



Republic of the Philippines
Department of Education

04 JUN 2018

DepEd MEMORANDUM
No. **097**, s. 2018

**GUIDELINES ON THE CONDUCT OF THE FIRST NATIONAL
CURRICULUM RESEARCH CONFERENCE**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd), through the Bureau of Curriculum Development (BCD), issues the enclosed **Guidelines on the Conduct of the First National Curriculum Research Conference**.
2. This project, in general, supports the goal of the DepEd to cultivate a culture of research within its ranks towards evidence-based policy formulation and program management. Specifically, these guidelines aim to provide direction for teaching, teaching-related, and nonteaching personnel within the DepEd, who have finished conducting research on the K to 12 Curriculum and who are participating in the First National Curriculum Research Conference.
3. This is in support to the existing DepEd issuances on research, which are DepEd Order (DO) No. 16, s. 2017 entitled the **Research Management Guidelines**; DO 39, s. 2016 entitled **Adoption of the Basic Education Research Agenda**; DepEd Memorandum (DM) No. 144, s. 2017 entitled **Supplemental Research Guides and Tools**; DO 66, s. 2007 entitled **Revised Guidelines on the Appointment and Promotion of Teaching and Non-Teaching Positions**; and DO 42, s. 2007 entitled **The Revised Guidelines on Selection, Promotion and Designation of School Heads**.
4. The conference will not only showcase research from the public teaching and non-teaching sector, but will also serve as database or corpus for curriculum development and enhancement.
5. Expenses relative to the conduct of this Conference shall be charged to the 2018 BEC funds, BEST AP4 funds and local funds.
6. For more information, contact **Mr. John Kelvin R. Briones**, Bureau of Curriculum Development (BCD), Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone no. (02) 632-7746 or email at johnkelvin.briones@deped.gov.ph.
7. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

References:

DepEd Order: (Nos. 66, s. 2007; 42, s. 2007; 39, s. 2016; and 16, s. 2017)

DepEd Memorandum: No. 144, s. 2017

To be indicated in the Perpetual Index
under the following subjects:

CONFERENCE
CURRICULUM
RESEARCH
RULES AND REGULATIONS
SCHOOLS
TEACHERS

MCR-DM-Guidelines on the Conduct of the 1st National Curriculum Research Conference
0340- April 24, 2018/5-31-18

Guidelines on the Conduct of the First National Curriculum Research Conference

I. Rationale

The Implementing Rules and Regulations of Republic Act 10533 or the Enhanced Basic Education Act of 2013, particularly Rule II Section 10.2, instructs that the curriculum be:

- a. learner-centered, inclusive and developmentally appropriate;
- b. relevant, responsive and research-based;
- c. gender- and culture-sensitive;
- d. contextualized and global;
- e. spiral in approach; and
- f. flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

The DepEd, through the Policy, Research and Development Division of the Planning Services (PRDD-PS), adopted the Basic Education Research Agenda (BERA), through DepEd Order No. 39, s. 2016 consisting of four research themes: Teaching and Learning, Child Protection, Human Resource and Development, and Governance; and three cross-cutting themes, which are Gender and Development, Disaster Risk Reduction and Management, and Inclusive Education. DepEd likewise issued the Department Order No. 16, s. 2017 establishing the Research Management Guidelines.

Moreover, Republic Act No. 9155, otherwise known as The Governance of Basic Education Act of 2001, mandates the Department of Education to enact policies and mechanisms on the basis of "educational research and studies." DepEd supports this mandate through DepEd Order No. 66, s. 2007, which imbeds research into the guidelines on selection and promotion of teachers and non-teaching personnel, and DepEd Order No. 42, s. 2007, which strengthens the selection and promotion process for school heads.

All of these issuances are aimed towards developing a culture of research within the DepEd, which shall serve as an enabling environment for evidence-based policy formulation and program management.

As the heart of the Department of Education, the Bureau of Curriculum Development is mandated to continuously enhance the K to 12 Basic Education Curriculum by intensifying the existing initiatives and programs of the Department towards enhancing the culture of research.

