ project about?

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Structured Format (5 Topical Areas)
and Word Count (150-200) required

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Author's Information & Institutional Affiliation

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(Inverted Pyramid Format)



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ACKNOWLEDGMENT

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 *Not so verbose
 It is important to acknowledge your work supervisors, statistical advisers, and others who have helped (e.g. colleagues who have offered support and provided data). In addition, any funding bodies should be mentioned like the BERF Program Facility Grant. It is also customary to refer to those who have had to "put up" with you during the process of writing the research – usually family and friends!!!



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2	Action Research Question
3	Innovation, Intervention, and Strategy
	Chapter 2: ACTION RESEARCH METHODS
4	Research Design
	Participants/ Sampling and/or
5	Other Sources of Data/ Information
6	Data Gathering Procedure
7	Data Analysis
8	Ethical Considerations
	Chapter 3: DISCUSSION OF RESULTS AND REFLECTION
9	Presentation, Analysis, and Interpretation of Data

Commented [SMC14]: Conventionally, there should be a **Table of Contents**, followed by a **List of Tables** and a **List of Figures**. The table of contents includes all the major divisions of the paper, including *subsections* and *subdivisions* between *major divisions* and *minor divisions* should be shown by the appropriate use of capitals and indentations.

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10	Dissemination and Utilization Report	REFERENCES
11		APPENDICES
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13	Action Research Questionnaire/ Tool	
14	Transmittal Letter for Research Implementation	
15	Certification of Research Implementation	
16	Certification of Research Results' Dissemination	
17	Certification of Research Results' Utilization	
18	Certification of Similarity Index or Turnitin	
19	Financial Report (Summary of Expenses)	
20	Photo Documentation and Other Relevant Research Documents	



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INTRODUCTION

Context and Rationale

What is your study all about? What is the general situation or circumstance that makes you

develop your research output? The action research (AR) report presents a general description of the problem or issue as its focus of inquiry. Why is this situation or circumstance important? In addition,

it shows the educational relevance and timeliness of the identified problem as well as discusses the nature, extent, and salience of the issue. Also, the said report explains the need to conduct the AR as

a way to address the issue or improve the situation. Furthermore, it elaborates the different aspects of the AR setting showing in depth and critical analyses of the problem you want to solve or explore.

What do other authors say about the study? The report cites previous studies related to the present research with sources that are properly acknowledged. Additionally, it discusses and synthesizes the viewpoints and issues underlying the current study. The related literatures are

critically evaluated to identify inconsistencies in current knowledge that the study intends to address. What is the gap in the study? This part of the introduction addresses the gaps or limitations

in the current body of knowledge. It is important to identify these gaps as they correspondingly provide the rationale of the research. The more gaps were identified, the stronger the paper is.

How did you address the gap? State how did you address the problem or area of concern. Why is the study important? What is expected from the study? Here, the purpose and significance of your research are articulated. This is where you as the proponent(s) explains why

the study is necessary and how it contributed to the existing body of knowledge. Did it solve a particular problem? Did it offer a new way of thinking? Did it give a new direction towards enhancement

of practice? Did it develop a new pedagogical model, process, tool, etc.?



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Commented [a18]: Paragraph 1: BACKGROUND OF THE STUDY (Mention the research topic)

Commented [5MCI19]: Paragraph 2: KEY STUDIES (Summarize what is known) What are the current / relevant topics and literature related to this situation / circumstance?

Commented [5MCI20]: KNOWLEDGE GAP (Indicate the research gap) What are the gaps in the existing literature? What makes the study different from previous studies?

Commented [5MCI21]: (Mention the objective) What did you intend to do?

Commented [5MCI22]: Significance of the research (Mention the significance) Why did you do this study?

Commented [a23]: What is the potential contribution or insight of your research?



Action Research Question

How can the use of *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide aid in the crafting of action research proposals (or writing of action research reports) by that of the DepEd Region Office VII Program Owners/BERF and Non-BERF Proponents per Policy and Research Program?

OTHER EXAMPLES

Will the use of *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide increase the number of crafted action research proposals (or completed action research reports) by DepEd Region Office VII Program Owners/BERF and Non-BERF Proponents per Policy and Research Program?

per Policy and Research Program?

