



Republic of the Philippines  
Department of Education  
National Capital Region

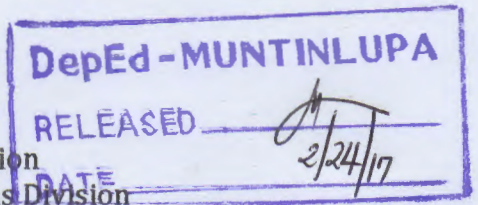
## SCHOOLS DIVISION OFFICE CITY OF MUNTINLUPA

February 20, 2017

### DIVISION MEMORANDUM


NO. 024 s. 2017

TO: OIC- Assistant Schools Division Superintendent  
Chief Education Supervisor, Curriculum Implementation Division  
Chief Education Supervisor, School Governance and Operations Division  
Public Elementary and Secondary School Principals/Officers-in-Charge



### SUBMISSION OF CLASSROOM ACTION RESEARCH ENTRIES FOR THE RESEARCH PARLIAMENT

1. The SGOD-Planning and Research Unit of this Office, in coordination with the Division Research Committee is now preparing for the second year implementation of the Research Parliament.
2. In view thereof, the field is hereby informed and required to submit classroom action research entries (manuscripts) on or before February 24, 2017. It is requested that manuscripts be submitted both in hard and electronic copies to [sdomuntianning@gmail.com](mailto:sdomuntianning@gmail.com).
3. Attached is the publication requirement/format, for reference. Please strictly follow the guide in typesetting the manuscript.
4. Should you wish to inquire for more details, please coordinate with Ms. Phoebe R. Arroyo, SEPS-SGOD Planning and Research.
5. For strict compliance of all concerned.

  
MAURO C. DE GULAN, Ed. D.  
Schools Division Superintendent



(Adapted from PNU format)

**TYPESSETTING THE MANUSCRIPT**

Side margins: Top and Bottom – 1.75; Left and right – 2  
Formatted for 8 ½ x 11 – inch paper

Research Title (Calibri 14, all caps, centered)

**ENHANCING TEACHER COMPETENCE  
THOUGH ONLINE TRAINING**

Author (Brush Script MT 20, Centered)

*Juan dela Cruz*

Master Teacher II – Mathematics  
Muntinlupa National High School  
Division of Muntinlupa City

**Keywords:** (Provide 3 to 4 keywords) Ex: *teacher competence, online training, pedagogical*)

**ABSTRACT** (150-200 words, Calibri 11, italic, single-space)

*An increasing number of educational institutions and organizations around the world employ online training to address emerging challenges in teacher competence. Research literature, however, showed that few studies have been conducted that followed teachers in their respective schools after training to evaluate their classroom performance. Enthused by this lack of empirical proof, this study was conducted to assess the modifications on pedagogical content knowledge (PCK) – an accepted construct in educational lexicon – of nine non-major science teachers who were given a month-long, fully online training. Using a multi-method assessment procedure (e.g., achievement testing, concept mapping, lesson planning, and demonstration teaching), results disclose substantial alteration in two knowledge-based PCK components in science teaching – knowledge about science curriculum and students' understanding of science. A significant increase in achievement scores, better concept map structure and corrected misconceptions were observed after the training. Contrastingly, only little improvement was noted in the other two skill-based components – knowledge about instructional strategies and assessment in science. Few changes were noticed in teachers' topic-specific strategies and science learning assessment skills. Based on these findings, it*

*knowledge about instructional strategies and assessment in science. Few changes were noticed in teachers' topic-specific strategies and science learning assessment skills. Based on these findings, it prepared that fully online teacher trainings were insufficient in enhancing all facets of the complex nature of science teaching.*

**INTRODUCTION** (Included here are the background/rationale of the study, the statement of the problem/purpose, theoretical/conceptual framework, literature review. The whole article must not be more than 5, 000 words.) Font (Calibri 11, Normal, Double-space)

**METHOD** (Stated here are the research design, participants/respondents, sampling plan, instrument used, data collection process and statistical tests)

**FINDINGS** (Explained here are textual/tabular results, and discussion)

Heading (Calibri 11, all caps, bold right-aligned)

Sub-heading (Calibri 11, lowercase, first capitalized, bold, left-aligned)

Sub-sub heading (Calibri 11, sentence case, bold, italics, left-aligned)

Each table, drawing, illustration graph, etc. must be prepared and included within the text of the manuscript (not on separate page) where the author would like the item to be placed. Tables, figures, etc. should be numbered and labelled according to guidelines in the Publication Manual of the American Psychological Association (APA) (5<sup>th</sup> Ed.)

**CONCLUSION/S**

**INSIGHTS/RECOMMENDATIONS**

**REFERENCES** (Use APA format)

Book Duncan, G.J., & Brooks-Gunn, J. (Eds.). (1997). *Consequence of growing up poor*. New York: Russell Sage Foundation

Chapter in a Book Meskell, L. (2001). Archaeologies of identity. In I. Hodder (Ed.) *Archaeological theory today* (pp. 187-213). Cambridge, England: Polity Press.

Journal Article Orlean A. (2007). The condition of secondary school physics education in the Philippines: Recent developments and remaining challenges for substantive improvement. *Australian Education Researcher*, 34 (1), 33-54.

Electronic Journal Article Darling-Hammond L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Achieves*, 8 (1), viewed 9 June 2007, <http://eppa.asu.edu/epaa/v8n1/>

**Note:**

1. Manuscript, in MS Word format, must be submitted electronically to [sdomuntianning@gmail.com](mailto:sdomuntianning@gmail.com)
2. Number of words for the whole manuscript is 7, 000 to 8, 000.
3. Number of pages is 8 to 10.