To carry out this mandate, the BCD spearheads the first National Curriculum Research Conference (NCRC), which intends to provide an avenue for presentation, recognition and future publication of completed action and basic research papers on Teaching and Learning. The papers that will qualify are expected to be significant in the review, evaluation, adjustment, and innovation of the curriculum.

II. Scope

The 2018 BCD NCRC shall be open to all research practitioners and enthusiasts in DepEd, which include and is limited to the teaching, teaching-related and non-teaching personnel of Schools Division Offices and schools whose research have been evaluated by a research committee for the purpose of participating in the NCRC. It shall focus on showcasing completed action and basic

research conducted in the school, district, and division levels to identify and address problems related to teaching and learning, particularly on the content of the curriculum.

III. Definition of Terms

Action Research – classroom or school-based systematic inquiry and reflection specifically conducted to improve educational practices or resolve problems in classrooms and schools

Basic Research – systematic inquiry aimed to improve educational theories and practices for an enhanced understanding or prediction of phenomena and observable facts without specific applications towards educational processes or products (Cornell Law School)

Critical Content – is defined as competencies considered crucial in the attainment of the ultimate content and performance standards of any subject area; it may also refer to competencies that are least developed by students and found most difficult to teach by teachers

IV. Guidelines

The conference shall be managed by the BCD. To ensure the smooth conduct of this activity, the guidelines below shall be adhered to. These are in accordance with the existing structures, duties and responsibilities of the Schools Division Research Committee, the Regional Research Committee, and their respective Secretariats as prescribed by Department Order No. 16, s. 2017.

A. Paper Management Process

1. Call for Papers

The Bureau of Curriculum Development initiates the call for paper submission for the 2018 BCD NCRC, which shall commence the following Monday after the National Orientation on the Guidelines on the 2018 BCD NCRC.

The 2018 BCD NCRC shall focus on curriculum research. Curriculum research papers are studies conducted on evaluating, enhancing, validating, and contextualizing the contents of the subjects and learning areas of the K to 12 Curriculum. The sub-topics for this year's Conference theme, teaching and learning as stipulated in DO 39, s. 2016, include the following:

- a. Critical Content, which refers to the concepts anchored on the nature of each learning area;
- b. Curriculum contextualization;
- c. Spiral Progression across subjects and learning areas;
- d. Integration of disaster risk reduction, climate change adaptation and other government thrusts, i.e. drug education and sexuality education in the curriculum;
- e. Inclusive Education (ALS, SPED, IPED, ALIVE); and
- f. Special Programs for the Arts, Sports, Journalism, Science, Technology, Engineering, and Mathematics, Special Science for Elementary Schools, and Strengthened Technical-Vocational Education Program.

2. Screening

The SDRC shall start accepting **new research papers (both action and basic research)** immediately after the orientation on the 2018 BCD NCRC, until **June 20, 2018**. The SDRC Secretariat shall secure the following from the proponents:

- a. Full/Completed Research Paper (hard and soft copy in PDF format saved in a CD) with a 300-word executive summary/abstract;
- b. Application Form (Annex 1)
- c. Endorsement Form from Immediate Supervisor (Annex 2);
- d. Minimum Requirements of Completed Research Report/Styles and Formatting (Annex 3);
- e. Declaration of Anti-Plagiarism (Annex 4);
- f. Declaration of Absence of Conflict of Interest (Annex 5);

Non-submission of any of the abovementioned requirements shall render the paper disqualified. A week after the screening of research papers, notification of owners/authors, and submission of the above requirements of the owners/authors, the SDRC Secretariat shall convene the SDRC as per DO No. 16, s. 2017. Personnel who wish to participate as research proponents shall be prohibited from serving as member of the SDRC.

3. SDRC Paper Evaluation

The SDRC shall conduct initial evaluation of the **new research papers** using the evaluation tools in Annex 6A (Basic Research) and B (Action Research) immediately after the screening.