How to increase the knowledge and competence of the Technical Working Committee (TWC) Members on evaluating submitted action research proposals (or completed action research reports) using the *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide?

How to enhance the content and substance of the crafted action research proposals (or completed action research reports) of DepEd Region VII BERF Proponents using *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide?

How effective is the *Supplemental Writing Resources for Innovative Techniques and Engaging Strategies (SWRTES)* as a simplified guide?

research proposals (or completed action research reports) per Policy and Research Program?



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Text begins as a new paragraph.

Commented [a25]: What question(s) did you answer?

The action research states the aim, objective, or general research question(s). The research question(s) specify the action research variable(s) or the focus of inquiry. Key elements of the proposal question(s) are reflected in the title of the proposal or report. The research question(s) logically proceeds from the context of the inquiry. It is clearly related to the identified problem or issue, and conveys the desired change or improvement.

Commented [a26]: INTERVENTION (action, activity, strategy, intervention)

Commented [a27]: OUTCOME (expected behavior, performance, or skill)

Commented [a28]: PARTICIPANTS

Commented [a29]: INTERVENTION

Commented [a30]: OUTCOME

Commented [a31]: PARTICIPANTS

Commented [a32]: If the action research question is complete with the basic elements (action or intervention-participants - outcome of the study), finding answers to it is clear.

Commented [a33]: Interrogative Statement (Reflective Inquiry)

-What is the gap, problem, issue?

-What kind of innovation, intervention, or strategy do you use to address the gap, problem, issue?

-Who are the study participants?

-What is the expected outcome?

Commented [a34]: INTERVENTION

Commented [a35]: PARTICIPANTS

Commented [a36]: OUTCOME



Innovation, Intervention, or Strategy

The action research report mentions the innovation, intervention, or strategy being tried out to address the problem or issue. It also outlines when and where the innovation, intervention, or strategy was undertaken, and who were involved. The activities undertaken are then stated. In addition, the rationale, extent, and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support.

Pre-Implementation Phase: Accomplish the preliminary part of the research. (The proponents analyzed the priority needs, created the initial AR proposal/ crafted or developed the innovation, intervention, strategy or material; accomplished the documentary attachments; presented the proposal to the management; sought for endorsement and requested for approval; completed the proposal based on the recommendations; submitted the complete proposal for committee evaluation; edited the proposal based on the given suggestions; submitted the edited proposal to the RRC together with the signed memorandum of agreement or MOA).

Implementation Phase: Employ the strategy to the target participants. (The proponents oriented the participants as to the study's nature, scope, and timeline; sought the participants' prior, and informed consent as well as addressed other ethical concerns; implemented the strategy or employed the intervention; documented the process of implementation, made appropriate changes and adjustments, and assessed the progress using the strategy or intervention).

Post Implementation Phase: Assess the effectiveness of the strategy. (The proponents consolidated the results; tallied and computed the data using the appropriate statistical tools; analyzed and discussed the results; prepared the remaining parts of the report for completion; reviewed the entire work and subject it to critiquing and evaluation; submitted the paper to the research committee for final presentation; edited it based on the results of the final presentation; finalized the report; disseminated and utilized the results; presented the results and shared the findings and recommendations for utilization; prepared for archival and online publication, etc.).



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Text begins as a new paragraph.

Commented [38]: What is the innovation, intervention, or strategy all about? Who were involved?

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What are the actions taken prior to the conduct of the study?

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What are the different activities undertaken during the implementation of the innovation, intervention, or strategy?

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What is the overall assessment of the program implementation?
How did you manage the assessment results? What are the next steps to be undertaken or the ways forward after determining the results especially there are target end users or study participants who did not meet expectation(s) or achieve the set standards or intended outcomes?
How did you put in place the continuous monitoring, evaluation, and sustainability plan of the project program?



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Chapter 2
ACTION RESEARCH METHODS

This chapter presents and discusses the research design, participants and/or other sources of data and information, data gathering methods, data analysis, and ethical considerations. These are explained in detail so that researchers who will embark on similar work or endeavor can replicate the methods as they are planning to conduct or implement similar interventions.