The results of the evaluation shall be released by the SDRC through a local memorandum two (2) days after the evaluation. The SDRC shall submit the best four (4) research papers (2 Action Research; 2 Basic Research) to RRC on the same date of the posting of the results. A brief justification shall be provided by the SDRC to researchers whose entries do not meet the BCD NCRC selection criteria.

4. RRC Paper Evaluation

Also after the orientation on the 2018 BCD NCRC, the RRC Secretariat shall start reviewing the **BERF funded research papers** in their archives. The RRC Secretariat shall ensure that the owners/authors of the research are notified that their research has been selected as entries in this year's conference.

The RRC shall conduct another round of evaluation of the **newly submitted research papers** using the same evaluation tools in Annex 6A and B within two (2) days of the receipt of the list of qualifiers.

The results of the evaluation shall be released by the RRC through a regional memorandum two (2) days after the evaluation. The RRC shall submit the best four (4) research papers (2 Action Research; 2 Basic Research) to the BCD on or before **January 27, 2018**. A brief justification shall be provided by the RRC to researchers whose entries do not meet the BCD NCRC selection criteria.

5. National Level Expert Review

The BCD NCRC committee shall convene a pool of experts to evaluate the papers endorsed by the RRC immediately. The experts shall be responsible for the acceptance or rejection of the papers for the conference and ranking of the papers for awarding and recognition.

This shall be done through a double-blind peer review using the tools in Annex 6A and B. The BCD NCRC committee shall send notification along with comments and suggestions for improvement to the qualified presenters for the conference. The experts shall also identify the oral and poster presenters for the conference. On the other hand, justification shall be provided by the BCD NCRC committee to researchers whose entries do not meet the BCD NCRC selection criteria. The decision of the NCRC committee shall be final and executory. The results shall be released through an office memorandum, which shall come from the Office of the Undersecretary for Curriculum and Instruction, and shall be posted on an official Facebook page. The qualifiers shall also be emailed directly by the Bureau of Curriculum Development.

The selection of the Best Action Research and Best Basic Research shall be done at this level of review. The prizes are as follows:

CATEGORY	PLACE	PRIZE
BEST ACTION RESEARCH	1 ST PLACE	P 30,000
	2 ND PLACE	P 20,000
	3 RD PLACE	P 10,000

CATEGORY	PLACE	PRIZE
BEST BASIC RESEARCH	1 ST PLACE	P 30,000
	2 ND PLACE	P 20,000
	3 RD PLACE	P 10,000

6. Publication

All abstracts of the accepted papers will be published in the future as a Book of Abstracts with a corresponding International Standard Serial Number (ISSN). The BCD NCRC committee shall convene an Editorial Board which consists of research practitioners and experts from the academe, leading organizations, and relevant government offices to quality assure the publication.

The entirety of the research entries shall be uploaded onto the Learning Resource Management and Development System (LRMDS) after the conference.

B. Conference Management

The three-day conference shall be conducted in ____ 2018 at a venue in the National Capital Region, which shall be identified by the BCD and announced in a separate issuance.

Qualifiers shall present their Action or Basic Research papers in the conference through Oral or Poster Presentation. The BCD NCRC committee shall invite officials from the Executive Committee of the DepEd to serve as judges who will identify the three best Oral Presenters and three best Poster Presenters. They shall be provided with a rubric. The prizes are as follows:

CATEGORY	PLACE	PRIZE
BEST ORAL PRESENTER	1 ST PLACE	P 10,000
	2 ND PLACE	P 7,000
	3 RD PLACE	P 5,000

CATEGORY	PLACE	PRIZE
BEST POSTER PRESENTER	1 ST PLACE	P 10,000
	2 ND PLACE	P 7,000
	3 RD PLACE	P 5,000

The mechanics for presentation shall be released through a separate issuance.

D. Evaluation

The Conference shall be assessed through quality assured evaluation forms prepared by the BCD NCRC committee.

ANNEX 1

Completed Research Application Form

A. RESEARCH INFORMATION

RESEARCH TITLE	
SHORT DESCRIPTION OF THE RESEARCH	
RESEARCH CATEGORY (check <u>only one</u>) <input type="radio"/> Schools Division <input type="radio"/> District <input type="radio"/> School (check <u>only one</u>) <input type="radio"/> Action Research <input type="radio"/> Basic Research	TEACHING AND LEARNING SUB TOPICS (check <u>only one</u>) <input type="radio"/> Critical Content <input type="radio"/> Contextualization <input type="radio"/> Spiral Progression <input type="radio"/> Integration <input type="radio"/> Inclusive Education <input type="radio"/> Special Programs
FUND SOURCE (if applicable)*	
Year the Research was conducted:	

*indicate if proponent used personal funds

B. RESEARCHER INFORMATION

LEAD RESEARCHER / INDIVIDUAL RESEARCHER

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY)	SEX:	POSITION / DESIGNATION:
REGION / DIVISION / SCHOOL		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:

EDUCATIONAL ATTAINMENT (DEGREE TITLE) Enumerate from bachelor's Degree up to doctorate degree	TITLE OF RESEARCH
SIGNATURE OF RESEARCHER:	

RESEARCHER 2

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY)	SEX:	POSITION / DESIGNATION:
REGION / DIVISION / SCHOOL		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATIONAL ATTAINMENT (DEGREE TITLE) Enumerate from bachelor's Degree up to doctorate degree	TITLE OF RESEARCH	
SIGNATURE OF RESEARCHER:		

RESEARCHER 3

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY)	SEX:	POSITION / DESIGNATION:
REGION / DIVISION / SCHOOL		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:

EDUCATIONAL ATTAINMENT (DEGREE TITLE) Enumerate from bachelor's degree up to doctorate degree	TITLE OF RESEARCH	
SIGNATURE OF PROPONENT:		

ANNEX 2

Endorsement of Immediate Supervisor

IMMEDIATE SUPERVISOR'S ENDORSEMENT

I hereby endorse the attached completed research. I certify that the researcher/s has/have conducted the said research in the _____ (school/division) level.

Name and Signature of Immediate Supervisor:

Position/Designation: _____

Date: _____

ANNEX 3

Minimum Requirements of Completed Research Report/Styles and Formatting

- I. Basic Research Template
 - A. Title
 - B. Abstract
 - C. Introduction
 - a. Significance of the Study / Rationale (with Scope and Delimitation)
 - b. Review of Related Literature
 - c. Research Problem / Questions
 - D. Methodology
 - a. Participants / Data Source
 - b. Data Gathering Procedure and Instruments
 - c. Data Analysis
 - E. Results & Discussions
 - F. Conclusions & Recommendations
 - a. Summary of Findings
 - b. Implications and Recommendations
 - G. References

- II. Action Research Template
 - A. Title
 - B. Abstract
 - C. Introduction
 - a. Significance of the Study / Rationale (with Scope and Delimitation)
 - b. Research Problem / Questions
 - D. Methodology
 - a. Participants / Data Source
 - b. Data Gathering Procedure and Instruments
 - c. Data Analysis
 - E. Results & Discussions
 - F. Conclusions & Recommendations
 - c. Summary of Findings
 - d. Implications/Reflection and Recommendations
 - G. References

- III. Styles and Formatting
 - A. Font Style: Times New Roman
 - B. Font Size: 12
 - C. Spacing: Single Space
 - D. Paper Size: Short Bond Paper (8.5"x11")
 - E. Margin: Normal Margin (1 inch on all sides)

- F. Word Limit: 4000 – 8000 words
- G. Pagination: Upper – Right Corner

ANNEX 4

Declaration of Anti-Plagiarism

DECLARATION OF ANTI-PLAGIARISM

1. I/We, _____, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.
2. I/We hereby attest to the originality of this completed research and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this research shall be of original content. I used appropriate citations in referencing other works from various sources.
3. I/We understand that I am/we are solely legally and administratively liable for any violation of this declaration and commitment.
4. I/We also understand that any violation of this declaration and commitment shall be subject to disqualification from the BCD National Curriculum Research Conference.