Research Design

This research employed a descriptive design as it discussed and described the various parts of the research writing process and elaborated how to do them in a very simple and understandable language (Faryad, 2018). In addition, descriptive analysis was applied to explain the basic features of the research writing process (Garcia & Fombona, 2015). Descriptive method is deemed useful in providing basic summaries of the chapters and sections (Al Raqgad et al., 2017).

Participants/Sampling and/or Other Sources of Data/Information

The action research report states the target participants and/or other sources of information (ex: learners, teachers, teaching-related or non-teaching personnel; documents, realia, learners' products, others). The details are provided (number, characteristics, sampling procedure) and/or other sources of data and information. The respondent also gives a clear rationale for their inclusion in the study.

Data Gathering Procedure

The action research report presents a general description of the method(s) employed for gathering data. Details of the data gathering method(s) are provided: the specific kinds of data, how and when they are gathered (ex: pretest and posttest scores). Research instruments, if any, re



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Text begins as a new paragraph
What is the design of your study?
-Descriptive, Evaluative
1. State your research approach.
2. Define your research approach.
3. Explain why you choose this approach.

Commented [SMC46]: Level 2 Heading: Left-aligned, Bold, Title Case
1. Define the characteristics of the participants.
2. Describe the sampling technique.
3. Explain the rationale behind selecting the participants and how they relate to the research objectives and questions.
4. Provide information on the sample size and how it will be determined.
5. Identify potential limitations and considerations.

Commented [SMC47]: Who or what are the sample for your study?
Why did you choose this/these samples?
How many? How did you select your sample?
Commented [SMC48]: What are the other sources of information?
Commented [a49]: What sampling technique did you employ?
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Text begins as a new paragraph.



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described (ex: test, scale, survey questionnaire, checklist, interview guide, others). The report explains why the selected data gathering method (s) is suited to the nature and purpose of the action research. The data gathering method is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/information. Hence, the proponent briefly describes the AR methods supported by references to research applying the methods in similar situations.

Pre-Data Gathering. What did you do before gathering the data?

Actual Data Gathering. How did you administer the tool? What were the sources of data? Who (office/ personnel) is responsible in gathering the data? How frequent did you gather these data? **Post Data Gathering.** How did you gather or retrieve the data? How did you organize the gathered data? How did you manage or utilize these data? Who are the possible users of the data (internal and external) and what re the possible uses of these data?

Data Analysis

The action research report presents a general description of how the gathered data/information are analyzed. Details of the method(s) of the data analysis are given. Techniques (ex: quantitative/statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. The selected method of data analysis is shown to be appropriate to the nature of the data/information gathered and for addressing the research questions. Hence, the data analysis is credible as it uses quantitative (statistical) and/or qualitative (thematic analysis) tools that are appropriate to the problem/issue and research design to analyze data. Thus, the proponent briefly describes the data analysis technique supported by references to research applying the analysis in similar situations.

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 1. Explain the data analysis approach.
 2. Describe the step-by-step process based on the approach.
 3. Summarize.
 How did you analyze the data?
 What statistical method did you use?
 What model or style did you use?

Commented [51]: What tool did you use in gathering your data?
 Assessments - Surveys - Observations - Statistical datasets - Document analysis - Interviews / focus group discussions - Etc.
 What technique did you choose to collect your data and why were they the most appropriate? Why?
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Commented [SMC53]: Level 5 Heading: Indented, Bold, Italic, Title Case, Period, Text begins on the same line.
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The researcher(s) adhered strictly to the ethical guidelines and principles in conducting this

study involving human subjects (students/ pupils/ learners), and vulnerable sectors. Moreover, the risk-benefit ratio was properly weighed and assessed that the procedures conducted in school are still part of the routine activities and expected actions in the teaching-learning process. Hence, the

study is ethically sound to begin with. The aspects below were also ensured.

Informed Consent. It has been made clear to the participants that their participation in the

study is voluntary and that they were not compelled to participate should they believe that it was then detrimental to their interest. Furthermore, the participants were informed that the research is conducted solely for academic purposes and the data gathered from them were exclusively used for

such purpose.