RESEARCHER:

SIGNATURE:

DATE: _____

RESEARCHER:

SIGNATURE:

DATE: _____

RESEARCHER:

SIGNATURE:

DATE: _____

ANNEX 5

Declaration of Absence of Conflict of Interest

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I/We, _____, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my/our judgment in evaluating, conducting, or reporting research.
2. I/We hereby declare that I/we do not have any personal conflict of interest that may arise during the application and submission of the completed research. I/We understand that my/our research may be returned to me/us if found that there is conflict of interest during the initial screening and evaluation of the SDRC/RRC/BCD.
3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge, I/we will duly report it to the research committee for immediate action.
4. I/We understand that I/we may be held accountable by the Department of Education and (insert grant mechanism) for any conflict of interest which I/we have intentionally concealed and will automatically disqualify my/our research from the BCD National Curriculum Research Conference.

RESEARCHER:

SIGNATURE:

DATE: _____

RESEARCHER: _____

SIGNATURE: _____

DATE: _____

RESEARCHER: _____

SIGNATURE: _____

DATE: _____

ANNEX 6A
EVALUATION TOOL FOR THE
2018 BCD NATIONAL CURRICULUM RESEARCH CONFERENCE
(to be accomplished by the Paper Evaluator at the SDRC, RRC and BCD NCRC
Committee levels)

DETAILS OF THE BASIC RESEARCH

Research component	Sub-Component	Satisfactory	Very Satisfactory	Excellent	Score
Abstract 5 pts		States the purpose, research problem, and the findings and conclusions (1-2 pts)		Describes the major aspects of the entire paper which includes the overall purpose, research problem, and the major findings and conclusions (3-5 pts)	
Introduction 30 pts	Significance of the Study/Rationale (with Scope and Delimitation) 10 pts	Presents a general description of the topic or focus of inquiry (1-4 pts)	Explains the need to conduct the research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue/problem (5-7 pts)	Discusses the nature, extent and salience of the research topic comprehensively; shows an in-depth and critical analysis of the situation; states policy implications (if necessary), benefits and limitations of the study (8-10 pts)	
	Research Questions 10 pts	States simply the problem/s identified in the significance of the study (1-4 pts)	Articulates to some extent the problem/s identified in the significance of the study (5-7 pts)	Articulates comprehensively the problem/s identified in the significance of the study, phrased in a clear and logical manner (8-10 pts)	
	Review of Related	Cites	Cites enough	Provides a	

	Literature (with Conceptual Framework, if applicable) 10 pts	minimal relevant theories and/or previous literature related to the present research (1-4 pts)	relevant theories and/or previous literature related to the present research; cites sources properly (5-7 pts)	thorough synthesis of literature relevant to the current study in terms of building a theory or methodology; identifies inconsistencies or gaps in current knowledge or educational policy; defines constructs and presents them in a conceptual framework (if necessary); consistently cites literature sources (8-10 pts)	
Research Methods 20 pts	Participants and/or Other Sources of Data and Information 2 pts	States the study's participants and/or other sources of data and information (1 pt)		Provides details about the participants and/or other sources of data and information; gives clear rationale for their inclusion (2 pts)	
	Data Gathering Procedure and Instruments 9 pts	Gives only a general description of the data gathering methods (1-3 pts)	Describes details of data gathering methods and the research instruments used and attaches the latter in the Appendix (4-6 pts)	Explains the appropriateness of the data gathering method to the nature and purpose of the study and the research questions; presents details of the research instruments and attaches the latter in the Appendix (7-9 pts)	
	Data Analysis 9 pts	Presents a general description	Shows the appropriateness of selected	Shows the appropriateness of selected	