Confidentiality Pledge. The researcher(s) ensured the confidentiality of the gathered data

relative to the personal information of the participants of this study and that these data were not disclosed to the public at any cause. This is being guaranteed by the following activities:

- The names of the participants were replaced by codes.
- The sheet containing the name of the participants were removed and kept or destroyed when no longer needed for the research.
- The researchers were the only persons who have the sole access to the code's master list.
- Files containing research data is password protected and encrypted to keep the data safe.

Authorization to Access Private Information. The interest of the participants is protected by Republic Act 10173 also known as the Data Privacy Act of 2012, henceforth, any pertinent data or information of the participants of this study were not accessed, transported, or copied without the approval and consent of the Regional Research Committee (RRC).



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1. Introduction.
2. Identify the anticipated ethical issue.
3. Refer to relevant literature.
4. Outline the strategies employed.
5. Conclude.

Commented [a57]: Obtain the ethical approval.
What did you do to prevent harm, ensure informed consent, address privacy, and avoid deception in your research?
Consider your participants:
- Confidentiality of data/information
- Parent consent
- Informed consent from adult participants

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An informed consent document is typically used to provide subjects with the information they need to make a decision to volunteer for a research study.

1. A statement that the project is research and participation is voluntary.
2. A summary of the research, including purpose, duration, and list of procedures.
3. Reasonable, foreseeable risks or discomforts.
4. Reasonable, expected benefits.

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Privacy, Confidentiality, and Anonymity

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DISCUSSION OF RESULTS AND REFLECTION

This part presents both in tabular and textual manner the data gathered from the results of the pre-assessment (*before the intervention*) and post-assessment (*after the intervention*) of the study participants. The data were treated with appropriate statistical test and were analyzed and interpreted to determine the answers to the action research question posed. In addition, this chapter also shares the reflections during and after the implementation of the study's intervention.

Table 1 presents a clear, coherent, and concise summary of the results to Research Question 1. In this summary, you will need to include the respective descriptive statistics. For the descriptive statistics, you'll want to present the measures of central tendency (e.g., *mean, median, mode*, depending on the type of data you collected. Make sure that you cover the measures of central tendency for all variables in your study. Be sure to label all tables with clear and simple titles, and reference accordingly. Make sure that you present all relevant findings, even if they are not statistically significant or not what you were hoping for. Lastly, clearly and briefly state how the findings answer Research Question 1.

Number	Title
Table 1	Proponents' Research Competence on Writing AR Proposals before the Intervention

Table Elements	Table
Number and columns)	AR Question AR Methods AR Work Plans and Timelines Cost Estimates Composite Mean
Body (rows)	Rationale of the AR Arcs Mean SD Verbal Interpretation
Note (optional)	Same text as paper in table body
Min:	Same text as paper in table body

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(The heart of your paper, keeping other parts connected and relevant)

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DISCUSSION

- 1. Interpretation.** Highlight the main findings without repeating numbers and present the take home messages.
- 2. Previous Studies.** Discuss how your findings compare to prior studies, trying to emphasize what is unique.
- 3. Implications.** Be explicit how your findings can impact and improve instructional practice or work process.
- 4. Strengths and Limitations.** Discuss methodological strengths and weaknesses, trying to mitigate limitations.
- 5. Research Implications.** Suggest future directions of the inquiry and knowledge gaps.
- 6. Conclusions.** Highlight your unique findings in this important section, state explicitly how your study can improve process and practice.

• Summarize the main findings.
• Interpret the results.
• State the study's implications.
• Compare your findings with previous research.
• Address limitations.
• Suggest further research.
• Conclude.

Results

Presentation of findings
Support for research question

Discussion

-Interpretation and implication of the results
-Comparison with existing literature
-Limitations of the study
-Recommendations for future research

Conclusion

• Summary of key findings
• Contributions to the field
• Practical implications and applications
• Reflections on the research process





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The research competence level of proponents after the intervention is shown in Table 2.