		of how the data gathered will be analyzed (1-3 pts)	methods of data analysis (4-6 pts)	methods of data analysis by describing in detail the techniques and tools utilized (7-9 pts)	
Results and Discussion 30 pts		Addresses the research questions by merely presenting the results (1-12 pts)	Addresses the research questions by discussing and interpreting the results of the study (13-21 pts)	Addresses the research questions by critically and comprehensively discussing and interpreting the results of the study; anchors effectively the results and discussion on the theories cited in the RRL (22-30 pts)	
Conclusion 15 pts	Summary of Findings 5 pts	Presents a summary of the findings that addresses the research questions (1-2 pt)		Presents a thorough summary of the findings that addresses the research questions (3-5 pts)	
	Implications and Recommendations 10 pts	Explains the importance of the findings (1-4 pts)	States the study's contribution to knowledge, policy formulation and improvement of practice (5-7 pts)	Describes in detail the study's contribution to knowledge, policy formulation and improvement of practice; suggests actions to be undertaken by specific stakeholders and the study's potential utilization and adoption (8-10 pts)	

ANNEX 6B
EVALUATION TOOL FOR THE
2018 BCD NATIONAL CURRICULUM RESEARCH CONFERENCE
(to be accomplished by the Paper Evaluator)

DETAILS OF THE ACTION RESEARCH

Research component	Sub-Component	Satisfactory	Very Satisfactory	Excellent	Score
Abstract 5 pts		States the purpose, research problem, and the findings and conclusions (1-2 pts)		Describes the major aspects of the entire paper which includes the overall purpose, research problem, and the major findings and conclusions (3-5 pts)	
Introduction 30 pts	Significance of the Study/Rationale (with Scope and Delimitation) 20 pts	Presents a general description of the topic or focus of inquiry (1-8 pts)	Explains the need to conduct the research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue/problem (9-14 pts)	Discusses the nature, extent and salience of the research topic comprehensively; shows an in-depth and critical analysis of the situation; states policy implications (if necessary), benefits and limitations of the study (15-20 pts)	
	Research Questions 10 pts	States simply the problem/s identified in the significance of the study (1-4 pts)	Articulates to some extent the problem/s identified in the significance of the study (5-7 pts)	Articulates comprehensively the problem/s identified in the significance of the study, phrased in a clear and logical manner (8-10 pts)	
Research Methods	Participants and/or Other Sources of Data	States the study's		Provides details about the	

20 pts	and Information 2 pts	participants and/or other sources of data and information (1 pt)		participants and/or other sources of data and information; gives clear rationale for their inclusion (2 pts)	
	Data Gathering Procedure and Instruments 9 pts	Gives only a general description of the data gathering methods (1-3 pts)	Describes details of data gathering methods and the research instruments used and attaches the latter in the Appendix (4-6 pts)	Explains the appropriateness of the data gathering method to the nature and purpose of the study and the research questions; presents details of the research instruments and attaches the latter in the Appendix (7-9 pts)	
	Data Analysis 9 pts	Presents a general description of how the data gathered will be analyzed (1-3 pts)	Shows the appropriateness of selected methods of data analysis (4-6 pts)	Shows the appropriateness of selected methods of data analysis by describing in detail the techniques and tools utilized (7-9 pts)	
Results and Discussion 30 pts		Addresses the research questions by merely presenting the results (1-12 pts)	Addresses the research questions by discussing and interpreting the results of the study (13-21 pts)	Addresses the research questions by critically and comprehensively discussing and interpreting the results of the study (22-30 pts)	
Conclusion 15 pts	Summary of Findings 5 pts	Presents a summary of the findings that addresses the research		Presents a thorough summary of the findings that addresses the research	

		questions (1-2 pt)		questions (3-5 pts)	
	Implications/Reflection and Recommendations 10 pts	Explains the importance of the findings (1-4 pts)	States the study's contribution to knowledge, policy formulation and improvement of practice (5-7 pts)	Describes in detail the study's contribution to knowledge, policy formulation and improvement of practice; suggests actions to be undertaken by specific stakeholders and the study's potential utilization and adoption (8-10 pts)	