The findings of this study clearly show that ... INTRODUCTION
One explanation for ... EVALUATION
The study was limited by ... CONCLUSIONS

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Embedding at the Bottom of the Page

Commented [a64]: Summary
-Compare findings with previous literature
-Implications
-Limitations: possible problems with the methods used
-Recommendations for further study
-Conclusions
-Provide highlights of the results
-Discuss the literature in which your results impact
-Provide novel insights

Table 2
Proponents' Research Competence in Writing AR Proposals after the Intervention

Center	Center (table headings)	Center data (if short)	Left-align	Left-align (if bold)
Verbal	Mean	SD	Rationale of the AR	AR Question
Areas	AR Methods	AR Work Plans and Timelines	Cost Estimates	Composite Mean

Table 3 reveals the difference between the proponents' research competence level before and after the intervention. (Sample Only)

Table 3
Comparative Analysis of the Proponents' Research Competence in Writing AR Proposals before and after the Intervention

Areas	Before the Intervention	After the Intervention
Rationale of the AR	AR Question	AR Methods
AR Work Plans and Timelines	AR Methods	AR Work Plans and Timelines
Cost Estimates	AR Work Plans and Timelines	Composite Mean

Commented [a65]: -statement of the main result
-(-un)-expected results
-comparisons with the literature
-explanations of (results)
-limitations of (methodology)
-generalizability
-conclusions

Commented [5M66]:
1. Present the important Results. Summarize each relevant result, both positive and negative. Include descriptive statistics (like means and standard deviations). Visual elements like graphs, charts, and tables can be helpful, but only if they directly relate to your results. Make sure you give clear titles and labels for these visuals. If you have additional visuals that are less directly related, consider adding a separate figure and table list.
2. Connect to the Research Question. Explain how each result is related to your research question or if it supports your hypothesis. You can briefly mention any unexpected results, but save any speculation about their meaning or consequences for the discussion and conclusion sections.

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Chapter 3

DISCUSSION OF RESULTS AND REFLECTION

This part presents both in tabular and textual manner the data gathered from the results of the pre-assessment (before the intervention) and post-assessment (after the intervention) of the study participants. The data were treated with appropriate statistical test and were analyzed and interpreted to determine the answers to the research questions posted. In addition, this chapter also shared reflections during and after the implementation of the study's intervention.

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cohesive paragraphs. Also, highlight the overall key findings in relation to your research questions. Table 1 presents a summary of the key findings from your study in one or two concise yet Some examples of the kind of language you'd use here include: The data suggest that. The data support oppose the theory that... and The analysis identifies...

Table 1
Number of Crafted AR Proposals per Policy and Research Program Before the Intervention

Action Research Proposals	F	%
Total		

Table or figure is at top of the page

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Callout in text before figure

Commented [a69]: Add introductory statement.
1. Summarize the main findings. Provide a concise summary of your main findings. Start by highlighting the most important and significant results that directly address your research question. You can use subheadings or paragraphs to organize and presents different aspects of your findings.
2. Compare your findings with previous research. Discuss how your findings compare or contrast with the existing literature. Identify similarities and differences between your results and previous studies. Explain any discrepancies and provide possible reasons for the differences.
3. Interpret the results. Analyze and interpret your findings in light of the research question and objectives. Explain the implications of your results and how they contribute to the broader understanding of the topic. Discuss the theoretical and practical implications of your findings and any potential applications or recommendations.
4. Address Limitations. Acknowledge the limitations of your study. Discuss any potential biases, sources of error, or constraints that may have affected your results. This demonstrates a critical evaluation of your research and helps to contextualize the findings.
5. Suggest Further Research. Identify areas that require further investigation based on the limitations or gaps in your study. Propose potential research directions that can build upon your findings or address unresolved questions. This highlights the contribution of your research to the field and helps guide future studies.
6. Conclude. Summarize the key points discussed in the discussion section, emphasizing the main findings, their interpretation, and their implications. Avoid introducing new information or data in the conclusion.
Commented [a70]: This section may look different for qualitative and quantitative research projects. For example, qualitative research may report on "themes" and concepts, whereas quantitative research may touch on "correlations and causal relationships."

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The interpretation of the findings and explanation of what they mean within your context is

shown in Table 2. At its core, the goal of this section is to assess how your findings compare to those of the existing research (i.e., the studies cited in your literature review chapter). By doing this, you'll communicate what the data means in your context, and you'll position it in relation to existing studies (i.e., does it align or misalign with existing research?). Keep in mind that even if your findings contrast with the existing research, you still need to include these in your discussion. In fact, findings that contrast with the existing literature are often the most interesting and noteworthy, so don't shy away from these. They can be fantastic mark earners.

Table 2. Number of Crafted AR Proposals per Policy and Research Program After the Intervention

	F	%
Action Research Proposals		
Total		

Table 3 presents the difference between the number of crafted AR proposals per

Policy and Research Program before and after the intervention.

Table 3. Comparative Analysis on the Number of Crafted AR Proposals per Policy and Research Program Before and After the Intervention

	Before the Intervention	After the Intervention
F		
%		
Action Research Proposals		
Total		



Commented [a71]:
 Below are a few questions to help guide your discussion in this section:

- What other explanations could there be for your findings?
- How do your findings relate with those of previous studies?
- If your findings differ from those of previous studies, why may this be the case?
- What do your findings contribute to your field of research?

1. Provide an explanation
 -A feasible explanation is ...
 -This trend can be explained by ...

2. Compare to other research
 -X is consistent with Y's finding ... In contrast, Y found ...

3. Evaluate whether the findings support or contradict a hypothesis

4. State the bottom line: what does the data mean?
 -These findings overall suggest ... These data indicate ...

Write Themes or Categories. Present the major themes or categories that emerged from the data. Provide a concise summary of each theme, using illustrative quotes or excerpts from the participants' responses that exemplify each theme or category. These excerpts should be representative of the data and provide sufficient context. Write Subthemes or Variables. If applicable, discuss any subthemes or variables within the major themes. Explain how these subthemes add depth or nuance to the overall findings. Again, use supporting quotes or examples to illustrate these subthemes.



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REFLECTION

Reflection and Action Research: How do they work together?

A question from a student prompted me to try to further clarify how action research (AR)

and reflection work together in practice. The literature is full of associations between AR and

reflection, but it can still be hard to fathom what reflection within AR looks like.

An action research is a deliberate and mindful process which needs data – this is a point that

I took from XYZ's work. Sometimes I am asked if "something" that was done in the run of practice

could be framed as action research. Perhaps someone tried a new teaching strategy, or introduced a

new assessment technique, and looking back realized that their work appears to be a bit like AR. In

such cases I usually start a discussion to help them understand why ...

"Identify the problem, search the literature or interview your colleagues for previous strategies/

interventions used to solve this problem, develop a strategy / intervention"

Based on the present situation and pressing factors, there is a need to be reflective in the

process of undertaking action research and in the reporting of the work – but what might this mean?

The cycle of research in Pedagogic AR, and AR more generally, tends to involve key steps like

planning a course of action, undertaking some action and undertaking a form of evaluation -

intervenoven companion to the much-cited action research cycle (Lewin in Smith 2006, Arnold & Norton, 2015).

In detail, the AR Cycle helps me understand what is happening in my classroom and identify

changes that improve teaching and learning. Action research helps me answer the question, "What are

the benefits of implementing my strategy?" It helps me find out the effectiveness of specific

instructional strategies, the performance of specific students, and classroom management techniques.

It gives me the benefits of research in the classroom through modifying my instructional strategies and

trying a new approach with my students. Henceforth, I am engaged in trying to figure out what works

as I am investigating, implementing, reflecting, and refining my approach.

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Commented [SMC81]: What are the benefits of implementing action research?

Commented [SMC80]: state the benefits and advantages of your strategy

- Commented [SMC72]: Embracing Action Research
What particular instance prompted you to improve "classroom practice" or "work process" with action research ... and tell the story.
- a question, an observation, an experience, an interaction, a study/ test results, a discussion ...
- Commented [SMC73]: present previous "key studies" in literature.
- Commented [SMC74]: point out the "knowledge gap" to be addressed and why does this research gap need to be filled?
- Commented [SMC75]: previous studies
- Commented [SMC76]: state the "innovation, intervention, or strategy" that you develop and implement as a practitioner based on previous studies alongside personal experiences, related literature and relevant information, and the legal bases or department issuances.
- Commented [SMC77]: personal experience
- Commented [SMC78]: discussion with colleagues and observations
- Commented [SMC79]: THE ACTION RESEARCH (AR) CYCLE AND PROCESS



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Chapter 4

ACTION PLAN

Title: SWRTES: A SIMPLIFIED GUIDE IN WRITING RESEARCH REPORTS

Researcher(s): DepEd Regional Office VII - Policy, Planning, and Research Division

I. Rationale

II. Objectives

III. Implementation Scheme

Objectives	Activities	Time Duration	Persons Involved	Resources Needed	Budgetary Requirements	Expected Output	Accomplishment Indicators (MOIs)
A. PRE-IMPLEMENTATION PHASE							
1. Conduct pre-assessment survey and analyze priority needs of target participants from the Crafting of AR Proposals and Writing of Research Reports by the Target Participants	Pre-assessment Survey and Needs Analysis from the Crafting of AR Proposals and Writing of Research Reports by the Target Participants	January 2024	Researcher	pre-assessment survey form needs assessment form	None	Administered pre-assessment survey Accomplished priority needs analysis	Approved letter of pre-assessment administration Accomplished pre-assessment survey administration Accomplished preliminary parts of the research, attachments and other requirements.
2. Accomplish the preliminary part of the research study as well as other documents and attachments and necessary requirements.	Workshop	February 2024	Researcher	computer printer paper pen	None	Chapters 1-2 documentary attachments to RC-PFRD-F007 RC-PFRD-F013	Approved letter of pre-assessment administration Accomplished preliminary parts of the research, attachments and other requirements.
3. Develop the AR material, SWRTES or the simplified guide for research development for researchers and practitioners (as well as research managers and evaluators).	Development, Validation and Finalization of SWRTES, the simplified guide for research development for researchers and practitioners (as well as research managers and evaluators).	February 2024	Researcher Experts and Validators	SWRTES or the simplified research guide material	None	Final copy of SWRTES that is validated by experts.	Approved Office Memorandum on the Conduct of Refinement (Validation), and Finalization of the Simplified Research Guide.



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Dissemination and Utilization Report



Objectives	Activities	Time Allotment/ Inclusive Dates	Persons Involved	Resources Needed	Budgetary Requirements	Expected Output/ Target Outcome	Accomplishment Indicators (MOVs)
4. Present the action research proposal to the Regional Research Committee (RRC) for endorsement through formal presentation for endorsement on the conduct of this RO-initiated action research study in the regional office.	Formal presentation through consultation	March 2024	Researcher RRC Co-chair, RRC Chair, Head of ARD, Office/ RD	research proposal	None	Presented research proposal to the RRC Co-chair Endorsed research proposal by the RRC Co-chair Letter of approval for the approval of the Head of Office Letter of approval by RRC Co-chair/ ARD and RD as the Head of Office	Presented research proposal to the RRC Co-chair Endorsed research proposal by the RRC Co-chair Letter of approval for the approval of the Head of Office Letter of approval by RRC Co-chair/ ARD and RD as the Head of Office
5. Finalize the proposal based on the RRC recommendations and/or edit the content	Editing and Finalization Paper Submission and MOA Signing	March 2024	Researcher RRC Co-chair, RRC Chair, Head of ARD, Office/ RD	research proposal	None	Finalized/ edited and submitted AFR Signed MOA	Finalized research proposal Signed MOA between the researcher and the Department
B. IMPLEMENTATION PHASE							
5. Conduct the orientation with the study participants (program owners/ process holders) as to the nature, scope, and timeline of the action research on SWRTES.	Orientation	April 2024	Researcher Target participants/ Program Owners (researchers, practitioners, managers, evaluators)	activity design slide decks handouts samples	None	Approved Office Memorandum on the Conduct of Action Research Orientation Accomplished the RO-initiated action research.	Approved Office Memorandum on the Conduct of Action Research Orientation Accomplished the RO-initiated action research.
6. Conduct a Collaborative Writing Action on Research Proposals using SWRTES.	Collaborative Writing	April 2024	Researcher Target participants/ Program Owners	The Simplified SWRTES: Research Guide	None	Accomplished collaborative workshop	Accomplished collaborative workshop
7. Assess and appraise the created proposals.	Evaluation Session	April 2024	Researcher Target participants/ Program Owners	Assessment Checklist Appraisal Guide	None	Accomplished action research proposal evaluation or assessment	Appraised AFR proposals Appraisal AFR proposals



Accomplishment Indicators (MOVs)	Expected Output/Target	Budgetary Requirements	Resources Needed	Persons Involved	Time Allotment/Inclusive Dates	Activities	Objectives
Photo Documentations	Documented photos	None	mobile phone	Researcher	May 2024	Document the research implementation as part of the latter's portfolio	8. Document the action research implementation using SWRTES as writing guide in part of the latter's portfolio
Research Progress Report	Accomplished Progress Report	None	ICT Resources	Program Owners	May 2024	Target participants/program owners	9. Assess the impact of SWRTES as a simplified research guide to increase the number of created action research proposals per Policy and Research Program (PRP).
Assessment Tool	Accomplished assessment activity.	None	Assessment Tool	Researcher	May 2024	Assessment activity	10. Record the post assessment of the action research development.
Post-assessment Record	Recorded result of post-assessment		Recording sheet/instrument	Researcher	May 2024	Data recording	11. Tally and compute the data using intended statistical tools.
Report on Talled Data	Completed the tallying and computation of data	None	data computer	Researcher	June 2024	Statistical computation	12. Prepare the result of the post assessment.
Documentation	Accomplished result of the post	None	data	RRC Co-Chair	June 2024	Result presentation	13. Prepare the remaining parts of paper for completion.
Action Research Report	Accomplished remaining parts of AR paper (Chapters 3-4)	None	computer printer bondpaper	Researcher	June 2024	Workshop	13. Review entirely the work and submit for and critiquing and evaluation.
Paper draft with corrections and comments	Submitted paper for critiquing and evaluation	None	completed paper	RRC Co-Chair	June 2024	Paper review and critiquing	14. Finalize the paper and ensure the submission of completed paper
Action Research Report	Evaluated AR Report	None	completed paper	Researcher	June 2024	Preparation and submission of completed paper	15. Present the results and share the findings.
Dissemination of Results	Research presentation done with colleagues	None	research paper	Researcher Managers	June 2024	Dissemination	

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Name and Signature of Immediate Supervisor(s)

Noted by:

Name and Signature of the Researcher(s)

Prepared by:

Objectives	Activities	Time Allotment/ Inclusive Dates	Persons Involved	Resources Needed	Budgetary Requirements	Expected Output/ Target Outcome	Accomplishment Indicators (MOVs)
16. Present the paper to AR Conference or Research Congress	Paper Presentation	June 2024	Researcher	research paper	None	Presented research paper and results in a conference or forum	Documentation Letter Request for Research Presentation HO-PPRD-043 Certificate of Results Dissemination RO-PPRD-026 Presentation
17. Publish the paper in various platforms like research bulletin, digest, or journal.	Paper Publication	June 2024	Researcher	Internet access	None	Accomplished publication of work online	Letter Request for Research Publication RO-PPRD-044 Certificate of Results Dissemination RO-PPRD-026 Publication
18. Refine the research papers content and implementation phases for adoption and replication by other research environment or study setting.	Research Refinement and Innovation Development	June 2024	Researcher	ICT resources	None	Refined research report and developed innovation report	Research Summary Innovation Summary
19. Validate the research and innovation outputs	Validation of Research and Innovation Outputs	June 2024	Researcher	ICT resources	None	Validated research and innovation outputs	Research and Innovation Reports and Outputs
20. Adoption and replication of innovation in different schools and SDOs.	Adoption and replication of innovation and outputs	June 2024	Researcher	ICT resources	None	Adopted, replicated, and implemented research and innovation output	Certifications of Research and Innovation Output Adoption, Replication, and Implementation Utilization



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References

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

American Psychological Association. (2022). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>.

Commented [a86]: REFERENCE LIST ELEMENTS

Alphabetically sorted

Hanging indent

Double spaced

Italics on reference entries either on the title (e.g., web pages, books, reports) or on the source

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APPENDICES

Commented [SMC87]: Action Research Questionnaire/ Tool
Transmittal Letter for Research Implementation
Certification of Research Implementation
Certification of Research Results' Dissemination
Certification of Research Results' Utilization
Certification of Similarity Index or Turnitin
Financial Report (Summary of Expenses)
Photo Documentation and Other Relevant Research Documents



